The Impact of Sociability with the Mediating Role of Work Ethics on Social Identity

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Abstract

This research aimed to investigate the impact of sociability with the mediating role of work ethics on social identity. The research method used was descriptive, and the research design was correlational using structural equation modeling. The entire statistical population consisted of 672 faculty members of Amirkabir University, and a sample of 200 individuals was selected through stratified random sampling based on Krejcie and Morgan's table. Data were collected using three questionnaires: Taormina's Sociability Questionnaire (1997), Richard Chenkin's Social Identity Questionnaire (2008), and Ghasemzadeh's Professional Ethics Questionnaire (1393). The results of structural analysis indicated a significant positive relationship between social identity and work ethics. there was a significant negative relationship between sociability and work ethics. Additionally, there was no significant relationship between sociability and social identity. Ultimately, organizational sociability and social identity have a significant relationship with the mediating role of work ethics.

Keywords: Sociability; Work Ethics; Social Identity

Introduction

Today, with the development of organizations and the necessity of taking measures to achieve success for organizations and managers, the importance of identifying and strengthening a set of key factors is more critical than ever. One of the most crucial factors is organizational identity and shaping that identity.

Identity is a psychological need for individuals and a prerequisite for any social life. Without a defined framework that delineates similarities and differences, individuals in a society will not be able to establish meaningful and continuous communication with each other. In other words, the foundation of the sustainability and survival of a human society lies in the communicative actions of that society, which leads to both the process of meaning-making and identity formation (Shayani & Ahmadpour, 2017).

In organizations, especially educational institutions such as universities, understanding organizational identity and efforts to develop and strengthen it are considered vital for managers. This is because organizational identity reduces employee turnover, increases behaviors aligned with the organization's goals, and ultimately helps achieve the organization's objectives (Rostami & Gholavand, 2017). Organizational identity can serve as a strategic tool in the process of achieving goals and the organizational perspective. Organizational identity is a significant cognitive variable that not only affects an individual's membership in the organization but also determines the behavior of individuals in the organizational environment (Jabari et al., 2021). Identity leadership is a modern concept that greatly assists managers in this regard. Identity leadership is a multi-dimensional process in which managers first prepare an ideal model of the organization's goals, responsibilities, attitudes, values, and other elements that form the foundation of organizational identity, and then encourage employees to adhere to it within the organization (Mills, 2022).

Efficiency and the development of any organization largely depend on the proper utilization of human resources. As organizations grow, they naturally encounter challenges associated with managing a large workforce. One concept that can greatly assist in effective human resource management in any organization, especially in universities, is the concept of organizational socialization (Rostami & Gholavand, 2017).

Organizational socialization is a crucial organizational process, and organizations with diverse missions and responsibilities can minimize the tension arising from employee expectations and job realities. Organizational socialization leads to a stronger commitment and dedication of individuals to their jobs and the organization, ultimately increasing productivity and ethical behavior (Sobouri, 2002; cited in Jabari et al., 2021). For this reason, universities often strive to foster compatibility between faculty members and the institution, where organizational socialization and work ethics play a fundamental role.

The issue of work ethics in the context of higher education serves as a driving force and a factor in advancing any society. It promotes psychological well-being within the university, growth, and progress, and results in increased productivity and reduced costs. Faculty members in universities are the driving force of change and development in society. Given their critical and vital role in the present age, their importance and the issues related to them should be emphasized. Because the primary mission of universities is to expand the frontiers of knowledge and skills and cultivate specialized, creative, thoughtful, and committed professionals in various fields of progressive and critical science and technology, all of this contributes to the enhancement of the quality of academic life. Therefore, it can be said that organizational socialization, coupled with professional ethics, can have a positive impact on the organizational identity of faculty members.

Theoretical Foundations of Research

Organizational Socialization

One of the concepts that has been discussed in recent years in management studies, particularly in the context of human resource management, is organizational socialization. Organizational socialization plays an efficient and effective role in integrating new employees into the organization (Antonacopoulou and Gittel, 2010) and plays a crucial role in shaping their values, individual narratives, and social attitudes on various social issues. The concept of socialization and becoming social in the culture of social sciences is not very old. The history of this term dates back to the year 1882. Georg Simmel used this term in his research in the United States in 1865. In the late 1930s, this concept gained attention in many interdisciplinary research studies, and with the publication of Herbert Hyman's book in 1959, the term socialization became officially recognized in scientific terms (Ghalavandi and Soltanzadeh, 2013)

Organizational socialization is considered a key element in efficiently and effectively integrating new employees into the organization (Marquies, 2006), playing a significant role in shaping the values and attitudes of individuals, as well as their social assimilation regarding various social issues (Gardner, 2012). Adapting to a new job and role can be a daunting proposition, as new employees need to learn how to perform their tasks, attain normal and acceptable behaviors from their colleagues (Wong et al., 2012). In fact, newcomers must learn how to understand and adapt to the new environment (Sandoja et al., 2014). Socialization encompasses change, new skills, knowledge, abilities, attitudes, values, relationships, and a proper understanding of work frameworks through which individuals acquire social skills and culture, familiarize themselves with work methods, and grasp what is expected in the organization, thus reducing uncertainty and anxiety among individuals during their initial days in the organization (Abdollahi & Rashidi, 2021).

