

Identification and Ranking of Antecedents Affecting Ethical-Emotional Acting in Education

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Abstract

Introduction: One of the new topics in organizational behavior management is dealing with moral-emotional acting and the factors affecting it. The aim of the current research is to identify and rank the antecedents affecting ethical-emotional acting in education.

Material and Methods: This research is applicable in terms of purpose, which was done with a mixed approach (qualitative and quantitative) with an exploratory design. In the qualitative part, the qualitative content analysis method was used with inductive approach, and in the quantitative part, the descriptive-survey method was used. The participants in the qualitative part were the high-level education managers of Golestan province, and the statistical population in the quantitative part included the education managers of Golestan province. The sampling method in the qualitative part was purposive sampling method (N=20) and in the quantitative part it was stratified random sampling in which 270 people were selected as a statistical sample for investigation. The research data collection tool was a semi-structured interview in the qualitative part and a researcher-made questionnaire in the quantitative part. Data analysis was done in the qualitative part through coding and in the quantitative part through exploratory and confirmatory factor analysis in SPSS 22 software.

Results: The results showed that the antecedents affecting ethical-emotional acting have 2 dimensions; "individual antecedents and organizational antecedents". Individual antecedents have 3 components; "knowledge and information, personality traits and motivation" and organizational antecedents have 4 components; "organizational culture, ethical atmosphere of the organization, organizational structure and leadership and management".

Conclusions: According to the results of the research, paying attention to the factors affecting moral-emotional acting will lead to the growth of positive organizational behaviors and the institutionalization of ethics in the organization.

Keywords: Organizational Behavior, Ethical-Emotional Acting, Education

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INTRODUCTION

Moral philosophy or ethics is a science that discusses moral principles and values. Values that monitor people's behaviors and voluntary traits and distinguish them in terms of good and bad, merit and unworthiness, goodness and ugliness, merit and non-merit. Ethics studies the moral principles of actions. An approach whose roots go back to Aristotle and his famous book of ethics (Nicomachean Ethics). He considers the moral act as a rational behavior committed to the collective good [1-3].

In contrast to the noisy beginning of the current century, which has been accompanied by the continuous growth of competition in all organizational fields [4], researchers have focused their efforts in line with organizational behavior studies to create a lever and knowledge base to improve individual and organizational performance [5,

6]. In the meantime, the topics of organizational behavior in different fields have been one of the most important common points investigated in management and psychology [7]. In such a way, the researchers state that the diversity of people's behavior in organizations has made the field of intertwining interdisciplinary studies as complex and inseparable as the social interactions of humans in the present era [8]. The present age is the age of organizations and the custodians of these organizations are human beings who can play different roles in the organization [9]. Emotions as energy in behavior and conscious experience and a strong feeling of phenomena and events, according to the opinion of many researchers and experts, are considered an inseparable part of organizational life [10] and the harmony or inconsistency of expressed emotions with

laws and standards. Organization is the subject of attention nowadays [11]. It is clear that employees who have the characteristics of proper regulation of emotions in the work environment are considered irreplaceable organizational assets, because the management of emotions in the workplace is considered increasingly important and the interactions between an individual, such as expressing the feelings of employees to others, can have an impact on the performance of any organization [12, 13]. Managers try to make positive feelings flow from the employees in the organization, although these expressed feelings are not always the real feelings of the employees, and for this reason, moral-emotional acting is revealed, because feelings must be expressed that may be in the inner world of the individual. Not good feelings [14]. On the other hand, this feature can be considered as a competitive advantage and it allows employees to direct and control their emotions in the direction of the mission, goals of the organization and the development of ethics [15, 16]. The basis of researchers believe that moral-emotional work is a kind of regulation of a person's feelings so that a person expresses some special feelings that are expected from his job, which includes moral and emotional aspects [17, 18]. In the last decade, researchers have worked to understand and recognize feelings and emotions in the work environment [19]. In fact, emotional labor or moral labor are vital aspect of many jobs that employees are required to observe with their clients and supervisors. Studies show that at least two-thirds of an organization's interactions are associated with emotional and moral work [20]. Managing emotions and emotions is the priceless and intangible work that people do to maintain the comfort and happiness of those around them, and it involves arousing and suppressing emotions and emotions. Some jobs require a large amount and others require a small amount [21, 22]. Emotions give people the power to understand each other, emotions are an important part of effective communication [10]. Recent studies on emotions, like emotional life itself, are wide and different. Feeling is not a contemporary issue and has existed since about two million years ago when humans stepped on the planet [23]. Nevertheless, attention to the word emotion is a long-standing characteristic, and in recent years, the systematic study of emotion using standard sources and processes for its elicitation has helped to continue the field as an active area of research [24].

