



The Effect of Moral Atmosphere on Teachers' job engagement

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Abstract

In today's world, human resources are considered the best competitive advantage of any organization, and people have become more significant in the organization theory than ever before. The aim of this study is to investigate the effect of moral atmosphere on teachers' job engagement. The research method in this study is descriptive and applied, and the population under study was 450 senior high school teachers of District One of Khorramabad in the academic year 2015-2016, and 210 of them were selected using available sampling method and based on Morgan's Table. The data collection tool included Victor and Cullen's Moral Atmosphere questionnaire (1987) with 26 questions and Shaufli et al.'s (2003) Engagement Questionnaire with 17 questions with a five-point Likert scale. The reliability coefficient of moral atmosphere and engagement questionnaires have been obtained as 0.841 and 0.846, respectively. In this research, structural equation modeling with the help of PLS software was used to examine the hypotheses and test the model. The findings of the research showed that the moral atmosphere of the organization (tools, attention, independence, organizational rules and regulations, professional moral rules and regulations) has an effect on teachers' job engagement. According to the findings of the research, managers can influence the behavior of staff in the organization by managing the moral atmosphere of schools and boosting teachers' professional engagement.

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Introduction

Employee job engagement refers to positive psychological traits in the individual that make the individual actively involved in their role and organization (Avery et al., 2007). The success of organizations comes from the three basic characteristics of job engagement, adequacy and competence, and employee cooperation (Ulrich, 2007). In other words, performance does not depend solely on the competence and ability or skill of employees, but on how employees emotionally react to their job and their organization (Rakham, 2010). Job engagement is defined as the power or ability to identify oneself and become involved or engaged in a particular job (Khan, 1990). The type of relationship that people have in an organization creates the characteristics and atmosphere of that organization. Organizational moral atmosphere refers to employees' general perception of their work environment, which is obtained under the influence of formal and informal organizations, the personality and needs of members, and the organization's leadership (Mir Kamali, 2017). Today, society has become more sensitive to the actions of organizations than in the past, especially because it reacts quickly and in different ways to the immoral activities of organizations. Failure to comply with some moral standards in the current situation has caused many concerns in the governmental and non-governmental sectors. Therefore, one of the main concerns of efficient managers at different levels is how to create suitable platforms for human factors working in all jobs to deal with their profession with a sense of responsibility and commitment and to observe the moral principles governing their professions (Foruzandeh Dehkordi and Kiarazm, 2013). Organizational moral atmosphere is a broad term that refers to the employees' perception of the general work environment in the organization and is influenced by the formal and informal organization, the personality of the people and the leadership of the organization (Hoy and Miskel, 2016). Organizations do not have the same

atmosphere. Just as the members are different, the atmosphere also varies from organization to organization. Atmosphere differentiates organizations from each other and as a result affects the results of work and activities of the organization and can increase the morale and motivation of employees and influence the behavior and performance of members. Research has shown that managers and supervisors can influence employees' sense of engagement by changing and managing the moral environment of the organization. Schools are among the organizations that operate as a cultural and scientific environment. Their most important mission is to promote and develop knowledge and train people to get jobs in society. Undoubtedly, inappropriate moral atmosphere in schools can affect the work morale of teachers and employees, and the management of the organization can face a crisis and distract the society and especially students from this atmosphere. The education of the country's semi-skilled workforce is carried out by teachers at the school level, so an inappropriate moral atmosphere with poor morale is harmful to teachers and will have adverse consequences. Therefore, it is necessary to have a proper moral atmosphere in schools (Arefnezhad, 2015). Creating a moral atmosphere in schools can affect the morale and organizational commitment of teachers and cause more interest and compassion among teachers. Since the teacher is considered to be the main pillar in the educational process and the key role of the teacher in the teaching process has made experts consider the quality of the society's educational system to a large extent in improving the quality of teachers, the preparation of efficient and motivated teachers is one of the important issues that the officials and planners of the educational system should choose a way to provide an atmosphere in the school so that students become more effective and efficient in learning and performance. Schools that have a good moral environment naturally have more energetic and sociable teachers with stronger self-confidence, and the teaching staff of schools

are more confident in their effectiveness and the school and show more loyalty and commitment to the school. Therefore, it is necessary to pay attention to schools more than any other organization and to plan for their improvement and growth, so the main question of the research is whether the moral atmosphere of the organization has an effect on the job engagement of teachers or not?

