

Identification of the Constructive Factors of Professional Ethics in the Curriculum Planners from the Viewpoints of Professors in the Field of Educational Sciences

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Abstract

The present study aims to identify the components of professional ethics in the field of curriculum planning. Factors affecting professional ethics in the curriculum planners are investigated from the viewpoints of professors in the field of educational sciences so that the results can be used as the executive suggestions for the decision-makers in this regard. This study is an applied research in terms of aim, quantitative in terms of the data type, and a descriptive survey research in terms of the method. The statistical population of the study included all male and female faculty members in the field of educational sciences at Azad Universities of Tehran (including the Science and Research Branch of Tehran, Northern Tehran, Southern Tehran, and Islam Shahr Branches) (n=150). The sampling method included the randomized cluster sampling method in which 108 individuals were selected using the Morgan Table. The data collection method included a library and field design using a researcher-made questionnaire. Cronbach's alpha was applied to measure the reliability of the questionnaire; several experts were consulted to determine the validity of the questionnaire and face and content validity of the questionnaire was confirmed. The data were analyzed using the descriptive and inferential statistics. The results indicated that the share of the first five factors (i.e., commitment and accountability, affiliation and human relations, evolution and human traits, expertise and knowledge-based orientation, and interest in modification and development) is more significant in the variance of all variables compared to the share of other components. The contribution of these five identified factors was determined using the Friedman test as 3.16 (evolution and human traits), 3 (interest in modification and development), 2.97 (expertise and knowledge-based orientation), 2.94 (affiliation and human relations), and 2.78 (commitment and accountability), respectively.

Keywords: Professional Ethics, Curriculum Planners, Professors of Educational Sciences.

Introduction

When it comes to ethics, a value judgment is formed in the minds of individuals based on the rightness or wrongness. Ethics is one of the three important pillars in Islam (beliefs, rules, and ethics); the first step in teaching is the belief in origin; in the shadow of belief in God, eternal morality is achieved; the heart faith drives the will and promotes behavior. We humans perform various behavior and actions; we attribute some of these behavior to ourselves and accept their responsibilities and consequences; their beneficial effects please us and we are unhappy, shameful, and regretful of their harmful effects. Happiness and unhappiness, regret and shame, admiration and condemnation, praise and blame all indicate that we make decision by ourselves and act on our own responsibility. This accountability and ethical behavior is considered as one of the most important differences between human beings and other creatures (Qaramaleki, 2009, p. 31). The presence of moral principles is essential in human life and it is generally impossible to imagine the world without ethics. Employed people spend most part of their life in the workplace. Obviously, as ethical observance is important in the personal life, it is also of great importance in the political, social, and economic life. The question here is that what does it mean by the ethical observance in different professions? To answer this question, it is necessary to identify the right holders and their corresponding duties in each profession so that to identify the ethical codes in each profession and examine the ethical conduct on the basis of these codes in that profession. Due to the differences of right holders and their corresponding duties in different professions, ethical codes would also be different in different professions. For instance, right holders and their corresponding duties differ in the two medical and engineering professions; so ethics in the medical field is different from ethics in engineering field. Therefore, a single version of ethics cannot be presented for all professions. Professional ethics is a branch of applied ethics which addresses ethical issues in a profession. Professionals have two expectations from ethical codes; systematic expression of the ethical responsibilities in each profession and precise diagnosis of ethical issues in that profession. Professional ethics include a wide range considering the diversity of professions, including medical ethics, educational ethics, research ethics, etc. Ethics is the guarantor of law enforcement. In Islam, belief in God and resurrection, and good morals are the guarantee of law enforcement (Qaramaleki, 2004, p. 9).

The concept of professional ethics or work ethics is almost a new concept. Different definitions of professional ethics have been presented:

Professional ethics is the commitment of the mental, physical, and psychological energy of an individual or group to a collective idea in order to obtain the power and inner talent of a group and individual for the growth and development in any way (Crozier, 2009, p. 46).

Professional ethics is one of the new branches of ethics seeking to answer the ethical issues of various professions, and it includes certain principles (Hartog & Winstanley, 2008, p 6).