The issue of how employees show their emotions in various work environments has received increasing attention. Most of the experimental and theoretical

researches in this case have dealt with the relationship between moral-emotional acting and employee effectiveness. Because the importance of the role of manpower in organizations is undeniable, manpower is the most effective tool to achieve predetermined goals [25]. The concept of moral-emotional acting encourages a person to excite or suppress emotions in order to maintain his appearance and create a suitable and worthy position in the eyes of others, and this means that moral-emotional acting is managing emotions in order to be in accordance with the rules of the organization and He is responsible for observing ethics [18, 26]. The researchers found that moral-emotional acting does not only include awareness of the rules of expressing emotions and complying with expected ethics for the organization, but also includes how to plan for it, control and develop moral skills to express emotions according to the rules of the organization [27]. In the last two decades, researchers began to understand how moral-emotional acting theory can help employers to understand complex organizational processes such as turnover, organizational commitment, job burnout, and employee psychological well-being [17]. Ethical-emotional acting is a kind of regulation of a person's emotions so that a person expresses some specific emotions that are expected from his job. In other words, it is the behaviors derived from the organization's goals, which are shown in order to express appropriate feelings during work [28]. Ethical-emotional acting is defined as the deliberate expression or inhibition of emotions to achieve organizational goals [29, 30]. For example, a person who is responsible for dealing with customer complaints should deal with customer complaints calmly and with respect for the customer every day, even if this employee is under pressure with customer complaints, he should still talk to customers in a good tone. This example shows how to perform moral-emotional acting. By preventing the feeling of pressure caused by customer complaints in order to achieve the expected organizational goals, this employee still deals with customers calmly and calmly [24, 31]. Studies show that all kinds of ethical acting strategies- Emotional can reduce the psychological stress of employees and this reduction of stress can lead to positive results such as job satisfaction [32, 33]. Many researchers have confirmed the role of moral-emotional acting strategies in reducing job burnout [13, 14, 34, 35], on the other hand, moral-emotional acting is related to job satisfaction [26, 32].

The discussed topics all indicate the importance of training human resources and how human resources deal with colleagues, audiences, and clients. In the

perspective of the document on the fundamental transformation of education in the field of leadership and management, it is stated that the leadership and management system of education in the 21-year horizon of the country, an efficient, effective and perfect military, relying on the superior share of human resources with outstanding capabilities in the level of the Islamic Republic of Iran at the regional level, learning, justice-oriented and cooperative atmosphere, faithful, adorned with the virtues of Islamic ethics. He is responsible for righteous action, exaltation, and transformative, revolutionary, forward-looking, wise, committed, trustworthy, insightful, and righteous [36]. Therefore, achieving this goal requires developed human resources in the future. Since one of the most important, most effective and broad social organizations that is responsible for selecting and transferring cultural elements to the new generation of the society is the education organization of every country and this organization is a device that has the general pattern of institutions and organizations. It is also considered as the official society and has played a constructive and essential role in the survival and continuation of human culture and civilization for a long time, it is very important from the social, cultural, economic point of view and providing the basis for human development and growth. From a social point of view, sociologists define education as a means of managing and controlling society, and consider it the factor of survival and durability of civilizations, and they believe that human skills have increased to an unimaginable extent from the collection of knowledge. And human communication has become more complicated. Therefore, it is necessary to deal with the category of moral-emotional acting in education, also by referring to the research done and considering the importance of the effect of moral-emotional acting on many variables in the work environment, it is necessary to investigate the identification of antecedents affecting moral-emotional acting. On the other hand, considering the lack of previous research related to the subject and such work in educational organizations, it increases the importance of doing this research. Finally, the current research, while being based on previous studies, in its turn can contain new findings and data and be a prelude to conducting subsequent studies. Therefore, in this research, an attempt has been made to answer the question, what are the antecedents of moral-emotional acting in education?

