Nursing and Midwifery Faculty Member's Perceptions of Ethical Workplace Climate

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Abstract: We examined nursing and midwifery faculty member's perceptions of the ethical climate of their workplace a cross-sectional survey of 110 nursing and midwifery faculty members in 3 universities of medical sciences in Tehran with quota sampling method. Data collection was conducted through Victor and Cullen's Revised Ethical climate Questionnaire. The results revealed that perceived Ethical workplace climate in order were egoism (M = 18.9, SD = 5.26), benevolence (M = 16.09, SD = 4.78) and principled (M = 19.33, SD = 4.73). The prevailing ethical workplace climate on research environment was a "principled ethical workplace climate". There were no significant differences among faculty members regarding their gender and perceptions of ethical workplace climate. The analysis demonstrated a foundation for higher education institutions to choose to implement a particular ethical workplace climate to improved performance and organizational relations, increased creativity and productivity. The study concluded with implications for future research.

Key words: Ethical workplace climate, faculty member, ethical, demonstrated, implement

INTRODUCTION

In recent years, higher education institutions are faced with challenges and profound changes, as a result, failure to increase the salaries paid to faculty members, increasing the workload of faculty members, increasing the number of students increased response to them has become a common position. Given the changing work climate at higher education institutions, a major concern for higher education leaders is to ensure developed appropriate ethical workplace climate (Floyd and Yerby, 2014).

Studies have shown that the ethical workplace climate significant impact on performance and organizational relations, increase in creativity and productivity, reduce deviant behaviors and negative attitudes toward work (Floyd and Yerby, 2014; Borhani et al., 2013; Moore 2012; Gormley and Kennerly, 2010; Robbins and Judge, 2008; Peterson, 2002; Najafi 1970). According to the introduction, this study has a main goal: determine faculty members understanding of the ethical workplace climate.

Most of researches have been done on the ethical workplace climate in the trade. However, assuming the mentioned short comings of university faculty members and a growing number of faculty members of higher education institutions can be enjoyed by ethical climate of the work environment of faculty members, toward achieving the goals, mission and vision of the university (Moore, 2012).

Knowledge and awareness of ethical climate in the workplace can be helpful to higher educational institutions in identifying and implementing mechanisms to change, upgrade and manage the work environment and ethical climate of their faculty members.

Background

Ethical climate: Ethical climate is part of the organizational culture a major role in shaping the attitudes of staff and organizational relationships (Borhani et al., 2013; Moore, 2012). Ethical climate is included patterns that lead behavior of employees and is shown moral characteristics of each organization (Borhani et al., 2012). In nursing researches, Olson (1994) has been defined ethical climate as "Individual perception of the organization that affects the attitudes and behaviors".

According to Victor and Cullen (1988), ethical climate is mental structure that from total shared, significant and constant perceptions of staff about ethical practices and policies in their organizations is obtained. Victor and Cullen offered ethical climate types according to cognitive

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theory of moral development of Kohlberg and studied situations. Ethical three criteria: egoism (hedonism), benevolence (utilitarianism) and principled (deontology) in interaction with three individual analysis, local and global (actually centers where people are present or is performed according to the central decision-making (types of ethical climate have shaped the basic criteria (Tsai and Huang, 2008).

Egoism ethical workplace climate is characterized by self-interest employee so that employees decide based on the promotion of personal interests and without regard to the needs and interests of others. Employees have less interest to the other members of the organization and generalities of organization. On the other hand, benevolence ethical workplace climate of people is encouraged to interest in relation to the welfare of others inside and outside the organization. Most likely in the benevolence of ethical climate of the work environment, employee takes some decisions to maximize common interests even when the decision would be less satisfied of individual needs (Floyd and Yerby, 2014). In one of ethical climate based on the principles and criteria, moral decisions based on the interpretation of regulations, laws and standards in the form of social organization or unit is normative expectations (Victor and Cullen, 1988). Studies have shown that ethical climate of the workplace has impact on the performance and organizational relations, increase in creativity and productivity, reduce deviant behaviors and negative attitudes toward work (Moore, 2012). Ethical climate of organization is directly related to the positive behavior of employees as well as negative workplace behaviors such as absenteeism, delays and procrastination (Peterson, 2002). By studying the ethical climate, researchers can be aware ethics governing the organization, practices and ethical behavior of individuals. About how people receive working environment, can affect their attitudes towards ethical issues and their role in the moral decisions.

Studies show that there is a significant correlation between organizational climate work environment, employee productivity and job satisfaction (Floyd and Yerby, 2014; Moore 2012; Gormley 2010; Robbins and Judge, 2008; Gareth 2013; Peterson, 2002). Previous studies indicate that people perceive in their working environment were almost close to a variety of standards of ethical climate. In a study conducted by Floyd and Yerby (2014) and Moore (2012), there was a significant difference between types of the perceived ethical climate with the level of job satisfaction. According to these studies, ethical workplace climate of egoism is related to many negative aspects of organizational culture including lack of job satisfaction and most people agree with this

type of ethical climate on the interests of economic, social or organizational and personal interests were focused while according to study Cullen *et al.* (2003) benevolence of ethical workplace climate has a positive effect on job satisfaction and work environment in which employees consider more benefit of organization. When people perceive the ethical climate of benevolence in their work environment, based on the behavior of social responsibility, their job satisfaction is higher (Floyd and Yerby, 2014).