Organizational socialization is a process through which newcomers transform from strangers into active members of the organization. In other words, it is a process through which new members identify the organization's values, norms, policies, and procedures (Assoulian, 2006, p. 201; as cited in Omidzadeh et al., 2020). During this process, new members absorb the organizational culture and become familiar with the behaviors and values expected from them (Gill, 2005, p. 2; as cited in Omidzadeh et al., 2020). Organizational socialization is a process in which new employees bring external values and attitudes into the organization, and organizations strive to align them with internal values and attitudes. Organizational socialization is a process in which new employees adapt their values and behaviors to internal organizational practices. In the socialization process, individuals acquire the knowledge, information, and skills necessary for performing organizational roles (Makvandi & Jahantabi Nezhad, 2019). Organizational socialization is a process through which individuals transform into social beings, and employees, through this process, learn their organization's culture and transfer their knowledge and expertise to others (Schneider, 2013; as cited in Abdollahi & Rashidi, 2021). Researchers divide the socialization process into three stages: pre-entry socialization, encounter, and metamorphosis (change), and if these processes are successfully completed, they result in outcomes such as productivity, commitment, and turnover (Abdollahi & Rashidi, 2021).

1. **Pre-Entry Stage:** This stage occurs before entering the organization and includes both job socialization and organizational socialization. During this stage, individuals form expectations and prepare themselves for the job and the organization. They envision their role within the organization, based on their prior experiences, education, and personal values. However, it's important to note that at this time, previous experiences and education significantly shape their insights, attitudes, ethics, and behavior. They enter the organization with specific values, expectations, and beliefs. During this stage, socialization helps newcomers to establish connections and resolve conflicts.

2. **Encounter Stage**: The second stage of socialization takes place at the point of entry into the organization, when employees start their new positions. Louis (1980) described this stage as a period of change, confrontation, and astonishment. He argues that newcomers must make sense of the new organizational culture. New members need to abandon their old roles and values to adapt to the new organization. It is during this time that individuals realize differences between their perceptions of the job and the organization and the actual realities. They must embrace the organization's desired values. In the encounter stage, to prevent unrealistic expectations and unmet expectations, it is essential to provide clear information about the nature of the job, working conditions, and organizational activities to individuals before they begin their jobs to prevent disillusionment, indifference, resignation, or leaving the organization (Karimi, 2009, p. 78).

3. **Metamorphosis Stage:** In this stage, the new member is accepted as an organizational member with a new set of behaviors and attitudes. As a result, they contribute to increased commitment, enthusiasm, and better performance, thus enhancing productivity. However, if the new member refuses or is unable to align themselves with the realities of the organization, the result is often

job turnover. During this stage, the individual encounters a conflict between job-related desires and non-job-related or personal desires. Mastery of critical tasks and resolving role conflicts marks the beginning of the final phase of the socialization process (Abdollahi & Rashidi, 2021). If the individual has a proper understanding of the organization, accepts the norms and values of the organization, adjusts their insights, attitudes, and behavior accordingly, they become genuinely accepted as a member, leading to increased job commitment and, consequently, greater performance and productivity. However, if this process fails, it can result in frequent job changes and, ultimately, the individual leaving the organization, either voluntarily or through dismissal (Moghimi, 2011).

Organizational socialization can be accomplished through various methods, such as participating in intensive and challenging training programs, socializing and bonding with other members of the organization, and learning the language and culture of the organization. These practices lead to stronger relationships between the individual and the group or organization and their acceptance by the individual or organization (Rostami & Gholavand, 2017).

Tajvarmina (2009) introduces four dimensions of organizational socialization:

1. **Receiving Training:** This dimension encompasses the training programs designed and implemented within organizations to promote and enhance employees' adaptation. Providing the necessary training for adapting to the organizational and social workplace environment leads to employees feeling a proper commitment to the organization's goals and values (Omidzadeh et al., 2020).
2. **Understanding:** Understanding one's own role and the role of the organization is a crucial aspect. It reduces errors and mistakes within the organization, ultimately resulting in higher employee satisfaction and a sense of self-efficacy (Tajvarmina, 2012).
3. **Employee Support**: This dimension includes positive and supportive interactions among colleagues within the organization. These interactions are significantly related to organizational citizenship behaviors (behaviors that are not part of employees' formal roles but contribute to individual and organizational performance) (Omidzadeh et al., 2020).
4. **Organizational Future Perspective:** It involves employees' perceptions of their job's future prospects and their acceptance of those prospects within the organization they work for (Tajvarmina, 2012). Organizational future perspective is related to employees' assessments of the organization's future opportunities and rewards (Milleman et al., 2005).

