

Designing an Effective Professional Ethics Model in Training from the Perspective of Heads and Deputies of Education of Tehran Province

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Abstract

Purpose: This aim of present research was designing an effective professional ethics model in training from the perspective of heads and deputies of education of Tehran province.

Methods: This study in terms of purpose was applied and in terms of implementation method was mixed (qualitative and quantitative). The research population in both qualitative and quantitative sections was the heads and deputies of education in 2019-20 academic years. The research sample in the qualitative section according to the theoretical saturation principle was 40 people who were selected by purposive sampling method and in the quantitative section according to Cochran's formula were 230 people who were selected by multi-stage cluster sampling method. The research instruments were the semi-structured interview and a researcher-made questionnaire whose psychometric indicators were confirmed. Data were analyzed with using methods of open, axial and selective coding, exploratory factor analysis and structural equation modeling in SPSS and LISREL software.

Finding: The results of both qualitative and quantitative sections showed that effective professional ethics in training had 40 indicators and 9 components including self-efficacy, scientific responsibility, individual ethics, managerial factors, organizational factors, job ethics, extra-organizational factors, social responsibility and belonging to scientific society. Also, the effective professional ethics model in training had a good fit and all 9 components had a significant effect on the mentioned model ($P < 0.05$).

Conclusion: According to the results, planning to improve the effective professions ethics in education is necessary by experts and planners. As a result, they can enhance the components of self-efficacy, scientific responsibility, individual ethics, managerial factors, organizational factors, job ethics, extra-organizational factors, social responsibility and belonging to scientific society.

Keywords: Professional Ethics, Training, Heads and Deputies, Education

Introduction

An overview of the overall performance of education-related institutions in the Islamic Republic of Iran shows that in the field of education, success that is commensurate with the capacities of the Islamic system has not been achieved and the responsible body in education has not been very successful, one of the reasons is lack of attention, To professional ethics and the inability to grow and promote it (Shayestefard & Gholami, 2020). Nowadays, the issue of professional ethics and social responsibilities of managers has been paid more attention than before by management experts. The complexity of organizations and the increase in the number of immoral and illegal activities in the workplace has made the attention of managers of organizations, including the education organization, to create and maintain the necessary professional ethics (Sattari & Attarzadeh, 2018).

Observance of ethics and moral behavior in society is one of the most important issues of human social life and due to the more complex social life today compared to the past, the issue of ethics becomes more extensive and complex (Wilson 2021). Ethics is a set of criteria and often serves as a charter to guide individuals and a framework for conducting ethical or immoral behaviors (Chokprajakchat & Sumretphol, 2017).

The method of applying ethics in organizational success is to achieve success from professional ethics, building trust, predicting behavior, continuity and regularity of behavior, responsibility and formation of individual beliefs (Campbell, 2008). Professional ethics a branch of ethics represents a kind of moral commitment to any kind of work, duty and responsibility in the job and profession. In other words, professional ethics deals with ethical issues and questions, ethical principles and values of a professional system and oversees ethics in the professional and professional environment (Adler, 2014).

In another definition, professional ethics is a set of ethical actions and reactions that are set by organizations to professional associations to provide the most desirable relationships possible for their members in the performance of professional duties (Loach, 2019). Professional ethics is one of the most important tools for promoting activities and makes people avoid having unhealthy competition conditions, gaining points for their own benefit and harming others (Brett & McCullough, 2018).

From an archaeological point of view, education has a history as long as human history. Education means any experience or action that has a constructive effect on the mind, personality, and abilities of individuals. In addition, education is a way to nurture civilized human beings who pass on their culture and cultural heritage through education to other generations and is very important in teaching the discussion of professional ethics and moral values (Keykha & Imanipour, 2020).

Professional ethics in education means the duties and responsibilities that individuals in the teaching profession must know and apply in order to be able to train and educate learners effectively and professionally (Yuren & Arnaz, 2014). In another definition, it is considered a branch of ethics that characterizes the moral responsibility of teachers in teaching and education and plays an important role in institutionalizing ethical approaches in the professional behavior of learners (Yazdani & Imanipour, 2018).