MATERIAL AND METHODS

The method of the current research is practical in terms of its purpose and it is mixed (qualitative-quantitative) in

terms of data collection. In the first stage, the moral-emotional acting indicators were identified through a qualitative study. In this part, the method of qualitative content analysis with inductive approach was used, in the second stage, a quantitative research was conducted, the purpose of this stage is to determine which of the identified factors are meaningful and which of them are not meaningful and should be discarded, in this section, a descriptive-survey research method was used.

The participants of the research in the qualitative part included the high-level managers of education in Golestan province who were experts in the field of the research subject, in order to get informed about the views and opinions of experts and experts, the purposeful theoretical sampling method was used and the number of 20 People were selected based on theoretical data saturation. Based on this, the interview reached theoretical saturation with 19 people, and another interview was conducted for more certainty.

The statistical population of the research in the quantitative stage includes all education managers of Golestan province, including the heads of the general administration and their deputies, the heads of departments and their deputies, and school principals and deputies, whose number was 902, using a random sampling method. 266 people were selected for investigation. Cochran's formula was used to determine the desired sample size according to the size of the statistical population, in this regard, due to the possibility of some questionnaires not being returned, 300 questionnaires were distributed, and finally 270 questionnaires were used.

The research data collection tool was a semi-structured interview in the qualitative part. In order to comply with the principles of research ethics, during the interviews, the participants were asked to record their conversations, and after the end of the interview, the interview was carefully reviewed and returned to paper. After collecting the data obtained from the interview, the process of analyzing and summarizing the qualitative data began. These data were summarized and coded according to the research topic. As a result of coding and removing duplicate data and final summarization of data, 71 categories were identified and extracted, and 51 items were approved based on the opinions of experts. Then, the categories that purposefully expressed a more general category were identified and put together, and a general title that could include all of them was determined and named. In order to check validity in the qualitative part, triangulation method was used in the first place, in this

regard, through the collection of evidence from various sources, including various theories, various information sources, and validity experts, the validity was examined and confirmed. Four participants were presented and the process of arriving at the codes, sub-categories and main categories was explained to them, the findings of this work confirmed the general findings of the research. Also, Christiansen's angle technique was used to evaluate the validity and quality of the findings. In this regard, it was tried to make the breadth of information and the depth of information possible by continuous mental engagement with the data. To achieve this goal, after coding the data by the researcher, two people were asked to code some of the interviews to evaluate the accuracy and validity of the coding and the obtained categories, and the results of this section were similar to the code. The decision that was made in the previous step.

In the second stage of the research, a researcher-made questionnaire was used to collect quantitative data. The said questionnaire included 51 closed-ended items based on a five-point Likert spectrum, the questionnaire had 2 dimensions "individual antecedents and organizational antecedents" and 7 components "knowledge and information, personality traits, motivation, organizational culture, organizational moral atmosphere, organizational structure and leadership and evaluates "management", the face and content validity of the questionnaire was approved by experts and professors, the content validity ratio or CVR was equal to 0.87 and the content validity index or CVI was 0.68, which shows the reliability. The questionnaire is sufficient and appropriate. The reliability of the questionnaire was calculated through Cronbach's alpha coefficient in a preliminary study of 0.96 on a sample of 30 people.