Professional ethics, as a branch of ethics, examines the ethical responsibilities in a profession and its ethical issues, and regarding the definition of a profession, it is considered as a certain activity leading individuals to a designated position along with the certain ethics (Qaramelaki, 2009, p. 31).

Over the past two decades, the standards strategy has been widely used in the educational reform programs of English speaking countries; in this regard, various international associations and assemblies have been established over the past decade, including the two institutions of the Staff and Educational Development Association and the Institute for Learning and Teaching in the UK; the Higher Education Research and Development Society in Australia; and the *Society for Teaching and Learning in Higher Education* in Canada. All of these institutions have sought to assist in improving the quality of educational activities and related standards through the formulation of some assertions and principles. Indeed, the purpose of the presentation of such standards in academic education is not to provide a set of consistent rules and regulations that can be used automatically in all situations, or they don't aim to oppose the concept of academic freedom in the university centers, but the aim is to identify ways in which academic freedom can be practiced in a more responsible manner. Hence, according to the *Society for Teaching and Learning in the Higher Education* of Canada, the code of principles and ethical standards for the professional ethics in

academic education is considered to be thought-provoking and not necessarily as the final product (Sosik, Chun & Zhu, 2014, p. 111).

Educational management and school management are responsible for identifying education policies of the government and public and private goals and they must behave appropriately not only in the laws and policies, but also in their ethical roles emphasizing global and universal values. Education is the foundation stone of every society. Categories such as social justice, liberty, equal opportunities, and individual rights can only be realized through the proper planning of education (Mirkamali, 2003, P. 61).

Curriculum planning is a new discipline and it has a special place as a branch of education. Conceptually, curriculum planning refers to a process in which a curriculum is achieved. The term "curriculum" means a field of contest or an amount of distance people have to go to achieve the desired goal. (Fathi Vajargah, 2014, p. 55). Curriculum planning involves organizing a series of teaching and learning activities to make desired changes in the learner behavior and assess the extent to which these changes are realized. (Mirkamali, 2003, p. 64).

From the viewpoint of experts, the concept of occupation is different from profession. Occupation is a useful, part-time or full-time job having rewards, profits, and earnings, but profession is the superior position of an occupation (Qaramaleki, 2004, p. 3). For instance, for the employment of teachers in some school, only the university degree and experience level of individuals are considered; this is while some other features like the critical thinking, commitment to work, skill and ability should also be considered and lack of paying attention to these criteria would reduce the position of teaching profession of to an occupation.

Based on the above-mentioned contents, the presence of specialist planners are not enough in the field of education, but an efficient education system requires professional planners who use the knowledge and skills of planning in the framework of moral responsibility and respect for the mutual rights of the beneficiaries with the goal of educational effectiveness. In this study, a researcher-made questionnaire is designed to identify the constructive factors of professional ethics in the curriculum planners based on the opinions of curriculum experts and professors of educational sciences. Through the identification of constructive factors of professional ethics in the curriculum planners, it is hoped that the obtained results improve the curriculum development process and this would increase the quality of education in Iran.

Azizi Nejad (2015), in a research entitled the importance and role of professional ethics in teaching process, stated that given that ethics is an integral part of human life and that the observance of educational ethics is the guarantee of the health of teaching-learning process, increasing the commitment of teachers to students; this has led the research to focus on the importance of professional ethics for teachers and the definition of professional ethics and its concept in this regard. This study then examined the codes and ethics of professional ethics in teaching and investigated previous studies on this subject and the opinions of experts in this regard. Through examining previous studies in this field, it can be concluded that an increase in the moral commitment of teachers can lead to a quiet environment in the class, school, and society and provide effective teaching.