Chart 2: Dimensions of socialization according to Taormina

Identity as a phenomenon has been a subject of interest for philosophers, psychologists, and sociologists for many years. From this perspective, identity is considered a historical concept rooted in the study of individual identity. The term "identity" became prevalent in the 1830s and has been discussed in the fields of psychology and sociology. Psychological theories, which began with the work of Freud, emphasize the inner and mental core of a psychological and physical structure, while in sociology, identity theories are entwined with the concept of the "self" in symbolic interactionism (Rostami and Ghalavandi, 2017). Symbolic interactionism, as a dominant perspective in social psychology, seeks to establish the theoretical foundations of identity within social structures. The fundamental issue in symbolic interactionism is that people apply symbolic meanings to objects, behaviors, themselves, and others, transferring and expanding it through interactions, resulting in the formation of identities (Seidi, 2013).

Sociological identity theories were initially introduced by William James and George Herbert Mead and later gained broader analysis through the contributions of Tajfel, Goffman, Berger, and others (Rostami and Ghalavandi, 2017). According to Tajfel's theory, social identity is defined as an individual's awareness of belonging to a specific social group and the emotional significance of this membership (Neella et al., 2021). Tajfel conceives social identity as one component of individuals' self-conception that emerges from their awareness of their membership in a valued group with remarkable values, capabilities, and appealing affinities they have entered (Ashforth and Harrison, 2008). The social identity approach suggests that individuals categorize themselves in terms of group membership and internalize these categorizations within the groups. This process shapes the identification, behavior, attitudes, and emotions of individuals related to group membership and, in a sense, determines the goals and values of the group, which, in turn, determine the individual's goals and values (Neela et al., 2021).

Identity Organizational is a cognitive framework for understanding the reality of an organization and is used as common assumptions about the organization. This concept has been used as a discourse on the feelings and reality and as collective desires about the content of the organization and the place for personal identity. Organizational identity is a super-individual concept and is described and possible by personal level cognitions. Organizational identity includes the characteristics of an organization that its members perceive as core and continuous characteristics of the organization, the concept of organizational identity is known as a phenomenon at the organizational level. The core characteristics of the organization have their roots in the central beliefs, values, and norms expressed in the organization's mission and lead to the formation of members' perceptions of the unique identity of the organization based on their comparison with reference organizations, especially its main competitors (Poussa, 2010). Organizational identity includes those characteristics that members of the organization perceive as the core characteristics of the organization; characteristics that describe the organization as unique and relatively stable over time. When looking at the past, present, and future of the organization, those characteristics that are central, stable, and distinctive are considered the organizational identity (Bayat and Alvadari, 2021). Organizational identity has had a significant impact on many organizational behaviors and, consequently, the performance and achievement of the organization. Organizational identity can influence both employee satisfaction and organizational effectiveness. Organizations can benefit significantly from creating employee identification with the organization. Organizational identity is related to various work-related tendencies, behaviors, and outcomes that support the organization, including individual decision-making, commitment to common goals, and employee interaction (Bayat and Alvadari, 2021). Employees with a higher organizational identity are more productive, motivated, and satisfied, and have a higher level of organizational health, and are less likely to leave the organization compared to employees with lower organizational identity (Neela et al., 2021). Organizational identity, which refers to the emotional and psychological link between the individual and the organizational work, has primarily attracted increasing self-focus and increased organizational performance. The assumption is that a person who acquires organizational identity naturally works in the organization's interest (Bahari, 2013; cited in Bayat and Alvadari, 2021).

Extensive studies have shown that when an individual identifies with an organization, they become more loyal, dedicated, and committed. The commitment of these members is not limited only to within the organization, but they will also become ambassadors to create a positive image of the organization in society. Furthermore, individuals in today's society are members of various organizations and groups, and based on these affiliations, they identify themselves. This type of identity is important for the organization to be person-centered and continuous. Therefore, managers should be mindful of designing the organizational environment and culture in a way that fosters this sense of person-centered identity and commitment in individuals (Rostami and Ghalavandi, 2017).

Professional Ethics of Employees

Professional ethics of employees means committing mental, psychological, and physical energy to collective ideas, towards acquiring capabilities and internal talents within the group and the individual for development in any field (Kadzir, 2004). In another perspective, professional ethics is one of the branches of ethics that attempts to address ethical issues in various professions and establish specific principles for it (Hartog & Stanley Win, 2002). Professional ethics can also be considered a set of rules that individuals must voluntarily adhere to in the performance of their professional duties based on their conscience and nature without external obligations or legal penalties. On an individual level, professional ethics relates to a person's responsibility regarding personal and professional conduct (Moubert & Cyberg,2000). Jromsari and colleagues (2005) have proposed the concept of work ethics beyond ethical behavior. This is because they consider ethical behavior as only a part of work ethics. Work ethics are largely associated with practical guidelines, laws, and regulations in the context of professional ethics. Ultimately, they realized that ethical guidelines and professional virtue cannot be a solid foundation for work ethics. They also suggest that the science of ethics and utilitarianism should be examined in conjunction with ethical virtues and formal regulations in the construction of work ethics (Minneh & Danah, 2013; cited in Mohammad Ali Khalaj and Zarei Matin, 2020). Work ethics are important for managers and employees in organizations. Work ethics can be seen as the sensitivity of managers and employees to ethical issues in the organizational structure, which is pursued through ethical actions and judgments. Therefore, organizations strongly need managers and employees with high work ethics (Pohling & colleagues, 2015). In other words, work ethics can be considered as ethical conduct that reflects the behavior and behavior of individuals in the workplace when faced with problems, for their solution and confrontation (Poykius & colleagues, 2016).

