

Designing the model of professional internal and extra-organizational ethics organization of heads and vice presidents of education districts in Tehran province

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Abstract

Background and purpose: One of the main concerns of efficient managers at different levels is how to create suitable platforms for working human factors to work with a sense of responsibility and full commitment to the issues of society and their profession and to observe the ethical principles governing their jobs and professions. Therefore, the current research aimed to design an extra-organizational professional ethics model for Tehran's deputy heads and vice presidents of education districts. **Methodology:** The research method was a qualitative combination using the grounded theory method and the structural equation model using a quantitative method. The research population consisted of vice presidents and presidents of education districts in Tehran, 30 people were selected in the qualitative section, and 130 people were selected in the quantitative section from vice presidents and presidents of 22 education districts in Tehran. The research tools were semi-structured interviews and researcher-made questionnaires to measure extra-organizational professional ethics. The data were collected in the qualitative part by the grounded theory method and then analyzed by the structural equation model test in Lisrel software. **Results:** The results of the exploratory analysis yielded the following factors. Three core categories of professional ethics, moral (normative) and moral knowledge; Four cases of causal conditions include: organizational strategies, training, management factors, and resources; Two cases of the phenomenon's contexts; two strategies of institutionalization and evaluation; Two intervening factors are structural factors and organizational procedures and regulations; And a consequence that is the development of individual and organizational professional ethics. **Conclusion:** The analysis of the relationship path between the variables showed that all the communication paths were significant, and only the path of unnecessary regulations on evaluation and organizational culture on evaluation was not significant. Finally, the tested model showed a good fit in terms of validity.

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Introduction

Society is changing rapidly with the development of science and technology (Vesamawibol et al., 2015). Education is one of the strongest determinants of human capital (Winer et al., 2017). Success in the organization, especially educational organizations with extensive human relations, is caused by the creation and application of ethics. One of the main concerns of efficient managers at different levels is how to create suitable platforms for working human factors to work with a sense of responsibility and total commitment to the issues of society and their profession and to observe the ethical principles governing their jobs and professions (Davenport et al., 2015). When professional ethics prevail in the organization, the flow of information is easily facilitated, and the manager is informed about the incident before it occurs. Therefore, the governance of professional ethics in the organization can significantly help the organization to reduce tensions, effectively achieve goals, and make the organization accountable (Zabani Shadbad et al., 2017).

Education is one of the organizations whose success depends on the benefit of competent and committed forces. Middle managers are the most effective and important forces of education, whose programs and support measures are implemented to maintain and create sufficient and necessary motivation for executives and teachers. The support programs and measures of middle managers have various consequences, the most important of which is the continuation of service with motivation and the desire to work harder to achieve education and training goals (Jeon et al., 2018). Failure to pay attention to the desires and motivations of employees in the proto weakness of professional ethics causes them to remain without motivation, which is mixed with words such as attrition, migration, and transfer, and their observation and repetition show the lack of desire to remain in the teaching profession (Pour Ashraf and Toolani, 2009). Therefore, the success of any organization in achieving its goals depends on an effective mixture of human and material resources. In the meantime, human resources, as the organization's most important capital and asset, have received serious attention in the last two decades (Davis and Davis, 2011). As administrators influence teachers and teachers influence their students, they must be familiar with moral education and virtues. Professional ethics is clearly defined as a set of ethical codes and professional rules (Farahani, 2014).

In analyzing the behavior of organizations, dealing with ethics and moral values is one of the requirements. The exterior of organizations is formed by their ethical behavior, which is the sum of various ethical values that have emerged and developed in those organizations (Shapiro, Jacqueline, and Stefkovich, 2016). Weak work ethic affects people's attitudes towards jobs, organizations, and managers and can negatively affect the individual, group, and organizational performance (Sonanda, 2018). The governance of professional ethics in the organization can help the organization to a significant extent in order to reduce tensions and succeed in the effective realization of the goal and make the organization accountable.

Today, professional ethics is considered a competitive advantage in the organization (Niyaz Azari et al., 2013).