In another study, Farzaneh (2014) studied the components of professional ethics in faculty members. The results indicated that the relationship of professors with the students, university, and community is of great importance. Fathi and Ababaf (2013) in a study entitled curriculum literacy of university lecturers from the viewpoints of curriculum instructors showed that the interviewed instructors did not have the same idea about the curriculum planning. The findings showed that curriculum is regarded in the three categories of as a document, as a map and action guide, and as a process. The professional components of curriculum literacy in the three views include the main components of basic knowledge, knowledge of curriculum principles, and knowledge of policies in higher education curriculum, with the difference that in the view of curriculum as a document, the three main components of curriculum knowledge are within the range of education. In addition, the scope of professional components related to each of the main components of curriculum knowledge was not the same in the three viewpoints. Babasafari and et al. (2013) investigated the professional ethics of faculty members of Shiraz University from the perspective of graduate students. The results indicated that (1) there is a significant difference between all dimensions of professional ethics

of faculty members except the dimension of human and organizational relations; (2) There is no significant difference between the viewpoints of male and female students, and between the viewpoints of students from the Faculties of Humanities and Basic Sciences on the five dimensions of professional ethics. Farmahini Farahani and et al. (2013) investigated the components of professional ethics of education and their prioritization in the faculty members. The most important component identified in this study was the responsibility of professors to the correct education of students.

In a study, Schultz and Tran (2015) examined the relationship between the professional ethics and intellectual capital. The findings reported a positive and significant relationship between the professional ethics and intellectual capital. Chun and et al. (2013) sought to investigate the effect of corporate ethics on the corporate financial performance. The findings showed that corporate ethics has a significant effect on the corporate financial performance through the moderator variables of the organizational collective commitment and the organizational citizenship behavior, and an increase in the level of corporate ethics increases the corporate financial performance. Sosik, Chun and Zhu (2014) investigated the moderating role of *narcissistic leadership* in the relationship between the leader's attractiveness and the psychological empowerment of followers and their moral identity; the results indicated that followers feel empowered and find a moral identity if they perceive the leadership charm based on the constructive narcissism rather than the destructive narcissism. In an effort to present a conceptual framework of an organization and business ethics, Swenson and Wood (2011) provided a framework for developing and refining ethical relationships in organizations, bringing about collaboration and unity in the organizations. Hence, the implementation of the proposed framework would lead to an improvement in the organizational structures and processes, leading to the increased capabilities and improved performance.

Table 1. Models of Professional Ethics

No.	Researcher	Title of the Study	Dimensions	Components
1	Brown, Treviño (2006)	Ethical leadership: A review and future directions	- Situational factors - Individual characteristic and traits	- Role modeling - Ethical context - Agreeableness - Conscientiousness - Neuroticism - Machiavellianism - Moral reasoning - Locus of control Moderating variables: (need for power inhibition, moral utilization)
2	Wooten (2001)	Ethical dilemmas in human resource management: An application of a multidimensional framework, a unifying taxonomy, and applicable codes	-Organizational ethics -Individual ethics -Professional ethics	- Economic climate - Social trends - Demographic trends - Law and regulations (recruitment and selection, employee training and job placement, employee relations, benefits and compensation, safety and health, specialization of services and activities, organizational development, human resources management, executive management)
3	Alhawari, Talet (2011)	Ethical decision-making model in cyberspace	- Ethical behavior - Ethical judgment	- Justice - Dutifulness - Relativity - Selfishness - Profitability
4	Kermani (2018)	Moral-oriented management model based on the concepts of <i>Makarim al-Akblaq</i>	- Responsiveness - Perfectionism - Forbearance - Ability - wise	- Justice and fairness - good humor - Truthfulness - Grace - Pure intention - Ignorance (of others faults) - Generosity - Gratitude

Considering the above-mentioned contents, the main question of the present study is that what are the constructive factors of professional ethics in curriculum planning from the point of view of the professors of educational sciences?

This study is an applied research. It is quantitative in terms of the data type, and a descriptive survey research in terms of the method and design. The statistical population of the study included all male and female professors (n=150) in the field of educational sciences at Azad Universities of Tehran (including the Science and Research Branch of Tehran, Northern Tehran, Southern Tehran, and Islam Shahr Branches). The sampling method of the study included the randomized cluster sampling method in which 108 individuals were selected using the Morgan Table. The data collection tool was a researcher-made questionnaire. To confirm the validity of the questionnaire, several experts, advisors and supervisors were consulted and then it was approved. Cronbach's alpha was applied to measure the reliability of the questionnaire. Exploratory factor analysis, Friedman, T single-group, and variance analysis were used to analyze the data. Result and Discussion

Table 2. K-S Test Results

Components	K-S	Sig
commitment and accountability	.067	.200
affiliation and human relations	.100	.100
evolution and human traits	.125	.104
expertise and knowledge-based orientation	.086	.066
interest in modification and development	.122	.101

As shown in Table 2, the significance level obtained in all components is greater than 0.05 and, with 95% of confidence level, it can be stated that the research data follow the normality feature and parametric tests should be used for the data analysis.