Table 1. Comprehensive, Organizing and Basic Contents of Antecedents Affecting Moral-Emotional Acting

Comprehensive Contents / Basic Contents	
Organizing Contents	
Individual	
Knowledge and information	Work experience; Required education in the desired job field; Necessary knowledge and information in the desired job field
Personality character	Having communication skills; Respecting the rights of others; Having high social relations; Being punctual; Commitment to the organization and loyalty to the organization's values and goals; having behavioral attractiveness; Adherence to the organization's professional rules and regulations; Managing tasks and tasks in the organization; Reflection and thinking at work; Communicate with jobs
Motivation	Getting involved in organizational activities; The necessary motivation to perform their job duties; Be optimistic; Tirelessness and effort in doing things; self-confidence and self-fertility; Having enough determination and determination to perform job duties; Having a plan and goal in your job
Organizational	
Organizational culture	Collaborative culture in the organization; A trust-oriented culture and mutual trust in the organization; The existence of a culture of flexibility in the organization; The rule of the spirit of democracy, critique and criticism in the organization; The existence of a culture of justice and equality, far from discrimination, in the organization; Employee participation in organizational decisions; Promoting a culture of meritocracy
Ethical climate of organization	Atmosphere based on teamwork and cooperation; Existence of a suitable and favorable environment for performing risky activities; Cooperative and ethical atmosphere in the organization; The existence of an atmosphere indicating mutual respect and trust in the organization; The existence of an atmosphere of honesty and trust between managers and employees; Intimacy in the workplace; Increasing job opportunities
Organizational structure	Flexibility and dynamism of the organization's structure; Suitability of the structure of the organization with the educational process; Decentralization in educational policymaking; Specific organizational standards and procedures in the organization; Availability of financial resources for professional development of employees; The existence of a specific organizational chart in the organization; Use of open system in organization management; Reducing bureaucracy and hierarchy in the organization; Clear and transparent goals of the organization; Encouraging constructive ideas and opinions in the organization practically and publicly; Alignment of policies, rules and regulations and support departments of the organization
Management and leadership	Type of leadership and organization management; Intellectual capital management; Intimate communication based on mutual respect between the manager and the employees; Transformational and forward-looking managers

In order to analyze the qualitative data, the theme analysis method, which is based on open coding, was used. At this stage, the data obtained from the interviews were carefully examined, the main unit of analysis for open coding was the concepts and the transcripts of the interviews were regularly reviewed to find the main categories and subcategories. Data analysis was done in

the quantitative section using exploratory and confirmatory factor analysis in SPSS 22 statistical software.

RESULTS

Findings of the Qualitative Section

In the qualitative section, the antecedents affecting moral-emotional acting were extracted using the theme

analysis method, the results of which are presented in [Table 1](#).

Findings of the quantitative section

In the quantitative part, exploratory factor analysis was used to identify antecedents. Kaiser-Meyer-Elkin and Bartlett proportionality tests were used to determine the adequacy and necessary conditions of the data for factor analysis. The findings showed that at the confidence level of 95% and the measurement error of $\alpha = 5\%$, because the value of the KMO statistic was calculated to be more than 0.7, the result of the Bartlett test also showed that the significance level was calculated to be less than 0.05. ($\text{Sig} > 0.05$), therefore, sufficient evidence to confirm the null hypothesis was not observed and the research

hypothesis is confirmed and the data are correlated. Therefore, the data have the necessary sufficiency and correlation to perform exploratory factor analysis. In the following, exploratory factor analysis and the determination of the factor loading of each of the dimensions and their components will be discussed.

As can be seen in [Table 2](#), according to the eigenvalues, 3 factors are extracted because they have eigenvalues greater than one. The percentage of variance explained in the last column shows that if 3 factors are extracted, 83.838% of the changes in the questions can be explained by the extracted factors.

As seen in [Table 3](#), question 15 is removed from the set of questions due to its low factor loading. [Table 3](#) shows the modified workload.