Professional ethics is a set of accepted ethical actions and reactions prescribed by professional organizations and associations to provide the best possible social relations for its members in the performance of professional duties. Professional ethics increase spirituality and reduces deviations in the organization (Qasmi and Behrouzi, 2015).

The different moral behaviors of individuals as employees of the organization can be analyzed in a linear spectrum, one end of which is administrative health, and the other is administrative corruption. The degree of administrative health plays a significant role in the degree of success of the organization in carrying out missions, implementing strategies and plans, and finally achieving organizational goals. The first step in achieving these goals is correctly understanding the concept of ethics and identifying factors influencing the ethical behavior of employees in the organization. Lack of or low health is the root of many individual and organizational troubles and failures and waste of financial and non-financial resources (Amiriazadeh and Mohammadpour, 2016). In fact, the issue addressed in this research is dealing with the factors of professional ethics in a more comprehensive way and how these factors are related in the form of a model that can be used as a practical model in the education system. In fact, this research seeks to discover and identify the components of professional ethics in order to provide a model for the deputies and heads of education districts in Tehran province, based on which a suitable model can be proposed based on these factors to be used in the educational system. . The research questions were:

What are the main dimensions of professional ethics of vice presidents and heads of education districts in Tehran province?

What causal conditions affect the professional ethics of vice presidents and heads of education districts in Tehran province?

What strategies influence the professional ethics of vice presidents and heads of education regions in Tehran province?

What background factors affect the professional ethics of deputy heads and heads of education districts in Tehran province?

What are the intervening factors affecting the professional ethics of vice presidents and heads of education districts in Tehran province?

What are the consequences of the professional ethics of the vice presidents and heads of education districts in Tehran province?

To what extent is the designed model of professional ethics of vice presidents and heads of education districts of Tehran province valid?

Methodology

In order to carry out the research, despite the adequacy of the qualitative research method in order to achieve the goals, to increase the generalizability of the results, a combined qualitative-quantitative research method was used. In the first stage, it was investigated using foundation data theory or contextual theory to understand the dimensions of professional ethics of heads and assistants of education departments in Tehran. Then, by conducting interviews based on theoretical sampling, various factors affecting education based on creativity and innovation were identified according to the goals of primary education. The second stage was the confirmation of quantitative relationships and the generalization of the findings of the qualitative part. Therefore, quantitative data was collected after creating a questionnaire and selecting a random sample from among the sample, and the fit of the presented model was validated. In the qualitative phase, sampling was done purposefully and qualitatively. In targeted sampling, interviews were conducted with samples with rich information regarding the research objectives. In this method, sampling ends when each category reaches theoretical saturation. The current community in the qualitative stage is made up of all the vice presidents and heads of the educational districts of Tehran province in the academic year 2018-2019, whose number is 160, and 30 of these members were selected based on theoretical saturation. The meaning of theoretical saturation is a stage in which new data does not appear in relation to the factors, the factors have been found in a suitable range, and the relationships between the factors have been established and confirmed. The final sample number was 30 people. At the quantitative stage, there were 22 districts in Tehran. After calculating the exact sample size, 130 people were selected based on Cochran's formula, and the questionnaire was randomly distributed among them. 113 questionnaires were valid, and 17 items were excluded from the analysis due to defects. In the qualitative part of the data, in line with the analysis, some helper software (max) was also used to identify similar codes. In the quantitative part, descriptive statistics, including frequency, percentage, mean, and standard deviation, and inferential statistics, including multivariate correlation, were analyzed. Multivariate correlation analysis was performed in three stages: first-order confirmatory factor analysis, second-order confirmatory factor analysis and structural equation modeling (SEM).

Materials

Researcher-made questionnaire on the professional ethics of managers: this questionnaire had 69 questions and was created to measure the factors affecting the model of professional ethics of managers. Factor analysis of the questionnaire confirmed the existence of 14 important factors, including professional ethics, ethical (normative), ethical knowledge, organizational strategies, training, management factors, resources, institutionalization, evaluation, staff group, organizational culture, structural, organizational procedures and regulations, and the development of organizational and individual and professional ethics.

