The Model of Ethical Components Affecting Political Development in Higher Education

Masoud Shafiei Chafi [1], Reza Mahdi [2*]

[1] Ph.D. Student in Political Science-Political Thought, Institute for Social and Cultural Studies, Tehran, Iran
[2] Department of Prospective Studies, Institute for Social and Cultural Studies, Tehran, Iran

Corresponding Author: Reza Mahdi, Department of Prospective Studies, Institute for Social and Cultural Studies, Tehran, Iran.
E-mail: mahdi@iscs.ac.ir

Abstract
Introduction: Educating people in different ways is one of the aspects of moral education. One of the issues in moral education is how to involve moral teachings in the political relations of countries. The purpose of this research is to investigate the ethical components affecting political development in higher education.
Material and Methods: The research was applied and implemented in a mixed manner. Thematic analysis method was used in the qualitative part. The statistical population was experts in the field of higher education, from among whom 10 people were selected by snowball sampling. The interview was semi-structured and the data was analyzed by MAXQDA software. In the quantitative part, the method was descriptive-correlation. The research community included experts in the field of higher education and international relations, among whom 50 people were selected in an improbable and accessible way. The data were analyzed using structural equations and pls software.
Results: The results of the qualitative part indicated 32 open codes and 6 core codes, which were categorized into 3 categories of educational relations factors at the international level, moral policy, civil and social development. The results of the quantitative part also indicated the appropriate fit of the model, so it can be said that ethics and ethics approaches in higher education can be effective in political development.
Conclusions: The results of the findings show that in addition to the desire of countries to develop relations based on respect and moral policy, there are factors in three areas of educational relations at the international level, moral policy, civil, scientific and social development in higher education.
Keywords: Higher Education System, Educational Policies, Education Ethics, Political Development
How to Cite: Shafiei Chafi M, Mahdi R. The Model of Ethical Components Affecting Political Development in Higher Education. Int J Ethics Soc. 2023;5(1):27-32. doi: 10.52547/ijethics.5.1.5

INTRODUCTION

From the point of view of history and process, education has a history as long as human history. In conceptualization, education means any experience or action that has a constructive effect on the mind, personality and physical capabilities of people. In addition to this, education is a way to raise civilized people who transfer their culture to other generations through education, because the main basis of education is the transfer of knowledge, skills and attitudes from one generation to another [1].

But what is important in education is the existence of moral and professional values in terms of various scientific aspects in decades for teachers [2]. At the present time, it is expected to develop respect, justice, equality and democracy, and the emphasis on moral aspects in the field of education and moral accountability

will increase [3], because the people educated in the educational centers of the society, especially university centers, are in charge of themselves. The next generations are being taught. Therefore, university education centers have a special role in different societies. This key role and position of academic institutions makes the category of ethics more than other educational centers to the attention of thinkers and experts in the religious, cultural and ethical fields of different societies [4].

The importance of dealing with ethics in education is, on the one hand, due to the fact that higher education centers have always been among the leading institutions of cultural and social movements, so that their beliefs and convictions quickly penetrate the society, and this is because of that. Higher education is one of the most

influential environments for institutionalizing moral principles and values. Therefore, higher education plays an important role in the changes and transformations of human societies, so that without considering this role, it is not possible to examine the development path of societies. It can be safely said that in the history of mankind, there has been no factor like higher education, the founder and publisher of constructive changes in human societies, because the pioneers of scientific and social changes are those educated in higher education [5]. Ethical responsibility of teachers in the field of their duties is one of the influential dimensions in institutionalizing ethical approaches in the professional behavior of learners and teachers [6]. The results of the study that analyzed the concept of ethics in university education states that ethics in university education is formed in line with the specified obligations and its constituent structures and dimensions are: observance of behavior and manners Professional, ethics in social interactions, ethics in professional technical issues and functions, values and beliefs specific to the profession. In this conceptualization, commitment to human ethics and subject mastery and teaching skills are listed as the future of the formation of the concept of professional ethics in university education, and it is stated that its occurrence leads to public trust. Ethical influence and improvement of the learning process in students, as well as professional external control [7]. On the other hand, one of the expected actions of academic centers is to promote moral values among students in order to provide the basis for the flourishing of students' abilities and to provide the necessary platform for their comprehensive personality, emotional, behavioral and intellectual development [8]. In the religious thinking of Islam and also in the traditional culture of Iran, it has been assumed since ancient times that teachers are equipped with the highest moral standards in a society, and with this assumption, families trust teachers with all their heart and the fate of their children. They entrust themselves to them to be educated. In order not to damage this assumption, it is necessary for teachers and professors to be aware of their professional ethical duties and to comply with them so that they can properly fulfill their obligations towards scholars [9].

