The role of teachers' work consciousness in changing the ethical climate of schools

Reza Hossein Pour

Assistant Professor of Imam Hossein University,Tehran, Iran
Corresponding author email: hosseinpour_reza@yahoo.com

Abstract: The aim of the research is to explore the role of teachers' work consciousness in changing the ethical climate of schools. The research was an applied research by purpose and a correlation-type descriptive survey by nature and method. The study population consisted of 168 teachers in Sirvan County, and the sample size was determined to be 51 using Cochran's formula. For data collection, library method and field study were used. A researcher-made questionnaire was used to measure the variable conscientiousness and its components (dependability and aim for achievement) and the variable ethical climate. The reliability of the questionnaires were examined and the coefficient of Cronbach's alpha was estimated to be 0.911 in relation to ethical climate questionnaire and 0.906 for conscientiousness questionnaire. In order to account for and analyze the data, frequency tables, various types of bar and pie charts, mean, standard deviation as well as Pearson correlation coefficient were used. The results indicated that there is a strong relationship between dependability and ethical climate (r=0.436), aim for achievement and ethical climate (r=0.344), and conscientiousness and ethical climate (r=0.383) at 0.05 confidence level.
Keywords: conscientiousness, ethical climate, teachers

Introduction

Conscience is a personality trait that implies reliability through being thoroughness and dutifulness from every respect and organized. Conscientiousness is the degree at which individuals of an organization have perseverance, hard-working and motivation for reaching goal (Barrick, 1991; 15). Many studies view conscience as a personality trait which is made of two aspects; aim for achievement and dependability. Achievement depicts a desire to try to be competent and successful in work, which include recruiting high standards for his performance and proceeding with job as long as reaching goal (Moon, 2001; 475). Dependability is the desire to be dependable; the trait includes honesty, self-discipline, respect for law, disciplined, and authority (Ahmadabadi, 2008; 25). Conscientiousness arises from belief or belief conscience at work, so to speak, in the form of four requirements; belief centrism, belief in the end called Allah, patience, jurisprudence (making sense of activities), and incitement (stirring emotions by a resourceful and competent manager). Therefore, it can be said that the concept of conscientiousness in the form of belief conscience takes on importance and value from an Islamic point of view, and an organization can benefit the positive outcomes of such conscience in order to uplift the level of its productivity (Moshabbaki, 1997; 135). As for indicators of conscientiousness, we can refer to abiding by fairness in doing a task, respecting people's ideas, serving people, having a sense of responsibility (Alizadeh, 1996: 46), having a sense of job usefulness, enjoying working, needing external controls less, striving for keeping God and people pleased (Mohammadabad, 2007; 42), as well as doing a flawless work and accomplishing them, giving organization precedence, building a sense of interest in them, saving time and money, and doing tasks in a timely fashion (Soltani, 1998: 9). As organizations are growingly getting complicated and immoral, illegal, and irresponsible works are increasing in workplaces, managers' and experts' focus have directed toward the ethics of work and management of ethics. Programs for ethics would help organizations maintain their ethical performance in turbulent conditions. Today, ethical management is recognized in conjunction with codes of ethics, codes of behavior, policies and procedures, methods of solving moral dilemma, and ethical education (Soltani, 1998:35). Ethical climate depicts moral values and behavioral expectations, as well as representing the effect of morality on the decision of organizations and suggesting ethical alternatives to choosing employees and their actions (Babin et al, 2000; 11). Ethical climate in organizations serve as an important source of information for employees, which include what actions are right or ethical in a given working field (Victor and Cullen, 1988). Therefore, perceived ethical climate helps individuals identify problems

associated with moralities and which criterion should be used to understand and evaluate and solve these ethical issues (Barnett, 2000).