Theoretical foundations of research

Moral atmosphere of the organization

The moral atmosphere of the organization refers to the common decision-making method of people in the organization, in dealing with moral issues and the feedback they receive. In other words, the moral atmosphere of the organization directs people's behavior by providing moral criteria for people's decision-making and giving positive and negative feedback. In fact, it can be said that different dimensions of the moral environment may provide different signs for the members of a work group regarding what behavior is acceptable and what behavior is unacceptable (Victor et al., 1989). In the discussion of organizational morality, the concept of the organization's moral environment is raised, which is similar to more general structures such as organizational environment and organizational culture; however, focuses more on moral issues and principles. In fact, perception is something that includes moral behavior and through which the moral issues of an organization are managed. The organization's moral environment affects its decision-making and final behavior in response to moral issues (Victor & Cullen, 1988). Recently, the results of several studies have shown that employees' moral and immoral behaviors are related to their understanding of various types of organizational atmosphere; which can be mentioned as follows: The moral atmosphere of the organization has an effect on the organizational bullying of employees, and the more moral the atmosphere of the organization is, the less the organizational bullying is expected to be (Blotlar and Onelrose, 2008).

Examining the relationship between the organization's moral atmosphere and anti-social behaviors has shown that employees in organizations with a positive moral atmosphere show more anti-social behaviors (Vardman, 2012). The moral atmosphere of the organization has an effect on the immoral behaviors of employees, and the organization can influence the behaviors of its employees by creating and developing an appropriate moral environment (Peterson, 2002). Among the theories that have been published in various fields of organizational studies such as psychology, marketing and management, only three theories of professional morality have been proposed in the last 30 years. These theories include Victor and Cullen's Ethical Climate Theory (1987 & 1988), the more recent Moral Climate Continuum Theory (Vidavar, 1995) and Psychological Moral Climate Theory (Arnaud, 2010). However, only Victor and Cullen's theory has been obtained as a result of experimental research, which is cited in the present research:

Victor and Cullen's theory has been obtained through experimental research and is one of the most important and effective theories in this field. The prevailing moral job environment in an organization is mostly determined by analyzing the moral options chosen by individuals; Victor and Cullen's framework is no exception to this issue. The types of moral atmospheres found in this theory are: a) instrumental b) attention c) independence d) organizational rules and regulations e) professional moral rules and regulations (Parbotte et al., 2010). In the following, the nature of each of the types of identified moral atmospheres is explained.

Instrumental moral atmosphere

This type of moral atmosphere, which is the result of "selfishness" (from the dimension of moral criteria and principles) and the individual level (from the dimension of the focus of analysis), basically emphasizes on maximizing personal benefit. People in this atmosphere believe that decisions should be made that maximize the

individual's organizational interests. (Cullen et al., 2003; Arundo, 2004).

The moral atmosphere of attention

This type of moral atmosphere is composed of the combination of the level of "benevolence" from the dimension of moral standards and criteria and all levels of the focus of analysis (individual-local-global). In this atmosphere, people emphasize the collective benefit and have a sincere interest in each other's well-being and happiness (people inside and outside the organization) (Shirazi and Ahmadi Zahrani, 2013).

The moral atmosphere of independence

This type of moral atmosphere is formed by combining the level of "moral principles and rules" with the level of "individual" analysis. In this moral environment, people have high moral levels and act based on personal morals, which are of course positive and humane (Shirazi and Ahmadi Zahrani, 2013).

The moral atmosphere of organizational rules

This type of moral atmosphere is formed by combining the level of "moral principles" from the dimension of moral standards and criteria and the "local" analytical level. In this type of moral atmosphere, people follow the written and explicit rules of the organization; and they make decisions based on them (Shirazi and Ahmadi Zahrani, 2013).