* What are the ethical determinants of professional ethics in curriculum planners?

Table 3. KMO and Bartlett's Test Results

Bartlett	KMO	.725
	Chi-square	5645
	Degrees of freedom	1378
	Significance level	.000

Based on the data in Table 3, the KMO value is 0.725 and the significance level of Bartlett test is 0.000 (less than 0.05), indicating that the data are suitable for the implementation of factor analysis.

Table 4. The Results of Primary and Extracted Components

Items	Primary Components	Extracted Components	Items	Primary Components	Extracted Components
Q1	1	.416	Q28	1	.579
Q2	1	.486	Q29	1	.696
Q3	1	.538	Q30	1	.571
Q4	1	.615	Q31	1	.469
Q5	1	.513	Q32	1	.544
Q6	1	.544	Q33	1	.575
Q7	1	.439	Q34	1	.665
Q8	1	.463	Q35	1	.696
Q9	1	.471	Q36	1	.639
Q10	1	.432	Q37	1	.693
Q11	1	.554	Q38	1	.712
Q12	1	.474	Q39	1	.599
Q13	1	.707	Q40	1	.739
Q14	1	.507	Q41	1	.630
Q15	1	.498	Q42	1	.721
Q16	1	.426	Q43	1	.449

Q17	1	.509	Q44	1	.450
Q18	1	.620	Q45	1	.672
Q19	1	.451	Q46	1	.620
Q20	1	.419	Q47	1	.633
Q21	1	.489	Q48	1	.690
Q22	1	.433	Q49	1	.690
Q23	1	.593	Q50	1	.737
Q24	1	.640	Q51	1	.673
Q25	1	.753	Q52	1	.757
Q26	1	.595	Q53	1	.407
Q27	1	.753			

Based on the data presented in Table 4, showing the results of the primary and extracted components, all factor loadings are greater than 0.4 and there is no need to remove any items; therefore, this assumption is also confirmed and shows that the data are appropriate for factor analysis.

Table 5. The Values of Equity, Variance Percentage and Cumulative Variance Percentage of the Five Factors

Factor	After Varimax Rotation		
	Equity	Variance Percentage	Cumulative Percentage
1st	7.77	14.67	14.67
2nd	6.88	12.99	27.66
3rd	5.79	10.93	38.59
4th	4.73	8.92	47.52
5th	4.35	8.22	55.74

According to Table 5, the results of factor analysis of the responses of 108 studied sample of the study revealed that five factors, as the constructors of professional ethics in curriculum planners, explain 55.74% of the total variance determined by these five factors.

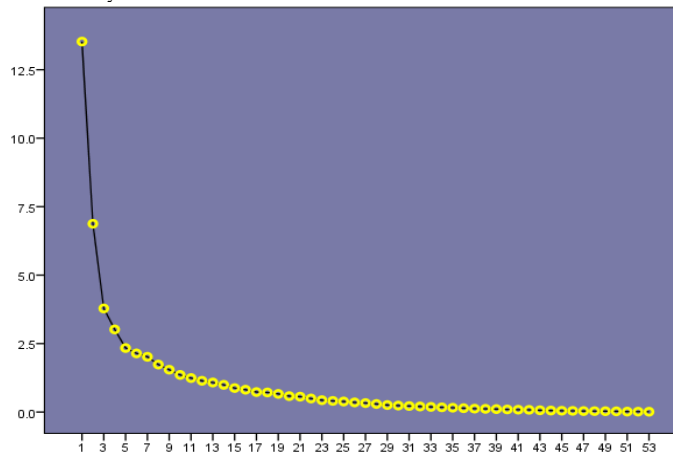


Diagram 1: The Scree Plot (Slope, Equity Values) for the 53-Item Series

As diagram 1 shows, the share of the first five factors is distinct and more significant in the variance of all variables than the share of other factors.