Since education is the cornerstone of nurture and development in every country, attention to its efficiency and effectiveness is very crucial and essential; it is conducive to national development by nurturing committed and morality-bound, conscientious and workaholic individuals, and if it fails to be achieved, grounds for national corruption are provided. Therefore, exploring the relationship between conscientiousness and ethical climate among principals in education organization across the country, and at county and village level of the country as well as Sirvan County as a case study take on considerable importance. The overall goal of this survey was to explore the role of teachers' conscientiousness in changing ethical climate in schools. To achieve this purpose, the main hypothesis holds that there is a relationship between conscientiousness and ethical climate among first-grade and second-grade teachers of Sirvan high schools, and subsidiary hypotheses that there is a relationship between dependability of conscientiousness and ethical climate of teachers in the first-grade and second-grade high schools in Sirvan County, and that there is a relationship between aim for achievement and ethical climate of the first-grade and second-grade high school teachers in Sirvan County, were determined.

Theoretical foundation and research background

Conscientiousness is a factor that brings about order in work and a sense of dutifulness in individuals in organizations, improving behaviors and how employees should be treated in these organizations, so that their desire for complying with organizations' rules, regulations and standards are measured (Abtahi, 1995). In other words, conscientiousness is a factor that brings about order and a sense of duty in individuals (Pourrahim, 1997). Conscientiousness is a force that binds individuals to become committed to a series of conducts revolving around the goal in organization and linking up diverse thoughts and preferences into shaping an instrumental behavior (Merherskovich, 2001). Conscientiousness lead employees working in bureaucratic systems and organizations of the country to match their abilities, talents, and expertise to the achievement of organization's goals not only without any control but also voluntarily, in that under such conscientiousness country's sustainable development programs are ensured (soltani, 1998). Highly conscientious employee work harder, respect for organization's values and they are less frequently seen to commit errors in their works (Mckena, 2005). Highly conscientious employees see the goals and values of organization as equal as their own goals and value, so they put effort into achieving them (Pal et al, 2008).

Ethical work climate is a common framework for evaluating the ethical aspects of human organization, which has come into existence from a more general notion of organizational climate. The description and measurement of climate in organizations are difficult. Richer and Schneider defined organizational climate as "shared understanding", in that everything revolves around it. Two common approaches to the study of organizational climate are cognitive approaches and shared understanding; the former considers climate as individual understanding, and the latter highlights the importance of shared understanding, which exert influence on the concept of climate (Webber, 2007: 568). In order to encourage ethical behaviors, organizations are required to develop ethical charters. Research has shown that ethical charters are influential in preventing unethical behaviors (Kaptein and Schwart, 2007). The charters need to be reinforced by management and employees are bound to implement them in order to avoid unethical behaviors. Ethical work climate has been introduced as an important component of psychological work climate (Babin et al, 2000). Researchers have investigated ethical work climate through its impact on employees' ethical behavior over the past ten years. The investigations explored how ethical work climate affect employees' occupational behaviors and attitudes, in that they discovered the effect of ethical work climate on variables such as job satisfaction and organizational commitment, function of stress and intention to leave job (Parker et al, 2003). While research conducted up to now has developed our understanding of the importance of ethical work climate in organizations, research has often directed its own focus toward how this construct is measured. Most past research measured ethical work climate as one-dimensional concept. Nevertheless, Babin et al indicated that ethical work climate is a multidimensional concept which can be used to improve employees' occupational behaviors and attitudes (Deconinck, 2009). Previous research explored the role of a number of factors influencing ethical behavior, which are categorized in the class of individual or situational factors. Personal characteristics include factors such as stages of psychological and cognitive growth, demographic characteristics such as gender, age, and education and so on. The findings of research are frequently inconsistent with respect to variables of individual class. Many consistent findings in this regard are the variables of situational level such as morality, reward systems, rules, social learning, and ethical culture (Baker et al, 2006). Ethical values of an organization are considered as a major aspect of organizational culture as it can