The moral atmosphere of professional rules and regulations

This type of moral atmosphere is formed by combining the level of "moral principles and laws" from the criterion dimension of moral standards and the level of "global" analysis. People in this atmosphere behave according to universal and professional moral principles. The basis of decision-making in this atmosphere is the principles and laws outside the organization, such as the country's constitution, religious principles and international professional laws related to the organization (Victor and Cullen, 1988).

Job engagement

Kahn defines job engagement with power or individual knowledge and defines it in a specific job and acknowledges that it is one of the indicators of measuring the superiority of organizations compared to colleagues in those organizations whose level of loyalty and engagement makes them perform the assigned tasks with a higher quality. Job engagement is considered as an emotional and psychological engagement with the job, according to which a person who is strongly committed, defines his identity with his job, often participates in the organization and enjoys being a member of the organization. They defined employees' job engagement as a combination of emotional and cognitive experiences in the work environment, including satisfaction, happiness, prosperity and attention to improvement. Job engagement defines employees as a motivating factor in the work process, including physical, emotional and cognitive. This has a positive impact on the efficiency of work plans and ultimately business results. Job engagement is defined as a positive state of mind related to work, which is formed by three factors: strength, dedication, and attachment. Strength includes energy spent at work and persistence in dealing with problems (Schafel and Bakker, 2004). Dedication is characterized by passion, ambition, and challenge, and it involves a sense of complete satisfaction and happiness (Woods & Souffat, 2014). Research creates opportunities that can be motivated by higher job satisfaction, less through monetary rewards or other extrinsic incentives, and more through intrinsic factors, opportunities to grow, be valued, and be treated fairly (Mackey & Schneider, 2000). Low job engagement causes job dissatisfaction, low work existence, slowness and frequent absences in the organization and inhibits people's mental wellbeing (Brun, 1996). They do what gives them a sense of belongingness to their job, and in this way they affect the performance of the entire organization. In this study, the definition of Shaufli et al.'s (2003)

engagement is used, which is distinguished by three indicators of vitality, dedication and engrossment.

- Vitality is distinguished by the highest level of energy and mental resilience during work.
- Dedication refers to intense involvement in work and experiencing a sense of meaning, harmony and difficulty.
- Engrossment is distinguished by full experience and joyful fascination with work, due to which time passes quickly and the individual has difficulty detaching himself from work (Shaufeli et al., 2003).

Research background

Karmi (2015) in a study entitled "The relationship between Islamic occupational morality and job engagement in education teachers" concluded that there is a positive and meaningful relationship between Islamic occupational morality and teachers' job engagement and the three dimensions of job engagement.

Rahnama et al. (2014) in a study entitled "The effect of job demands on job satisfaction of employees" concluded that challenging demands have a positive effect on job satisfaction and inhibiting demands have a negative effect on job satisfaction.

Fani et al. (2013) in a study entitled "Explanation of the antecedents of job engagement and its effect on organizational commitment" concluded that organizational engagement has a positive and significant effect on employees' organizational commitment.

Ghasemi et al. (2012) in a study titled "Investigating the effect of engagement on employees' organizational citizenship behavior" concluded that engagement and its dimensions have a positive effect on employees' organizational citizenship behavior.

Rahmanizadeh et al. (2014) in a study entitled "The role of dimensions of the organization's moral atmosphere in predicting teachers' job satisfaction" concluded that among the components of the organization's moral atmosphere, the highest

correlation was between job satisfaction and moral atmosphere of organizational regulations.

Dehghan Marosti and Rasouli (2013) in a study entitled "The role of the moral atmosphere of the work environment on the quality of work life of school teachers" concluded that there is a significant relationship between the quality of work life of teachers and the moral atmosphere of the workplace. In other words, in educational environments with higher educational efficiency and quality, caring and supportive supervisors and colleagues, and clear and fair rules, teachers show less job ambiguity and better job controlling skills. In such a situation, therefore, people's job security is more and they have more support from their supervisors and colleagues.