Petty (1995) presents a four-dimensional view of work ethics:

1) Commitment and interest in work: It refers to a mental or emotional state that an individual experience during their work.
2) Dedication and seriousness in work: It is the genuine determination when facing challenging work conditions.
3) Healthy and interpersonal relationships in the workplace: It involves creating unity and integrating individuals with their work in a way that fosters their motivation and leads them to engage in their work efficiently and with personal and social satisfaction.
4) Team spirit and participation in work: It involves participation and collaboration in tasks, projects, or activities (Gholavandi, 2016).

Mitonga (2016) believes that humility is among the management habits and traits that can transform a manager from a simple one to a respected individual. Humble managers and employees effectively lead their teams but avoid any exaggeration and flattery. They aim to keep their personal ego separate from the path to organizational success and ensure that personal successes do not limit the scope of their humility. Studies have shown that humility can have a significant impact on the work ethics of both managers and employees (Mitonga, 2016).

1- Kohlberg's Theory of Moral Development

Kohlberg and his colleagues believe that the moral development stages of each individual are determined by their cognitive and mental abilities. As a result, Kohlberg and his associates examined the moral development of several individuals from childhood to adulthood. Their observations led to the extraction of a six-stage model of moral development at three levels: pre-conventional, conventional, and post-conventional. Each of these levels is composed of two stages of moral reasoning, where the second stage in each level represents an advanced and organized form of the first stage.

- Pre-conventional Level: In this level, individuals perceive concepts of right and wrong based on the consequences of their actions (punishments, rewards, and self-interest), or the authority imposing them. Stage 1 defines a good or bad action based on the physical outcomes it produces. Here, avoidance of punishment and absolute obedience to authority figures are key values. Stage 2 interprets what is right based on actions that fulfill the person's self-interest, interpreted through physical and practical messages presented to the decision-maker (Mohammad Ali Khalaj and Zarei Matin, 2020).

- Conventional Level: At this level, adhering to imposed expectations from family, groups, or society is considered valuable. Stage 4 emphasizes behaviors that lead to the well-being and cooperation with others, gaining the acceptance of others. Significant emphasis is placed on conformity to conventional wisdom or accepted behaviors. Stage 3 goes beyond specific and partial norms and accepts the general view of society. This perspective dictates a comprehensive set of social, legal, or religious norms to the individual (Mohammad Ali Khalaj and Zarei Matin, 2020).

- Post-conventional Level: Being at this level implies that an individual strives to define their values and ethical principles independently, disregarding the dictates and norms imposed by society and authorities (Mohammad Ali Khalaj and Zarei Matin, 2020).
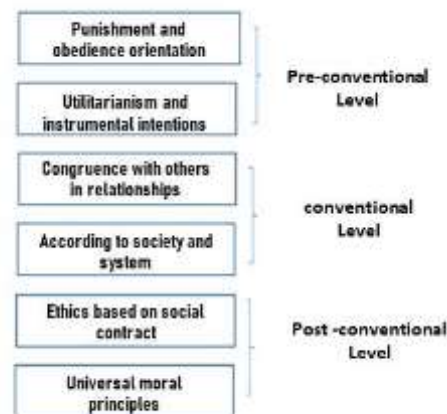

Diagram 3: Kohlberg's theory of moral development (Mohammad Ali Khalaj and Zarei Mateen, 2019)

2-The Neo-Kohlbergian Theory

This theory has evolved and been critiqued by various researchers over time. Scholars like Esenherz criticized the universality of Kohlberg's theory, emphasizing its cross-cultural applicability. Gilligan highlighted the gender bias in Kohlberg's theory, and Kurtz raised concerns about the methodology of Kohlberg's scoring system. Subsequently, the development of the third generation of Kohlbergian scoring tools made distinctions between stages of moral development more transparent and

provided numerous examples of ethical reasoning at each stage (Mohammad Ali Khalaj & Zarei Matin, 2020).

Other critics, such as Michel (1976), focused on the moral judgment and the relationship between moral reasoning and moral behavior. Blasi and colleagues (1984), along with Derry (1987) and Turiel (1986), claimed that moral behavior is influenced by an individual's level of moral reasoning in their ethical-social environment. Rest (1986) also argued that moral reasoning is related to moral behavior but is not the sole causal factor in this process stage (Mohammad Ali Khalaj & Zarei Matin, 2020).

3- In James Rest's Theory of Moral Development

the conceptualization of justice is formed based on the development of various social concepts at each stage. The theoretical foundation of Rest's ethical judgment model begins with the idea of social judgment. According to this, individuals are born into their kinship groups and must balance their interests with those of their kin. Therefore, the theme of justice is the equilibrium of interests in social cooperation, and moral balance is achieved through this equilibrium. Rest's ethical thinking is based on the allocation of rights and responsibilities in a social system (to create interaction and stability within the system). Specifically, Rest has framed moral reasoning as a function of two primary factors. The first factor is the coordination of expectations regarding actions (how rules are recognized and shared), and the second factor is an individual's perception of the distribution of interests and responsibilities. These two primary factors determine ethical rights and responsibilities at each stage of development.

