Determining the Share of Each of the Environmental and Organizational Components in Students' Professional Ethics

Article info

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Abstract

Purpose: Considering the role of professional ethics in the success and effectiveness of other practices, the purpose of this study was determine the share of each of the environmental and organizational components in students' professional ethics.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was cross-sectional from type of quantitative. The research population was faculty members of the Islamic Azad University of Tehran province in 2018 year with number 5921 people, which according to the Krejcie and Morgan table number of 365 people were selected as a sample by multi-stage cluster sampling method. The research instrument was a 31-item researcher-made questionnaire whose content validity was confirmed by 12 experts and specialists and content validity index obtained 0.790 and its reliability was obtained by Cronbach's alpha method for components of environmental 0.881 and organizational 0.943. Data were analyzed by exploratory factor analysis and structural equation modeling in SPSS and PLS software.

Finding: The results of exploratory factor analysis showed that students' professional ethics had two components of environmental (9 items) and organizational (22 items) that the factor load of all items was higher than 0.50. Also, the results of structural equation modeling showed that the model of students' professional ethics had a good fit and according to the standard coefficients of the paths, the share of environmental and organizational components in students' professional ethics was 0.250 and 0.327, respectively.

Conclusion: Considering the share of environmental and organizational components in students' professional ethics, planning is necessary to improve their professional ethics through both environmental and organizational components and the indicators of each of them.

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Introduction

The 21st century, with its profound and astonishing developments in the seven components of power, speed, wealth, opportunity, communication, information, and cyberspace, has highlighted the need to pay more attention to ethical values in business and human-organizational interactions than ever before. The discussion of ethics and ethical values is consistently linked to organizational activities, careers, and daily life (Alshammari, Grande & Berdida, 2021). The main challenge of today's world is not to be excluded from the global competition, to be involved in the continuous process of change so that it can withstand the problems and use the opportunities of complex and changing environment to eliminate shortcomings and deficiencies. Today's organizations in today's changing and dynamic conditions to survive have to develop their capabilities and competencies to be able to respond to changing and changing environmental conditions, for which the role of professional ethics strategy is undeniable (Mashayekh, Karimi & Shahtalebi, 2019).

In recent decades, the issue of professional ethics has been considered in different countries and professions or occupations, and various professions or occupations seek to develop ethical standards or charters for themselves (Marlatt & Korang, 2020). Ethics in the form of ethics of the organization and the rules of professional conduct in the last decade has received increasing attention and is expected from the knowledge of ethics, one is the systematic expression of ethical responsibilities in the profession and the other is accurate diagnosis and effective solution of professional ethics (Akcamete, Kayhan & Yildirim, 2017). In examining organizations, addressing ethics is one of the essential requirements. Because the external symbol of an organization is moral actions and behaviors that are the result of the sum of different moral values in that organization (Jepson Wigg, 2021).

In the history of human life, one of the variables that has always been considered is ethics, which is one of the most important issues in human social life, and as social life becomes more complex, the discussion of ethics becomes wider and more complex (Burakgazi, Can & Coskun, 2020). Ethics includes principles and values in order to achieve excellence that affect individual and collective behaviors and determine its right and wrong. In other words, ethics includes a set of values or do's and don'ts that affect other behaviors (Konow, 2019). The purpose of ethics is to respect the existential values of human beings and ethics is a systematic way to identify and introduce human values according to social behaviors (Bah & Sey-Sawo, 2018). Professional ethics is one of the branches and dimensions of ethics that deals with ethical issues related to different professions and seeks to provide principles, methods and guidelines for it in various professions (Lensink, et al, 2021).