Maqsood Lo (2013) in a study titled "The relationship between job demands and resources with job satisfaction and job burnout" firstly, by examining the results of 16 researchers' researches in the field of job satisfaction and job resource demands and studying 55 books and articles, they developed the theoretical foundations of the research. Then, using meta-analysis structural modeling, they came to the conclusion that job demands and job burnout are positively related and job resources and job burnout are negatively related. Also, while job resources and job engagement are positively correlated, job demands depend to a great extent on the nature of the demand (challenging or inhibiting). In such a way that inhibitory demand has a negative relationship with job satisfaction and challenging demand has a positive relationship with job satisfaction.

Maino et al. (2007) in a study titled "Job resources and demands as a prerequisite for job engagement" which was conducted longitudinally and through a questionnaire in 2003 and 2006, collected their data among 409 employees of the Finnish Health Organization. The results revealed that the average of occupational e, engagement, especially power and dedication, did not change in repeated tests among the participants in that period of time. The results also showed that in that time

period job resources and job demands predict job engagement.

Issa Khani et al. (2012) conducted a study titled "Explaining the antecedents of job engagement using a hybrid research design" among 358 experts of an industrial group. In his quantitative research, he came to the conclusion that job resources, individual resources and organizational resources have a positive effect on job engagement, and that job demands have no effect on job commitment.

In Mir Hashemi and Pasha Sharifi's (1389) qualitative research, factors such as responsibility, professionalism and trans-organizational mission

were identified as other factors that affect job satisfaction.

Also, a study titled "The relationship between the perception of the factors of job environment (job roles, job characteristics, supervisory style and organizational structure) and the level of job engagement of faculty members" was conducted among 214 full-time and part-time faculty members of five units of Islamic Azad University. The results showed that among the 11 dimensions of job environment, only three dimensions of task identity, supervisory style, and job challenge have a significant correlation with faculty members' job engagement.

Conceptual model and research hypotheses

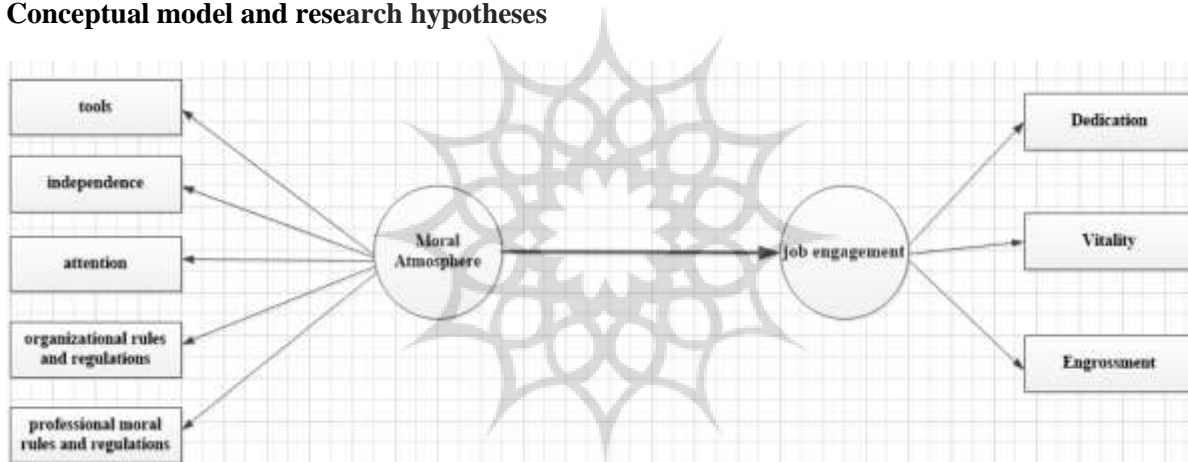


Figure 1: Conceptual model of the research

Research hypotheses

H1: The moral atmosphere of the organization has an effect on job engagement.

