

DESIGN A MODEL FOR EXPLANATION OF PROFESSIONAL ETHICAL BEHAVIORS

Masoome Moghimi-Firozabad¹, Hamid Rahimian¹, Abbas Abbaspour¹, Hassan Maleki¹,

¹Department of Education, Faculty of Psychology and Education University of Allameh Tabatabaee, Tehran, Iran

ABSTRACT

The present study aimed to design a model for explanation of professional ethical behaviors among educational managers. By investigation of theoretical literature and conceptual model interview, the study is performed. Based on conceptual model components, researcher-built questionnaires are formulated. The questionnaires are performed among 320 educational managers selected by multi-stage cluster method. The data are analyzed by confirmatory factor analysis and path analysis. The findings show that macro and micro strategies have direct, positive and significant impact on improving people and environment outcomes. In addition, indirect effects of individual specialization, attitude, ethical behavior, ethical performance, organizational and individual features and environment conditions have positive and significant impact on improving people and environmental outcomes. Also, the results of this Table show that organizational, individual features and ethical behavior have direct, positive and significant impact on micro strategies. In addition, the indirect impact of individual specialization and attitude variables on micro strategies are positive and significant. Another conclusion is that environmental conditions and ethical performance have direct, positive and significant impact on macro strategies. 21% of variance of improvement of people, 16% of variance of environmental outcomes, 38% of micro strategies, 16% of macro strategies, 42% of ethical behavior and 61% of ethical performance are explained by individual specialization variables and attitude.

KEYWORDS: Ethics, professional ethics, ethical behaviors, educational manager

INTRODUCTION

One of the progress factors in work and profession in competitive environment is having the features with which the various organizations and jobs equip themselves to have high performance against their competitors (Rezayi, 2010). Thus, in analysis of organizations behavior, dealing with ethical values and ethics is one of the basic requirements. The role of ethics in performance, decisions and communications is important and today ethics is one of the major issues in management (Gobadamusi, 2004). Ethics for a manager is like an informed consultant and familiar assistant resolving the problems and management by human ethics can organize most of disorders and increase motivation. Many managers by determination, specialization, power and awareness at high level due to not observing ethical issues in management have not achieved good success and they are failed (Abbaszade, 2009). Professional ethics plays strategic role in success of organization future and has important effects on organization and we can refer to the predictability of organization and other results are achieving self-control. From theoretical aspects, professional ethics is a branch of ethics knowledge dealing with ethical obligations in a profession and its ethical issues. From operational issues, systematic definition and effective solution of ethical issues in profession can be defined. Our society has three hidden treasures in professional ethics: Ethical issues of ancient Iran, professional ethical issues in Islamic learning and professional ethics in Islamic civilization. Today, the term profession has wide range and the recognition of these three treasures shows the strategic position of professional ethics in our culture and religion. We believe ethical school of Islam has solutions for different relations of human being with self and others. This program can present the most exact solutions for the most complex ethical issues from revelation. Thus, we should attempt to fill the gap between Islamic researches in management ethics. Various verses in the Holy Quran emphasize on ethics in profession. In Hud verse (84-86), the mission of Shoaip was inviting to God and avoiding short selling. In professional ethics, observing the rights of others is the basis of professional interaction and the rights thesis of Imam Sajad explained these rights as well. There are various issues in ethics generally and leadership ethics, management and specific positions specifically in Nahjolbalaghe. The written works of Iranian civilization indicate the emphasis of Iranians on observing ethical principles in work as ethics of jobs for ancestors, ethical values of Sasanid, fair wage in Hakhmanids and professional ethics in ancient Iran. Various books have been written in Islamic civilization regarding jobs regulations as Makaseb Sheikh Ansari, Zakariaye Razi are famous examples of specific attention to professional ethics as the ethical basics of

¹Corresponding Author

this theorists are published in his philosophical theses in 1935 by Paul Kraus in different languages. Today, big organizations provide important formal programs for management of ethical behaviors and observing rules by employees but based on some reasons, these efforts are not important namely in third world countries or they didn't achieve goals. It seems that the major reason of failure of above programs is ignoring the reasons of not observing ethics by human resources in organizations (Abtahi, 2004). Despite bright historical and civilization perspective and cultural and religious legacy in the present time compared to industrial western countries and even some eastern communities, with suitable condition of their historical position far from the development of professional ethics. As it was said regarding the cultural and religious history, this country has valuable treasures in this case. The important point is that west approach to professional ethics in management sector is an instrumental approach not a goal-based approach. Professional ethics in Islamic country should be Islamic and scientific. The western people focus on ethical principles in our religious texts but our society is not aware of this scientific source. Those dealing with these issues are philosophers, academic people and social critics not managers. Thus, most of the items regarding business ethics are not consistent with the practical needs of managers (Soltani, 2003). Thus, conducting this study is a step to development of management literature in this field and helping the managers interested in having ethical performance and its main aim is designing professional ethics model of educational managers with Islamic-Iranian approach.