The more professional ethics is paid to by the staff in the education organization, the more successful the organization will be in achieving its intended goals (Elena, 2011). Professional ethics in education has many benefits for the organization from the internal dimension in terms of improving relationships, promoting an atmosphere of understanding and reducing conflicts, increasing employee commitment and legitimacy of the organization and improving the performance and effectiveness of the education organization (Thirumoorthy, 2017).

Therefore, it is necessary for people who are involved in the education and training of people in the community to first know the ethical duties related to their profession in order to perform their job responsibilities well without the need for any outside supervisor and then realize that in their job position the duty of moral education They are responsible for individuals and for this purpose they must commit themselves to practical ethics (Sheikhi, Adib, Habibi & Mahmoudi, 2019). Although relatively much research has been done on professional ethics, no research has been found on effective professional ethics in education. For example, the results of Keykha & Imanipour (2020) showed that the components of

professional ethics in higher education included 15 sub-components and four components of ethics in academic practice, ethics in interactions, ethical personality and moral character.

Bagherianpour (2020) while researching introduced the components of professional ethics of education in faculty members including not using university facilities for personal affairs, justice and fairness, having motivation, spirit of cooperation and non-discrimination among students. In another study, Ghanbarpour, Abbasian, Araste & Nave Ebrahim (2019) reported that the components of teachers' professional ethics include spirituality, personality, and self-knowledge, moral responsibility to students, moral responsibility to parents, moral responsibility to the profession and colleagues, and moral responsibility. They were responsible for the organization, administration and social responsibility.

In addition, Sheikhi et al. (2019) in their research concluded that professional ethics from the experience of educators and student teachers included individual factors, organizational factors, social factors, global factors, scientific factors and family factors. In another study, Khani Jazani, Jafari & Arab (2019) reported that the characteristics of professional ethics in research include considering the welfare of society, avoiding harm, the characteristics of the researcher, respecting individual property rights, avoiding conflicts of interest, or informing if present. , Not receiving bribes, supporting colleagues, responsibility towards stakeholders, observing the rights of subjects, achieving excellence, maintaining professional competence and competence, observing the specific rules of each profession, accepting correct criticisms of work and improving it, choosing the appropriate research topic, not doing Misconducting behaviors, appropriate citation, observance of criteria for publishing results, conducting research in a new field or using a new technique, representation and leadership of the research team, moving in the direction of research goals, community boredom of the researcher, principles of professional ethics in group and team research, observance Interests and environment, observing justice and maintaining the unity of the people at the macro level, dealing seriously and decisively with violators commensurate with the wrongdoing, not interfering with top management in the research process, forming effective research teams, having a competitive strategy and observing balance in allocation and Were the distribution of research budgets.

The results of Sattari & Attarzadeh (2018) showed that the components of teachers' professional ethics included attachment and interest in work, perseverance and seriousness in work, healthy and humane relationships in the workplace, collective spirit and participation in work. Ngang & Chan (2015) while researching concluded that professional ethics and ethical skills are the second most effective component in the success of novice teachers after entrepreneurial skills. In another study, Svensson & Wood (2004) reported that professional ethics included equality, fairness, equilibrium, disunity, equality and similarity among people in the organization, interaction with people, participation, attention to people and common interests.

The Education Organization is of special importance as the main pillar of development and progress of any country and officials and planners play an important role in creating educational support for teachers and principals, educational goal setting, allocating financial and human resources in a logical and rational way to improve outcomes. Students play learning. Studies show that disregard for ethics and professional ethics and evasion of social responsibilities and obligations has an effective role in the destruction of organizations and the category of professional ethics is associated with positive individual and organizational consequences. In addition, many previous studies have examined and presented the model of professional ethics in various organizations and even higher education and training, and although professional ethics in research has been examined, but one of the gaps of previous research is the lack of attention to effective professional ethics in Education is in education. As a result, the aim of this study was to design an effective professional ethics model in education from the perspective of heads and deputies of education in Tehran province.