H2: Moral atmosphere is a tool that influences job engagement.

H3: The moral atmosphere of independence has an effect on job engagement.

H4: The moral atmosphere of attention has an effect on job engagement.

H5: The moral atmosphere of organizational rules and regulations has an effect on job engagement.

H6: The moral atmosphere of professional moral rules and regulations has an effect on job engagement.

Methodology

This study is descriptive and applied. To measure the moral atmosphere of the organization Victor and Cullen's Moral Atmosphere Questionnaire (1987) was used, which includes five instrumental dimensions, independence, attention, organizational rules and regulations and professional moral rules and regulations. To measure job engagement Shaufli et al.'s (2003)

Engagement Questionnaire was used, which includes three dimensions of dedication, vitality and fascination. The reliability of the data collection tool is presented in Table 2. A 5-level Likert scale (completely agree, agree, neutral, disagree, and completely disagree) was used to answer the questions, and numbers 1 to 5 were used to score the answers. The statistical population of the present study is senior high school teachers of District One of Khorramabad in the academic year of 2015-2016. Considering that the size of the statistical population was 450 people, the sample size was estimated to be 210 people based on Morgan's Table. The sampling method in this study is available sampling. Also, in this study, structural equation modeling technique and Smart PLS software have been used to examine the hypotheses and test the model. This technique makes it possible to examine the relationships of hidden variables and measures (observable variables)

simultaneously. Also, this technique has appropriate predictive power and when there are a large number of constructs or indicators in the model, they can fit in with the model well. In this method, the fitness of the study model is evaluated in three parts: measurement model, structural model, and general model according to specific indicators. Researchers have mentioned several reasons for using the PLS method. The most important reason is the superiority of this method for the mentioned small samples. The next reason is non-normal data that researchers deal with in some studies. A small sample size is the best reason to use PLS. The first generation of this structural equation technique, which was implemented with softwares such as Lisrel, Amos and EQS, requires a large number of samples, while the PLS method has the privilege of running the model with a very small number of samples.

Findings

In this study, the demographic variables of the research have been investigated first, and the results of the analysis of the data obtained from the statistical sample of the study are presented in Table 1.

Number	Variable		Number	Variable	
37	25-35	aged	168	male	gender
114	35-45		42	female	
45	55-45			32	Associate Degree
14	Over 55 years old		126		bachelor's
		52	Master's degree and higher		

As Table No. 1 shows, most of the respondents were male and aged between 35-45 years, and most of the respondents had a bachelor's degree. In order to check the fitness of the conceptual model of the study and test the hypotheses, the model analysis algorithm in the PLS method is used. The fitness of the measurement models is examined using three reliability indicators (factor loading coefficients,

Cronbach's alpha coefficients and composite reliability or CR). First, the factor loading of the questions or items were examined. The results showed that the factor load of all the questions is more than 0.4, which shows the appropriateness of this measure. Other results related to Cronbach's alpha coefficients, composite reliability and convergent validity are presented in Table 2.

Variable	Cronbach's alpha	CR	AVE
Moral Atmosphere	0/864	0/841	0/680
tools	0/901	0/918	0/627
independence	0/845	0/908	0/741
attention	0/911	0/910	0/593
organizational rules and regulations	0/827	0/827	0/546
professional moral rules and regulations	0/895	0/898	0/689
job engagement	0/918	0/846	0/791