Table 6. Factor Loadings After the Rotation of Factors and the Share of Each of Them

Factor					Item	Factor					Item
fifth	fourth	third	second	First		fifth	fourth	third	second	First	
			.449		Q44					.527	Q1
		.687			Q5					.647	Q2
		.644			Q18					.693	Q3
		.578			Q19					.531	Q4
		.519			Q20					.669	Q6
		.447			Q21					.444	Q7
		.475			Q22					.612	Q30
		.658			Q25					.495	Q31
		.670			Q26					.695	Q32

.776	Q27	.718	Q33
.813	Q42	.779	Q34
.404	Q43	.801	Q35
.750	Q49	.836	Q38
.526	Q16	.752	Q39
.630	Q17	.816	Q40
.802	Q45	.767	Q41
.755	Q46	.470	Q8
.749	Q50	.545	Q9
.748	Q51	.576	Q10
.593	Q13	.548	Q11
.490	Q14	.524	Q12
.585	Q15	.509	Q23
.669	Q47	.770	Q24
.729	Q48	.589	Q28
.751	Q52	.587	Q29
.497	Q53	.789	Q36
		.830	Q37

As shown in Table 6, five factors are identified as the constructors of professional ethics in curriculum planners, and the rate of total effect of these dimensions is 55.74%. The name of each of these extracted factors is as follows:

1. The first factor is called “commitment and accountability”. This factor explains 14.67% of the total variance and includes 16 items. In this factor, the highest factor weight belongs to item number 38 with a weight of 0.836 and the lowest factor weight to item number 7 with a of weight 0.444.
2. The second factor is called “affiliation and human relations”. This factor explains 12.99% of the total variance and includes 12 items. In this factor, the highest factor weight belongs to item number 37 with a weight of 0.830 and the lowest factor weight to item number 44 with a weight of 0.449.
3. The third factor is called “evolution and human traits”. This factor explains 10.93% of the total variance and includes 12 items. In this factor, the highest factor weight belongs to item number 42 with a weight of 0.813 and the lowest factor weight to item number 43 with a weight of 0.404.
4. The fourth factor is called “expertise and knowledge-based orientation”. This factor explains the 8.92% of the total variance and includes 6 items. In this factor, the highest factor weight belongs to item number 45 with a weight of 0.802 and the lowest factor weight to item number 16 with a weight of 0.526.
5. The fifth factor is called “interest in modification and development”. This factor explains 8.22% of the total variance and includes 7 items. In this factor, the highest factor weight belongs to item number 52 with a weight of 0.751 and the lowest factor weight to item number 14 with a weight of 0.490.

- What are the constructive priorities in the professional ethics of curriculum planners?

Table 7. Friedman test results to prioritize identified factors in the professional ethics in curriculum planners

Component	Average ranking	Chi-square	Degrees of freedom	Significance level
Commitment and accountability	2.87			
Affiliation and human relations	2.94			
Evolution and human traits	3.16	87.258	4	.002
Expertise and knowledge-based orientation	2.97			
Interest in modification and development	3			

As shown in Table 7, the results of the Friedman test determine the contribution of each of the identified factors in priority order, as follows: 1. Evolution and human traits with an average ranking of 3.16. 2. Interest in modification and development with an average ranking of 3. 3. Expertise and knowledge-based orientation with an average ranking of 2.97. 4. Affiliation and human relationships with an average ranking of 2.94. 5. Commitment and accountability with an average ranking of 2.87.

- Is there a difference between the constructive factors of professional ethics in curriculum planners based on the demographic characteristics (gender and work experience)?