But how can educational ethics intervene in political development? Political development causes structural diversity, specialization, and formalization of a society and also causes lack of administrative political concentration. Political development causes the diversity of information and communication channels and even the amount of information of the rulers to increase, in which case there is no need to refer directly to the managers, and ultimately this point will eliminate the interference of politics in the bureaucracy and its independence from the political sphere to a considerable extent. Became [10]. One of the factors that affect the political development of countries is higher education policies. University and higher education has become a compact world with racial, linguistic and national diversity for international interactions. Interactions that have changed the limited vision and knowledge of the past of humans with broad perspectives and knowledge-based [11]. With the introduction of the element of knowledge as the main source and capital of universities, a new window has been opened in the administration and management of organizations [12]. Universities and higher education institutions will be more successful in responding to changing environments by creating online learning streams and developing new capabilities that allow them to perform better. Since in today's world, the university is considered one of the main institutions, therefore, neglecting the university and its missions can have harmful consequences for the society. Modern societies are full of complex issues and problems that universities can be effective in solving and preventing [13].

Therefore, considering that government policy is closely related to political development, one of the areas of connection between government and political development is to pay attention to the growth and strengthening of civil society and social forces in the light of ethics and education. Paying attention to the nature of the state and its role in political development is revealed when the government's policies are aimed at providing opportunities for the growth and development of the civil society. Education based on new knowledge, which is the result of intensive human interactions, gives a new form to cultural, social, economic and political issues. In the field of politics and international relations, political activists take new actions with a new understanding of each other. Aware of the fact that the development of knowledge resulting from educational interactions plays an important role in it, the governments start a kind of diplomacy. The role of human ethics for economic, social and cultural growth and development is an undeniable fact, and for this reason, in various development programs of the country, the issue of expanding education in order to meet the needs of the country has been given special attention. Considering this importance, the present research was formed with the aim of investigating the ethical components affecting political development in higher education.

MATERIAL AND METHODS

The current research was applied and implemented in a mixed manner. Thematic analysis method was used in the qualitative part. The statistical population was experts in the field of higher education (university faculty members who have research and executive experience in the fields of international and political relations or have authored and related articles in this regard), among whom 15 people Snowball sampling was chosen. The interview tool was semi-structured and the data was analyzed by coding method and MAXQDA software.

In the quantitative part, the method was descriptive-correlation. The research community includes experts in the field of higher education and international relations (university faculty members who have research and executive experience in the fields of international and political relations or have published related articles in this regard, and cultural advisors and experts Ministry of Foreign Affairs who have at least 5 working experiences and are familiar with political and cultural education and development issues) from among them 50 people were selected in an improbable and accessible way. The data were analyzed using structural equations and pls software.

Table 1. Factors Effective on Political Development in Higher Education

Factors / Axial Code /Sub-category	No. of Code
Educational relations at the international level	
Relationships based on respect	
Respect for nations	1
Avoid racism	2
Respect for different rituals and religions	3
Expansion of international relations	
The existence of international databases	4
The presence of foreign students	5
Existence of international agreements	6
The existence of foreign scientific members	7
Holding joint courses, seminars and workshops with foreign universities	8
Agents of moral policy	
Attention to human dignity	
Preservation of human dignity and freedom	9
Deepening moral values	10
Creating an ethical society	11
Freedom	
Criticism and free expression of views	12
Promotion of human rights	13
Providing and guaranteeing freedom	14
Participation	
A superior cultural and moral model	15
Promotion of moral virtues	16
Promoting the spirit of responsibility	17
Strengthening legality and accountability	18
Strengthening participation in political and social affairs	19
Justice	20
Meritocracy	
Subcategories and indicators of civil, scientific and social development	
Provision of fields for interaction and confrontation of thoughts, ideas and actions of people, groups and even different ideologies	21
The legal structure of institutional competition	22
Allowing elites to interfere in political decisions	23
Meritocracy versus despotism	24
The aggrandizement of the elite	25
Strengthening social discipline	26
The independence of higher education from the field of general policy	27
Attention to scientific and civil institutions	
Institutionalization or creation and strengthening of modern institutions related to the government	28
Development of different areas of social life	29
Sanitizing the social and educational environment	30
The rule of law in the field of knowledge	31
The influence of civil and scientific groups on the political system	32

RESULTS

Results of the Qualitative Section

In this section, the factors identified from the data extracted from the interviews with experts were analyzed in detail using thematic analysis and coding methods, and a total of 32 open codes and 7 central codes in 3 categories of factors of educational relations at the international level, moral policy, civil and social development were categorized. Each of these factors have been presented in Table 1.