In another definition, professional ethics or work ethic means a set of ethical actions and reactions accepted by a group or organization when providing services related to the profession, which emphasizes respect for the rights of oneself and others and responsibility for immoral acts (Hart, 2017). Professional ethics is the process of rational thinking according to a set of principles and standards of human behavior that determine the behavior of individuals and the values of the organization and the lack of attention to it casts doubt on the legitimacy of the organization and its actions (Afdal & Afdal, 2019). This structure deals with the ethical issues and questions of a professional system and oversees ethics in the professional environment (Zhu & Guo, 2021). Professional ethics refers to characteristics such as valuable duties, professional competence, and work norms that should be applied in daily work life (Wilson, 2021). In any profession, the development and application of ethical principles and values and professional behavior is a tool to maintain professional standards, and employees of any organization must have a high level of ethical principles and values related to their organization and take them into account in carrying out their organizational activities (Van Stekelenburg, et al, 2020).

Professional ethics in university education states that professional ethics in university education should be in line with the fulfillment of professional obligations and its constituent dimensions, including observance of professional behavior and manners, ethics in professional social interactions, ethics in professional technical issues and functions, values and beliefs. Be a professional-specific intern. The importance of ethics in university education is due to the fact that on the one hand the university has always been one of the leading institutions of cultural and social movements and on the other hand one of the expected actions of the university is to promote moral values among students. And provide community development (Keykha &

Imanipour, 2020). Student ethics include attending classes on time, not interrupting class work, paying attention to lessons, and completing homework assignments. In other words, students should avoid cheating on exams, research, and other assignments. Frauds, such as writing on someone else's sheet of paper, writing on a book and presenting it as personal research, handling the work of others in one's own name, taking unauthorized help from others, and working with a classmate to complete tasks that must be done individually. (Mashayekh et al, 2019).

Although relatively much research has been done on professional ethics in various groups and organizations, no research has been found in this area that has specifically examined the professional ethics of students. The results of related research are summarized below.

Shekhi Mobareke, Salimi & Zahedi (2021) Research the professional ethics of teachers, including the levels of professional ethics (including the four components of ethical responsibility to society, ethical responsibility to the organization and parents, ethical responsibility to the profession and colleagues, and ethical responsibility to students), Introduced the factors affecting it (including seven components of education, social factors, managerial and organizational factors, environmental factors, organizational structure, organizational culture and individual characteristics) and its consequences (including three components of learning ability, professional ethics excellence and confidence building) .

Saeedi, Faghihi, Seifi & Nateghi (2021) while researching the components of professional ethics in the organization including 24 components of transparency, education, motivation, responsibility, creativity and innovation, preservation of human dignity, observance of Islamic norms and manners, non-abuse of job position, From up-to-date knowledge and technology, selection and evaluation, grievance redress, privacy, rule of law, consideration of suggestions, team or teamwork, organizational commitment, meritocracy, mutual trust, ethical charter, anti-corruption, awareness of organizational goals, attention Recognized justice, non-discrimination and productivity for the disabled.

Gholampour, Pourshafei, Farasatkhah & Ayati (2020) while researching the components of teachers' professional ethics concluded that their professional ethics includes four dimensions (with four components of personality traits, perceptual skills, religious commitment and appearance), organizational (with three The components of commitment were professional development and communication or interactions), social (with two components of social values and social relations) and teaching and learning process (with five components of observance of educational rules, content, teaching, evaluation and research).

Ghazi, Mehrdad & Daraei (2020) while researching concluded that professional ethics in physicians includes 11 components of conscientiousness, job excellence, honesty and dignity, respect for others, altruism, commitment to social justice, time management, emotional intelligence, confidentiality, It was moral knowledge and moral sensitivity that all these components had a significant effect on the professional ethics of physicians in the range of 0.066 to 0.196.

