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Article history:

Received date: 10 February 2020

Review date: 5 May 2020

Accepted date: 6 May 2020

Abstract

Purpose: The main purpose of this article was to identify the dimensions and components of promoting professional ethics in the education system for school principals.

Methodology: The research method was mixed (qualitative-quantitative). In order to conduct this research, in addition to the documentary study, the content analysis technique with MAXQDA12 software was used to identify the factors and components. The statistical population in this study was all experts in the field of professional ethics. After the interview, 25 theoretical saturations were conducted and all interviews lasted between 90 and 120 minutes. In addition, semi-structured interviews with university experts in 2019 were conducted in the form of open and pivotal and selective codes, and to determine the validity and reliability of these components and indicators, the content validity method and Cronbach's alpha (0.824) were used.

Findings: According to the semi-structured interviews, 202 open codes with 2651 referrals, 19 core codes and 5 selective codes (educational, organizational, individual, socio-cultural and behavioral) were extracted to promote professional ethics. Then, according to the researcher-made questionnaire, exploratory factor analysis was used to confirm the indicators and components. All components were approved with a factor load above 0.6 and Butler coefficient with 0.9 indicated a high correlation between experts.

Conclusion: Professional ethics is one of the basic and serious needs in various sectors of education in the country and can provide the grounds for overcoming this situation of recession and lack of trust and confidence and cultural confusion.

Keywords:

Higher Education, Educational Entrepreneurship, Thematic Analysis, Demetel Technique

Please cite this article as: Habibi Sh, Mohammad Davoudi A H, Mohammad Khani K. (2020). Identification of educational entrepreneurship development factors in Higher Education. *Iranian journal of educational Sociology*. 3(2): 70- 80.

1. Introduction

The education system has changed its application in previous centuries. But in the modern era, with the advent of science and the increasing presence of technology, the logo has become a system that is the most effective factor in the formation of cultural, social and economic development policies (Spalding & Lawrie, 2019). In the process of progress and development of a country, the education system is a mechanism to qualify and prepare efficient, qualified and skilled people to meet the real needs of the country in various fields, therefore play a very serious and vital role (Gokçe, 2013). Among the various goals of education, the most important is the individual growth of man and his preparation for going to society. But this is not possible without observing the moral aspects because it is not possible to separate education and ethics (Gamayunova & Vatin, 2015). Paying attention to the aspects of professional ethics and ethical principles according to the current situation in societies is one of the important factors for the success of education and any organization (Semradova & Hubackova, 2016). The role of professional ethics in all organizations and its impact on the efficiency and effectiveness of the organization has been agreed upon by all researchers (Warnick & Silverman, 2011). However, in recent decades, another aspect of organizational duties has played an important role, and that is the social and moral responsibility of the organization. Professional ethics can play an important role in improving the activities of the organization (Amirkabiri & Darouian, 2011).

Morality is a set of human traits that manifests itself in the form of behavior that arises from human inner temperaments. It is a science that improves human relationships with oneself and others and can teach them how to live and be happy (Shah Ali, et al, 2015). Ethics is very important as a regulator of relations between human beings, because as an internal system, without the need for external levers, it is able to guarantee ethical actions in employees and create an ethical system. The role of ethics in actions, behaviors in decision making, choice, attitudes and communication is important and decisive (Salavati, et al, 2013). Morality is present in all aspects of human life; In personal, social life, politics, management, economics, etc., it can be clearly traced. It has a great impact on the activities of individuals and brings commitment and responsibility in the performance of human beings. The role of ethics is important and decisive in actions and behaviors, in decisions and choices, and in attitudes and relationships. Therefore, today, the issue of its presence or absence has become one of the major issues in the field of management. That is why it has been said that the way to build trust is ethics, and managers should always consider the highest ethical standards. On the other hand, immoral behavior provokes the business environment against itself and causes the failure of an organization (Momeni, 2014). Today, the increasing complexity of organizations and the increase in the amount of unethical and illegal work in the workplace has made the attention of managers and leaders to create and maintain professional ethics (Qasemzadeh, et al. 2014). Professional ethics is an essential need in any profession, and it should be considered in the employment of the individual and in the workplace. Due to the high impact of educational environments, especially universities in the future of students and due to their important role in providing education and building more developed societies, the importance of recognizing and observing professional ethics in these environments has increased (Farmahini Farahani and Farmahini Farahani, 2016). Observance of educational and scientific ethics is defined as one of the sublime goals of education. Scientific societies try to strengthen science in the service of humanity by judging the norms of professionalism and scientific ethics among their members. Accordingly, in scientific environments, the moral principles of scientific life are considered and the observance of moral virtues as a criterion of scientific action is emphasized more and more (Selajgeh & Safari, 2016).