These factors are under the headings of central category, causal conditions, strategies, context, intervening conditions and consequences. The convergent validity of the variables ranged from 0.53 to 0.76, which showed a suitable value. Also, Cronbach's alpha values of the components fluctuated from 0.74 to 0.92 and showed appropriate values. Furthermore, 64% of the variance of the development of individual and organizational professional ethics, 56% of the variance of institutionalization, 54% of the variance of evaluation, 48% of the variance of professional ethics, 45% of the variance of normative ethics, and 42% of the variance of ethical knowledge are explained by the research model.

Results

The findings of the research indicated that 15.04% of the respondents are women and 84.95% of the respondents are men. 12.38% of the participants were undergraduates, 82.3% were masters, and 5.3% were Ph.D. In terms of age, 25.66% were 30 to 40 years old, 42.47% were 41 to 50 years old, and 31.85% were 51 years old or older.

Table 1: Categories and concepts extracted from the interviews

Category 1: Professional ethics	
Concepts	Honesty, justice, responsibility, maintaining human dignity, respect, legality, loyalty
Category 2: Moral (normative)	
Concepts	Adding color to the norms in the organization, having a positive attitude towards professional ethics and the need to implement its standards in managers and employees, preventing displacement and changing the color of moral values, improving the belief capacity of employees and managers, improving the ratio of rewards Moral and value codes
Category 3: Moral knowledge	
Concepts	Acquaintance and skill in ethical codes in education, observing ethical codes, trying to learn ethical codes, knowing how to deal with and communicate with others, understanding the capabilities and feelings of others.
Category 4: Organizational strategies	
Concepts	Determining scientific and professional standards, knowledge management, support of the organization and top managers, development of organizational maturity
Category 5: Education	
Concepts	Teaching professional ethics to managers in the form of lesson units, in-service training of managers about professional ethics, paying attention to the training needs of personnel and planning in the direction of meeting professional needs, using experienced and specialized professors and trainers in ethical and legal issues.
Category 6: Management factors	
Concepts	Utilization of specialized and educated employees in education, effective control and supervision by managers with emphasis on self-control, paying attention to the skills and expertise of employees in the division of work, sufficient legal and moral support of managers from the personnel of the organization to inform the employees. About career and organizational issues, career development of employees

Category 7: Resources	
Concepts	Allocation of sufficient financial and material resources for the implementation of programs, full transparency of financial issues, human resources and competent and expert managers, satisfying the financial needs of employees.
Category 8: Institutionalization	
Concepts	The existence of a professional ethics charter in the organization, the mission of the organization based on professional ethics, the promotion of employees taking into account the observance of professional ethics in the organization, the importance of rules and regulations to observe professional ethics in the organization, the selection and employment of new employees taking into account the amount Their commitment to professional ethics
Category 9: Evaluation	
Concepts	Evaluating people in the organization in terms of compliance with professional ethics, continuous evaluation of the status of professional ethics evaluation in educational organizations, how to evaluate professional ethics from top to bottom, obtaining feedback on compliance with professional ethics in performance-based evaluation organizations
Category 10: Staff group	
Concepts	Ability and skills of employees, professional records of employees, trust and communication of employees, personal, economic, social and attitudinal characteristics of employees, expertise and job satisfaction of employees, expectations from employees
Category 11: Organizational culture	
Concepts	Supporting professional ethics, collective learning and knowledge sharing, cooperative culture and mutual respect, employees' opportunity to express ideas and criticisms, commitment to professional ethics
Category 12: Structural	
Concepts	The existence of organizational structures for the purpose of professional ethics in headquarters units, the existence of organizational structures for the purpose of professional ethics in the line units of organizational structures, professional ethics in specialized organizations of education and training, the need for the existence of organizational structures regarding issues of professional ethics in education and training, the existence of temporary committees with Periodic meetings on professional ethics
Category 13: Organizational procedures and regulations	
Concepts	Cumbersome and unnecessary rules and procedures, vision document to strengthen professional qualifications, attitudes and organizational structure of selecting managers based on criteria and standards.
Category 14: Development of individual and organizational professional ethics	
Concepts	The existence of sufficient motivation and interest towards the profession in employees and managers, attitudinal and cognitive improvement towards the profession and organization, sufficient satisfaction of employees and clients from the department and organization, organizational trust, professional and efficient education and training.