Theoretical background

Ethics means mood, inner nature and it is called one of the branches of practical wisdom: Ethics is the good and evil knowledge of human being for his self or a specific body . Molasadra defines ethics as: Ethics is a set of good soul attributes and it is stable attribute that a person can do the works consistent with these attributes without any thought (Rismanbaf, 2009). Ethics in Islam is defined as “ethics is a quality for human being soul emerging relevant behaviors, it means that if soul quality is good, the deeds are good and if it is bad, bad deeds are performed. Thus, ethics is divided into good and evil. This soul quality can be non-deterministic or deterministic (Mesbah, 2009). The relationship between religion and ethics is one of the great issues in religious thought. The philosophers in religion and ethics theorists regarding the relationship between religion and ethics, religion nobility or ethics, good performance of ethics by religion, originating religion form ethics or ethics from religion and other dependences and religion and ethics requirements are discussed (Khavas, 2006). Always, many people attempted to be doubtful regarding the relationship between religion and ethics and others attempted to reveal the relationship between religion and ethics. For example, one of the western authors in his work writes: The religions as trained or non-trained are created and changed in serious discussion with requirements of ethical life (Elyade, 1995). Based on the experience, as ethics is separated from religion, ethics is not updated and none of non-religious ethical schools are successful. Indeed, religion is at least necessary as a support for human ethics. According to western culture, ethics without religious is not useful (Shahid Motahari, 1996). Indeed, the most dangerous human event is ethical scandals and in this case, humanity is eliminated and this is of great importance in administrative affairs. When human being is in the relationship with others and this link is based on administrative issues, if good ethics is not established on human relations, the condition gets worse. The managers are responsible for ethical, cultural and spiritual conditions of organization. Focusing on ethical management in strategic management of human resources has very important position in success of organization. As proper appointing depends upon proper selection, top managers in management position should be obliged to good ethics and observe ethics in individual and job life (Faramaleki, 2006). In administrative ethics fulfilling, we should mostly emphasize on top managers ethics.

More than expecting the administrative-ethics behavior, top managers should reveal this issue and instead of requiring administrative ethics, they organize their behavior (Delshad Tehrani, 2010). According to Islam, acceptable management is not only coordination of forces to fulfill organizational goals and creating maximum efficiency in organizational environment and besides coordination of activities, the manager should provide the growth of people in organization (materialistic and spiritual dimension)(Mojarab and Motamedi, 2005). Educational managers besides having the responsibility of educational skills of students are responsible to their ethical training (Srik, 1988). Educational managers are society managers and should be committed to high level standards and ethical behavior more than others (Gini, 1998). Educational managers should be committed to ethics-based behavior and decisions and model the standards of honesty, respect, responsibility, trust and caring continuously for students, lecturers, employees and bigger society (Greefield, 2004). Theoretically, educational manager is a person playing a role in educational decisions and their behavior is affected by education trend directly (Alagheband, 2010). From operational aspects, it is the studied managers of schools working in selected schools of Tehran.

Research Background

Araste and Jahid (2011) in the conclusion of their study evaluated ethics in high education in four dimensions of managerial, educational, research and student and growth factors of method of using professional ethics in organization. Rajabi (2013) evaluated professional ethics of managers of male schools of Mahalat town and emphasized on ethical, managerial learning of Saadi in Bustan and Goelstan. Padash and Golparvar (2010) in a correlation study “the relationship between ethics-based leadership with internal motivation for innovation and creativity of employees” showed that ethic-based leadership led into the impact on internal motivation in innovation and then international motivation in innovation improved creativity at work place as in chain process. Castell (2014) investigated training business ethics in universities in Czech republics. Basic issues as cultural variety, various ethical approaches and ethical requirements with deep impact on international trading were discussed. Sayner and Iren (2013) in a study designed in descriptive model applied qualitative and quantitative findings and evaluated ethical rules for health care organizations from the view of innovation concept. Ebadollahi and Nejat (2010) evaluated professional ethics values in Iran :” Case study regarding Iranian teachers”.