Therefore, in the first stage, the ethical factors affecting political development in higher education were identified and extracted, then the related model was drawn using MAXQUDA software according to Figure 1.
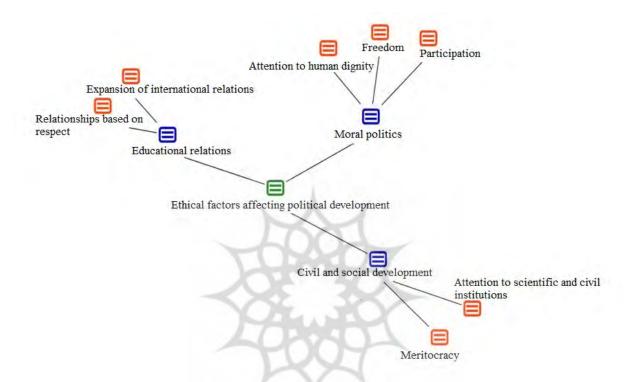

Figure 1. Model of ethical factors affecting political development in higher education

Table 2. Data normality test

Row	Variables	Kolmogorov–Smirnov	Sig.	Normal/Abnormal
1	Ethical politics	0.847	0.239	Normal
2	Civil, scientific and social development	1.337	0.053	Normal
3	Educational relations at the international level	0.948	0.329	Normal

Table 3. Path analysis of research hypotheses

Hypothesis	Factorial load	t-value	Sig.	Result
Ethical policy in higher education has an effect on political development	0.602	7.23	0.000	Accepted
Civil, scientific and social development has an effect on political development	0.71	8.49	0.000	Accepted
Educational relations at the international level have an effect on political development	0.55	6.13	0.000	Accepted

Quantitative Section

In the following, the identified factors have been investigated with a quantitative approach. First, the Kolmogorov-Smirnov test was used for the normality of the data (Table 2).

CVR index was used to validate the items and questionnaire extracted from the interview. To determine the CVR of the questionnaire, the questionnaire was given to 8 experts in this field and after

calculation, the number 0.62 was obtained, which indicated the validity of all the questions in the questionnaire.

Structural equations were used to measure research hypotheses. Table 3 shows the results of the hypothesis analysis:

According to the results presented in Table 3, all research hypotheses were confirmed and the research results showed that the research model has a suitable fit.

DISCUSSION

The purpose of this research is to explain the role of ethics on political development in higher education. For this purpose, the theoretical foundations of ethics and politics that explain the development patterns were investigated and the mechanism of the relationship between ethics and politics in the studied development patterns was explained. Based on the results obtained from the qualitative part of the research, 32 open codes and 6 central codes were identified, which were divided into 3 categories of factors, including educational relations at the international level, moral policy, civil, scientific and social development. Based on this, in the dimension of moral policy, factors such as: preserving human dignity and freedom, deepening moral values, creating an ethical society, being open to criticism and freely expressing views, promoting human rights, securing and guaranteeing freedom, a superior moral cultural model, Promoting moral virtues, promoting the spirit of responsibility, strengthening legalism and responsibility, strengthening participation in political and social affairs and justice; In the dimension of educational relations at the international level, factors such as: respect for nations, avoiding racism, respect for different rituals and religions, the existence of international databases, the presence of foreign students, the existence of international agreements, the existence of foreign academic members, holding courses, Joint seminars and workshops with foreign universities and finally, in the dimension of civil, scientific and social development, factors such as: the availability of fields for interaction and confrontation of thoughts, ideas and practices of individuals, groups and even different ideologies, the legal structure of institutional competition, the permission of elites to interfere in decisions political, meritocracy versus despotism, the exaltation of elites, strengthening of social discipline, independence of higher education from the field of general politics, institution building or the creation and strengthening of modern institutions related to the government, development of various areas of social life, healthy social and educational environment, rule of law in the field The knowledge and influence of civil and scientific groups on the political system can have an effect on political development. Some of these components have been investigated in other researches and various researches confirm the results of the present research [14-20].

Since in the research model, political development is realized through the active participation of people in various actions and civil, scientific and social settings also become meaningful in this horizon, ethics can be seen as the effort and pursuit of people's interests through participation. It is effective in different dimensions, especially in the field of education, therefore it is suggested that the category of ethics in higher education should be given special attention.

It is possible to create scientific ethics in the environment of higher education through international processes and activities, including (seminars, conferences, international scientific meetings and university sisterhood) within the framework of political and international teams. This in itself can be the beginning of extensive relations between nations in various fields, especially scientific and educational and political development.

CONCLUSION

Experts believe that the reason for the underdevelopment of some countries, despite the financial resources suitable for development, should be found in their political underdevelopment, the lack of creating suitable conditions for the participation of the elites and the people, and the existence of pervasive political tyranny and the lack of rule of law. Undoubtedly, higher education can play an important role in the political development of any society. Meanwhile, ethics is one of the most effective components in the field of higher education, which can play an important role in political development. The results of the findings show that in addition to the desire of countries to develop relations based on respect and ethical policy, factors in three areas of educational relations at the international level, ethical policy, civil, scientific and social development in higher education; Among them: relations based on respect, expansion of international relations, attention to human dignity, freedom, attracting participation, meritocracy, attention to scientific and civil institutions have an effect on political development.