Indartono (2020) in a study entitled "Information on the student ethics model of higher education" examined the components of professional ethics among students. This article describes the data collected between July 2018 and December 2018 in Yogyakarta, Indonesia. Data were collected from 566 Indonesian higher education students who had completed their transcripts. Data were analyzed using

structural equivalence (SEM) method to prepare a model of student ethics. The results showed that the main dimensions of motivation and self-efficacy have a direct effect on ethics of direct impact and components of flexibility, basic knowledge, application of pressure forces and cooperative classes on ethics.

Gulcan (2015) in a study entitled "Discussion on the importance of ethics education in education" claimed that education is also a moral endeavor. Human beings can be educated or friendly or peaceful. The purpose of moral education is to help people make free will decisions. You can easily teach norms, but you cannot easily teach them to follow these rules unless you teach ethics. Therefore, ethics education has an important and necessary place in education. Students who have graduated from university may be professionals in their careers, but that is not enough. Aristotle also says, "Training the mind without training the heart is by no means training." I may close with my own quote: In the United States, a high school principal sends a letter to his teachers each year for the opening ceremony. "I am one of the people who escaped from the labor camp," he said in the letter. I have seen things that no human has ever seen: gas chambers built by highly experienced engineers, children poisoned by trained physicians, children killed by experienced nurses, women and children poisoned by people High school graduates and post were shot dead. Therefore, I doubt education. My request to you is: help your students become more civilized human beings. Your efforts should not create an educated monster to become a skilled psychic. Reading, writing, math are only important when they help your children become more human. Bahavernia et al (2019) in a study entitled "Identifying the factors affecting the development of professional ethics of employees of international affairs of the National Iranian Oil Company based on content analysis method" to examine and identify the components and dimensions affecting professional ethics that can be He named them as cultural, basic, value, organizational, managerial factors. Among these, managerial and value components have the highest relationship and correlation compared to other factors.

Pourhaydari et al (2019) in a study entitled "Structural relationships of organizational trust, professional ethics and organizational structure with school effectiveness with the mediating role of teacher performance evaluation" examined the relationship between these three variables and found that all three variables affect the other and Sometimes they are influenced by each other. From the results of previous research, we find that in the field of professional ethics for high school principals, especially in the field of foreign research, limited research has been done, most of which is theoretical and despite the great importance of education in identifying dimensions and components. Professional ethics and a model for professional ethics in education and community research have not been done extensively. Since education has a significant impact on the public culture of a society, the importance of the professional ethics model is doubled that no research has provided a coherent model of professional ethics for school principals. If it is expected that there is a society with culture and efficiency and productivity, it should start from the education system and having education with ethical managers depends on having an organization with ethical foundations and values. In fact, professional ethics cannot be expected to prevail in society unless it is ruled by ethical principals in schools. Despite the knowledge of this issue, professional ethics has not been given the necessary value in our educational organizations. Although few conferences focusing on ethics and professional ethics in management reflect the success of the topic, there is still room to address the specific ethical dilemmas of planners and school principals. In contrast, in analyzing the behavior of organizations, addressing ethics and professional ethics is one of the requirements. The role of ethics in actions, decisions and communications is decisive, which is why today the discussion of professional ethics has become one of the major topics in the field of educational sciences. The topics of professional ethics are continuously related to organizational, professional activities and daily life of individuals. Considering that a detailed study has not been done to define examples and components and dimensions of professional ethics for school principals in education, the main question of this research That is, what are the dimensions, components and indicators of professional ethics in high school principals in Tehran?