Additionally, Rest's model explains how individuals utilize cognitive structures of stage-related concepts. This model assumes that an individual's level of moral reasoning is a combination of different types of thinking based on various stages of moral development (Mohammad Ali Khalaj & Zarei Matin, 1399).
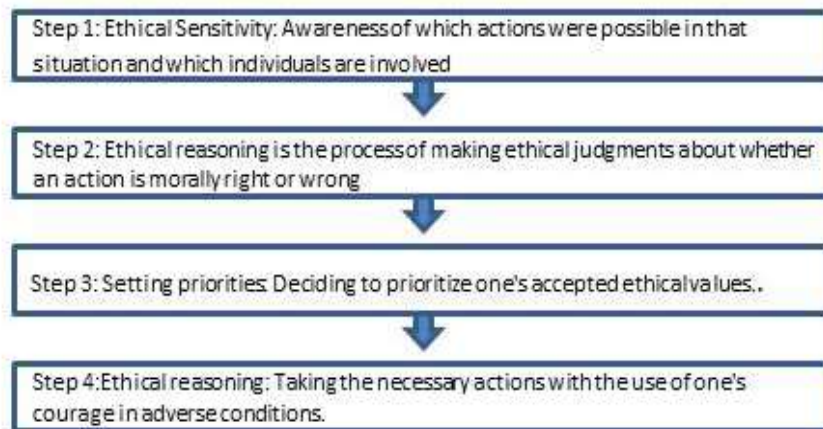

Figure 1: James Rust's theory of moral development (Mohammed Ali Khalaj and Zarei Matin, 2019)

Business ethics is a necessity for modern organizations facing high environmental uncertainty and situational complexities. These conditions have led some managers and employees to give less consideration to ethics, resulting in environmental costs, financial scandals, and a subsequent decrease in public trust in organizations. Therefore, pursuing business ethics is currently considered a necessity for organizations. It seems that some organizations have lost their business ethics in decision-making situations (Gerholtz, 2017).

Kamrani and Hosseini (2022) showed that organizational adaptability has a significant impact on organizational identity and organizational alignment among the management of the Social Security Organization in Ardabil province. Nadi and Moshayekhi (2017) reported a meaningful relationship

between organizational sociability, leadership behavior, organizational identity, and organizational culture with organizational citizenship behavior among staff at the Education and Training Office in Isfahan. Erfanian Khanzadeh and colleagues (2017) examined the mediating role of organizational sociability in the relationship between control resources and the organizational identity of Ferdowsi University of Mashhad staff and obtained positive and significant results. Hosseinzadeh and colleagues (2017) found the positive and meaningful impact of cultural values, meritocracy, and organizational sociability on work ethics. The findings of the research conducted by Beidokhti and colleagues (2016) showed that organizational sociability has both direct and indirect effects on the enthusiasm of teachers through the mediating role of organizational identity. Moradian and colleagues (2015) showed a positive and meaningful relationship between organizational sociability and job satisfaction. Yan and colleagues (2017) found a significant and meaningful relationship between organizational sociability and solidarity identity. Kurt and Lin (2013) in their research and interviews conducted with newcomers to the organization concluded that the quality of relationships with colleagues and managers has an impact on the sociability of newcomers. Ji and colleagues (2012) reported a significant relationship between organizational sociability and organizational identity.

Conceptual Model

To achieve the primary research goal and predict the potential relationship between research variables based on previous research, a model has been designed that demonstrates both direct and indirect relationships between organizational sociability, organizational identity, and professional ethics. This model is evaluated by assessing the relationships between variables and the significance of each relationship, and it estimates the model's fit. The conceptual model of the current research is presented in Figure 4. As observed in the model, the relationship between organizational sociability is examined, both directly and indirectly through the mediating role of professional ethics, with social identity.
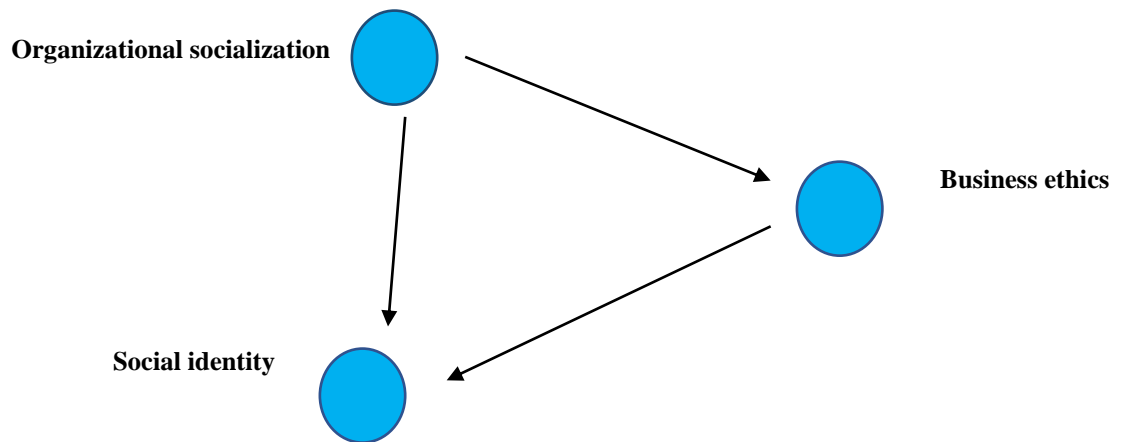

Figure 2: Conceptual model of the research

The research hypotheses can be summarized as follows:

1) Organizational sociability is related to professional ethics.
2) Social identity is related to professional ethics.
3) Organizational sociability is related to social identity.
4) There is a relationship between organizational sociability and social identity mediated by professional ethics.