Marzuki, et al (2017) while researching introduced the components of professional ethics including spirituality, positive attitude, peer support and managerial support. Sobhani Nejad, et al (2015) while researching the components of teaching professional ethics from the students' point of view, concluded that the components of teaching professional ethics include recognizing different dimensions of learner, personality traits, content mastery, mastery of content, mastery of method , Was a standard evaluation and observance of educational rules that, except for recognizing different dimensions of learning, all components in professors were above average from the students' point of view. Chum, Shin, Choi & Kim (2013) concluded in a study that the components of professional ethics included supervisory responsibility, having multiple jobs, self-reporting, control center, and work environment. Professional ethics in educational environments as one of the main organizations of any society that is responsible for education has been proven to everyone and this variable along with other variables can provide the basis for growth and development of the university system and cause the growth and development of the country (Mashayekh, et al, 2019).

One of the concerns and feelings of the researchers needed to conduct research on professional ethics was that in the current situation in most organizations, many ethical standards are not observed and this has caused concern to organizational officials and even ordinary people in the community, so the researchers

decided, To examine some of the components affecting students' professional ethics as future makers of society. Although relatively much research has been done on professional ethics in various professions and groups, but no research has been found on designing a model of professional ethics in students and determining the share of each of its components. Another important point is that it is necessary to design professional ethics models in students and identify its components before teaching them professional ethics. In other words, it is necessary to identify ethical models and effective components in it so that students can make ethical decisions according to them when necessary. According to the issues raised, the purpose of this study was to determine the contribution of each of the environmental and organizational components in the professional ethics of students.

Methodology
The present study was applied in terms of purpose and quantitative cross-sectional method. The research population was 5921 faculty members of the Islamic Azad University of Tehran in 2018, of which 365 were selected according to Krejcie and Morgan's table by multi-stage cluster sampling. In this sampling method, some of all units of the Islamic Azad University of Tehran were randomly selected and then the number of groups from each university unit was randomly selected and all their faculty members were selected as a sample. The research was conducted in such a way that after approving the proposal, they referred to the Central Organization of Islamic Azad University and after stating the purpose, importance and necessity of the research, they were allowed to research and cooperate with the researcher by Islamic Azad Universities of Tehran province. Science was prepared separately for university units and departments and sampling was performed. In the next step, the faculty members of the selected educational groups were referred to them and the importance and necessity of the research and the commitment to observe the ethical points were stated and they were asked to respond to the research tools.
The tools of the present study In addition to the demographic information form including academic rank, work experience, gender, marriage and age, a 31-item researcher-made questionnaire was used. Each item is rated very low (score 1), low (score 2), medium (score 3), high (score 4) and very high (score 5) according to the five Likert scale. The score of each component is obtained through the sum of the scores of its constituent items, and a higher score indicates that the component has more. The content validity of the researcher-made questionnaire was confirmed by 12 experts and specialists and its content validity index was 0.790 and its reliability was obtained by Cronbach's alpha method for environmental component 0.881 and organizational's 0.943. Data were analyzed by exploratory factor analysis and structural equation modeling in SPSS and PLS software.

Findings
In this study, 400 questionnaires were distributed among the faculty members of the Islamic Azad University of Tehran and the return rate of the questionnaires was answered and it was estimated to be suitable for analysis of 365, so the consultation rate in the research was 91.25%. The results of frequency and frequency percentage of demographic information of faculty members including academic rank, work experience, gender, marriage and age were presented in Table 1.

Table1. Results of frequency and percentage of frequency of demographic information of faculty members

Variables	Levels	Abundance	Frequency	Variables	Levels	Abundance	Frequency
Academic Rank	the coach	123	33/70	Gender	Man	222	60/82
	Assistant Professor	206	56/44		Female	143	39/18
	Associate Professor	25	6/85	Marital status	Married	280	76/71
	Professor	11	3/01		Single	85	23/29

work experience	5-1 years	43	11/78	Age	30-21 years	23	6/30
	10-6 years	91	24/93		40-31 years	122	33/42
	15-11 years	76	20/82		50-41 years	136	37/26
	20-16 years	50	13/70		60-51 years	44	12/06
	25-21 years	54	14/79		Over 60 years	40	10/96
	Over 25 years	51	13/97				

As can be seen in Table 1, most faculty members are assistant professors (56.44%), 6-10 years of work experience (24.93%), men (60.82%), married (76.71%), and were aged 50-41 years (37.26%). Before analyzing the data by factor analysis, the KMO sample adequacy index with a statistic of 0.861 and Bartlett test with a statistic of 1250.813 and a significance of 0.001 indicated that the conditions for factor analysis were appropriate. In other words, the data had the necessary adequacy and correlation to perform factor analysis. The results of exploratory factor analysis for environmental and organizational components in students' professional ethics are presented in Table 2.