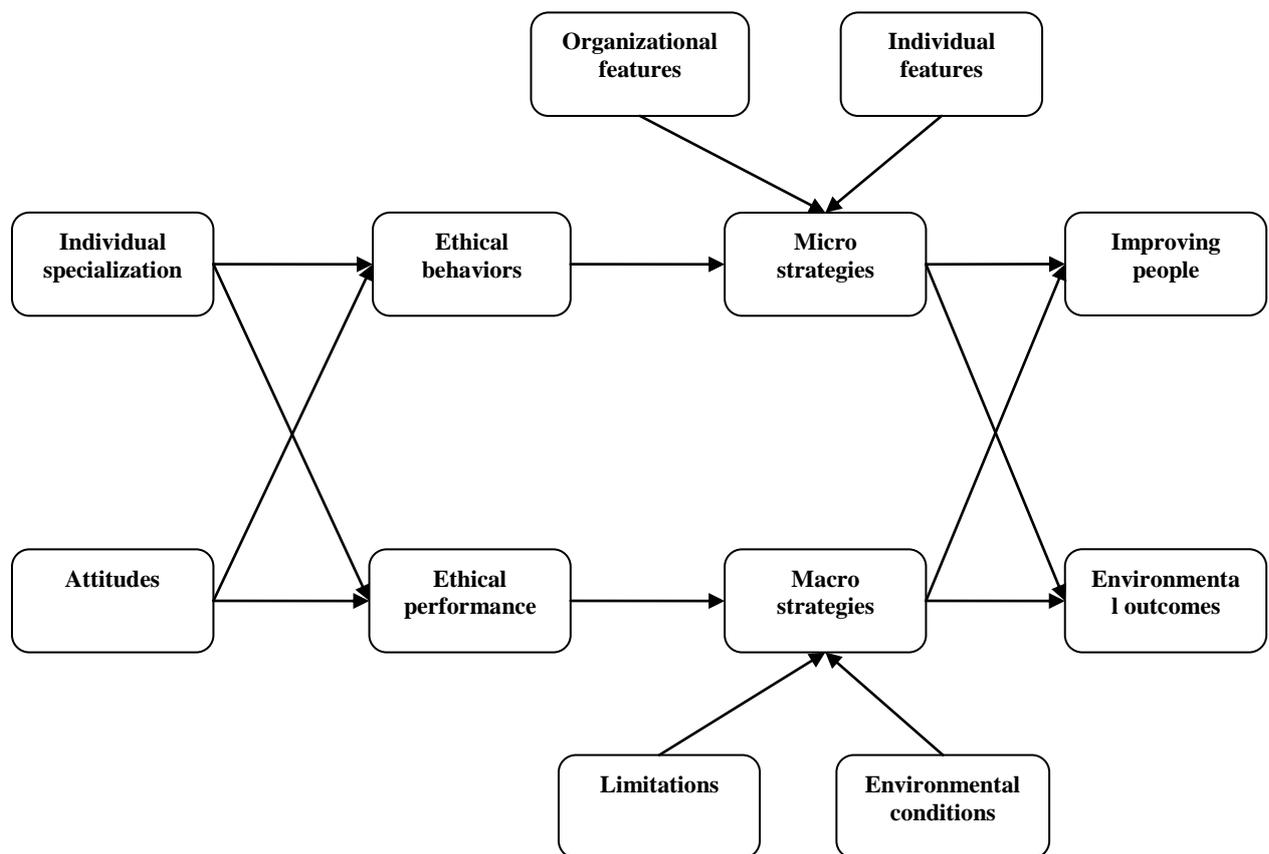


Figure 1- Conceptual model of study

The theoretical method of study was based on Weber theory and evaluated the relationship between professional ethics and individual values. Farah Abdi et al., (2014) in a study evaluated the impact of Islamic professional ethics on job performance and organizational commitment. This study attempted to detect the attitudes of an Islamic organization regarding the impact of Islamic professional ethics on job performance and organizational commitment. Trevino et al., (2014) performed a study regarding legal behaviors based on grounded theory. This study showed that the organizations responsible regarding ethical scandals by creating ethics protection help the ethics of employees and legal

behaviors. The ethics supervisor responsibility for behavioral ethics is very important and there is little information in this regard. In this study, grounded theory was used. Klimova and Semir Yaldova (2013) in a study “innovations in third year of academic level and professional ethics codes” presented the beliefs of students regarding academic innovations regarding computerization and creating new structures of professional ethics codes and implementation methods. These attitudes are achieved of the analysis of papers of students regarding this issue. Making efforts to make students interested regarding publishing papers, photos and videos are some of the professional ethical issues regarding temporary employment computerization.