substantially influence individuals' behavior within organization. Relationship between organization's ethical values and ethical behaviors may not be direct. Probably organization's ethical values are manifested by processes, decision makings and fair policies. Working under such circumstances which entail ethical actions can enhance employees' sense of commitment and loyalty (Baker et al, 2006: 849). Parker et al in their meta-analytical work state that work climate perceived by job satisfaction and work attitudes such as job involvement and organizational commitment are directly related as they are indirectly related to performance (Ivans et al, 2007). In another study which included 293 suppliers of various industries, it was found that certain dimensions of perceived work climate influenced job satisfaction and employees' performance (Martin and Bush, 2006). In another study conducted on supplier personnel, it was found that certain aspects of psychological climate (support and independence) influenced sales agencies' and sales managers' understanding of empowerment. In addition, dimensions of supportive psychological climate, independence and integrity in the workplace were substantially correlated with a customer-oriented approach. The studies represent the importance of psychological climate in making plans for employee's behaviors and attitudes (Deconinick, 2009). Moral behavior has been confirmed, it seems there is an opportunity for unethical behavior where ethical climate is not clear.

Organization's ethical climate demonstrates moral values and behavioral expectations, as well as the impact of morality on decisions made by organization and existence of moral alternatives in order to select employees and actions. Research suggests a relationship between direct supervision of supervisor and desire for immoral behaviors in organizations, so suppliers and organizational marketers who work frequently without direct supervision of supervisors are more under the pressure of immoral behaviors (Babin et al, 2000).

Ahmadabadi (2008) in his research identified that need for achievement and reliability are positively related to task and contextual performance; researchers came up with evidence of the idea that conscientiousness and reliability are more related to contextual performance than task performance.

Karimi et al (2010) explored the relationship between dimensions of organizational climate and moral behavior among staff of Isfahan universities and Isfahan medical universities; the results indicated that considering the average score of organizational climate dimensions and ethical behavior in both universities, which stood at lower level, university directors were suggested to provide the grounds for improving employees' ethical behavior by developing and improving relationships, involving employees in decision makings, giving power and freedom of action to employees, and using bonus and support system.

Liaghatdar et al (2011) explored the level of the impact and role of factors influencing conscientiousness; the result suggested that cultural-social factors primarily and then personal factors and family factors influence conscientiousness, respectively. Moreover, among demographic factors, it was just gender factor that exerted significant effect on conscientiousness.

Rahimnia and Nijkhah-Farakhani (2011) explored the effect of organization's ethical climate on organizational identity and suppliers' intention to leave; the result clearly showed that the ethical climate governing the organization was influential through building up organizational identity over suppliers' intention to leave; likewise, managers can set out to improve organization's ethical climate and reduce the intention to leave by utilizing operational strategies.

In their article entitled "relationship between the Islamic work ethic, organizational commitment and job satisfaction in nurses", Rajabipour-Meybodu and Dehghani-Firouzabadi (2012) arrived at the conclusion that the Islamic work ethic is significantly related to nurses' organizational commitment, but there is no significant relationship between the Islamic work ethic and their job satisfaction. Additionally, the role of organizational commitment is greater in predicting the variance of the Islamic work ethic.

Alirezaee et al (2013) examined the relationship between conscientiousness and job performance. The results indicated that the dimensions of conscientiousness (reliability and aim for achievement) are positively and significantly related to job performance (task performance and contextual performance). The results of regression analysis also indicated that reliability has the ability to explain 32% of variance of job performance among dimensions of conscientiousness.

Ghadiri et al (2013) in their article explored the link of ethical climate with job satisfaction, organizational commitment and intention to leave in employees working in a state-owned company. The results indicated that each of five ethical climates under consideration is related to organizational commitment and job satisfaction and intention to leave. The results of regression analysis indicated that the linear synthesis of various ethical climate is significantly related to the linear synthesis of organizational commitment, job satisfaction, and intention to leave. Moreover, the results of multiple

regression indicated that the linear synthesis of various ethical climate explain 8.45% of organizational commitment, 6.30% of job satisfaction, and 2.28% of intention to leave variance.