Research Method

The research method for this study is descriptive-correlational, and the analysis is based on the Structural Equation Modeling (SEM) approach using Partial Least Squares (PLS) in the SmartPLS3 software to investigate the research hypotheses. The statistical population for this research includes all faculty members of AmirKabir University, including lecturers, assistant professors, associate professors, and full professors, in the academic year 1401-1402. The total population size, based on the educational statistics of AmirKabir University, is 672 individuals. A sample of 200 individuals was selected from the faculty members of AmirKabir University using stratified random sampling proportional to the size of each stratum based on academic rank (lecturer, assistant professor, associate professor, and full professor).

Data was collected using questionnaires as the data collection tool. Three questionnaires for organizational sociability, social identity, and professional ethics were used. The questionnaire for organizational sociability was based on the Tavormina model (1994) and includes items related to training, coherence, employee support, and the organization's future outlook. It has been validated by Nadi and colleagues (1388) and consists of 20 closed-ended questions.

The questionnaire for social identity was developed by Safarinezhad and Roshan (1390) based on the two dimensions of individual and collective identity, adapted from the theories of Richard Jenkins (2008). It contains 20 items, with 10 items representing the individual dimension and 10 items representing the collective dimension.

The standard professional ethics questionnaire, designed by Ghasemzadeh in 2014, consists of 16 questions related to eight dimensions.

Table 1: Cronbach's alpha reliability coefficients of the construct

Mean Variance Extraction (AVED)	Composite Reliability	Spearman Correlation Reliability	Cronbach's Alpha Reliability	Variables
0/48	95/0	94/0	94/0	**Sociability**
0/42	92/0	92/0	90/0	**work ethics**
0/45	94/0	94/0	93/0	**social Identity**

According to the results in the table above, Cronbach's alpha is used to assess internal consistency, which indicates the level of correlation between the constructs and their related items. A variance explained value greater than 0.7 suggests an acceptable reliability. Based on the results, Spearman's correlation is used to measure internal consistency, which indicates the level of correlation between the constructs and their related items, and it is higher than 0.7, suggesting acceptable reliability. All variables have an acceptable coefficient. Additionally, a combined reliability coefficient introduced by Werts and colleagues is used. If the combined reliability value is higher than 0.7, it indicates appropriate internal stability, while a value lower than 0.6 suggests a lack of stability (Nunnally & Bernstein, 1994; as cited in Tabatabaee and Jahangard, 2016).

Table 2: Divergent validity by Fornell and Larcker method

Social Identity	Work Ethics	Sociability	Convergent Validity	
		0/69	0/48	**Sociability**
	0/65	0/26	0/42	**work ethics**
0/67	0/45	0/33	0/45	**social Identity**

According to the information provided and based on the principles of Formel and Larker (1981), to assess discriminant validity, a matrix should be used where one factor should show more distinction and separation among its observed variables (items) compared to other factors. This indicates that the factor in question has high discriminant validity. If a factor explains the most variance within a set of items and, in reality, shows lower correlations with unrelated factors, it is considered to have discriminant validity. In other words, the square root of the average variance extracted (AVE) of each factor should be greater than its highest correlation with other factors (the numbers on the diagonal in the above table). The values provided in Table 3 indicate suitable discriminant validity in the Formel and Larker method.

Research Findings

For analyzing the data, testing hypotheses, and presenting the structural model, the coefficient of determination (Q^2) was calculated. Henseler and colleagues (2009) have specified the levels of predictive power intensity for a structural model as 0.02, 0.15, and 0.35 .

Table 3: The criterion of the predictive power of the Q^2 model of the dependent variabl

Variables	SSO	SSE	-SSE/SSO1Q²
Sociability	00/3705	00/3705	-
work ethics	00/3120	44/2468	21/0
social Identity	00/3900	44/2674	31/0