Table2. Results of Exploratory Factor Analysis for Environmental and Organizational Components in Students' Professional Ethics

Components	Items	Factor load	Statistics t	meaningful
Environmental	Balancing the limits of expectations and authority of individuals	0/609	9/400	0/001<
	Proper use of electronic technology and cyberspace	0/851	11/293	0/001<
	Satisfactory family culture	0/678	8/370	0/001<
	Institutionalizing ethics from elementary to high school	0/878	16/689	0/001<
	Creating an atmosphere of appreciation in the community	0/802	24/634	0/001<
	Economic Development	0/671	10/820	0/001<
	Creating the right business market	0/826	16/702	0/001<
	political development	0/766	15/387	0/001<
	Cultural development	0/844	28/427	0/001<
Organizational	Paying attention to the ethical behaviors of managers	0/713	14/155	0/001<
	Pay attention to the ethical behaviors of employees	0/654	11/354	0/001<
	Adherence to and respect for moral codes	0/868	28/183	0/001<
	Creating a suitable teaching and learning environment in the university	0/866	5/053	0/001<
	Creating and utilizing appropriate laboratory and workshop facilities and equipment	0/754	18/089	0/001<
	Improving social skills	0/795	20/482	0/001<
	Continuous evaluation of teachers in the classroom and adherence to scientific principles	0/735	13/483	0/001<
	Continuous evaluation of teachers on how to teach and avoid wasting time in the classroom	0/649	10/368	0/001<

Continuous evaluation and accuracy in students' behavior by professors	0/697	14/287	0/001<
Observance of the principle of discipline and time management by professors	0/684	13/317	0/001<
Facilitate the implementation of university rules and regulations	0/767	21/343	0/001<
Emphasis on the appropriate behavior and treatment of teachers with each other	0/702	14/022	0/001<
Emphasis on the appropriate behavior of professors with students	0/735	16/734	0/001<
Observance of justice in grading students	0/810	11/438	0/001<
Ethical attitude of professors to scientific honesty	0/694	14/208	0/001<
Improving teamwork skills	0/668	11/170	0/001<
Adherence of university officials and professors to the observance of laws and regulations	0/647	8/159	0/001<
Officials and professors pay attention to students' problems and try to solve them	0/649	9/923	0/001<
Scientific sociability and intimate communication between professors and students	0/688	11/216	0/001<
Maintaining the sanctity and respect of the university by officials, professors, staff and students	0/651	9/996	0/001<
Institutionalizing a culture of meritocracy and supporting proper performance at the university	0/629	10/003	0/001<
Eliminate physical and psychological barriers in the workplace	0/597	6/954	0/001<

As can be seen in Table 2, students' professional ethics had two components (environmental (9 items) and organizational (22 items) that the factor load of all items was higher than 0.50 and significantly less than 0.001. The results of extracted mean variance, content validity and reliability for environmental and organizational components in students' professional ethics were presented in Table 3.