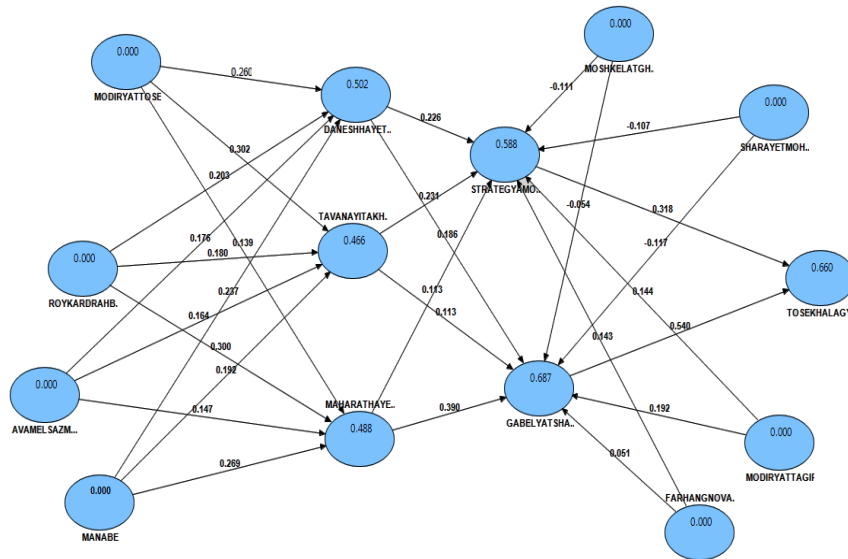


Figure 1. The tested model of the relationship between research variables

Figure 1 shows the tested model of the relationship between research variables. According to this form, the influence of organizational strategies on professional ethics, normative ethics, and moral knowledge is positive and meaningful. The effect of education on professional ethics, normative ethics, and moral knowledge is positive and significant. The influence of managerial factors on professional ethics, normative ethics, and ethical knowledge is positive and significant. The influence of resources on professional ethics, normative ethics and moral knowledge is positive and significant. The effect of professional ethics, normative ethics, and ethical knowledge on evaluation and institutionalization is positive and significant. The effect of unnecessary regulations and procedures on institutionalization is significant, but its effect on evaluation is not significant. The effect of structure on institutionalization and evaluation is negative and significant. The effect of organizational culture on institutionalization is positive and significant, but its effect on evaluation in the organization is insignificant. The effect of structure on institutionalization and evaluation is positive and significant. The effect of institutionalization and evaluation on the development of individual and organizational professional ethics is positive and significant. The numbers inside the circle are the explained variance. 64% of the variance of the development of individual and organizational professional ethics, 56% of the variance of institutionalization, 54% of the variance of evaluation, 48% of the variance of professional ethics, 45% of the variance of normative ethics and 42% of the variance of moral knowledge are explained by the research model.