Table 8. Independent t-test results

Critical t of Table at significance level of 0.05 = 1.96									
Component	Gender	Number	Average	Standard deviation	Loon Test (Uniformity of variances)		t	Dgrees of freedom	Significance level
					F	Sig			
Commitment and accountability	Female	46	3.680	.4167	.000	.995	-.459	106	.647
	Man	62	3.717	.4123					
Affiliation and human relations	Female	46	3.755	.5053	.659	.419	.908	106	.366
	Man	62	3.659	.5652					
Evolution and human traits	Female	46	3.710	.5219	1	.310	-.643	106	.521
	Man	62	3.778	.5595	1				
Expertise and knowledge-based orientation	Female	46	3.652	.6390	.146	.703	-1.026	106	.307
	Man	62	3.774	.5899					
Interest in modification and development	Female	46	3.819	.7123	1	.308	.897	106	.372
	Man	62	3.691	.7542					

As shown in Table 8, since all calculated t in all components are with a degree of freedom of 106 and at a significant level of 0.05, for comparison, the mean scores obtained are smaller than the critical value of the t table. Therefore, the assumption zero that is there is no difference between the mean scores of the subjects is confirmed and we conclude that there is no significant difference in gender between the views of the subjects towards the constructive factors of professional ethics in the curriculum planners.

Table 9. The Results of One-way ANOVA Test

Source of changes		Sum of squares	Degrees of freedom	Mean squares	F	Significance level
Commitment and accountability	Between groups	.581	2	.290	1.728	.183
	Inside the groups	17.643	105	.168		
	Total	18.223	107			
Affiliation and human relations	Between groups	1.424	2	.712	2.508	.086
	Inside the groups	29.799	105	.284		
	Total	31.223	107			
Evolution and human traits	Between groups	.774	2	.387	1.324	.270
	Inside the groups	30.705	105	.292		
	Total	31.479	107			
Expertise and knowledge-based orientation	Between groups	.718	2	.359	.959	.387
	Inside the groups	39.282	105	.374		
	Total	40.000	107			
Interest in modification and development	Between groups	.880	2	.440	.809	.448
	Inside the groups	57.093	105	.544		
	Total	57.973	107			

As shown in Table 9, since all F calculated in all components are with a degree of freedom of 106 and at a significant level of 0.05, for comparison, the mean scores obtained are smaller than the critical value of F Table, therefore, the assumption zero based on the absence of any difference between the mean scores of

the subjects is confirmed and we conclude that there is no significant difference between the views of the subjects towards the constructive factors of professional ethics in the curriculum planners. Conclusion

The findings of the study led to the identification of five factors as the constructors of professional ethics in the curriculum planners; 55.74% of the total variance is explained by these five factors. Based on the findings:

- The first factor, “Commitment and accountability” was identified and it was determined that this factor explains 14.67% of the total variance and ranked fifth with an average of 2.87 in factor ranking.

Reviewing the studies on the importance and role of professional ethics in teaching suggests that increased ethical commitment of teachers can lead to a quiet environment in class, school, and society, and can realize effective teaching (Azizi Nejad, 2015, p. 8). In the organizational system of Australia, values such as respect for the law, respect for justice and non-discrimination, responsiveness and accountability are included in the corporate ethics charter, so as to govern organizations through effective mechanisms of an integrated ethics system that covers various ethical dimensions (Alwani, 2003, p. 74). The findings of the research on the effect of “commitment and accountability” as one of the factors contributing to professional ethics in curriculum planners is consistent with the results of the study of Farmahini Farahani and et al. (2013) which stated the accountability of professors towards proper education to students as one of the basic components in the professional ethics of teaching of faculty members at Shahed University; Khanifar (2007) who knew responsiveness, accountability and administrative health as components of the work ethics; Qaramaleki (2009), who considered the observance of laws, regulations and accountability as aspects of professional ethics; Marisa (2013), who named knowledge, and administrative health and transparency of performance, and Moore and Hartog and Winstanley (2008), who named social responsibility as constructive factors of professional ethics in terms of commitment and accountability.

- The second factor was identified as “affiliation and human relations” and it was found that this factor explains 12.99% of the total variance and in factor ranking, ranked fourth with an average of 2.94.