Examining the conceptual model of research and hypothesis testing

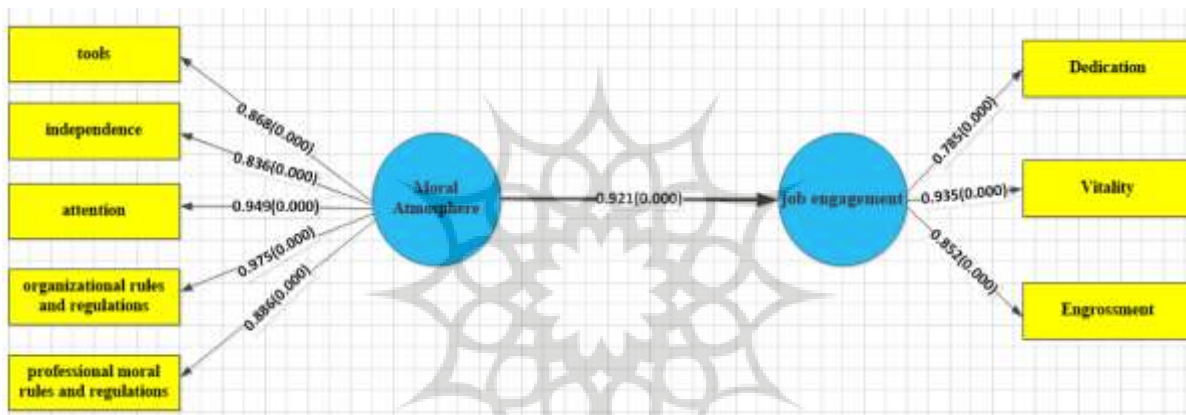


Figure 2. Model drawn with P-value and standard coefficients of the main hypothesis

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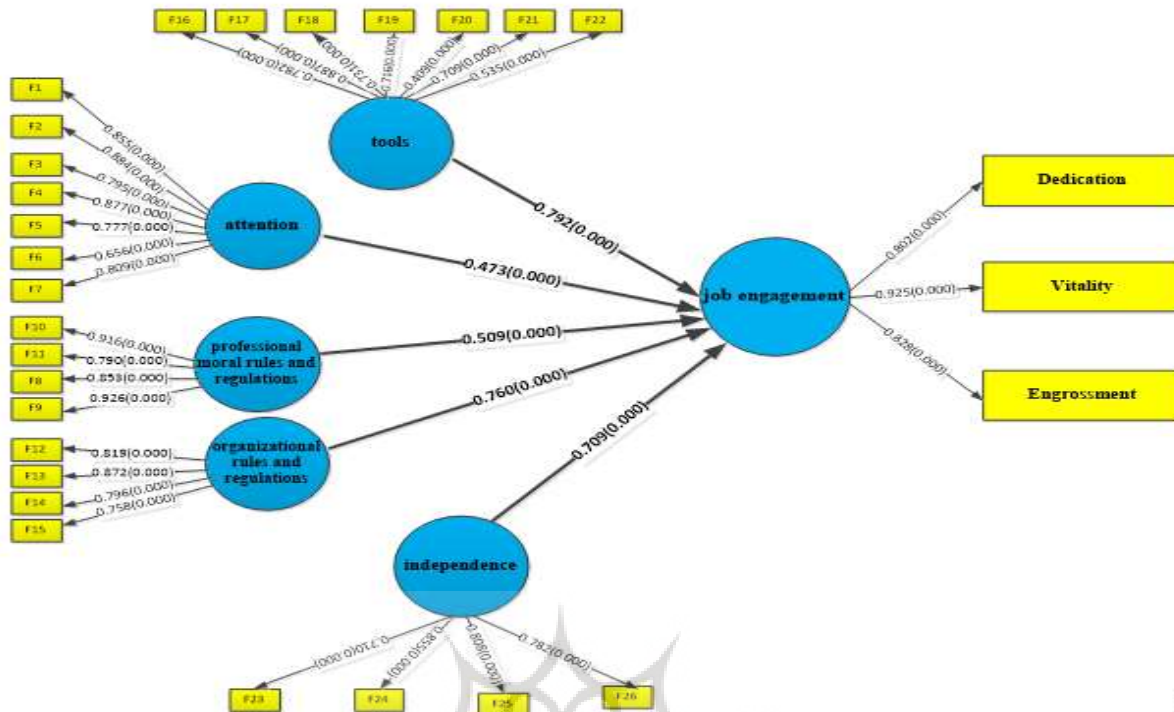


Figure 3. The drawn model with standardized coefficients and P-values of the sub-hypotheses

T values (figure number 2) and path coefficients (beta), i.e. the numbers on the path and the significance of the path coefficient (figure number 3) have been used to investigate the research hypotheses. At the 95% confidence level, if the

value of the T statistic is greater than 1.96 and the significance level is less than 0.05, the hypothesis is confirmed. The summary of the results related to the hypothesis testing is presented in Table 3.