Methodology

The present study was applied in terms of purpose and mixed in terms of implementation method (qualitative and quantitative). The research population in both qualitative and quantitative sections was the heads and deputies of education in the academic year 2019-2020. The sample of research in the qualitative

part according to the principle of theoretical saturation were 40 people who were considered as experts in professional ethics in education, who were selected by purposive sampling method and in the quantitative part according to Cochran's formula were 230 people who were selected by multi-stage cluster sampling method. In the method of purposeful sampling of the researcher from the heads and deputies with inclusion criteria, including at least a master's degree, at least five years of experience in management or vice chancellor and a history of teaching or writing books and articles in the field of professional ethics and its role in training 40 people. In the multi-stage cluster sampling method, the researcher first divides Tehran province into five parts: north, east, south, west and center, and randomly selects three parts, and then from each part, the number of regions and from each region, the number of Elected directors and deputies.

To conduct this research, after reviewing articles and books related to professional ethics and professional ethics in education, with the help of supervisors and consultants, a number of questions were designed for interviews with 40 experts individually and in a semi-structured manner after stating the importance and necessity of research. And to ensure that the ethical points of the interview were observed. The average duration of the interview with each person was about 30 to 40 minutes. According to the interview, 44 extraction indices, 4 of which were removed due to overlap and duplication, and finally 40 indices were extracted. Then, 40 items were designed for the effective professional ethics questionnaire in education. The method of scoring items was based on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) and the researcher-made questionnaire was completed by the heads and deputies selected in the qualitative section after explaining the importance and necessity of research and ethics.

The research instruments were a semi-structured interview and a researcher-made questionnaire whose psychometric indices were confirmed. The reliability of the interview was estimated to be 84.20% through the coefficient of agreement between the two coders and the coefficient of agreement between the researcher and the co-coder was 81.46%. Also, the content validity of the questionnaire was confirmed by experts and its construct validity was confirmed by exploratory factor analysis and its total reliability was obtained by Cronbach's alpha method of 0.93. Qualitative data were analyzed by open, axial and selective coding methods and quantitative data were analyzed by exploratory factor analysis and structural equation modeling in SPSS and LISREL software.

Findings

In the qualitative part of the present study, 40 people and in the quantitative part, 230 people were present, whose number and percentage of demographic information were presented in Table 1.

Table1. Number and percentage of demographic information of the samples in two parts: qualitative and quantitative

| Variables | Levels | Qualitative part | | quantitative part | |
|-----------------------|-------------|------------------|-----------|-------------------|-----------|
| | | Number | Frequency | Number | Frequency |
| education | Bachelor | --- | --- | 142 | %61/74 |
| | Masters | 25 | %62/50 | 72 | %31/30 |
| | PhD | 15 | %37/50 | 16 | %6/96 |
| Management experience | 10-6 years | 6 | %15 | 24 | %10/43 |
| | 15-11 years | 10 | %25 | 69 | %30 |
| | 20-16 years | 8 | %20 | 74 | %32/17 |
| | 25-21 years | 9 | %22/50 | 35 | %15/22 |
| | 30-26 years | 7 | %17/50 | 28 | %12/17 |
| Gender | Man | 23 | %57/50 | 112 | %48/70 |
| | Female | 17 | %42/50 | 118 | %51/30 |

According to the results of Table 1, in the qualitative part, most of the samples have master's degree (62.50%), management experience of 11-15 years (25%) and male gender (57.50%) and in the quantitative part, most of the samples have bachelor's degree (% 61.74), management experience was 16-20 years

(32.17%) and female gender (51.30%). The results of open, axial and selective coding for qualitative section data were presented in Table 2.