Ethical Considerations

Ethical issues (such as plagiarism, conscious satisfaction, misleading, making and or forging data, publishing or sending to two places, redundancy and etc.) have been fully considered by the writers.

Conflict of Interest

The authors declare that there is no conflict of interests.

Acknowledgement

The authors of the article consider it necessary to express their gratitude and appreciation to all those who have helped us in this research.

REFERENCES

1. Gülcan NY. Discussing the importance of teaching ethics in education. Procedia Soc Behav Sci. 2019;174(12):2622-5. **doi:** 10.1016/j.sbspro.2015.01.942

2. Bullough RV. Ethical and moral matters in teaching and teacher education. Teach Teacher Educat. 2011;27(1):21-8. **doi:** 10.1016/j.tate.2010.09.007

3. Gholampour M, Pourshafei H, Farasatkhah M, Ayati M. Developing the moral codes of teachers in Islam: synthesis research based on the Roberts's model. Int J Ethics Soc. 2020;2(3):24-36. **doi:** 10.52547/ijethics.2.3.24

4. Rahimi H, Aghababaei R. An analysis of relationship between entrepreneurship components and learning organization dimensions in the University of Kashan. Higher Education Letter. 2013;6(24):53-70.

5. Aryanpour M, Mehrabi N. Obligations & strategies of professional ethic in higher education system. (In Persian). Ethic Sci Technol. 2017;11(4):17-23.

6. Ghanbarpour O, Abbāsiān H, Ārāste H, Nave Ebrāhim A. Designing the pattern of teachers' professional ethics: A mixed methods study. Educat Innovat. 2019;18(1):33-60. **doi:** 10.22034/JEI.2019.88538

7. Yazdani S, Imanipour M. Professional ethics in higher education use: and constructs. (In Persian). Tazkye. 2019;26(4):261-82.

8. Rafati S, Rezhe N, Ahmadivash T, Davati A. Moral intelligence of medical students of universities of medical sciences in Tehran. (In Persian). Quarter J Med Ethic. 2014;8(27):71-91. **doi:** 10.22037/mej.v8i27.5848

9. Imanipour M. Ethical principles in education. (In Persian). IJME. 2012;5(6):27-4.

10. Elhami AH, Jabbari Sani AA. Explanation the relationship between geographical features of political power construct and its economic development in Iran. Politic Spatial Plann. 2022;4(1):46-56. **doi:** 20.1001.1.26455145.2022.4.1.5.5

11. Rashidi M, Khanmohammadpour F, Zarei B. The role of higher education analysis in political relations between Iran and Europe Union with constructionism approach. Politic Strategic Stud. 2018;7(24):39-65. **doi:** 10.22054/qpss.2018.19824.1565

12. Ticktin M. Where ethics and politics meet. American Ethnol. 2018;33(1):33-49. **doi:** 10.1525/ae.2006.33.1.33

13. Palme U. Good examples of education for sustainable development at Chalmers: achievements and limitations. Paper presented at engineering education in sustainable development, Sweden/ Gutenberg.2012.

14. Ruedas MJ, Sánchez M, Del Moral A, Ocaña F, Giménez R, Arias-Mediano JL, et al. Internationalization strategy of the faculty of pharmacy of the university of Granada. Farma J. 2019;4(1):131.

15. Chamalnejad M, Zakeri A, Shahpari H. Analyzing the influencing factors on ethics in education. (In Persian). Psychol Stud Educat Sci. 2018;3:137-60.

16. Breugst N, Domurath A, Patzelt H, Klaukien A. Perceptions of entrepreneurial passion and employees' commitment to entrepreneurial ventures. Entrepreneurship Theory Pract. 2012;36(1):171-92. **doi:** 10.1111/j.1540-6520.2011.00491.x

17. Ghaebi M. The political economy of Iran-Turkey relations during the rule of the Justice and Development Party. (In Persian). Foreign Polic J. 2017;30(2):85-113.

18. Gouinlock J. Education, ethics, politics, and academic freedom. J Thought. 1987;22(3):16-22.

19. Wilkins S. Ethical issues in transnational higher education: the case of international branch campuses. 2015;42(8):1385-400. **doi:** 10.1080/03075079.2015.1099624

20. Cox J. The higher education environment driving academic library strategy: A political, economic, social and technological (PEST) analysis. J Academ Librarianship. 2021;47(1). **doi:** 10.1016/j.acalib.2020.102219