Table 2. Results of Exploratory Factor Analysis to Determine the Number of Influential Factors in the Dimension of Individual Antecedents

Factor	The Initial Eigenvalue			SS extracted Loads			SS Rotated Loads		
	Total	P.var.	Pcf	Total	P.var.	Pcf	Total	P.var.	Pcf
1	11.816	59.079	59.079	11.816	59.079	59.079	8.152	40.758	40.758
2	3.570	17.852	76.930	3.570	17.852	76.930	5.393	26.967	67.725
3	1.382	6.908	83.838	1.382	6.908	83.838	3.223	16.113	83.838

Table 3. The Results of the Exploratory Factor Analysis Test and the Determination of the Factor Loading of Individual Antecedents

No.	Code of Question	Shared Ratio	Factor Load 1	Factor Load 2	Factor Load 3
1	AA1	0.714	0.318	0.118	0.774
2	AA2	0.804	0.339	0.107	0.823
3	AA3	0.597	0.318	0.098	0.697
4	AA4	0.788	0.377	0.146	0.790
5	AB1	0.851	0.867	0.188	0.253
6	AB2	0.861	0.868	0.194	0.264
7	AB3	0.859	0.824	0.239	0.351
8	AB4	0.846	0.843	0.205	0.305
9	AB5	0.848	0.854	0.247	0.240
10	AB6	0.899	0.889	0.198	0.264
11	AB7	0.861	0.859	0.189	0.297
12	AB8	0.907	0.896	0.185	0.265
13	AB9	0.851	0.873	0.204	0.217
14	AB10	0.853	0.849	0.233	0.279
15	AB11	0.463	0.479	0.349	0.334
16	AC1	0.897	0.190	0.922	0.110
17	AC2	0.870	0.212	0.902	0.106
18	AC3	0.877	0.230	0.901	0.115
19	AC4	0.886	0.187	0.910	0.151
20	AC5	0.904	0.183	0.928	0.097
21	AC6	0.771	0.217	0.848	0.067

Based on the results from [Table 4](#), it was found that the dimension of personal antecedents has 3 components "knowledge and information, personality trait and motivation", the highest factor loading is 0.928 related to question 19 and the lowest factor load is 0.699 related to question 3. The first factor loading is related to the component (personality trait) which includes questions 5 to 14, in this component the highest factor loading of 0.896 is related to question 12 and the lowest factor loading is 0.824 that it is related to question 7. The

second factor load is related to the component (motivation) which includes questions 15 to 20. In this component, the highest factor load of 0.928 is related to question 19 and the lowest factor load is 0.850 that it is related to question 20. The third factor load is related to the component (knowledge and information) which includes questions 1 to 4, in this component the highest factor load of 0.825 is related to question 2 and the lowest factor load is 0.699 that it is related to question 3.

Table 4. The Results of the Exploratory Factor Analysis Test and Determining the Factor Load of Individual Antecedents

No.	Code of Question	Shared Ratio	Factor Load 1	Factor Load 2	Factor Load 3
1	AA1	0.715	0.319	0.120	0.774
2	AA2	0.808	0.340	0.110	0.825
3	AA3	0.600	0.319	0.101	0.699
4	AA4	0.790	0.378	0.149	1.791
5	AB1	0.851	0.867	0.189	0.251
6	AB2	0.863	0.868	0.196	0.265
7	AB3	0.859	0.824	0.240	0.350
8	AB4	0.847	0.843	0.207	0.305
9	AB5	0.850	0.854	0.249	0.242
10	AB6	0.902	0.890	0.200	0.265
11	AB7	0.862	0.859	0.191	0.296
12	AB8	0.910	0.896	0.187	0.266
13	AB9	0.850	0.873	0.204	0.214
14	AB10	0.851	0.849	0.233	0.276
15	AC1	0.897	0.189	0.922	0.108
16	AC2	0.870	0.212	0.903	0.104
17	AC3	0.878	0.229	0.901	0.114
18	AC4	0.886	0.187	0.910	0.149
19	AC5	0.904	0.183	0.928	0.095
20	AC6	0.775	0.217	0.850	0.070