Table2. Results of open, axial and selective coding for qualitative section data

| Selective coding (category) | Axial coding (components) | Open coding (Indicators) |
|--|---------------------------------------|--|
| | Autonomy | 1. Ability and efficiency, 2. Creativity in job affairs, 3. Creating suggestions in advancing goals, 4. Satisfaction with educational performance and 5. Satisfaction with research performance |
| | Scientific responsibility | 1. Honest transfer of information, 2. Accurate reporting of information obtained from scientific research, 3. Scientific confidentiality, 4. Increase of scientific archives and skills, 5. Adherence to specialized and technical standards of education and research, and 6. Achieving research results in the shortest time |
| | Individual ethics | 1. Observance of personal ethics standards, heart belief and adherence to moral principles, 3. Self-control and 4. The role of conscience in life |
| | Management factors | 1. The role model of managers in managing affairs, 2. Benevolent behaviors, 3. Participation in decision making as the principle of management, 4. Participation and consensus as the secret of success, and 5. Seeing the efforts and activities of employees |
| Ethics of effective profession education | Organizational factors | 1. Selection and proper use of job positions, 2. Formulation of strategic ethics plans at all levels, 3. The role of organizational culture in the design and implementation of professional ethics, and 4. Fairness of career path development |
| | Work ethic | 1. Educational ethics as an important part of professional ethics, 2. Research ethics as an important part of professional ethics and 3. Communication ethics as an important part of professional ethics |
| | Extra-organizational factors | 1. Culture as one of the factors of professional ethics, 2. The effect of political conditions on the observance of professional ethics, 3. Comprehensive and permanent observance of professional ethics necessary for public trust, and 4. The role of economic conditions in professional ethics |
| | social responsibility | 1. The role of research findings in solving social problems, 2. Holding one responsible to the parents of students, 3. Holding oneself responsible to the stakeholders of education, 4. Compatibility of research with social commitments, and 5. Accountability to education officials |
| | Belonging to the scientific community | 1. Continuous attendance at scientific meetings, 2. Consideration of participation in meetings and seminars, 3. Membership in the specialized scientific association of education and training and 4. Interest in participating in national and international programs and meetings |

According to the results of Table 2, the model of effective professional ethics in education had 40 indicators, 9 components and one category, which included self-efficacy, scientific responsibility, individual ethics, managerial factors, organizational factors, job ethics, extra-organizational factors, social responsibility and belonging to the scientific community. They were. Before analyzing the data by factor analysis method, the value of sampling adequacy coefficient (KMO) was calculated to be 0.87, which due to being higher than 0.60, indicates the adequacy of the sample. As a result, there were conditions for using the factor analysis method. The results of exploratory factor analysis, validity and reliability of the researcher-made questionnaire were presented in Table 3.

Table3. Results of exploratory factor analysis, validity and reliability of the researcher-made questionnaire

| Components | Number of items | Factor load | Mean extracted | variance | Cronbach's alpha |
|---|-----------------|-------------|----------------|----------|------------------|
| Autonomy | 5 | 0/80 | | 0/73 | 0/86 |
| Scientific responsibility | 6 | 0/85 | | 0/76 | 0/92 |
| Individual ethics | 4 | 0/82 | | 0/75 | 0/75 |
| Management factors | 5 | 0/83 | | 0/75 | 0/90 |
| Organizational factors | 4 | 0/78 | | 0/71 | 0/86 |
| Work ethic | 3 | 0/72 | | 0/66 | 0/79 |
| Extra-organizational factors | 4 | 0/79 | | 0/72 | 0/88 |
| social responsibility | 5 | 0/78 | | 0/71 | 0/91 |
| Belonging to the scientific community | 4 | 0/74 | | 0/68 | 0/83 |
| Ethics of effective profession in education | 40 | --- | | 0/72 | 0/93 |

According to the results of Table 3, based on the exploratory factor analysis, effective professional ethics in education had 9 components: self-efficacy, scientific responsibility, individual ethics, managerial factors, organizational factors, job ethics, extra-organizational factors, social responsibility and belonging to the scientific community. Being above 0.50 had a suitable factor load, the validity of all components (range 0.66 to 0.76) and the total professional ethics of effective training (0.72) due to being above 0.50, the approval and reliability of all components (Range 0.75 to 0.92) and the total ethics of effective professions in education (0.93) were approved due to being higher than 0.70. Before analyzing the data by structural equation modeling method, based on Kolmogorov-Smirnov test, the hypothesis of normality of variables was confirmed ($P < 0.05$). The results of the fitness indicators of the effective professional ethics model in education were presented in Table 4.