Table 2: Tested model results for model paths

Path	Path coefficients	T	Result
Organizational strategies on professional ethics	0/25	4/737	Confirmed
Organizational strategies on normative ethics	0/31	6/108	Confirmed
Organizational strategies on ethical knowledge	0/15	2/603	Confirmed
Training on professional ethics	0/21	3/512	Confirmed
Education on normative ethics	0/17	2/885	Confirmed
Education on moral knowledge	0/29	3/799	Confirmed
Management factors on professional ethics	0/17	3/422	Confirmed
Management factors on normative ethics	0/15	3/231	Confirmed
Management factors on moral knowledge	0/14	2/715	Confirmed
Sources on professional ethics	0/23	4/534	Confirmed
Sources on normative ethics	0/18	4/232	Confirmed
Resources on moral knowledge	0/16	4/772	Confirmed
Professional ethics on institutionalization	0/22	4/598	Confirmed
Professional ethics on evaluation	0/18	4/421	Confirmed
Normative ethics on institutionalization	0/22	5/110	Confirmed
Normative ethics on evaluation	0/12	2/707	Confirmed
Moral knowledge on institutionalization	0/10	2/255	Confirmed
Moral knowledge on institutionalization	0/38	7/535	Confirmed
A structure on institutionalization	-0/10	2/501	Confirmed
A structure on evaluation	-0/11	3/102	Confirmed
Unnecessary regulations on institutionalization	-0/10	2/432	Confirmed
Unnecessary regulations on evaluation	-0/04	1/416	Rejected
Staff group on institutionalization	0/13	2/805	Confirmed
Staff group on evaluation	0/18	4/614	Confirmed
Organizational culture on institutionalization	0/13	3/321	Confirmed
Organizational culture on evaluation	0/04	1/213	Rejected

Institutionalization on the development of professional ethics	0/31	6/889	Confirmed
Evaluating the development of professional ethics	0/55	11/421	Confirmed

According to the information obtained from Table 2, all paths are significant except for the communication path of unnecessary regulations on evaluation and organizational culture on evaluation ($p > 0.05$).

Finally, in order to show the validity of the findings of the research model, the fit indices of the structural equation models were used using the partial least squares method. The general fit index of the model in the partial least squares method is the GOF index, and it can be used to check the validity or quality of the partial least squares model in general. This index also acts like the fit indices of the Lisrel model and is between zero and one, and values close to one indicate the appropriate quality of the model. In the current study, the absolute fit index of GOF was 0.58 for the tested model, and the value obtained for this fit index indicates the appropriate fit of the tested model.

Discussion and Conclusion

In this research, the findings showed the three main dimensions of professional ethics: (honesty, justice, responsibility, maintaining human dignity and respect, legality, and loyalty). Ethical (normative): (coloring the norms, having a positive attitude towards professional ethics and the need to implement its standards, preventing the displacement of moral values, increasing the capacity of belief in respect of ethical issues); Ethical knowledge: (familiarity and skill in ethical codes in education, observing ethical codes, trying to learn ethical codes, knowing how to deal with and communicate with others and understanding the capabilities and feelings of others). Adhering to ethics first requires knowing and using ethical knowledge, so education and its managers especially need to be familiar with the theoretical foundations of ethics in general. On the other hand, work and life ethics are interdependent (Davenport et al., 2015). Therefore, a person who wants to maintain professional ethics should observe and institutionalize legal and norm-oriented ethics in general. As a result, promoting moral beliefs in education managers should be a basic goal. The set of these conditions makes it possible to specifically train managers who have honesty, justice, and responsibility in behavior and speech, as well as maintain human dignity and respect, legality and loyalty to the organization. Therefore, professional ethics dictate that managers, in addition to the framework of legal duties, make extra efforts to maintain ethics at work, human dignity, and respect for them, and do not expect compensation from the system. In other words, professional ethics guarantees the promotion of internal motivations to increase spontaneous, belief-based, and positive behaviors (Campbell and Thiessen, 2010). Ultimately, what emerges will be the growth and development of both the individual and the organization.

Also, in connection with these core categories, 11 basic components were obtained in order to create extra-organizational professional ethics of managers, which were: causal conditions including (organizational strategies, training, and management factors); strategies including (institutionalization and evaluation), background factors including (positive characteristics of the staff group, organizational culture); Intervening factors include (structural factors, organizational procedures, and regulations); And finally, consequences such as (enough motivation and interest towards the profession in employees and managers, improvement of attitude and knowledge towards the profession and organization, increasing the level of awareness and knowledge of employees and managers regarding professional ethics, sufficient satisfaction of employees and clients from the department and organization, organizational trust, professional and efficient education). According to the mentioned materials, by controlling the mentioned factors, the professional ethics in the education organization will improve and bring positive consequences.