Abdi (2013), university lecturer, in a research entitled "role of education in conscientiousness and social discipline" found that providing discipline by parents is effective due to the impression young people get through national, social, and religious education, institutional, and ideological programs, presentation of true patterns for young people and comparative education of culture and rituals and rules of different nations, in order to get better understanding of their society's rules and honor religious and social belief, and respect their society's policies with knowledge on the basis of investigations.

Hashemi (2011) in a research entitled "level of the effect and role of factors influencing conscientiousness" with a sample of 800 students of public universities in Isfahan using a sampling technique suitable for the size (438 females and 362 males), and the research tool questionnaire, indicated that the first and foremost factor which is important in conscientiousness from student's point of view is social-cultural factor. As for these factors, we can refer to scientific values, efficiency of competent individuals, and their punctuality. Many scientists believe that cultural development is a prerequisite for economic and social development. In this regard, human resource is viewed as a major indicator of development. Thus, in order to achieve this, the role of managers in shaping human resource in accordance with culture of development in an attempt to rationalize social system, governance of scientific management over social organizations and growth of conscientiousness among them take on special importance. Therefore, factors contributing to the growth of conscientiousness should be always taken into consideration, because conscientiousness grow in a suitable cultural-social context, if it is not provided, the decline of conscientiousness will be inevitable. According to the results, the second factor that influence conscientiousness is personal-individual factors from students' point of view. As for these factors, having purpose in life and standing firm in its way are concerned. There are some people who require no encouragement and advice, if any problem comes up for them, or anyone talks them into disorderly, they will fix it, yet determining and choosing a goal in every activity or process is basically considered the most important and foremost stage.

Archana (2004) demonstrate that there is a relationship between social support and controls, as is there between job stress and conscientiousness; that is, people with high conscientiousness often experience work concern and proper fulfilment of their duties. Such concern may typically arise from level and manner of individual's thorough and regular supervision of society and organization. Wolf and Betts (2004) arrived at the conclusion that there is a relationship between the variables attachment and autonomy in making occupational decisions and conscientiousness. Quality of attachment to parents and peers determine individual's organizational commitment in the years to come in their lives.

Barker (2001) conducted a study into gender and conscientiousness in a female engineer population. She concluded that the rate of female engineers' conscientiousness is lower than male engineers by controlling for other occupational factors namely job satisfaction. The results of Brown et al (2003) indicate that there is a relationship between emotional intelligence, self-controlled factors and conscientiousness, decision-making process and organizational commitment.

McKenna (2005) and Lambert (2005) contend that conscientiousness is inversely related to employees' absent hours. In a research conducted by Pettijohn and Charlz (2008), a trading institution was studied in terms of supplier's perception faculty of work ethics principles and ethics principles of their employers and their behaviors as customer and links between these observations and suppliers' job satisfaction. The results indicated that there is a positive relationship between suppliers' understanding of work ethics and their employers' ethical principles with respect to customers' feedbacks and suppliers' job satisfaction. In a research conducted by Okpara and Wynn in 2008 concerning the effect of work ethics on job satisfaction and organizational commitment in Nigeria, results suggested that there is a significant relationship between organizational work ethics, organizational commitment, and job satisfaction.

Thomas et al (2006), in a research entitled :promotion of ethical behavior and organizational citizenship behavior among 484 individuals of purchasing managers association in the US, hold that organization plays a key role in employees' personal behaviors and moral values be influential in key organization variables, which give rise to higher levels of ethical behaviors across organization. They also indicated that higher levels of ethical behavior are positively related to organizational citizenship behavior. Jaramilo et al (2006), in a research entitled "effect of ethical climate on work stress, occupational attitude, and job performance of sellers in 68 stores in 16 states in the US", concluded that job stress and attitude are mechanisms by which a good ethical climate can give rise to better occupational performance. Other results of the research indicated that ethical climate would lower