The conceptual model

To formulate conceptual model of study, initial study of theoretical basics of study in professional ethics and main concepts of ethics, Islamic and professional ethics are investigated. This section evaluated the concepts and items associated to professional ethics and Islamic approach to professional ethics. In this stage, local and international review of literature was investigated. In stage to stage identification of components and model design (qualitative study), based on findings of first stage of study, the questions of interviews were formulated. Deep interview were made with educational system experts with information in professional ethics field. The selection of samples was progressed to theoretical saturation stage. The qualitative data analysis was performed by open coding, axial coding, selective coding and determination of core-based issue. Finally, the extraction of conceptual model, extraction model of data-based theory method was formulated. Figure 1 shows conceptual model of study based on extracted component of interviews text. Each of components is in the final model and the relations between them are defined. In this model, individual specialization and attitudes, causal conditions, ethical behaviors and ethical performance of main items, individual features and organizational features, background conditions, macro and micro strategies are considered as strategies, limitations and environmental conditions of intervening conditions, improving people and environmental outcome are considered as outcomes.

MATERIALS AND METHODS

Statistical sampling

The study population of present study is all managers of elementary, guidance and high school managers of Tehran city. According to the statistics in Tehran city, 3753 managers work in primary, guidance and high schools of Tehran city. To estimate the number of samples in the present study, Cochran’s formula is used. The sampling method in this study is multi-stage clustering method. Tehran city is divided into five regions of North, South, East, center and west and of each region, 32 female and 32 male schools are selected randomly and all managers of these schools are considered as sample. The study measures are distributed among 320 educational managers and 316 questionnaires are returned, of which 3 questionnaires are eliminated due to incomplete data and the rest is analyzed.

Research Questioner

To evaluate data-based model variables, a researcher-built questionnaire is used. This questionnaire consists of 13 components, 25 subcomponents and 119 items. Regarding the validity or reliability of questionnaire, content validity is used. At first, we should support the content validity of questionnaire by experts. Cronbach’s alpha is used to determine reliability. The findings show that the obtained alphas are acceptable and this questionnaire has good reliability.

RESULTS

Findings

This section presents descriptive statistics and Tables of sample features. In terms of gender, 66.6% of respondents are men and 33.3% are women. In terms of age, the majority of respondents with 38% are at age group 30 to 40 years old and the lowest number with 2% in age group less than 30 years. About 33 percent of them were ranging 40-50 years and 19% were above 50 years. In terms of education, the majority of respondents with 66.6% had MA and lowest number with 33.3% had PhD. In terms of work experience, the majority of respondents with 47.5% had work experience 10-20 years and lowest number with 24% with work experience above 20 years and 28.5% had work experience less than 10 years and based on the investigation, the majority of respondents are in state schools. Table 1 shows the indices of descriptive statistics for the studies ample as mean, standard deviation for the studied variables.

Table 1- Descriptive indices of study variables

Variables	Mean	SD
Individual specialization	43.19	8.02
Attitudes	23.04	5.30
Ethical behaviors	68.89	9.08
Ethical performance	42.84	5.34
Micro strategies	37.10	4.71
Macro strategies	15.86	2.73
Individual features	84.22	13.68
Organizational features	11.30	2.48
Limitations	18.42	2.77
Environmental conditions	26.56	5.21
Improving people	25.34	4.03
Environmental outcomes	21.81	5.05

Correlation coefficient between the variables

After determining validity of measures, the identification of the relationship of these variables is the next step to enter path analysis. To identify the relationship between present variables, Pearson correlation coefficient is used and the results are shown in Table 2.

Table 2- Correlation matrix of study constructs

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1-Individual specialization	1											
2-Attitudes	0.54**	1										
3-Ethical behaviors	0.58**	0.44**	1									
4-Ethical performance	0.60**	0.63**	0.69**	1								
5-Micro strategies	0.35**	0.27**	0.37**	0.39**	1							
6-Macro strategies	0.27**	0.22**	0.34**	0.32**	0.31**	1						
7-Individual features	0.57**	0.37**	0.62**	0.65**	0.46**	0.35**	1					
8-Organizational features	0.46**	0.32**	0.58**	0.56**	0.27**	0.26**	0.53**	1				
9-Limitations	0.19**	0.18**	0.19**	0.32**	0.15**	0.07	0.18**	0.21**	1			
10-Environmental conditions	0.51**	0.35**	0.67**	0.66**	0.47**	0.22**	0.58**	0.60**	0.24**	1		
11-Improving people	0.22**	0.17**	0.30**	0.34**	0.37**	0.27**	0.40**	0.27**	0.11*	0.30**	1	
12-Environmental outcomes	0.45**	0.31**	0.68**	0.47**	0.30**	0.26**	0.55**	0.41**	0.09	0.55**	**	1

* p < 0.05 ** p < 0.01

The results of Table 2 show that correlation coefficient of limitations with macro strategies and environmental outcomes are not significant. Correlation coefficient of limitations by improving people at level 0.05 is significant. Correlation coefficient between other variables is positive and significant at level p<0.01 . Later, we investigate the relationship between variables in path analysis model framework. Figure 2 shows the test model of main hypothesis of study with standardized values on each of paths. The findings show that except path coefficient of limitations to macro strategy as not significant, the rest of path coefficients are positive and significant at level 0.01.