Table 3. Summary of hypothesis testing

hypothesis	path coefficients	T statistic	confidence level	results
The moral atmosphere of the organization has an effect on job engagement	0/921	48/923	0/000	confirmed
Moral atmosphere is a tool that influences job engagement.	0/792	22/546	0/000	confirmed
The moral atmosphere of independence has an effect on job engagement.	0/709	10/678	0/000	confirmed
The moral atmosphere of attention has an effect on job engagement	0/473	26/109	0/000	confirmed
The moral atmosphere of organizational rules and regulations has an effect on job engagement.	0/760	27/054	0/000	confirmed
The moral atmosphere of professional moral rules and regulations has an effect on job engagement.	0/509	19/741	0/000	confirmed

The results of structural equation modeling using Smart PLS software showed that all research hypotheses are confirmed at the 95% confidence level.

Conclusion

The results of the present study show the positive relationship between "moral atmosphere" and employees' job engagement, which is also confirmed logically and theoretically, because "moral atmosphere" affects people's behavior by formulating moral standards and criteria, and in organizations with appropriate moral atmosphere, all the processes and activities of the organization (reward system, performance evaluation system, recruitment processes, etc.) have been done correctly and morally, and this affects the teachers' engagement in the organization and their moral behavior and makes teachers more committed. The results of the present study show a positive relationship between the "instrumental" moral atmosphere and teachers' job engagement, which is also confirmed logically and theoretically. In an organization with an "instrumental" moral atmosphere, attention to individual profit and benefit is a priority, and all organizational principles and rules are based on profit maximization. In these organizations, not only is moral behavior ignored, but immoral behavior that increases profits may be encouraged. On the other hand, people's lack of attention to the consequences and effects of their behavior on others increases the intensity and repetition of this type of behavior. Based on this, the organization can increase the job engagement of teachers by reducing this moral atmosphere in the organization. Since this atmosphere is based on the moral criteria of selfishness and self-interest and full attention to individual profit and benefit strengthens it, the organization can increase attention to the collective profit and benefit of teachers (not paying attention to the profit of the organization completely) and encourage the Philanthropic and benevolent behaviors, instead of encouraging behaviors that lead to individual profit (such as the commission

payment system), and reduce the moral atmosphere of its "instrument". In fact, as the organization pays more attention to humanity, benevolence and morality, instead of profit and utilitarianism, the "instrumental" moral atmosphere of the organization is also reduced and more job engagement is observed in the organization. According to the obtained results, the moral atmosphere variable "independence" has an effect on teachers' job engagement, which is also confirmed logically and theoretically. The moral atmosphere of "independence" is formed by combining the level of "moral principles and rules" with the level of "individual" analysis. In this moral atmosphere, people have high moral levels and act based on personal ethics, which are positive and humane. Based on this, with the increase of the moral atmosphere of "independence" in the organization, the teachers' job engagement increases and with the decrease of this moral atmosphere, the teachers' job engagement also decreases. As can be seen, the moral atmosphere of "independence" leads to increased teacher job engagement in the organization, that is, the organization can increase the job engagement of teachers by strengthening this moral atmosphere. Other results of this research show the influence of the moral atmosphere of "attention" on teachers' job commitment, which is also confirmed logically and theoretically, because the moral atmosphere of "attention" is based on the moral standard of benevolence from Kohlberg's (1971) moral levels. It leads to more engagement. In this atmosphere, people have a sincere interest in each other and pay attention to the consequences that their behavior may have on others and act more morally. As can be seen, the moral atmosphere of "attention" results in the increase of teachers' job engagement in the organization, that is, the organization can increase teachers' job engagement by strengthening this moral atmosphere. Since this moral atmosphere is based on the organization's attention to humanity and benevolence, the organization can pay attention to humanitarian and benevolent behaviors and