In the study of Moore (2012) persons with ethical climate of the workplace has been reported a higher level of job satisfaction that this could be caused of the definition of ethical principles that there are groups or individuals that their expertise is closely linked with their current job. According to Floyd and Yerby (2014) study the principles of ethical workplace climate is more based on codes of conduct, moral education programs, laws, policies, ethical, compliance with professional standards and ethical codes. The codes of ethics in general are included in the determination of unethical behaviors. Those are the most effective moral behavior in university that individual faculty members are some of the features. Managers can know deeply affected by the ethical climate has on job satisfaction of faculty members, the impact of their management decisions on long-term durability better understanding of the institution (Moore, 2012).

MATERIALS AND METHODS

Design of methods: This research is a cross-sectional study of a kind descriptive in which perceptions of the ethical workplace climate of faculty members of the School of Nursing and Midwifery, Tehran University of Medical Sciences in Tehran in 2016 and the results of the Software (SPSS) Version 23 were analyzed.

Study settings and participants: The study population is included 110 faculty members of the School of Nursing and Midwifery, Tehran University of Medical Sciences that inclusion criteria are such as: Having at least a master's degree, having at least one year of experience and employment at their current school as a faculty member at the time of the study that were selected based on sampling method (available quota method). The volume of the sample were considered based on previous studies and taking into account the like to achieve the research objectives, level of accuracy, consistency members of society, time, money and other means.

Variables and instruments: The required data were collected in this study through questionnaires that

include: Part I: Inventory demographic information is (such as employment status, work experience as faculty at the Institute current overall record job as faculty, age, academic level and gender). Part II: Revised ethical climate questionnaire Victor and Cullen (1988) that is revised tool and is concentrated on three basic criteria of ethical climate: egoism (hedonism), benevolence (utilitarianism) and principled (deontology). Four questions for each one of the three selection criteria and ethical climate in this study is used. Question 2, 4, 9 and 12 are in connection with the study of egoism ethical workplace climate. Questions 1, 6, 8 and 11 are measured benevolence ethical workplace climate and question 3, 5, 7 and 10 principled of ethical climate are assessed their work environment. Scoring of questionnaire is as 7-point Likert-type scale that is considered for more options "strongly disagree", "disagree", "disagree slightly", "impartial", "Slightly agree", "agree" and "strongly agree" to their scores of 1-7. The minimum average score for each of the four criteria of ethical climate and the maximum is 28.

Allow the use of questionnaires which were taken from the original developer. In this study, the validity of the data collection tool was determined by face validity and content method and was used of the judgments of comments 15 specialist who has knowledge and experience in the areas of nursing, ethics, psychology, public health, design, psychometric tools and experts in Persian and English. In order to determine the reliability of the questionnaire, the method of internal consistency reliability (Cronbach's alpha coefficient) was used Cronbach's alpha coefficient of ethical climate areas of egoism, benevolence and principled revised questionnaire Victor and Cullen (1988), respectively, 0/86, 0/84, 0/83 and alpha coefficient of the questionnaire was found to vary from 0/85.

Data collection and procedures: After obtaining permission from the ethics of the ethics committee, School of Nursing and Midwifery, Shahid Beheshti University of Medical Sciences and obtain introductory letter from management training and further education of Shahid Beheshti University of Medical Sciences, Deputy of Iran University of Medical Sciences and Health Services, Tehran and Shahid Beheshti was referring. After the legal procedures and administrative letters and permission from the authorities of these centers, it was introduced to the research assistant and then all Department Heads, Faculty of Nursing, University of Medical Sciences in Iran, Tehran and Shahid Beheshti and the desired faculty members. The information is presented about the nature of research, purpose of this study, methodology and samples to them. It was tried not to interfere presence of

the researchers with hours of teaching, counseling, activity or relax of the faculty members and is not caused of inconvenience to them.

Ethical considerations: During the seventh session of organizational committee Ethics Faculty of Pharmacy and Nursing, the present study was approved officially conditioned to observance of human subject's protection code of human subject in medical research with local universities to carry out research.

Data analysis: After data collection, it was used of Software 23 version analysis descriptive and inferential statistics information. In this study, to analyze the data, it was used of preparation methods of descriptive statistics such as frequency and calculating statistical parameters such as mean and standard deviation for quantitative data and therefore spearman rank correlation was used to evaluate the correlation between variables.