work conflict and work confusion and increase job satisfaction. Jeri (2008), in his research on understanding of customer's ethical behavior across employees of 20 manufacturing companies in the US, asserts that codes of ethics are standards predicting professional behavior and protective of customer services and guiding employees. Hong and Kaur (2008), in their research entitled "relationship between organizational climate, character, and life expectancy of nurses in Malaysia", assert that there is a negative significant relationship between the dimensions structure, reward and support of organizational climate and life expectancy of nurses. Shantini (2008), in his research entitled factors influencing the ethical behavior of employees in 123 pharmacist employees in Malaysia, states that behavior of colleagues, managers' successful actions, and job tenure have an impact on employees' ethical behavior. Gender, level of education, and professional ethics had no significant effect on employees' ethical behavior. Rogins and Cotton (1999), concerning female and male educators' relations, indicated that official educators have more conscience in respect of career path development behaviors than unofficial educators. O'Connor's (1997), in his qualitative study, demonstrates that individual's conscience is a reason for making investment in the advancement of career path.

Given the theoretical foundation and research background, the conceptual model of the research is as follows;
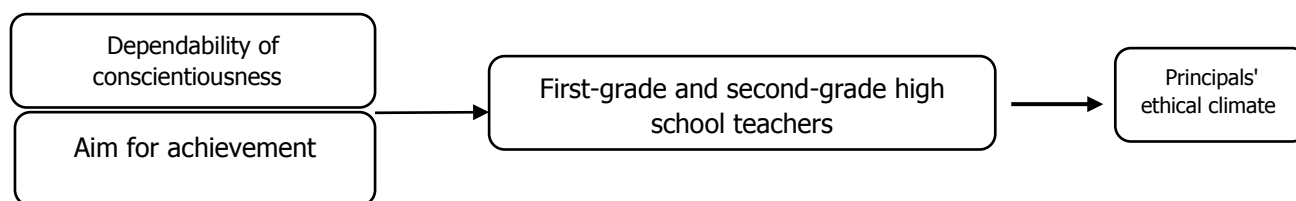
Research method

The present research method is a descriptive correlational-type method. It is also an applied study by purpose, which deals with data collection in a field study. The study population consisted of Sirvan teachers at high school level, and the study area included high schools of Sirvan County in the whole region. The number of population size was estimated to be 168 individuals, and the number of sample was determined to be 51 individuals according to Cochran's formula.

In order to measure conscientiousness variable, Costa's and McKara's personality questionnaire was used, which contains 16 questions (items). For determining validity and collected instruments, the relevant questionnaires were made available to 5 professors of Educational Management Department, and they expressed their opinions about the appropriateness of the questionnaire using the alternatives fully appropriate, appropriate, fairly appropriate, inappropriate, and fully inappropriate. Afterward, given the calculations and the use of content validity and numerical sigma, the rate of the validity of the questionnaire about the relevant factors was estimated. The value of conscientiousness questionnaire validity was obtained 0.942, which is an acceptable value. In this research, in order to examine the internal consistency, Cronbach's alpha was used, the results of which are as follows;

Table 1. Internal consistency

Questionnaire	Cronbach's alpha
Moral climate	0.911
Conscientiousness	0.906
dependability	0.923
Aim for achievement	0.901

The value of Cronbach's alpha was estimated to be 0.911 with respect to ethical climate questionnaire. For conscientiousness questionnaire, it was estimated to be 0.906. Before testing hypotheses, the normality of (natural distribution), the variables of interest were examined using one-sample Kolmogorov-Smirnov test. The hypothesis of normality was applied for all variables. Due to the fact that the normality hypothesis was applied in assessing hypotheses, Pearson correlation and stepwise regression were utilized. In order to analyze data, SPSS 20 software program was used and the significance level was considered to be 0.05.