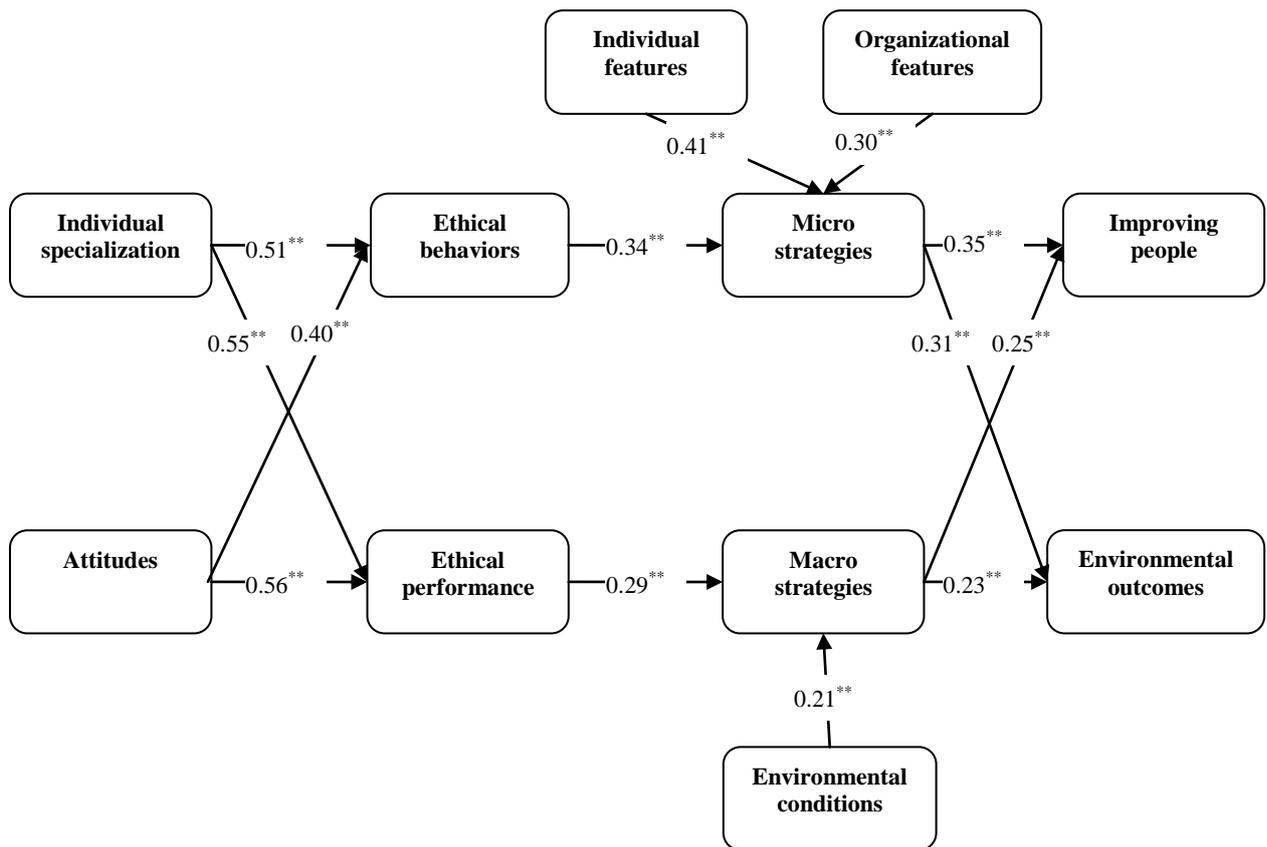


Figure 2- Tested model by LISREL software

Figure 3 shows the study model by eliminating the limitations path to macro strategy not significant and it was tested again and Figure 4 shows t coefficients of tested model of study.

Table 3- The results of tested model

Paths	Direct effect	Indirect effect	Total effect	Explained variance
On improving people from				
Individual specialization	-	**0.10	**0.10	21%
Attitudes	-	**0.09	**0.09	
Ethical behaviors	-	**0.12	**0.12	
Ethical performance	-	*0.08	*0.08	
Micro strategies	**0.36	-	**0.36	
Macro strategies	**0.25	-	**0.25	
Individual features	-	**0.15	**0.15	
Organizational features	-	**0.11	**0.11	
Limitations	-	-	-	
Environmental conditions	-	*0.06	*0.06	
On environmental outcome from				
Individual specialization	-	**0.09	**0.09	16%
Attitudes	-	*0.08	*0.08	
Ethical behaviors	-	**0.10	**0.10	
Ethical performance	-	*0.08	*0.08	
Micro strategies	**0.31	-	**0.31	
Macro strategies	**0.24	-	**0.24	
Individual features	-	**0.13	**0.13	
Organizational features	-	**0.10	**0.10	
Limitations	-	-	-	
Environmental conditions	-	*0.06	*0.06	
On micro strategies from				
Individual specialization	-	**0.17	**0.17	38%
Attitudes	-	**0.13	**0.13	
Ethical behaviors	**0.33	-	**0.33	