The causal factors affecting managers' extra-organizational professional ethics were:

Organizational strategies: (determination of scientific and professional standards, knowledge management, support of the organization and top managers, and development of organizational maturity). In order for an innovation to be introduced in the organization and for professional ethics to arise or be promoted in the organizational staff, organizations should achieve the necessary strategic maturity to determine the objective criteria of professional behavior. Therefore, they should be codified and refined as a guide for action in the concerned organization and increase adherence to it for employees (Shapiro et al., 2016). Successful organizations are constantly updating the standards of professional ethics in the organization; they can always support compliance with these standards and transfer this knowledge to the next generations of employees and help increase the organization's work efficiency.

Training: (Professional ethics training to managers in the form of lesson units, in-service training of managers about professional ethics, paying attention to the training needs of personnel, and using experienced teachers and trainers). On the other hand, one of the important causal factors influencing the creation of professional ethics and adherence to it by managers is continuous in-service training in the most effective course units with quality control of their presentation by experienced professors. Training is a very efficient tool for improving the working and professional capabilities of managers in the organization (Joanbakht et al., 2011). In addition, in many cases, training can influence managers' values and encourage them to observe professional ethics by reminding them of positive and useful points. Therefore, the education organization should always pay special attention to in-service training as one of the effective causal factors in improving the professional ethics of staff managers.

On the other hand, some other factors can also have a causal effect on professional ethics. One of these factors is management factors. Management factors include procedures and behaviors (use of expert employees, effective control and supervision, attention to the skills and expertise of employees in the division of work, sufficient legal and moral support of managers for personnel, and informing employees about occupational and organizational issues). Finally, another important causal factor is the existence of sufficient resources to implement the program and model of professional ethics in the organization. The required resources obtained in this research were: financial resources, transparency of financial issues, expert staff and satisfying the financial needs of employees. Every program in the organization requires budget allocation (Wei et al., 2017). Hence the lack of proper budget allocation reduces the necessary motivation from managers and employees to work harder. Also, if training is important and if the program requires proper implementation, then the expertise of carrying out this program is also very important, and in this way, the specialized force in the organization can slow down or improve the implementation of the program. On the other hand, the logical connection of the given data in the managers' minds can determine the quality and quantity of their commitment and loyalty to the organization (Maxwell, 2015). Managers lose motivation when they see despite their great efforts and ethical behavior in performing their duties, some other managers receive more money due to the lack of financial transparency in the organization, or the organization does not value their efforts in particular.

The strategies influencing the professional ethics of the deputy heads and heads of regions were:

Institutionalization: (Professional ethics code, mission of the organization based on professional ethics, promotion of employees with compliance with ethics, regulations for compliance with professional ethics, and selection of employees according to their commitment to professional ethics). In explaining this finding, it can be said that ethics in organizational behavior is partially dependent on almost constant personality traits (Jeon et al., 2018). This is a guide for educational organizations in selecting committed and cohesive employees for sensitive educational positions to ensure relative compliance with ethics in the future.

Evaluation: (Evaluation of people in terms of compliance with professional ethics, continuous evaluation of the status of professional ethics, evaluation of professional ethics from top to bottom, obtaining feedback on compliance with professional ethics and performance-based evaluation). In explaining this finding, it can also be said that if there is no evaluation and feedback and different consequences despite different performance for people and employees of the organization, sufficient motivation to change behavior and try to comply with the rules and perform organizational duties will be lost (Collins and Jerry, 2014). Therefore, the evaluation of professional behavior in the organization, and

continuous performance measurement can promote and improve professional ethics and compliance by managers of education and training organizations as an external and controlling factor.

It is necessary to provide environmental and organizational platforms that provide the conditions for implementing the program and educational models. Among the contexts obtained in this research were the positive characteristics of the staff group: (staff ability, professional staff records, staff trust and communication, individual, economic, social, and attitudinal characteristics, staff expertise, and job satisfaction and expectations from staff). In order to promote professional ethics in employees and managers as human resources, human characteristics and their feelings should be respected; this does not mean reducing the application of the law in the crimes of violations and negligence, but rather providing a platform to meet the needs of the organization's employees (Etemad et al. al., 2014). Therefore, it can be expected that the creation and promotion of professional ethics in managers and deputy staff of education requires the provision of some individual and personal conditions such as job satisfaction, trust, and ability of employees and reasonable expectations from them.