According to the table above, the prediction coefficient value obtained shows that the predictive power of all dependent and endogenous variables is above 0.21, which indicates a relatively favorable value.
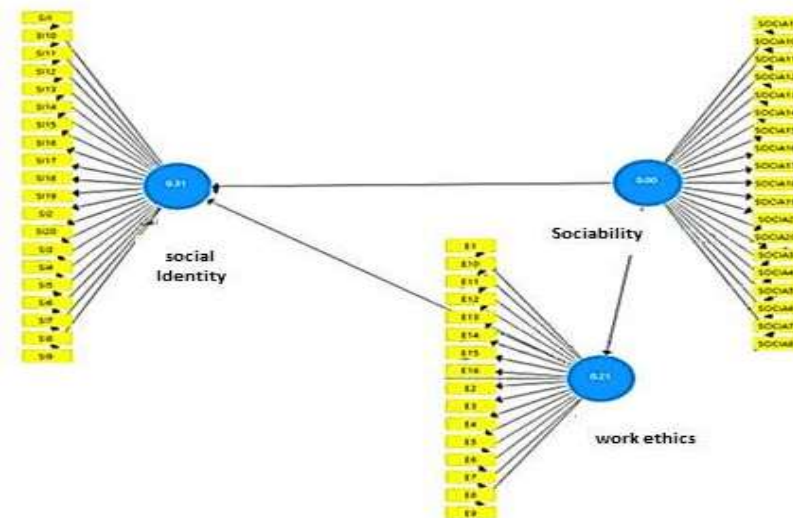

Figure 3: The prediction power factor of Q^2 model

following the execution of the first and second stages of the tests, which are the tests of measurement model fit and structural model fit, you move on to the third stage, which is the overall model fit test. To assess the overall model fit, there is a criterion called GOF (Goodness of Fit), which is calculated as the square root of the product of the average shared variance and the average R-squared values. Three values, 0.01, 0.25, and 0.36, are used as thresholds for GOF to compare the model fit, representing weak, moderate, and strong fit, respectively.

$$\sqrt{\text{Convergent validity} \times \text{Goodness of Fit R}-\text{squared}}\sqrt{\cdot/45 \times \cdot/66} = \cdot/54=$$

Table 4: Determination coefficients and goodness of fit of the GOF mode

Variables	Convergent Validity	Coefficient of Explanation	Modified Coefficient of Explanation
Sociability	0/48	-	-
work ethics	0/42	0/56	0/55
social Identity	0/45	0/77	0/77

The goodness of fit obtained from the coefficient of determination is desirable, and the values obtained from the overall desirability of the model are indicative of the model's overall validity. In the next stage, namely in the structural analysis of the model, the relationships between the constructs or, in other words, the research hypotheses, were examined for their structural relationships. In this stage, the relationships between the constructs were examined for their structural validity using a resampling method with 5000 samples, as recommended in the partial least squares (PLS) method. The results in the table below indicate that the model exhibits good validity.

Table 5: Summary of hypothesis result

	theories	Path coefficient (β)	Significance coefficient (statistic $-t$)	The coefficient of determination	Effect size	Significance level	Bootstrap confidence intervals		Result
							5%	75%	
1	Sociability work ethics→	-0/15	2/47	0/21	0/04	00/0	0/09	0/38	confirmed (negative)
2	work ethics social → Identity	0/23	3/38	0/31	0/10	0/00	0/09	0/35	confirmed
3	Sociability →social Identity	-0/06	1/32	0/31	0/01	0/19	-0/15	0/03	rejected
4	Sociability → work ethics → social Identity	-0/04	1/98	-	-	0/05	-0/08	-0/01	confirmed (negative)

Based on the values obtained in Table 6, at a 97 percent confidence level, the first, second, and fourth hypotheses were confirmed, but the third research hypothesis was rejected.

1. In the analysis of the first hypothesis - Organizational socialization is related to professional ethics - it was found that organizational socialization has a significant negative effect on professional ethics (β = -0/15, t = 2/47, p < 0.01). This means that an increase in organizational socialization leads to a decrease in professional ethics.

2. In the analysis of the second hypothesis - Social identity is related to professional ethics - it was determined that professional ethics has a significant positive effect on social identity (β = 0/23, t = 3/38, p < 0.01). This means that an increase in professional ethics leads to an increase in social identity, confirming the research hypothesis.

3. Examination of the third hypothesis - Organizational socialization is related to social identity - showed that organizational socialization has no significant effect on social identity (β = -0/06, t = 1/32, p > 0.19), resulting in the rejection of the research hypothesis.

4. According to the results of structural analysis, the fourth hypothesis - There is a mediating role of professional ethics in the relationship between organizational socialization and social identity - showed that the mediating role of professional ethics has a significant negative effect on the relationships between organizational socialization and social identity (β = -0/04, t = 1/98, p < 0.05). This means that as professional ethics increases, the relationships between organizational socialization and social identity decrease.
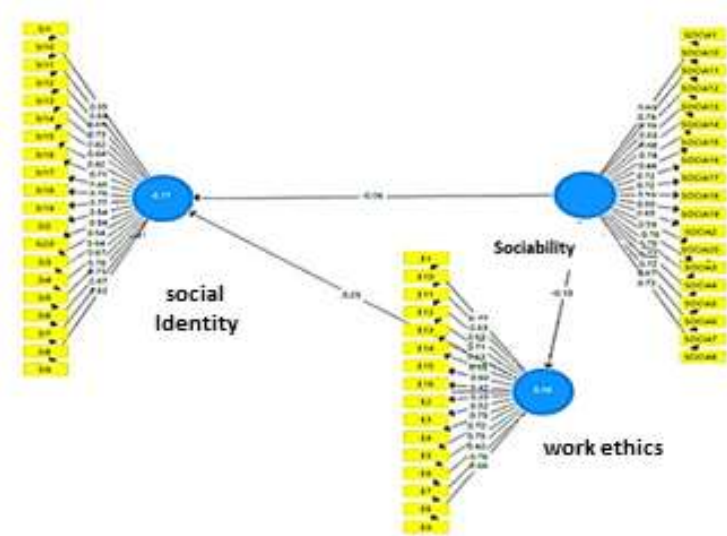