Table4. Results of fitness indicators of effective professional ethics model in education

| Indicators | amount | Acceptance limit | Result |
|---|--------|------------------|-----------|
| Chi-square on degree of freedom (χ^2 / df) | 1/96 | Less than 3 | Confirmed |
| Root of Mean Squares Estimation Error (RMSEA) | 0/01 | Less than 0.10 | Confirmed |
| Fit Goodness Index (GFI) | 0/97 | More than 0.90 | Confirmed |
| Modified Fit Goodness Index (AGFI) | 0/96 | More than 0.90 | Confirmed |
| Normalized Fit Index (NFI) | 0/93 | More than 0.90 | Confirmed |
| Comparative Fit Index (CFI) | 0/95 | More than 0.90 | Confirmed |

Comparative fit index (CFI) greater than 0.90 was confirmed

According to the results of Table 4, all indicators were confirmed and indicated the appropriate fit of the effective professional ethics model in education. The results of the fitted model of effective professional ethics in education along with the standard coefficients of the paths are presented in Figure 1.

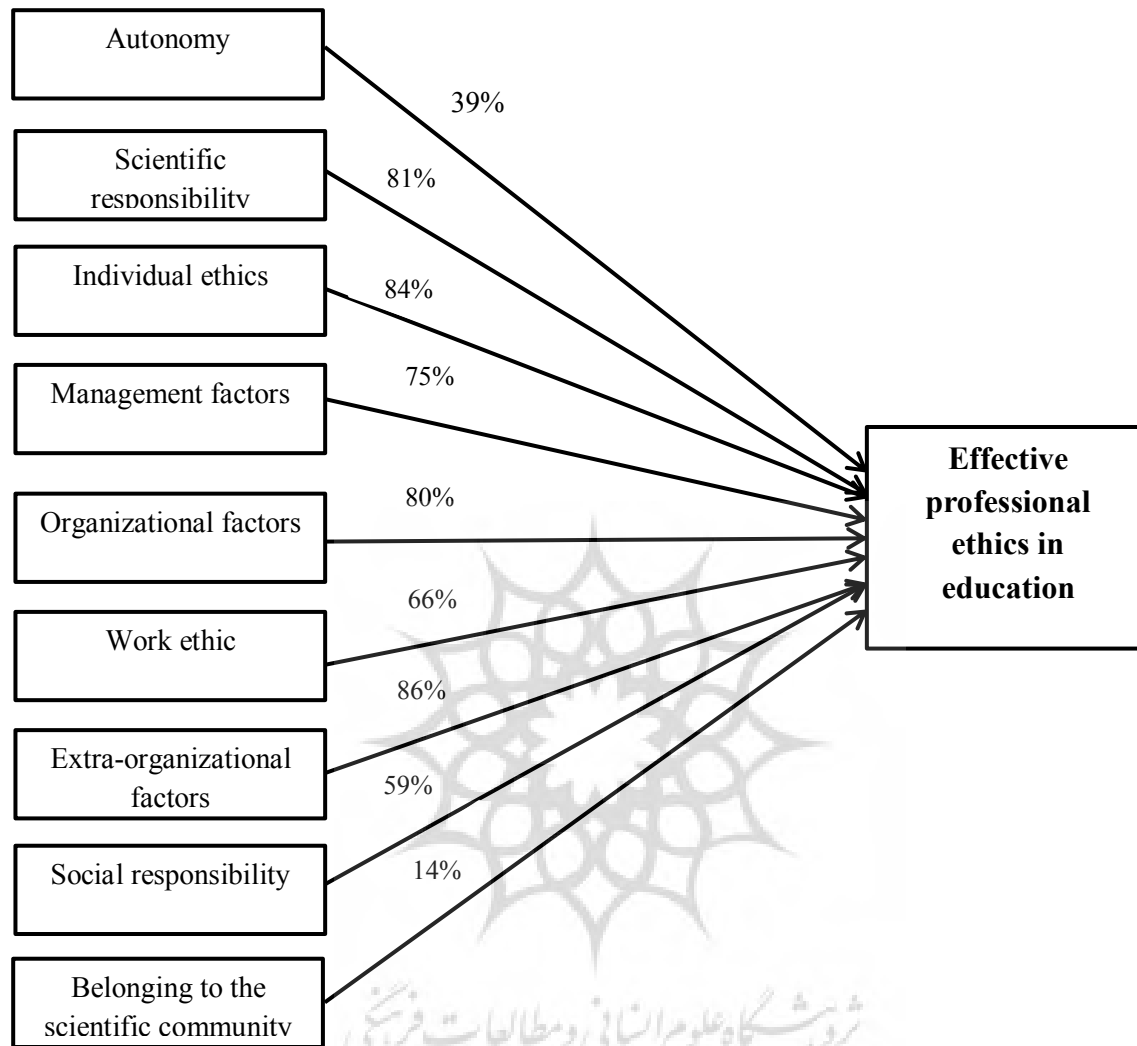


Figure 1. Fitted model of effective professional ethics in education with standard coefficients of paths

According to the results of Figure 1, all components include self-efficacy (%39), scientific responsibility (%81), individual ethics (%84), managerial factors (%75), organizational factors (%80), and job ethics (%66), extra-organizational factors (%86), social responsibility (%59) and belonging to the scientific community (%14) had a significant effect on the model of effective professional ethics in education ($P < 0.05$).

Discussion

Discussion of ethics and observance of professional ethics in various organizations, including the education organization, has an important role in their success and performance. Education and its managers increasingly need to be familiar with the theoretical foundations of professional ethics and are interrelated between ethics in work and work with ethics in life. As a result, the aim of this study was to design an effective professional ethics model in education from the perspective of heads and deputies of education in Tehran province.

The results of the present study showed that effective professional ethics in education had nine components including self-efficacy, scientific responsibility, individual ethics, managerial factors, organizational factors, job ethics, extra-organizational factors, social responsibility and belonging to the