Paths	Direct effect	Indirect effect	Total effect	Explained variance
Individual features	**0.41	-	**0.41	16%
Organizational features	**0.32	-	**0.32	
On macro strategies from				
Individual specialization	-	**0.17	**0.17	
Attitudes	-	**0.18	**0.18	42%
Ethical performance	**0.32	-	**0.32	
Environmental conditions	**0.24	-	**0.24	
On ethical behavior from				
Individual specialization	**0.51	-	**0.51	61%
Attitudes	**0.40	-	**0.40	
On ethical performance from				
Individual specialization	**0.54	-	**0.54	
Attitudes	**0.57	-	**0.57	

** p < 0.01, * p < 0.05

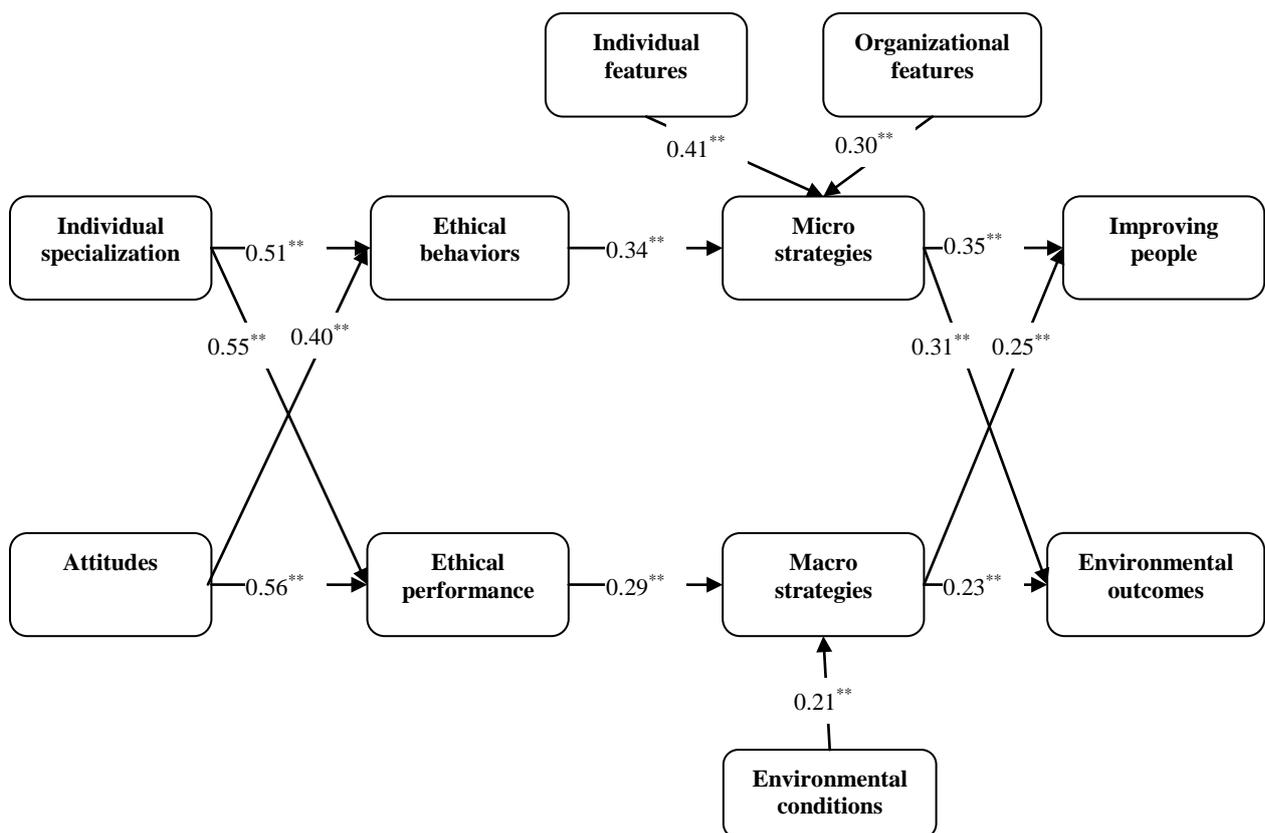


Figure 3- The tested model of study after eliminating limitations path to macro strategy