Table3. Results of mean variance extracted, content validity and reliability for environmental and organizational components in students' professional ethics

Components	Mean variance extracted	Content validity	Reliability (Cronbach's alpha)
Environmental	0/588	0/908	0/881
Organizational	0/523	0/948	0/943

As can be seen in Table 3, the validity and reliability of environmental and organizational components in students' professional ethics were at an appropriate level. To fit the model of students' professional ethics based on environmental and organizational components, the goodness-of-fit criterion (GOF) and the criterion of coefficient of determination (R2) were used. They were suitable for the model. The results of structural equation modeling of students 'professional ethics model based on environmental and organizational components are presented in Figure 1 and the results of the effect of environmental and organizational components on students' professional ethics are presented in Table 4.
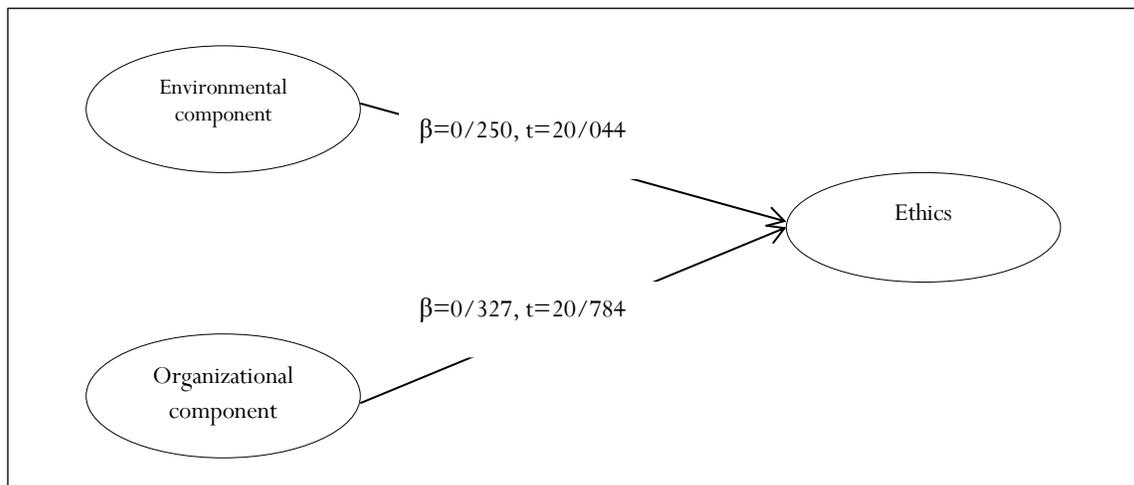
Figure1. Results of Structural Equation Modeling of Students' Professional Ethics Model Based on Environmental and Organizational Components

Table4. Results of the effect of environmental and organizational components on students' professional ethics

Effects	Path coefficients	Statistics t	meaningful
The effect of environmental component on students' professional ethics	0/250	20/044	0/001<
The effect of organizational component on students' professional ethics	0/327	20/784	0/001<

As can be seen in Figure 1 and Table 4, the share of environmental and organizational components in students' professional ethics were 0.250 and 0.327, respectively, which were significantly lower than 0.001.

Conclusion

Professional ethics is very important in educational settings, especially among students. As a result, the aim of this study was to determine the contribution of each of the environmental and organizational components to students' professional ethics.

Findings of this study showed that students 'professional ethics had two components of environmental (9 items) and organizational (22 items) that the factor load of all items was higher than 0.50 and in addition the share of environmental and organizational components in students' professional ethics were / 250, respectively, Were 0 and 0.327. These findings are in line with the findings of other previous studies in this field including Shekhi Mobareke, et al (2021), Saeedi, et al (2021), Gholampour, et al (2020), Ghazi, et al (2020), Marzuki, et al (2017), Sobhani Nejad, et al (2015) and Chum, et al (2013) were consistent.

In interpreting the significant contribution of the environmental component in students' professional ethics, it can be inferred and interpreted that two categories of factors are included in this component, one is education and family and educational space during and before school and the use of cyberspace and the other cultural development. It is economic, political, and a balance between authority and expectation.