RESULTS AND DISCUSSION

Demographic information of participants: In the present study, most faculty members of Tehran Medical Sciences University School of Nursing and Midwifery was women (83/6%), formal employment status, most of them (55.5%), mostly academic rank of Associate Professor 54.5%) and greater discipline nursing (82/7%) the mean and standard deviation of the patients, respectively, 46/31 and 45/7, the age range was between 31-59 years. The mean and standard deviation of work experience as a faculty member in the College of current was respectively, 14/15 and 10/11. Mean and standard deviation overall record of working as faculty research taking into account other colleges were respectively 17/29 and 9/39 and has been generally ranges between 32-1 years old work experience.

Faculty member's perceptions of ethical workplace climate: The faculty members had understanding of ethical climate of almost close to a variety of criteria. Among the types of ethical criteria in the workplace understood among faculty members, "Principled ethical workplace climate" with a mean 19/33 and standard deviation 4/37 was the most common and "Benevolence ethical workplace climate" with an average of 16/9 and standard deviation 4/78 was reported as a final ethical climate of the environment research.

Demographic quantitative variables such as work experience as faculty at the current college and working experience as a faculty taking into account other colleges With the its ethical climate centered work environment

had significant and direct correlation that work experience as faculty members including other faculties had the highest correlation with egoism ethical climate ($r = 0/22$, $p = 0/02$). There was not a significant difference in the understanding of ethical criteria on the basis of gender segregation.

Previous studies showed that in general, the studied population had different views and understanding of ethical climate is almost close to a variety of criteria about the ethical climate of their college. In this study, in terms of the faculty members, principled ethical climate of workplace was the first ethical climate of the Faculty of Nursing and Midwifery, Tehran University of Medical Sciences. However, in studies conducted by Acharya and Moore (2012) benevolence ethical workplace climate were the first ethical climate governing universities. According to a study conducted by Moore (2012), faculty members have ethical climate of the workplace for a group of employees with a set of professional standards, rules or codes associated with their jobs and are defined as people with a history of high education and are defined as people with a history of high education. In the present study, most of the faculty members were with a history of high academic rank of assistant training.

Existence of egoism ethical workplace climate as the second ethical climate could be seen as an alarm for nursing and midwifery managers because egoism ethical climate is included egotism ethical standards and primarily seeks to provide maximum personal gain. In this climate people believe decisions should be self-serving (Tsai and Huang, 2008). Moore (2012)'s study showed that faculty members with egoism ethical climate of workplace believe that personal interests, the interest's faculty and efficiency are the most common value of faculty. In the present study, ethical climate of benevolence is in the last place criteria types of ethical climate in the workplace. Cullen *et al.* (2003) stated that managers through empowerment staff can develop a sense of personal responsibility of employees for individual decision making and improving of ethical climate benevolence of workplace and is changed of direction toward discouraged from introducing egoism ethical climate in workplace. The development of benevolence of ethical climate in workplace group benefits is promoted group benefits, friendship and intimacy, relationships and social responsibility and is caused empowerment and raising the level of the faculty members (Floyd and Yerby, 2014; Moore, 2012). Faculty members with the benevolence of ethical climate in workplace have a close relationship with other faculty members. Therefore, there is a possibility of discussing and resolving issues between them and their higher colleagues (Glick, 1992). This can be explained by the fact that the ethical climate of benevolence in workplace is developed a feeling of friendship, teamwork and internal cohesion in Members Schools (Moore, 2012).

CONCLUSION

Faculty members are the frontline of any higher education institution. Development and continuation of university life requires comprehensive attention to the role of faculty members. Flourish of ability and performance of faculty members have a direct impact on the achieving the objectives, mission and vision of the University. Decision-making processes, the creation of values establishing organizational norms, methods and means of transport, justice, understanding, trust and confidence in all of them significantly are related to ethical climate. In a faculty relationships between colleagues are provided appropriate critical insight about the norms and ethical climate in the workplace. Previous studies indicate that people perceive in their working environment were almost close to a variety of standards of ethical climate, appropriate ethical climate working environment positive outcomes for students assist faculty members and will have lasting effects on the future of society. In this study, result to suggests that it is necessary that educational managers are tried to behaviors that principled ethical climate are encouraged workplace. These efforts are caused to create more committed and satisfied faculty members. Provide training ethical climate, professional standards, laws, policies and codes of ethical climate as well as degree of respect and fair treatment and management of effective partnership between management unit and faculty members are included which can increase ethical climate principles of the workplace. Key factor in creation of ethical climate in the workplace is effort of faculty management unit in order to maintain faculty members to participate in decision-making processes and continuous follow-up comments by faculty members to improve faculty. Environment in which faculty management is emphasized on the ideals of professionalism, teamwork and supervision of those who are used codes of ethical climate and organizational guidelines as means of promoting ethical climate with their work environment. However, the establishment of workplace ethical climate is not only limited to managers of higher education institutions.

LIMITATIONS

This study was conducted only in the three Schools of Nursing and Midwifery, Tehran which could generalize

the results may be slightly limited. According to the assessment tool that is self-report questionnaire, samples psychological conditions at the time of accountability and other relevant factors are excluded available to researchers and there is possibility of bias and prejudice.

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