Human relationships include any kind of relationship between two individuals, two groups, an individual and a group, organization and individual, and so on. Basically, human relationships, in its broad sense, encompasses all types of interpersonal conflicts, cooperative efforts, and group relationships. Human relationships are related to beliefs, attitudes and behaviors that cause interpersonal conflicts and is related to our personal lives are all working positions (Joya and Yazdani, 2016). In fact, human relationships are the process of establishing, sustaining and expanding dynamic and bilateral targeted relationships among the members of a system or organization that, by providing the social-individual reasonable needs of the individual and group, results in mutual understanding, satisfaction and benefit, and the creation of context for motivation and growth, and facilitates achieving organizational goals (Fathollahi, 2008). In the intimacy and mutual respect of the relationship between teacher and student, human communication skills are as important as the scientific and educational capabilities (Savis, 2011). The findings of the research on the effect of “affiliation and human relationships” as one of the factors in the professional ethics in the curriculum planners is consistent with the results of Farzaneh (2014), who, in the study of the components of the professional ethics of professors of Gilan University showed that observing the norms of society and the duties of citizenship as a cultural and academic person are one of the factors influencing the professional ethics of professors; Qasimzadeh (2014) who knew loyalty and sympathy as aspects of professional ethics; Marisa (2013) who considered the observance of domestic norms and interest in colleagues from the dimensions of professional ethics; The Ontario College of Teachers, who named the interest and insight towards the provision and raising students’ potential talent as one of the ethical standards for teachers (Sharifi and Islamiyah, 2014).

The third factor was identified as “evolution and human traits” and it was found that this factor explains 10.93% of the total variance and in factor ranking, ranked first with an average of 3.16.

The actions, behaviors, traits and thoughts of mankind are constructive of his deeds, his individual and collective spiritualities and characteristics. In their studies, researchers have argued that people with professional ethics have human traits; they respect others, respect people only for their own sake, not for another purpose, consider themselves servants of others, they are honest and just (Qaramaleki, 2009, p.

31). They have a specialty of secrecy and trust (Crozier, 2009, p. 203), self-sacrifice and generosity, and have traits such as courage, working conscience, etc. (MirKamali, 2003, p. 59). The findings of the research on the effect of “evolution and human traits” as one of the factors contributing to professional ethics in curriculum planners is consistent with the results of researches by Khanifar (2007) who consider the observance of fairness and justice, adherence to respect and politeness, honesty and righteousness and trustworthiness as parts of components of work ethics; Qasimzadeh (2014) who considered honesty, justice and competitiveness as one of the dimensions of professional ethics; Marisa (2013), who in separate studies, named politeness and respect for others and their beliefs as a dimension of professional ethics. Ontario College of Teachers, who mentions respect for human dignity as one of the ethical standards for teachers (Sharifi and Islamiyah, 2014).

- The fourth factor was identified as “Expertise and knowledge-orientation” and it was found that this factor explains 8.92% of the total variance and in factor ranking, ranked third with an average of 2.97. In today's society, known as wisdom-based society, knowledge is the main driver and secret of success in all aspects of life and organization. According to Druker, future organizations are organizations in which there is a wide range of experts that regulate their performance by getting feedback from colleagues and customers; such an organization is a knowledge-oriented organization (Mohseni, 2012, p. 51). One of the main characteristics of curriculum planners, is the attention they pay to future along with attention to present and past, and they pay attention to quality along with quantity (Fathi and Ababaf, 2013, p. 17); they require expertise and knowledge-orientation that was also statistically confirmed in the present study and it could be said that the findings of the research on the effect of “expertise and knowledge-orientation” as one of the factors in the professional ethics in the curriculum planners is consistent with the results of study by Farzaneh (2014) who, in the examination of the components of the professional ethics of professors of Gilan University showed that fairness and justice in teaching and having an educational program for effective teaching are of factors affecting the professional ethics of professors, Marisa (2013) who named standards, and enthusiasm to the field as the constructive factors of professional ethics in the field of expertise and knowledge-orientation.

- The fifth factor, “interest in modification and development” was identified and it was found that this factor explained 8.22% of the total variance and ranked the second with an average of 3 in factor ranking.