Table 5. The Results of the Exploratory Factor Analysis Test and Determining the Number of Influential Factors after the Organizational Antecedents

Factor	The Initial Eigenvalue			SS Extracted Load			SS Rotated Load		
	Total	P.var	Pcf	Total	P.var	Pcf	Total	P.var	Pcf
1	13.546	46.709	49.709	13.546	46.709	46.709	8.275	28.536	28.536
2	3.615	12.465	59.174	3.615	12.465	59.174	5.648	19.475	48.010
3	3.387	11.679	70.853	3.387	11.679	70.853	5.270	18.173	66.183
4	1.938	6.684	77.537	1.938	6.684	77.537	3.293	11.254	77.537

Table 6. The Results of the Exploratory Factor Analysis and Determination of the Factor Loading of Organizational Antecedents

No.	Code of Question	Shared Ratio	Factor Load 1	Factor Load 2	Factor Load 3	Factor Load 4
1	BA1	0.799	0.210	0.103	0.853	0.128
2	BA2	0.697	0.213	0.127	0.789	0.117
3	BA3	0.727	0.107	0.071	0.843	0.008
4	BA4	0.757	0.226	0.148	0.827	0.008
5	BA5	0.729	0.191	0.155	0.807	0.134
6	BA6	0.773	0.201	0.115	0.845	0.070
7	BA7	0.678	0.190	0.334	0.728	0.016
8	BB1	0.788	0.281	0.786	0.171	0.248
9	BB2	0.781	0.216	0.818	0.163	0.195
10	BB3	0.779	0.237	0.833	0.080	0.151
11	BB4	0.853	0.230	0.852	0.190	0.195
12	BB5	0.817	0.227	0.833	0.150	0.222
13	BB6	0.835	0.275	0.837	0.176	0.166
14	BB7	0.766	0.286	0.779	0.214	0.177
15	BC1	0.771	0.818	0.269	0.086	0.147
16	BC2	0.771	0.815	0.302	0.099	0.078
17	BC3	0.750	0.802	0.313	0.075	0.055
18	BC4	0.850	0.882	0.193	0.180	0.180
19	BC5	0.831	0.873	0.192	0.165	0.165
20	BC6	0.827	0.866	0.165	0.193	0.193
21	BC7	0.818	0.863	0.171	0.184	0.184
22	BC8	0.717	0.798	0.145	0.207	0.207
23	BC9	0.753	0.809	0.187	0.210	0.210
24	BC10	0.783	0.811	0.175	0.303	0.303
25	BC11	0.648	0.729	0.136	0.261	0.261
26	BD1	0.664	0.128	0.163	0.130	0.130
27	BD2	0.861	0.149	0.248	0.075	0.075
28	BD3	0.880	0.113	0.256	0.071	0.071
29	BD4	0.782	0.149	0.290	0.066	0.066

As can be seen in Table 5, according to the eigenvalues, 4 factors are extracted because they have eigenvalues greater than one. The percentage of explained variance in the last column shows that if 4 factors are extracted, 77.537% of the changes in the questions can be explained by the extracted factors.

Based on the results from Table 6, it was found that; The dimension of organizational antecedents has 4 dimensions "organizational culture, organizational moral atmosphere, organizational structure and leadership and management" which has the highest factor load of 0.893 related to question 28 and the lowest factor load of 0.728 related to question 7. The first factor loading is related to the component (organizational structure) which includes questions 15 to 25. In this component, the highest factor loading of 0.882 is related to question 18 and the lowest factor loading is 0.729 to question 25. The second factor is related to the component (ethical climate of the organization) which includes questions 8 to 14. In this component, the highest factor load of 0.852 is related to question 11 and the lowest factor load is 0.779 that it is related to question 14. The third factor loading is related to the component (organizational culture) which includes questions 1 to 7. In this component, the highest factor loading of 0.853 is related to question 1 and the lowest factor loading is

0.728 that it is related to question 7. The fourth factor load is related to the component (leadership and management) which includes questions 26 to 29. In this component, the highest factor load of 0.893 is related to question 28 and the lowest factor load is 0.777 that it is related to question 26. In the following, confirmatory factor analysis was used to confirm the antecedents affecting moral-emotional acting, and the results are presented in Table 7.