The family is the smallest and most influential social unit, which includes a set of special educational, training, emotional, managerial and behavioral functions, and the reflection of the success of this social unit in the economic, cultural, scientific, social health and vitality of society is evident. Also, education is a set of efforts, opportunities, facilities, actions and programs from the sperm to the time of death that can formally and informally develop and flourish the potential and all-round ability of individuals. Apart from the role of the family in education, a new space has entered the field of education today, which is called digital technology, communication technology and virtual networks. Although the virtual network is an effective tool in the production, dissemination and development of science, but unfortunately, while having an imperceptible

appeal, it has caused unknown harms and changed the normative behavior and beliefs of families and has led to family conflicts. Cyberspace has affected family maps by invading the privacy of families, and therefore many social scientists and psychologists do not consider the umbrella of new communication technology to be ineffective in the development of many social's harms and family conflicts. In addition, in interpreting cultural, economic, and political development, and in striking a balance between authority and expectation, one can point out that human characteristics must be taken into account when addressing these issues. Because it is human-centered development and commitment and adherence to the principles of professional ethics while improving the level and quality of services can be the basis of social vitality and growth of social capital in the workplace. Since the culture of any change requires the participation of individuals in society and the prerequisite for this is the previous culture. Therefore, a healthy and constructive culture can emerge in an environment free from moral pollution, but a healthy environment without moral, intellectual and human pollution is not possible without training and adherence to moral principles.

Also, in interpreting the significant contribution of the organizational component in the professional ethics of students, it can be inferred and interpreted that the organization is the rational coordination of the activities of a group of people to achieve a clear goal through division of labor and tasks using hierarchy, authority and responsibility. Organizations have four general characteristics of social nature, purposefulness, wise structure and interaction with the external environment. In order for universities and students to take steps towards the institutionalization of professional ethics, it is essential that there be unity of practice among university administrators, faculty members, students, and staffs who are genuine actors in the field, and all adhere to the rules and sanctity of the university. In the cultural, scientific and moral dimensions, announcing examples to systematically provide solutions for a scientific-ethical environment while laying the groundwork by holding seminars and free-thinking chairs. Undoubtedly, when a holy union is formed in this field, the problems of students can be easily solved, and in this regard, the role of management and leadership is to coordinate and organize the various affairs of the university and create a moral organization. Each scientific organization, especially the university, according to its defined mission, vision, ideals and strategic plan, which is clearly different from the goals and objectives of universities and other organizations, should be carefully considered within the defined strategy in a very clear way according to the possibilities, And conditions to take steps to be able to properly play its role in promoting the characteristics of professional ethics. Another important point in this regard is the emphasis on the appropriate behavior and treatment of professors with each other and with staff and students, professors' ethical attitude to scientific honesty, scientific sociability and intimate relationship between professor and student, observing the principle of discipline and time management, continuous evaluation and accuracy in Student behavior and observance of justice in grading students. The latest article on the organizational component is the development of a charter and ethical codes, the creation of a suitable environment for teaching and learning, the use of laboratory and workshop facilities and related resources, the promotion of social skills and the institutionalization of a meritocracy culture.

The level of analysis of the present study was at the level of Islamic Azad University of Tehran. Due to the fact that the functional diversity of educational organizations and universities is different, so it is recommended to conduct this research in other similar centers. With this description, the final model of students' professional ethics in different universities can be different. It is also necessary to conduct similar research in order to generalize it to other universities in the country. In addition to the above, designing a professional ethics model for high school students can also be a model for improving professional ethics. Considering the role of environmental and organizational components in students' professional ethics, planning to improve their professional ethics through both environmental and organizational components and the characteristics of each of them is necessary. Therefore, one of the mechanisms for promoting students' professional ethics in the environmental component can be the institutionalization of ethics from primary and secondary school according to the stages of moral development, balancing the expectations and authority of individuals and the correct use of technology and cyberspace in the organizational component, Modeling of professional ethics by administrators, encouraging staff to the values of professional ethics for

modeling among students, developing a charter and ethical codes and highlighting the need to implement it and developing appropriate ethical standards for teaching and learning at the university.

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