An interest in modification and development is an ethical criterion that allows a person to adopt different ways of doing things and make them more risk-averse. A person who is reluctant to organizational matters acts in command, and therefore, performing a task from his side is more to perform the task than from his personal commitment and interest (Karimi, 2010). The findings of the research on the effect of “interest in modification and development” as one of the factors contributing to professional ethics in the curriculum planners is consistent with the results of researches by Qasimzadeh (2014) who named bravery; and interest to development of flexibility technology and as the constructive factors of professional ethics in the field of interest in modification and development.

- Is there a difference between the constructive factors of professional ethics in curriculum planners based on demographic characteristics (gender and work experience)?

The findings based on two independent t-test and analysis of variance showed that there was no significant difference between the views of the subjects on the constructive factors of professional ethics in the curriculum planners based on the gender and work experience. The findings of this study are consistent with the results of the study by Gheibipour (2010), who in the examination of the relationship between work ethics and organizational commitment and job performance from the view of teachers of the county of Lali, showed that there was no significant difference in the work ethic of teachers in terms of gender; Karimi (2010) who investigated the relationship between the dimensions of organizational climate and ethical behaviors among staff of Isfahan University of Medical Sciences and showed that there is no significant difference in ethical behavior in terms of gender and work experience. In explaining the aforementioned finding, it should be acknowledged that in the new millennium, the issue of ethical

professionalism is a necessary and critical foundation for all people in all occupations, and the existence of a moral charter in the organization justifies all personnel to adhere to ethics. Therefore, one should not expect the views of individuals to be different in terms of gender and work experience on the level of their ethical behaviors.

Some of the limitations of this research include:

1. Since the results are obtained based on the data obtained from the implementation of the questionnaire and the mentality of individuals and their records are involved in answering questions, so individual biases and values may be involved in the type of responses that threaten the external validity of the plan.
2. This research was conducted on male and female professors in the field of educational sciences of the Azad Universities of Tehran during the second semester of the academic year of 2015-2016 and their results may not be generalized in other societies. Therefore, cautions should be made to generalize the results of this research.
3. Finding sources for writing the second chapter of the study took a long time and the university library, in this regard, lacked the source. As a result, the researcher was forced to go to a number of libraries to find the contents of this section.
4. There was no standard tool for data collection. In terms of the novelty of the research subject and also the time constraints during the complete stages of standardization, the preparation of tools that had the necessary validity and reliability was a problem and time-consuming for the researcher.

The following suggestions are made to improve the subject matter of the research:

1. To create and establish a commitment and accountability in the curriculum planners, a charter of lawmaking, commitment and accountability for them should be developed and, upon entering the curriculum planners into the system, the content of the charter should be announced to them, and they should be asked to apply it at all professional and career activities.
2. For material planners who truly act the content of the above charter, material and spiritual encouragements will be considered and corrective actions will be taken for those who do not comply with the above content.
3. The curriculum planners must be asked to pay attention and respect to the opinions and suggestions of the colleagues as the underlying foundation and value them.
4. In order to fertilize friendships based on trust and security among curriculum planners, the organization will work towards creating a suitable climate.
5. Creating a strong culture of good morals, proper behaviors and good manners will help to improve relationships, increase the climate of understanding and reduce conflicts among the curriculum planners.
6. Observance of ethical standards among curriculum planners should be obligatory as a general rule and by decisive action with offenders, one may help to reduce discrimination, injustice and dissatisfaction on the one hand, and to increase the spirit of cooperation, consent and commitment among curriculum planners on the other hand.
7. In order to reduce the level of improper bias towards race among curriculum planners, cultural intelligence training courses should be considered for them.
8. In order to increase the level of honesty and belief in fairness and fair treatment with friends, ethical intelligence training courses should be considered for them.
9. To continuously develop, at the same time, to improve the level of competencies, abilities, professional and expert skills of curriculum planners, periodical specialized workshops should be hold for them in courses.
10. Individual and group consultations are to be used to improve the level of educational skills and assessment of curriculum planners.
11. Educational books must be provided and formulated in order to meet the needs of curriculum planners in various fields of education, such as familiarity with new technologies and so on.
12. In order to develop the knowledge and level of information of curriculum planners, the field of their cooperation with the curriculum planners of other countries should be provided.

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