2. Methodology

This study was a mixed method study (quantitative and qualitative). In the qualitative stage, using semi-structured interviews, the basic components were identified by the content analysis method. The participants in the research are experts in the field of educational management, higher education management, organizational ethics and professional ethics who have had articles, books or essays in the field of professional ethics and have also taught professional ethics issues in this field. Inclusion criteria were experts with at least three years of experience in university in the field of higher education, specialists with at least a doctorate in educational management and higher education management. The sampling method was also purposeful. In the qualitative section, 25 experts participated in this study. The process of qualitative content analysis was used to determine the most important determinants of professional ethics. There were 21 experts. The sampling method in this method was snowball. Interviews were conducted in the intervals of autumn 2019 to June 2019. The average interview time was 84 minutes. After conducting the interviews, in order to analyze the data, the content analysis method was used simultaneously with data collection. Thus, after the interviews, the text of the tapes was first transcribed. A copy of the extracted codes was then sent to the interviewee and verified. In order to get acquainted with the data and to drown, the data was read several times. Thus, the initial codes were identified and the same initial codes were placed next to each other in a class, and the first classes were formed. These classes merged to form themes. There was also a long and deep conflict of data to ensure the accuracy of the data collected. In addition, two other researchers, in addition to the main researchers, participated in the data analysis. The researcher read the manuscripts to confirm the coding and classes. To increase validation, participants were referred again. Having maximum variety in sampling and long visits were other ways to increase the validity of the data. From the very first interview, codes and subcategories were formed, and then data declines continued in all units of analysis (codes) until themes emerged. The interviews continued until the theoretical saturation of the data. Qualitative content analysis was performed with MAXQDA12 software. In this study, obtaining informed consent, preserving identity information and observing fidelity in implementing the content of interviews were considered as ethical considerations.

3. Findings

To examine the components of professional ethics in education, 25 interviews were conducted with experts in professional and organizational ethics, educational management and higher education with semi-structured questions, the characteristics of which are presented in Table 1.

Table1. Demographic statistics

Variable	Floor	Dedicated code	Abundance	Variable	Floor	Abundance	Variable	Floor	Abundance
Service location	Heads of Management Departments of Azad University of Tehran	DM	10	education	MA	8	Age	Under 39 years	4
	Relevant education officials	SE	5		PHD	17		40 to 45 years	14
					MS	11		46 to 50 years	3
Informed professors in the field of	TA	10	Gender	Man	14	work experience	Over 50 years	4	
							under 10 years	5	

study	old	
	11 to 20 years	16
	Above 20	4

Finally, in this process, 2502 initial codes were extracted. After multiple reviews and integration of codes based on similarity and in several steps, you finally extracted 19 components for professional ethics and 5 main themes (according to Table 2).

Table2. Dimensions and components of professional ethics with content analysis method (maxqda12 software) through interviews with 25 experts

Interpretive codes	Descriptive codes below them
Ethics	
Next educational attention	
Emphasis on teaching and learning (346)	Content transfer power (23); Provide comprehensive and complete content to students (22); Fairness in evaluation and non-judgmental bias (22); Use of appropriate teaching methods (21); Starting and ending class right on time (20); Responsible student loading (20); Scientific speaking (19); Maintaining managerial temperament (19); Go to class fully prepared (19); Introducing the appropriate source according to the heading (19); Proper use of class time (17); Completing headings (17); Ensuring the teaching-learning process (15); Scientific ability in the field of specialization and transfer of concepts of the field to students (14); Considering students' academic ability (12); Class start and end times according to school chart (12); Advising students on appropriate teaching and evaluation practices (11); Do not move class time (10); Teaching social issues and life skills to students (10); Having teaching experience (10); Having stability and calm in the classroom (10); Trust and believe in the educational content they offer (4).
Accountability and commitment to work (306)	Being accountable to students (23); Communicating with students (22); Healthy interaction with students and colleagues (22); Respect for the student (21); Non-discrimination between students (21); Attention to the student and his needs (20); Establish a friendly relationship with students and be aware of their personal issues (20); Mutual respect for student and principal (19); Prioritize student interest (19); The door of the principal's room is open to the student (19); Motivating the student (19); Making time for the student (18); Creating a sense of belonging towards students (18); Presence at work (16); Performing professional tasks mutually between the student and the principal (16); Do not be shy with the student (13).
Motivational influence of teachers (306)	Survey and evaluation of the manager's work (23); The student is an incentive for the principal (23); When students show interest, the principal is more motivated (21); Timely attendance of teachers (21); Influence of class hours and number of students (21); Giving appropriate feedback from learning and the classroom (19); When the student wants and asks questions, the principal also reads and researches more (18); Interacting during teaching (17); The more students try, the more time the principal spends (16); The student must know his rights and demands (15); The student is afraid of the principal because of the assessment and the principal is upset (7).
Student scientific support (201)	Correct student guidance and counseling (22); Encouraging students to do scientific work (13); Monitoring student homework (13); Financial support for innovation activities and initiatives (11); Turning to practical activities (7); Not forcing the student to do research (6); Introduce students to new technologies (5); Introducing suitable sites and books for research (4); Participating students in extracurricular activities (4); Holding workshops to acquaint students with innovative activities (3).
Organizational dimension (714)	
Development of rules and regulations (8)	Acting on the law (22); Familiarity with rules and duties (22); Explicit and clear expression of laws and expectations (21); Laws and Regulations of the Ministry of Education (20); Separate program behind the door of the executive room (19); Obliging people to do their job (19); Giving the brochure containing the duties of the expectation to the manager (19); Authorities deal with wrongdoers (16); Laws should have the aspect of punishment and encouragement (16); Revision of laws (14); Development of a moral charter at school (13); Determining examples and educational indicators (9); Justice in law enforcement (9); To advance the laws with moral solutions (8); Enforceability of the rules (7); Observance of moderation and moderation in laws (6); Being affected by laws and regulations (5); Establishment of an ethics committee in human and animal research (5); Establish rules regarding the timely presence of the manager (3).
Training of managers (171)	