t coefficients above ± 1.96 to ± 2.58 are significant at the level 0.05 and t coefficients above ± 2.58 are significant at the level 0.01. The t coefficients of all paths are above 2.58 and it shows that all paths are significant at level 0.01. In addition, the direction of all t-coefficients is positive in all paths and it indicates positive and significant impact. Table 3 shows the results of tested model. The results of Table 3 show that micro and macro strategies have positive, significant and direct impact on improving people and environmental outcomes. In addition, indirect effects of individual specialization, attitude, ethical behavior, ethical performance, organizational and individual features and environment conditions on improving people and environment outcomes is positive and significant. The results of this Table showed that organizational and individual features and ethical behavior had direct, positive and significant impact on micro strategies. In addition, the indirect impact of individual specialization and attitude on micro strategies is positive and significant. Another result is that environmental conditions and ethical performance had positive, significant and direct

impact on macro strategies. In addition, the indirect impact of individual specialization and attitude variables on macro strategies is positive and significant. The direct impact of specialization and attitude on ethical behavior and ethical performance is positive and significant. As shown in Table 3, 21% of variance of improving people, 16% of environmental outcomes variance, 38% of micro strategies, 16% of macro strategies, 42% of ethical behavior and 61% of ethical performance are explained by individual specialization and attitude variables.

Fitness indices for tested model in Table 4 show that RMSEA indices in the estimated model with 0.054 has good level and other fitness indices as CFI, GFIT, NFI, NNFI, AGFI with 0.99, 0.96, 0.98, 0.99, 0.92 are at good level and the goodness of fitness shows that the data of this study have good fitness with factor structure of this model.

Table 4- Fitness features of fitted model

x/df	RMSEA	CFI	GFI	NNFI	NFI	AGFI
2.10	0.054	0.99	0.96	0.99	0.98	0.92

DISCUSSION AND CONCLUSION

First hypothesis: One's specialization in ethical issues is effective on ethical performance. The results of path analysis showed that impact coefficient of individual specialization on ethical performance was 0.54 and this impact coefficient was significant at alpha level 0.01. Second hypothesis: Individual specialization is effective on ethical behavior. The results of path analysis regarding the above hypothesis showed that impact coefficient of individual specialization on ethical behavior were 0.51. This coefficient was positive and significant at the level 0.01. Third hypothesis: Attitude was effective on ethical performance. The findings of this hypothesis showed that the impact coefficient of attitude on ethical behavior was 57% and this impact coefficient was significant at the level 0.01. Thus, attitude is effective on ethical performance. Fourth hypothesis: Attitude is effective on ethical behavior. The results of path analysis regarding the above hypothesis showed that impact coefficient of attitude on ethical behavior was 0.40 and this coefficient was positive and significant at level 0.01. This finding shows that the commitment to ethical values and organizational values leads to ethical behavior in managers. Fifth hypothesis: Ethical behavior is effective on micro strategies. The path analysis results regarding the above hypothesis show that impact coefficient of ethical behavior on micro strategies is 0.33 and this coefficient is positive and significant at level 0.01. This finding shows that human relations, service and responsibility have positive impact on educational and research strategies and legal strategies. Sixth hypothesis: Ethical performance has effect on macro strategy. The results of path analysis regarding the above hypothesis show the impact coefficient of ethical performance on macro strategies (0.32) and this coefficient is positive and significant at the level 0.01. This finding shows that ethical decision making and justice are effective on macro strategies. Seventh hypothesis: Individual features are effective on micro strategies. The path analysis results regarding the above hypothesis show that impact coefficient of individual features on micro strategies is 0.41. This coefficient is positive and significant at the level 0.01. This finding emphasizes on the role of religious, individual ethical values, patience and psychological features on micro strategies in organization. Eighth hypothesis: Organizational features are effective on micro strategies. The path analysis results regarding the above hypothesis show that impact coefficient of organizational features on micro strategies is 0.32 and this coefficient is positive and significant at the level 0.01. This finding shows that ethical organizational culture is effective on micro strategies. Ninth hypothesis: Environmental conditions are effective on macro strategies. The findings of this hypothesis show that impact coefficient of environmental conditions on macro strategies is 0.24 and this impact coefficient is significant at alpha level 0.01. Thus, environmental conditions are effective on macro strategies. Tenth hypothesis: Micro strategies are effective on improving people. The path analysis results regarding the above hypothesis show that impact coefficient of micro strategies on improving people is 0.36 and this coefficient is positive and significant at level 0.01.