Research findings

Description dependability of conscientiousness:
Of 51 individuals studied, 3 individuals (7%) estimated the conscientiousness of first-grade and second-grade teachers in Sirvan County at very low rate, 8 individuals (16%) at low rate, 14

individuals (27%) at average rate, 21 individuals (41%) at high rate, and 4 individuals (9%) at very high.

Description of aim for achievement:

Of 51 individuals studied, 1 individial (2%) estimated aim for achievement of the first-grade and second-grade high school teachers in Sirvan County at very low rate, 4 individuals (8%) at low rate, 18 individuals (35%) at average rate, 22 individuals (43%) at high rate, and 6 individuals (12%) at very high rate.

Inferential analyses of the research:

Table 2. Result of the normality test of the variables

Ethical climate	Aim for achievement	dependability	
51	51	51	Study population
4.2	4.0	4.0	Normal mean
0.6	0.7	0.7	Standard deviation
2.919	2.743	2.879	Kolmogorov-Smirnov
0.193	0.321	0.059	Significance level

Considering the results of table 2, since the significance level is greater than the error level 0.05 for all components, the frequency distribution of the variables items has normal distribution.

The first subsidiary hypothesis: there is a relationship between dependability of conscientiousness and ethical climate of the first-grade and second-grade high school teachers of Sirvan County.

Table 3. Correlation coefficient between dependability of conscientiousness and ethical climate

variable	dependability correlation			relationship	Type of relationship
	Pearson				
Ethical climate employees	Correlation (r)	p	number	Exist	direct
	0.436	0.05*<P	51		

* It is significant at 0.05 levels

The results of Pearson correlation test indicate that there is a significant relationship between dependability of conscientiousness and ethical climate of the first-grade and second-grade high school teachers of Sirvan County (r= 0.436, P<0.05). The relationship of these two variables is direct. Considering the results of the tables and emphasis on the obtained F value, it can be stated that a significant relationship is seen between dependability of conscientiousness and ethical climate of the first-grade and second-grade high school teachers of Sirvan County at α=0.05 level. Therefore, the null hypothesis is rejected.

The second subsidiary hypothesis: there is a relationship between aim for achievement and ethical climate of the first-grade and second-grade high school teachers of Sirvan County.

Table 7. Correlation coefficient between aim for achievement and ethical climate

variable	Aim for achievement correlation			relationship	Type of relationship
	Pearson				
Ethical climate	Correlation (r)	p	number	Exist	direct
	0.344	0.05*<P	51		

* It is significant at 0.05 level

The results of Pearson correlation test indicate that there is a significant relationship between aim for achievement and ethical climate of the first-grade and second-grade high school teachers of Sirvan County (r= 0.344 and 0.272, P<0.05). The relationship of the two variables is direct.

The main hypothesis: there is a relationship between conscientiousness and ethical climate of the first-grade and second-grade high school teachers in Sirvan County.

Table 8: correlation coefficient between conscientiousness and ethical climate

variable	Conscientiousness correlation			relationship	Type of relationship
	Pearson				
Ethical climate	Correlation (r)	p	number	Exist	direct
	0.383	0.05*<P	51		

* It is significant at 0.05 levels

The results of Pearson correlation test indicate that there is a relationship between conscientiousness and ethical the climate of the first-grade and second-grade high school teachers of Sirvan County (r= 0.383, P<0.05). The relationship between the two variables is direct.

Discussion and conclusion

The first sub-hypothesis holds that the dependability of conscientiousness is directly, positively and significantly related to the ethical climate of the first-grade and second-grade high school teachers in Sirvan County. Pearson correlation coefficient between dependability of conscientiousness and ethical climate is 0.436; given the significance level (sig: 0.05), there is a positive and significant relationship between dependability of conscientiousness and ethical climate, and there is a positive significant relationship between the two variables.

The second sub-hypothesis holds that aim for achievement is directly, positively and significantly related to the ethical climate of the first-grade and second-grade high school teachers of Sirvan County, Pearson correlation coefficient between aim for achievement and ethical climate was is 0.344; given the significance level is lower (sig: 0.05), a positive and significant relationship exists between aim for achievement and ethical climate. There is also a positive significant relationship.