encourage these types of behaviors. The adherence of the organization's managers to these types of behaviors and their attention to the good and collective benefit of teachers and people can strengthen this atmosphere and increase teachers' job engagement. The organization can create an appropriate moral atmosphere of "attention" by showing attention to the well-being and prosperity of all teachers by designing and implementing programs and measures to develop and improve the organization's human resources. Other findings of the research show that the moral atmosphere of "organizational rules and regulations" has an effect on teachers' job satisfaction, which is logically and theoretically confirmed because in this moral atmosphere, due to the existence of explicit and codified principles and rules of the organization that correct wrong behaviors, the full compliance with these principles by the staff of the organization will increase the job engagement of teachers. In this atmosphere, the staff of the organization prefer complying with the principles and rules of the organization over the acquisition of personal profit, and as a result behave more legally. As it can be seen, the moral atmosphere of "organizational rules and regulations" causes an increase in job engagement, that is, the organization can increase the teachers' job engagement by strengthening this moral atmosphere through formulating appropriate, practical and enforceable laws, encouraging teachers to follow these laws, controlling the behavior of teachers, and preventing the behaviors that are against the organizational rules. Other findings of the study indicate that the moral atmosphere of "professional rules and regulations" has an effect on teachers' job engagement, which is also confirmed from a logical and theoretical point of view because people in this atmosphere have sufficient motivational well-being and professional moral principles and rules can boost their motivation. In addition, in this atmosphere, moral-humane behaviors that follow the principles of professional moral laws are rewarded, which in turn increases the moral behaviors of the staff. As

it can be seen, the moral atmosphere of "professional moral rules and regulations" causes an increase in teachers' job engagement; that is, the organization can increase teachers' job engagement by strengthening this moral atmosphere. In fact, it can be said that if the organization behaves professionally and follows the global professional moral standards and encourages its teachers to follow these standards, it can strengthen its moral atmosphere of "professional moral rules and regulations" and boost the job engagement of teachers. As it was observed, the moral atmosphere of the organization has an effect on teachers' job engagement, therefore the organization can increase the teachers' engagement by strengthening its positive moral atmosphere. The findings of this study are consistent with the research of Dehghan Marosti and Rasouli (2013), Rahnema et al. (2014) and Ghasemi et al. (2014). Solutions such as formulating appropriate moral laws in the organization, setting up catalogs and guidelines for obeying and following the organization's moral laws, improving the organization's reward and punishment system and paying attention to moral and humane behavior through direct and indirect rewards, developing the organization's human resources programs and actions, and paying attention to empowering teachers and strengthening and creating appropriate organizational relationships through reducing unnecessary rules and complex organizational hierarchies, encouraging people to establish relationships with each other, and forming working groups to strengthen the moral environment of the organization are effective. Finally, it seems that managers can influence the behavior of their staff by managing the moral atmosphere of the organization and increase the job engagement of teachers. It is important for managers to understand that it is completely futile to expect teachers to be engaged in situations where they and their organization are acting immorally. Behaviors governing organizations are completely bilateral, which means that misbehavior on one side cannot

bring about positive behaviors on the other side. So, if organizations want to help improve their behavioral atmosphere before advising their teachers, they should first advise themselves to act appropriately, humanely and morally. As much as the organization expects the customer's job engagement, it should increase its commitment to the occurrence of moral behavior towards the teachers and the entire organization. In general, based on the results of this study, it can be argued that school administrators can create a suitable moral atmosphere by paying attention to teachers, organizational rules and professional rules and regulations, and by creating a suitable moral atmosphere in schools, teachers' engagement will also increase. It is suggested that the researchers conduct their future research on the identification of factors affecting the creation of moral atmosphere in the organization, to examine the impact of management style in schools on organizational engagement and the impact of moral atmosphere on organizational citizenship behavior in schools. This study has limitations such as the time-consuming nature of the questionnaires and

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the possibility of cheating some people in answering the questions.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest.

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