This finding shows that educational and research strategies and legal strategies are effective on growth of ethical attributes and behavioral improvement. Eleventh hypothesis: Micro strategies are effective on environmental outcomes. The results of path analysis regarding the above hypothesis show that impact coefficient of micro strategies on environmental outcomes is 0.31 and this coefficient is positive and significant at the level 0.01. This finding emphasizes the role of micro organizational strategies on environmental outcomes. Twelfth hypothesis: Macro strategies are effective on improving people. The path analysis results regarding the above hypothesis show that impact coefficient of macro strategies on improving people is 0.25 and this coefficient is positive and significant at level 0.01. This finding emphasizes on the role of organizational strategies on improving ethical attributes and behavioral improving. The environment of current organizations is a strategic environment as it is full of change, dynamics,

ambiguity and uncertainty requiring strategic responses. Thirteenth hypothesis: Macro strategies are effective on environmental outcomes. The results of path analysis regarding the above hypothesis showed that impact coefficient of macro strategies on environmental outcomes is 0.24 and this coefficient is positive and significant at level 0.01. Fourteenth hypothesis: The limitations are effective on macro strategy. The path analysis results regarding the above hypothesis showed that impact coefficient of limitation in macro strategy is not significant and this path is eliminated of analysis and modified model is re-tested. We can say individual problems of managers as job dissatisfaction, lack of work conscience and their managerial problems as using confidential information of organization for individual benefits, lack of considering individual differences and abilities and role conflict and personality had no significant impact on using macro strategies by managers consistent with tendency of educational managers for professional ethics.

Managerial Implications

It is proposed to implement professional ethics model in a study among educational managers of an educational organization and its implementation problems can be investigated. It is proposed that in a study investigate the need assessment of training based on designed model and required educational content is formulated to improve professional ethics of educational managers. It is proposed to design professional ethics model among the managers and compare the formulated model with the present study model. It is proposed to design professional ethics model at national level for educational managers. It is proposed to apply the criteria of this model as evaluation of professional ethics of educational managers in Tehran city and sample managers are introduced based on these criteria to educational community. The investigation of cultural and religious differences in professional ethic criteria among cultural tribes and other religious minorities in Iran can be used for further studies.

The present study is performed among the managers of schools and for further studies, it is proposed to formulate professional ethics model among industrial and service managers. The investigation of organizational, environmental and job barriers in tendency of managers of schools to professional ethics can be used in further studies.

REFERENCES

- Abdi M., Nor, M. and Radzi M. (2014).** The Impact of Islamic Work Ethics on Job Performance and Organizational Commitment. hotel istana, Kuala Lumpur; Malaysia.
- Abtahi S. H. (2004).** Management of human resources. Tehran. Research and training institution of management.
- Alagheband A (2010).** Theoretical basics and educational management principles. Tehran: Ravan edition.
- Anabestani M. and Saeedikia M (2014).** Professional ethics. Tehran: Aha publications. Rezayi. 2010.
- Araste H. and Jahed H. (2011).** Observing ethics in Universities and high education centers. A choice to improve behaviors. *J. Sci.* 2(5).102-114.
- Delavar A. and Kushki S (2013).** Mixed research method. Agah publications. Tehran. Second edition.
- Ebadollahi Chanzanagh H. and Nejat J. (2010).** Values and work ethic in Iran: a case study on Iranian teachers. *Pro-Social and Behav Sci.* 5(2). 1521-1526.
- Faramarz G, A (2007).** The definition of trust and its dimensions in profession. The papers of professional ethics in Iranian civilization and Islam. *Cu and so studies re center.* 42(9). 1145-1161.
- Gbadamosi G. (2004).** Academic ethics: what has morality, culture and administration got to do with its measurement?. *J. Manage de.* 42(9): 1145-1161 .
- Greenfield, w.D. (2004).** Moral leadership in schools. *J. Edu. Administration.* 42(2).
- Kastel, J (2014).** Business Ethics for students of Management, social and Behavioral. *J. Mange.* 109(2). 875-879.
- Khavas A, Hosseini, Q., Akbar, D., Ahmad, S., Ahmad ,H (2006).** Pakpour, Ali. Ethics philosophy with emphasis on educational issues. Qom. Training office.
- Mesbah, M (2009).** Ethics philosophy. Eights edition. Qom. Educational and research institution publications of Imam Khomeini
- Mojarab Mohammad, A., Motamedi, F (2005).** The papers of the first international congress of Islamic Azad University.
- Soltani M (2003).** The evaluation of professional ethics of managers in schools with emphasis on ethical and managerial training of Saadi in Bustan and Golestan. . *Tadbir j.* 132. 123-142.
- Treviño L. K., Weaver, G. R. and Reynolds S. J. (2006).** Behavioral ethics in organizations: A review. *J. Manag,* 32(6): 951-990.