Teaching the principal teaching methods, classroom management and communication with students (23); Holding training workshops according to the needs of the manager (23); Teaching professional and work ethic to managers (22); Collaborations between managers of a group should be increased (21); Holding meetings where more experienced members provide professional methods and techniques to others (19); Teaching professional ethics to staff and students (11); Teaching moral values (10); Encourage managers to use new technology (9); Teaching professional ethics to employees (9); Training in research and prevention of plagiarism (9); Modeling exemplary managers (9); Trainings have the privilege that members willingly participate (6).

Individual selection (modification of selection, recruitment and recruitment) (106)

Recruitment based on competencies (21); Attention to the potential and scientific ability of individuals in selection and employment (19); Student admission based on the actual capacity of the school and educational and research facilities (16); Revising manager recruitment practices (15); Non-constant transfer of experts and managers (13); Setting a quorum to get a student (10); Student recruitment based on community needs (7); Recruitment of new personnel who are proficient in new research methods (5).

Effective monitoring (95)

General supervision of the manager (19); Evaluation by the student, the organization and the principal himself (19); Change of managers' evaluation time (15); Prioritize the educational performance of the manager over the research performance (12); Supervision of officials with the aim of promotion (11); Supervising the work and presence of the manager (10); Considering the acquired competencies to increase the scientific rank (9).

Resource development (49)

Increase efficiency of buildings and classrooms (19); Development of educational facilities and resources (18); Cleanliness of school and classroom environment (8); Green space and school facilities (4).

Reward system modification (40)

Encourage exemplary managers properly (18); Efforts to resolve manager problems (12); Considering the welfare of the manager (10).

Promotion of individual morality (574)

Strengthening of conscience (205)

Having a work conscience (24); Manager's efforts for personal growth (23); Ethical commitment to the responsibility assumed (23); Adherence to the profession and work principles (23); Improving the reserves and improving his knowledge (22); Increase liquidity capacity (20); Culture of wrong acceptance (19); Self-assessment of managers (17); Act in accordance with the goals of the organization (15); Treat students as a trust (11); Exceeding their desires for the advancement of students' work (5) Consider an ideal situation for themselves and try to achieve it (3).

The Growth of Individual Ethics Standards (99)

Being responsible (24); Having planning (22); Interest in the job (21); Observance of work discipline and discipline (20); Good manners and openness (20); Regularity (18); Having justice and fairness (17); Purposeful behavior (17); Compassion and tolerance (15); Fidelity (9); Having honesty (8); Loyalty (8).

Promotion of beliefs and consolidation of culture (102)

Being accountable for one's actions according to religious teachings (21); A person's past culture (20); Beliefs and beliefs of the individual (18); Stable family system (16); Religion's emphasis on good morals (10); Accepting duty and receiving a salary for it (10); Divine piety (7).

Emphasis on the role model of the manager (68)

Pattern of appropriateness with appropriate behavior and attitude (21); The student learns order from the principal (20); The director of an Algost in the student's social life (20); Not to ridicule and humiliate others (7).