The main hypothesis holds that conscientiousness is directly, positively, and significantly related to the ethical climate of the first-grade and second-grade high school teachers of Sirvan County. Pearson correlation coefficient between conscientiousness and ethical climate is 0.383; given the smaller significance level (sig: 0.05), a positive and significant relationship exists between conscientiousness and ethical climate, and there is a positive significant relationship between these two variables. The results of the research indicated that there is a positive and significant relationship between dependability of conscientiousness and ethical climate of the first-grade and second-grade high school teachers of Sirvan County. The findings of the research into the relationship of dependability of conscientiousness to the ethical climate of the first-grade and second-grade high school teachers of Sirvan County (first hypothesis) are in line with those of Karimi et al (2010), Liaghatdar et al (2011), Rajabi pour et al (2012), Barger (2001). Moreover, the findings of the research into the relationship of aim for achievement to the ethical climate of the first-grade and second-grade high school teachers of Sirvan County (second hypothesis) are in line with those of Ghadiri et al (2013), Sakz et al (1996), Schiker (2001). The relationship between conscientiousness and ethical climate of the first-grade and second-grade high school teachers of Sirvan County was expectable according to what has been said in the literature review. The relationship between conscientiousness and ethical climate was high significantly (p=0.00), which indicates that ethical climate is built up as suitable methods are used to enhance conscientiousness.

In explaining the results of the present research, we can refer to the definition of conscientiousness; it is a degree at which individuals of an organization have perseverance, industriousness, and motivation for reaching a goal (Pala et al, 2008). Therefore, it is expectable that employees with higher conscientiousness can express greater perseverance and effort, spending more time and energy doing a task. The individuals have greater power to control their impulse and take further responsibility for their own duties; thus, they attempt to offer tasks with better quantity and quality. In this case, it can be expected that employees with higher conscientiousness have better job performance whether in terms of main task performance or in terms of peripheral performances such as support, participation, and teamwork.

In explaining the analysis of Pearson correlation coefficient, it can be said that a positive and significant relationship exist between the components of conscientiousness and ethical climate and all dimensions of conscientiousness and ethical climate. The findings indicate that we can see an increase in the components of ethical climate in organization and workplace as each component of conscientiousness increases. As the result of the test suggest, conscientiousness is a better predictor of the dependent variable ethical climate. A relatively strong relationship exists between components of dependability of conscientiousness' and ethical climate, aim for achievement and ethical climate, conscientiousness and ethical climate. The results of the research indicate that the components of conscientiousness can contribute to an ethical climate in accordance with their intensity and power among the first-grade and second-grade high school teachers of Sirvan County. Thus, in order to have employees with conscientiousness in schools, it is suggested that greater effort be made to improve the components of ethical climate both at individual level and group level; in which case, it is achieved with reliance on the components of conscientiousness in the setting.

Given the results of the research, organizations can pave the way for further responsibility of individuals by laying the foundation for it. Providing a climate together with respect and appreciation of subordinates, application of organizational justice principles, encouragement and recognition of ethical and conscience staff, attaching importance to true and right work, and promoting values and

ethical principles in organizations can serve as factors in accepting further accountability and eventually conscientiousness. These factors contribute to an organic attitude toward a human agent and are highly influential in building trust in the workplace and working empathically.

References

Abdi, R. (2003). Role of education in conscientiousness and social discipline. Available in www. ensani. Ir/fa/content/96481/default. aspx

Archana, V. (2004). Occupational Stress and Social Support as Predictors of Organisational Commitment.Psychologycal Studies.49 (2- 3),202-204.

Baker L .Thomas, Tammy G. Hunt, Martha C. Andrews (2006), Promoting ethical behavior and organizational citizenship behaviors: The influence of corporate ethical values; Journal of Business Research59: 849–857.