scientific community. Also, the model of effective professional ethics in education had a good fit and all 9 components had a significant effect on the model. These results are in line with the results of Keykha & Imanipour (2020) research on the existence of ethics components in scientific performance, interaction ethics, ethical personality and moral character, Bagherianpour (2020) on emphasizing the ethics components of professional education including not using academic facilities to Personal affairs, justice and fairness, motivation, spirit of cooperation and non-discrimination among students, Ghanbarpour, et al (2019) based on the components of teacher ethics including spirituality, personality, self-knowledge, moral responsibility towards students, moral responsibility towards parents, Ethical responsibility towards the profession and colleagues, Ethical responsibility towards the organization and management and social responsibility, Sheikhi, et al (2019) based on the existence of individual factors, organizational factors, social factors, global factors, scientific factors and family factors as professional ethics of experience Khani Jazani, et al (2019) on the observance of individual property rights, responsibility towards stakeholders, observance of the subjects' rights, achievement of excellence, professional competence, non-conduct of abusive behaviors, observance of publication criteria.

Sattari & Attarzadeh (2018) based on attachment and interest in work, observance of interests and environment, observance of justice and maintaining the unity of people at the macro level and dealing seriously and decisively with violators in proportion to wrongdoing. Perseverance and seriousness at work, healthy and humane relationships in the workplace, collective spirit and participation as components of teachers' professional ethics, Ngang & Chan (2015) based on entrepreneurial skills and professional ethics and ethical skills as effective components in the success of novice teachers and Svensson & Wood (2004) based on equality and equity, fairness and equity of the organization, balance, disinterestedness, equality and similarity among the people of the organization, interaction with people, participation, attention to people and common interests were as components of professional ethics.