Behavioral dimension (237)

Participation of managers (93)

Creating a spirit of cooperation and interaction between colleagues (23); Think of ways in which managers can interact (22); Creating question and answer sessions and interaction for the manager (22); Managers' influence on each other (21); Sharing your successful experiences with other managers (20); Involving principals and students in decision-making (19); Outdoor thinking for the manager (12); Encourage creative ideas (5).

Model role of managers (93)

Others should not be expected to comply (19); Motivate managers (18); When the manager does not comply, pay attention to the competencies for promotion (18); Selecting the best and most qualified people as managers (15); Scientific action of managers (12); If the authorities try, others will learn (11).

Social and cultural dimension

Cultivation (93)

Creating a culture of complete and timely class formation according to the laws of the Ministry of Education (19); Teaching the correct school culture using religious teachings (17); Holding joint conferences and camps for principals and students (15);

Teaching individuals social patterns (11); Maintaining the value and credibility and position of the manager in the eyes of others (9); Urban and school culture (8); Responsibility must be institutionalized in the person from childhood (6); Interaction of students and administrators with different cultures (5); Creating a cultural attachment (3).

Environmental conditions (50)

Direct impact of work and environment (20); Creating standard educational and working conditions (15); Geography of the city (15).

Political-managerial (11)

Appointment based on abilities, not political affiliations (8); Moderation in politics (7); Political freedom of expression (4).

Total open source 202 and 19 axial codes and 5 optional codes

Question 2: What are the effective and influential dimensions of professional ethics in education?

The DEMATEL technique was used to examine the effective and influential dimensions of professional ethics in education. In the first step, the direct correlation matrix (D) was calculated. In this step, the average opinions of research experts can be seen in Table 2. Equations (1) are used to measure the reliability of data. In this way, first we get the average opinions of all experts and then the average opinions of experts by deleting the 1st expert:

Table3. Direct communication matrix (D) (average opinion of 21 experts).

0 = No effect					
1 = Very low impact					
2 = low impact					
3 = High impact					
4 = Too much impact					
Educational attention	0	2.65		3.05	2.95
organizational	2.65	0.00		2.55	2.95
Promoting individual morality	3.75	3.60		0.00	3.75
Behavioral	2.50	2.95		2.65	0.00
Social and cultural	3.35	3.45		2.50	2.90

Now with respect to the relation, the incompatibility rate is obtained as follows:

Reliability is also equal to: (1) according to:

$$\frac{1}{21(21 - 1)} \sum_{i=1}^{21} \sum_{j=1}^{21} \frac{|d_c^{ij(10)} - d_c^{ij(9)}|}{d_c^{ij(10)}} \times 100$$

Step 2 - Normalize the direct connection matrix

We normalize the above mean matrix (Table 2) and call it the N matrix. In the direct correlation matrix (Table 2), the number 59.40 is the largest sum of rows and is also greater than the sum of the individual columns in Table 2. Therefore, each element of Table 2 is divided by this number. And the formed matrix is called the normalized matrix.

Table4. Calculate the Complete Criteria Matrix (TC)

	C1	C2	C3	C4	C5
C1	0	0.183537	0.231707	0.195122	0.146341
C2	0.170732	0	0.292683	0.158537	0.195122
C3	0.158537	0.195122	0	0.182927	0.134146
C4	0.158537	0.219512	0.219512	0	0.170732
C5	0.207317	0.170732	0.256098	0.207317	0

Step 4 - Calculate the intensity and direction of the effect

The r_i index Represents the sum of line i and c_j Represents the sum of columns j. The $r_i + c_j$ index is obtained by adding the i-th row and the j-th column (i = j). This index indicates the importance of the i-th criterion. Similarly indicators $r_i - c_j$ It is the product of the difference between the sum of rows i and

column j and indicates the effectiveness or influence of criterion i . In general, if $r_i - c_j$ positive ($i = j$), the i -th criterion is one of the causal or influential criteria. If $r_i - c_j$ it is negative ($i = j$), the i -th criterion is part of the group of defective or affective criteria. The causal diagram can be drawn based on the two mentioned indicators, which is known as the network relations map. According to this map, it can be decided how the dimensions and criteria can be improved

Table5. Calculating the intensity and direction of impact

Criterion	Symbol	D	R	D+R	D-R
Educational attention	C1	0.04775051	0.174392365	0.222142874	-0.126641855
organizational	C2	0.353945616	0.174392365	0.52833798	0.179553251
Promoting individual morality	C3	-0.364625596	0.174392365	-0.190233232	-0.539017961
Behavioral	C4	0.258294688	0.174392365	0.432687052	0.083902323
Social and cultural	C5	0.576596606	0.174392365	0.75098897	0.402204241

According to the table above, the variables inside column D indicate effectiveness and the variables with higher numbers in column R indicate effectiveness. Finally, the addition and subtraction of each of them indicates the final impact of each component as shown in Figure 1.