Barati-Ahmadabadi, H. (2008). Relationship between antecedent variables (organizational justice and organizational climate) and conscientiousness and job performance of employees working in Esfahan Steel Company. Master's thesis, University of Isfahan, Faculty of Education and Psychology.

Barker, A.M. (2001). Effects of Gender on Engineering Career Commitment. Journal of Women and Minorities in Science and Engineering.7 (2).

Borman WC, Penner LA, Allen TD, Motowidlo JS. (2001). Personality predictors of citizenship behavior. International Journal of Selection and Assessment, 9: 52-69.

Dadgaran, S.M. (2005). Discipline and conscientiousness in Iran's labor community. Business and society, issue 66, available at www. ensani. ir/fa/content/87150/default. aspx.

Daft, R. (2011). Theoretical foundations and design of organization. Translated by Parsaian and Arabi, S.M, 1st edition, Cultural Research Publication, Tehran: 65, 391-392

DeConinck. B , James (2009), The influence of ethical climate on marketing employees' job attitudes and behaviors , Journal of Business Research, , JBR-06796; No of Pages 8.

Etebarian, A. Ahmadipanah-Mehrabadi, A (2010). Link between perceived organizational justice and employees' conscientiousness, Islamic Azad University, Khorasegan Branch (Isfahan), Master's thesis.

Ghorchian, N.Gh. (1995). An analysis of the concept of conscientiousness. Journal of Research and Planning in Higher Education, issue 2

Hashemi, B.B.V. (2011). A study of the level of impact and role of factors contributing to conscientiousness. University of Isfahan

Heidari, L. (2003). Study of the relationship of the performance of teaching staff (teachers and principals) to high school students' conscientiousness at District 1 in Kerman. 17, 27, 78

Heresy, P. Blanchard, K. (2006). Management of organizational behavior. Translated by Alaghemand, A. 27th edition, Amirkabir Publication, Tehran: 52

Hosseini, A.S. (2001). Influential factors in enhancing conscientiousness. TadbirSpecialized Quarterly, issue 115

Islamic Research Center, Representative of the Supreme Leader in the Iranian Revolutionary Guards. (2000). Conscientiousness and social, economic and financial discipline.

Kaptein M, Schwartz MS (2007), the effectiveness of business codes: a critical examination of existing studies and the development of an integrated model. J Bus Ethics: 111–27 (March).

Liaghatdar, M.J. et al (2011). The effect and role of factors influencing conscientiousness. Journal of Applied Sociology, year 22, serial No. (41), 1st issue, Spring

Mc Kenna, S. (2005). Organisational Commitment in the Small Entrepreneurial Business in Singapore. Cross Cultural Management. 12(2), 16-20.

Pala, F.; Eker, S. & Eker,M. (2008). The Effect of Demographic Characteristics on Organizational Commitment and Job Satisfaction: An Empirical Study on Turkish Health Care Staff. The journal of Industrial Relation and Human Resources. 10(2), 54-75.

Parker PP, Baltes BB, Young SA, Huff JW, Altmann RA, Lacost HA, et al (2003), Relationships between psychological climate perceptions and work outcomes: a meta-analytic review. J Organ Behav: 389–416.

Sayemiri, A. (1995). Conscientiousness and its manifestation in society, Standard Magazine, issue 53, Standard Institution Press: 30

Talebiam, A. (2003). Measuring the level of conscientiousness and social factors contributing to it. Doctoral dissertation in Sociology, University of Tehran: 125

Ulrich Connie, Patricia O'Donnell, Carol Taylor, Adrienne Farrar, Marion Danis, Christine Grady (2007), Ethical climate, ethics stress, and the job satisfaction of nurses and social workers in the United States; Social Science & Medicine 65: 1708–1719.

Wolf, J.B. & Betz, N.F. (2004). The Relationshipe of Attachment Variables to Career Decision-Making Self Efficacy and Fear of Commitment. From: http: http//finarticles.com.