In explaining the identified and effective components in the model of effective professional ethics in education, it can be said that self-efficacy as one of the components means believing in their abilities and talents to perform job-related behaviors and such people feel satisfied with their educational and research performance and their role. In realizing and advancing the goals of the organization, they perceive very important and effective solutions by providing creative solutions. Another component is scientific responsibility and people with professional ethics when presenting scientific information while observing the principle of confidentiality, transfer their scientific information honestly and without any shortcomings and by increasing their knowledge, information and skills while observing specialized educational and research standards. They try to achieve the desired results in the shortest possible time and publish them and pass them on to others. Individual morality is another component and means observing moral standards based on one's conscience and adhering to them. People who follow their individual morals usually pay attention to their inner voice when performing legal and moral behaviors, and usually these people are fewer imitators than others in performing behaviors and have more self-control in behaviors. Management factors are another important component and include generally legal and ethical procedures and behaviors that use specialized staff, effective control and supervision, attention to staff skills and expertise in division of labor, adequate legal and ethical support of managers from staff and informing staff about Job and organizational issues provide the basis for personal growth and development of employees and the organization as a whole. Other important components of organizational and structural factors include the existence of professional organization of professional ethics in staff and line units and the existence of temporary committees with periodic meetings on professional ethics. Professional ethics can be improved if the necessary organizational and structural factors are provided in the organization; otherwise the same weak structures will be effective in undermining professional ethics. Organizational factors means that there are organizations and offices in the organization to promote, measure and evaluate and implement professional ethics programs, and meetings to resolve issues related to barriers to the implementation of professional ethics to be reviewed and raised. Work ethic as one of the components, ie observance of educational, research and communication ethics in their job and profession and employees with work ethic usually have good relations with others, including colleagues, parents of students and

students themselves, and always in both educational and research issues. They make ethical rules and rituals their top priority. Another component is extra-organizational factors and means factors that are outside the organization, but can have a positive or negative impact on the organization, including the culture and political and economic conditions. If the culture of the society and its political and economic conditions are ethics-based and based on ethics, then it can be expected that professional ethics in organizations will be observed and the ground for building public trust will be provided. Social responsibility is another component and means accepting responsibility for the problems of others and their community and even other communities, and such people in the education organization consider themselves responsible and accountable to the parents of students and education stakeholders and always seek to be based on Scientific findings based on their social commitments solve one of the problems of societies. The last component is belonging to the scientific community and such employees actively participate and participate in various meetings, conferences, associations and seminars (scientific, educational and research) and participate in them spontaneously and internally.

According to the results and components of effective professional ethics in training, people who want to have professional ethics should generally observe and institutionalize legal and normative ethics. Observance of all components of professional ethics causes education to have managers who have honesty, justice and responsibility and emphasize on ethical behavior and speech, human dignity, respect, loyalty and legality. Therefore, professional ethics dictates that managers, within the framework of legal duties, make redoubled efforts to maintain work ethic, human dignity and respect for them, and do not expect compensation from the system. In other words, professional ethics guarantees the promotion of intrinsic motivations to increase spontaneous and belief-based behaviors that will play an important role in the growth and development of the individual and the organization.

There has been little research on the model of effective professional ethics in education and no such research was found in the education organization to compare the results of the present study with it. Another limitation was the lack of standard tools for identifying effective professional ethics models in education. The last restriction was to limit the research community to the heads and deputies of education in Tehran province. Therefore, conducting more research on the model of effective professional ethics in education and examining this model from the perspective of teachers, parents of students and even students themselves and comparing it with the results of the present study can help to better understand the ethics of effective professional education. Another suggestion is to build standard tools to evaluate the professional ethics of effective training and use it to measure the ethics of employees in different departments. According to the identified indicators of effective professional ethics in education and according to the role of professional ethics in organizational success and performance, it is possible to measure the level of professional ethics of employees in different departments and improve it with the help of training workshops through its components. Therefore, planning is essential to improve the ethics of effective careers in education by professionals and planners. As a result, they can enhance the components of self-efficacy, scientific responsibility, individual ethics, managerial factors, organizational factors, work ethic, extra-organizational factors, social responsibility and belonging to the scientific community.

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