The results of confirmatory factor analysis listed in Table 8 show that at the 99% confidence level, the t-values for all dimensions and components of antecedents affecting moral-emotional acting are outside the range (2.58, -2.58). Organizational antecedents with a standard coefficient of 0.956 have more impact and individual antecedents with a standard coefficient of 0.937 have less impact. The ranking of antecedents affecting moral-emotional acting according to the factor load of each dimension is as described in Table 8.

Based on the results from table8, it was found that the influence of all dimensions and components on the antecedents affecting moral-emotional acting is confirmed. Organizational antecedents with a factor loading of 0.956 has the first rank and individual antecedents with a factor load of 0.937 has the last rank.

Table 7. The Results of Confirmatory Factor Analysis

Variable / Dimension	T-Value	Standard Coefficient	R ²	Factor	T-Value	Standard Coefficient	R ²
Antecedents							
Individual	98.140	0.937	0.879	Knowledge	24.018	0.752	0.566
				Personality Character	166.964	0.945	0.894
				Motivation	17.292	0.685	0.470
Organizational	129.216	0.956	0.914	Organizational Culture	20.268	0.685	0.470
				Ethical climate	30.424	0.809	0.655
				Organizational structure	42.200	0.869	0.756
				Management and leadership	10.235	0.554	0.307

Table 8. Ranking of Antecedents Affecting Moral-Emotional Acting According to the Factor Load

Dimension	Factor load	Rank	Factors	Factor load	Rank
Individual antecedents	0.937	5	Knowledge	0.752	2
			Personality character	0.945	1
			Motivation	0.685	3
Organizational antecedents	0.956	1	Organizational culture	0.685	3
			Ethical climate	0.809	2
			Organizational structure	0.869	1
			Management and leadership	0.554	4

DISCUSSION

Efficient, resourceful and professional human resources are the main core of the organization, one of the most

valuable resources of the organization is the human resources that can be expected to strive to achieve organizational goals and strategies [37, 38], with the

understanding of this importance, the current research with The aim was to investigate the antecedents affecting moral-emotional acting in education. The analysis of the research findings showed that the individual predictors of moral-emotional acting have 3 dimensions "knowledge and information, personality traits and motivation". In one study it was found that physical symptoms, anxiety and insomnia, social dysfunction and depression have a significant relationship with emotional acting [28]. In another study it was reported that performance goal orientation and personality traits have a positive effect and meaning on moral-emotional acting [13], in a study it was shown that the personality characteristics and motivation of people play a significant role in emotional acting [14]. These results can be in line with the findings of the present study. In explaining these findings, it can be said that the possession of communication skills and sufficient knowledge of the interests and benefits of the organization are effective factors on the performance of people's roles in organizations, when people have the necessary education and information in the field of their desired job and integrate it with work experience, they can be effective actors for the organization. It should be mentioned that having high social relations and respecting the rights of others, adhering to the professional rules and regulations of the organization are the key indicators affecting moral-emotional acting, which, along with the commitment to the organization, punctuality and loyalty to the values and goals of the organization can manage the emotional and moral behavior of the employees, the employees with attractive behavior and management of tasks and tasks in the organization can develop reflection and thinking at work, which establishes an effective connection with their job. Also, they will be involved in organizational activities with self-confidence and self-belief and will have a plan and goal for their job. Also, the presence of sufficient determination and willpower to perform job duties along with being optimistic will provide the necessary motivation to perform job duties gives them and provides the ground for tirelessness and effort in doing things, all the mentioned cases can have an effective role on moral-emotional acting, therefore identifying variables such as knowledge and information, personality traits and motivation as individual factors affecting ethical-emotional acting seems logical.