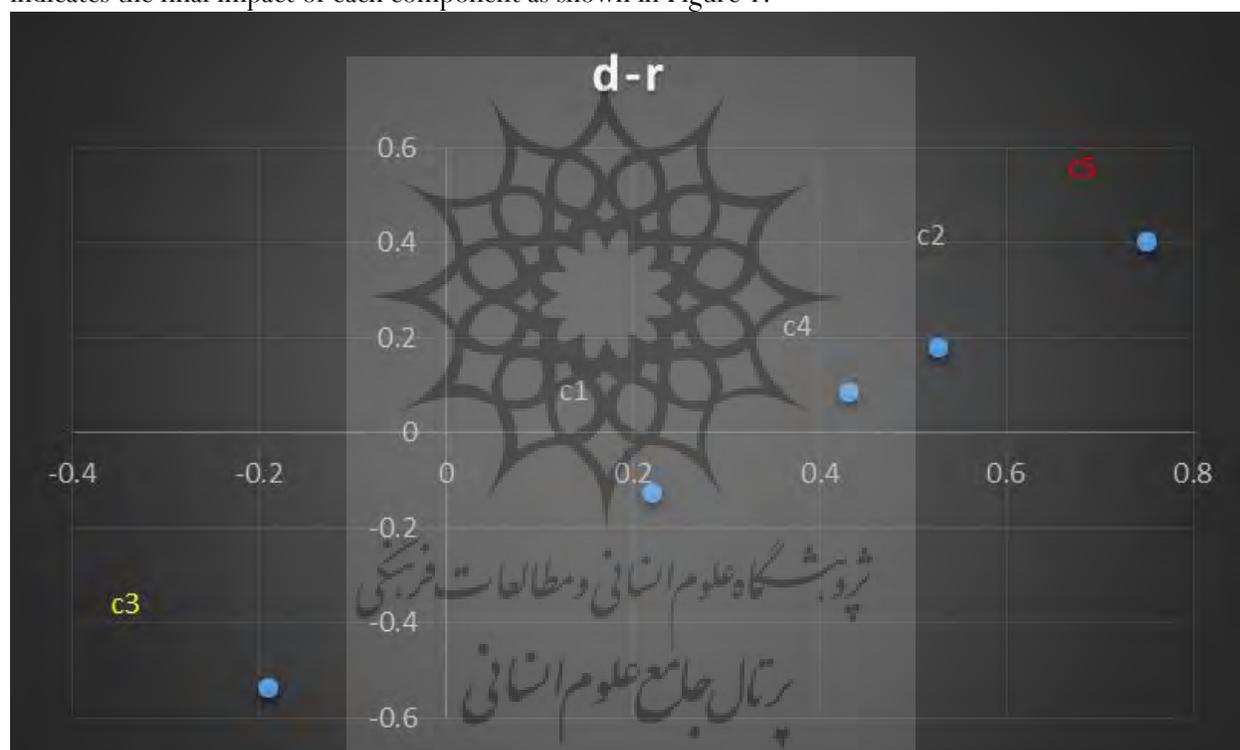


Figure1. Position of criteria based on $D + R$ and $D-R$

In this study, social and cultural dimensions (c5), organizational (C2) and behavioral dimensions of the influential dimensions that are above the x-axis and the dimensions of professional ethics (C3) and educational attention (C1) that are below the X-axis, respectively, Except for the impressive dimensions.