On the other hand, another important contextual factor was: organizational culture with components such as (support for professional ethics, collective learning and knowledge sharing, collaborative culture, opportunity for employees to express their opinions, and commitment to professional ethics). These components clearly state that the organization needs the necessary culture to create and promote professional ethics. In organizations where behavioral commitment to professional ethics causes positive organizational feedback, the probability of repeating these behaviors is much higher than indifferent organizations (Davis and Davis, 2011). Therefore, it can be expected that the education organization creates the necessary organizational culture to provide the necessary platform for promoting professional ethics in them

by increasing the participation of managers and assistants in decision-making and planning, increasing organizational trust in them, and encouraging and punishing behaviors related to professional ethics.

The intervening factors in creating the professional ethics of managers and heads of education districts in Tehran were:

Structural factors: (the existence of professional ethics organizations in headquarters and line units, and the existence of temporary committees with periodic meetings on professional ethics). Professional ethics can be improved if the organization provides the necessary structures; otherwise, the same weak structures can be effective in weakening professional ethics. Structural factors mean that there are organizations and offices in the organization to promote, measure, and evaluate as well as implement professional ethics programs. Special meetings on solving related issues and removing obstacles to

implementing professional ethics in managers should be reviewed and resolved. When managers and employees see that there is a certain way of showing behavior and observing ethics in organizational behavior and action, and these behaviors are monitored, meetings are always held on this topic, and in general, this is important for the organization; it is more likely to gain the advantages of conforming or avoiding the disadvantages of opposition, in order to comply with professional ethics, become more motivated. The absence of organizational structures to implement and promote professional ethics in the organization implicitly means that this category does not have much value for the organization, and the effort in this field is not only not a value for the organization but probably also has no intrinsic value (Gholami, 2008).

On the other hand, the other factor was the rules and regulations. Organizational procedures and regulations: (organizational procedures and regulations in the sense of cumbersome rules and procedures, the vision document for strengthening professional competence, organizational structures and attitudes, and the selection of managers based on criteria and standards). Restrictive organizational regulations and bureaucracy that slow down the implementation of professional ethics promotion programs are one of the factors that disrupt the organization's voluntary balance to improve professional ethics in managers of organizations. Rigid regulations, weak inter-organizational communication and organizational structure that limit the authority of managers, and the existence of incompetent and underqualified managers who cannot define and criticize positive laws create obstacles in this direction. Finally, efforts to improve the quality and quantity of professional ethics fail. Therefore, unnecessary and cumbersome laws that slow down the implementation of the model should be amended, and laws and regulations should be aligned with programs to improve the level of professional ethics of managers.

What are the consequences of the professional ethics of the vice presidents and heads of education districts in Tehran province? Developing professional ethics in senior education managers increases the responsibility and commitment to perform job duties managers and ensure the task of management is performed correctly. By performing this category correctly, job satisfaction, motivation, and employee awareness increase (Bayat, 2015). When the manager adheres to ethical principles such as justice-oriented, meritocracy, etc., the probability of employees performing their duties and increasing their organizational commitment also increases. In fact, managers are role models in the organization; Through observational learning, they instill the courage of responsibility and a sense of justice in their subordinates, which arouses the desire of the staff and students for commitment and ethics in the teaching and learning profession.

One of the limitations of the research was that the current research community was made up of vice presidents and heads of education in Tehran, who may not be true representatives of all people due to some reasons such as the cultural environment and environmental

differences with other communities. Therefore, caution should be observed in generalizing the results.

Ethics

This research observed ethical standards, including obtaining informed consent and ensuring privacy and confidentiality. Also, while completing the questionnaires while emphasizing completing all the questions, the participants were free to withdraw from the research at any time and provide individual information. They were assured that the information would remain confidential, which was strictly adhered to.

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Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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