Figure 4: path coefficient and coefficient of determination of the hypothesis model

Discussion and Conclusion

The aim of this research was to identify the relationship between organizational social capital, social identity, with the mediating role of professional ethics. According to the research findings, there is no significant relationship between organizational social capital and social identity. However, the results indicated a positive and significant relationship between professional ethics and social identity. In other words, an increase in professional ethics leads to an increase in social identity. This finding aligns with previous research conducted by Argodeh et al. (2019), Vahidinasab et al. (2017), Mansouri Moeid et al. (2019), and Tavakoli et al (2017).

In summary, it can be concluded that organizational social capital plays a vital role in fostering a sense of belonging and pride among faculty members towards the university. When faculty members have a strong sense of organizational identity, they are more motivated to work towards the university's goals and success, which, in turn, leads to higher ethical behavior.

Additionally, the research findings indicate a significant and positive relationship between organizational social capital and professional ethics. This implies that effective implementation of organizational social capital components within a university can improve the ethical behavior of faculty members.

Furthermore, the results suggest that there is a significant and negative relationship between organizational social capital and social identity when professional ethics mediates this relationship. This indicates that other factors and variables may influence this relationship, which are beyond the scope of the current research.

Studies have shown that individuals who cannot adapt to internal organizational processes or whose organizational social capital is not well established may not demonstrate loyalty to the organization (Wallick, 2009, as cited in Jabari et al., 2021). Organizational social capital facilitates the transfer of values, norms, desirable behavioral patterns, perspectives, and implications of organizational and environmental changes to all members of the organization, formally and informally, to cultivate the organization's symbols, prevailing values, and emerging positions from current and future conditions (Salemi Daneshgar, 2002, as cited in Jabari et al., 2021).

If faculty members perceive the university's goals in the same way as their own goals, organizational identity is formed, and this organizational identity helps them to collaborate freely with the university, remain loyal to its success, and put in extra effort. Internalized organizational identity motivates them to exhibit appropriate ethical behavior. Organizational identity can support various job inclinations, behaviors, and consequences, including individual decision-making, commitment to common objectives, and employee interactions (Pettigrew, 1970, as cited in Jabari et al., 2021). The more employees perceive an organizational identity, the more positive beliefs they have about the organization (Dutton et al., 1996, as cited in Jabari et al., 2021).

Based on the Results, the Following Recommendations Are Provided

1 Ethical Training: Conduct regular training courses on workplace ethics and ethical principles for faculty members as part of their professional development process.

2 Enhance Transparency: Create a transparent environment within the organization, providing faculty members with information related to decision-making and opportunities, fostering openness, and visibility.

3 Promote Commitment to Ethical Values: Encourage members to commit to ethical principles through promotions, rewards, and recognition.

4 Education and Awareness: Implement training programs focused on cultural diversity, respect for differences, and communication skills to enhance social capital among members.

5 Evaluate the Impact of Social Capital Programs: Conduct evaluation research to measure the effectiveness of social capital programs and improve them.

6 Establish Social Capital Policies and Guidelines: Develop and implement specific policies and guidelines to promote social capital within the organization.

7 Encourage Collaboration and Interaction: Create opportunities for collaboration among members at all levels and stages and promote increased involvement in decision-making.

8 Foster a Feedback Culture: Encourage the development of a positive feedback culture within the organization to facilitate continuous improvement and progress toward social capital.

9 Promote Diversity Acknowledgment: Encourage faculty members to explore differences and the unique strengths each individual brings to the organization. This can lead to creating an open atmosphere and reinforcing respect for diversity.

10 Develop Organizational Structures and Policies: Formulate and implement policies and guidelines that promote diversity and social capital within the organization.

11 Incentivize Participation: Encourage faculty members to participate in organizational decision-making processes and procedures.

12 Promote Ethical Values in Society and Non-Organizational Communities: Work on promoting ethical values in broader society and non-organizational settings to strengthen social identity in those contexts.

Additionally, the Following Research Areas Are Suggested to Address Gaps in the Field

1 Investigate the relationship between workplace ethics and social identity in various organizational environments.

2 Examine the impact of workplace ethics on the social identity of organization members in different organizations and industries.

3 Explore organizational factors, such as organizational culture and management policies, in the relationship between workplace ethics and social identity.

4 Study the mediating mechanisms in the relationship between workplace ethics and social identity, such as the role of factors like job satisfaction, organizational commitment, organizational trust, and social interactions.

These recommendations can contribute to the development of our understanding of the impact of workplace ethics on social identity and can be applied practically in organizational and non-organizational settings. However, it is essential to consider appropriate and precise research methodologies for each study or the practical implementation of these recommendations, adapting them to the specific environmental and subject conditions.

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