4. Discussion

The main purpose of this article was to identify the dimensions and components of promoting professional ethics in the education system for school principals. According to the semi-structured interviews, 202 open codes with 2651 referrals, 19 core codes and 5 selective codes (training, organizational, individual, social-cultural and behavioral) were extracted to promote professional ethics. Then, according to the researcher-made questionnaire, exploratory factor analysis was used to confirm the

indicators and components. All components were approved with a factor load above 0.6 and Butler coefficient with 0.9 showed a high correlation between experts. Professional ethics is one of the basic and serious needs in various sectors of education in the country and can provide the grounds for overcoming this situation of recession and lack of trust and confidence and cultural confusion. In the field of education (higher education and especially faculty members), professional ethics can solve many problems. If the grounds for the promotion of professional ethics are provided, it can provide the ground for the quantitative and qualitative development of education, as well as help the development of human sectors and human relations in this sector. Experts in the humanities, management and culture have come to the conclusion that the success of organizations in recent decades depends on an intangible factor called professional ethics, and therefore so far many models and theories to recognize and measure ethics, especially professional ethics. It has been presented by thinkers of management, Islamic and cultural sciences. But most of these models do not have the necessary comprehensiveness and due to their non-divine and materialistic origin, they are not able to measure all aspects of ethics in our country's administrative systems. Accordingly, we are forced to design a localized model that is in line with professional ethics within the organization governing the country's education. One reason for not addressing this important issue in recent research is the lack of a lot of research. In most studies, positivist paradigms are more prominent and the most widely used scientific view is recent research. In this study, we believe that if the research is done qualitatively and first-rate experts in the humanities and organizational ethics are used, this concept (professional ethics) will change into a measurable and tangible word and lead to the theory will be explained in this regard. One of the innovative aspects of this research is the methods of extracting meaning and concepts related to organizational ethics, because in most researches, more aspects have been used to extract concepts, while this research is taken from in-depth interviews with professors in the field of professional ethics. Also, the use of Max QDE and Excel software can be considered as the use of modern technology in the construction of the theories of this research. Studies in professional ethics began in 1970. Although the subject of professional ethics has a long history, it was especially from the 1970s to the twentieth century that the Vietnam War and the aftermath of the Watergate scandal sparked a new wave of ethical considerations. And technology came along. In 1978, Bill University and the Association for the Value of Higher Education launched university-centered activities that focused on promoting ethics. The International Council of Science Unions, later renamed the International Council of Science, established standing committees in 1996 as the Standing Committee on "Responsibility and Ethics in Science", whose mission was to support studies and activities related to scientific ethics at the international level (Farastkhah, 2006). Since professional ethics has been introduced as one of the most important issues in the field of educational management and training, different approaches and attitudes have been presented by thinkers in this field in relation to ethics, which has led to various models and definitions in the field. Ethics became professional. The methods used to design these models are both quantitative and qualitative methods, and the movement of these researches has been more towards quantitative approaches. The most important of these models in Iran and abroad are Hosseini & Abbasi (2017) and Cadozier (2012), which according to many researchers who have worked in these fields have been more comprehensive. In this research, we accept the scientific findings as well as the designed models of Western research, and while respecting the findings of these researchers, only because the origin of these theories is a worldview based on matter, the parts that lead to abuse in these theories And reject the exploitation of manpower and those that are based on religious teachings and beliefs and values and do not contradict these beliefs, and professional ethics based on the divine worldview derived from the prevailing beliefs and values We add to it society.

Accordingly, in this research, professional ethics has 5 general dimensions: 1- educational attention 2- organizational 3- promotion of individual ethics 4- behavioral 5- socio-cultural. In two sections, research questions are evaluated, and first, what are the components and indicators of each dimension of

professional ethics? This question led to the emergence of a new theory of 25 interviews to extract the code in this area, as well as 9 components for 5 dimensions and 83 indicators were extracted. Also, to answer the question of what dimensions are effective and what dimensions are effective in the field of professional ethics, the Demetel technique was used and it was found that the two components were effective socio-cultural, organizational and behavioral, respectively, and promoted professional ethics and educational attention. This section was consistent with the findings of Bahavernia et al (2019), Pourhaydari (2019) and Gulcan (2015). Finally, in order to strengthen professional ethics with the knowledge obtained from the components and the degree of effectiveness and impact of each, it can be suggested that: 1- In selecting the faculty members, managers and employees in the higher education system according to the orders of Imam Ali (as) in letter 53 to Malik Ashtar in his organization, people who are faithful, committed and specialized should be used. 2- Promote professional ethics in the organization by offering rewards and punishments at a specific time. 3- Arrange in-service programs to teach ethical principles in the organization. 4- Adjusting the organizational structure and reducing bureaucracy and eliminating cumbersome rules is one of the important factors in the development of teamwork.



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