Also, the results showed that organizational representations of moral-emotional acting have 4 dimensions "organizational culture, organizational moral atmosphere, organizational structure and

leadership and management". In a research it was found that perceived organizational support has a positive and significant effect on moral-emotional acting [39], these results were confirmed in another study [33]. In another study it was reported that job satisfaction and employee well-being has a positive and significant effect on moral-emotional acting [30]. In another study, the role of organizational justice was confirmed as an important source of influence on moral-emotional acting [18]. In another study, it was reported that the collective value in the culture governing the organization has an effective role on emotional acting [11]. These results can be in line with the findings of the present study. In explaining these findings, it can be said that promoting the culture of meritocracy and the existence of a culture of flexibility in the organization along with the existence of a culture of justice and equality far from discrimination in the organization can provide an atmosphere based on teamwork and cooperation in the organization, a cooperative and sincere atmosphere. In the organization, one of the key indicators is the development of moral-emotional acting. In this regard, the existence of an atmosphere of honesty and trust between managers and employees can be considered as a strategic strategy. Employees need intimacy in the workplace to develop moral and emotional behaviors. By increasing job opportunities, fitting the structure of the organization with the educational process and decentralization in educational policy, they can control and manage their feelings in the work environment and behave according to the moral atmosphere required in the organization. It should be said that availability of financial resources for the professional development of employees and the use of an open system in the management of the organization ends up reducing bureaucracy and hierarchy in the organization. They can lead employees towards ethical behavior and controlling their emotions and feelings by injecting the transformational spirit. Finally, the existence of a specific organizational chart in the organization and the clarity of the organization's goals are among the organizational factors that affect moral-emotional acting. Therefore, it seems reasonable to identify variables such as organizational culture, organizational moral climate, organizational structure, leadership and management as organizational factors affecting moral-emotional acting. Dealing with moral-emotional acting and identifying the antecedents affecting it can open the way for issues related to management in the education system.

The present research is one of the first efforts in Iran to identify the antecedents of moral-emotional acting,

which was conducted among the directors of educational education. The generalization of the findings of this research to other organizations and managers is limited. Also, to increase the generalizability of the findings, it is recommended to repeat this research in other organizations and with other samples. In line with the results obtained, it is suggested to the officials and managers of education to identify the factors affecting moral-emotional acting in education, so that they can promote moral-emotional acting and improve the performance of the organization. In line with the results obtained, managers and officials of education should try as much as possible to create better and more positive relationships with employees, and provide them with motivation to increase positive feelings in the workplace and negative feelings. Educational managers and officials should institutionalize a collaborative culture in education and provide an environment where employees have sufficient communication skills to be able to communicate properly with colleagues and clients. Also, an atmosphere of ethics, mutual respect and trust should be established between managers and employees, and the goals of the organization should be clear and transparent and aimed at improving the organization's performance.

CONCLUSION

The general results of the research showed that the antecedents affecting moral-emotional acting have 2 dimensions "individual antecedents and organizational antecedents". Individual antecedents have 3 components "knowledge and information, personality traits and motivation" and organizational antecedents have 4

components "organizational culture, ethical atmosphere of the organization, organizational structure and leadership and management". It can be said that the education system needs managers who are effective actors for the improvement of education system management and the tendency of education systems should be to employ such people. Ethical-emotional acting has significant effects on various organizational processes. It should be mentioned that when organizations are designed, sometimes people are ignored and more focus and attention is placed on its structure and design, while organizations need to design a suitable structure as much as they need to achieve the set goals. They also need the moral-emotional acting of their employees, considering that the education organization is the largest social organization in the heart of the society, which uses huge human and financial resources for the education of students every year, should use efficient human resources to show appropriate behavior and feelings and respect the ethics of behavior with others, who can provide the highest quality services in accordance with the dignity of individuals.

ETHICAL CONSIDERATIONS

Ethical issues (such as plagiarism, conscious satisfaction, misleading, making and or forging data, publishing or sending to two places, redundancy and etc.) have been fully considered by the writers.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interests.

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