

Designing a professional ethics model for physical education teachers in Iran

Jafar Sadegh Mohammadzadeh ^{1*}, Seyyed Mohammad Kashef ², Mohammad Rasoul Khodadadi ³

¹ Ph.D. candidate of Urmia University, ² Full professor of Urmia University, Urmia, Iran. ³ Assistant Professor, University of Tabriz, Tabriz, Iran.

Correspondence: Jafar Sadegh Mohammadzadeh, Ph.D. candidate of Urmia University.

ABSTRACT

Background: Teachers are the main pillar of education, and among the three elements of family, the teacher and the community are strong organizing Teachers and the foundation of any post-family educational development. In the meantime, attention has been paid to the psychological issues of teachers, including their professional ethics. **Methodology:** The present study is a mixed methodological study that, by conducting interviews with experts and conducting field studies, more precisely and principally identified the components of the professional ethics model in physical education teachers and designed a professional ethics model. Schematic analysis and systematic approach to data base theory were used in the qualitative phase of the research. In order to carry out the present research, in-depth interviews were conducted with the experts after designing general questions and formulating the interview protocol. Statistical population of the present study is: 1. Physical education teachers of Iran 2. Managers related to physical education deputy of education and physical education teachers of Iran. In the qualitative phase of the present study, sampling continued until the theoretical saturation of the categories. Snowball method was used for interview. **Results:** The results showed that the necessities and challenges that necessitate the design of a professional ethics model for physical education teachers in Iran were considered as causal conditions. Behavioral contexts and formal contexts are considered as contextual conditions and motivational, environmental, and organizational contexts act as interventionist conditions that improve the studied phenomenon, namely the professional ethics of Iranian physical education teachers. Training, control and supervision as well as operational strategies are considered as strategies for controlling and responding to the phenomenon under consideration, and growth and development categories as well as stagnation are considered as an outcome and outcome of this model. From the teachers' point of view at the selective coding stage, the theory of the core categories of data was extracted, including ethical rationality, ethical development, ethical authority, attitude, intra-individual, extra personal, professionalism, commitment, acceptance, ethical awareness, ethical requirements, ethics, coherence and its chaos. **Conclusion:** Professional ethics encompasses the principles, duties, and standards of individual and organizational behavior expected of professionals in teachers who utilize their skills and knowledge to perform work in professional settings.

Keywords: Professional ethics, Ethical rationality, Ethical development, Ethical authority, Professionalism, Ethical awareness, Ethical requirements, Supervision, Ethical coherence.

Introduction

Education has several tasks, one of which - perhaps the most important - is the scientific and practical education of students, and teachers are responsible for most of this task ^[1]. Therefore, due to their profession, they have ethical responsibilities, which

are called teacher ethics ^[2]. Education is the foundation of human sustainable development and considered as the main tool for the realization of the development goals. Education must be for the entire human personality development and the realization of the educational goals cannot be achieved regardless of ethical aspects, because the link between education and ethics is a stable and unrepeatable. Violation of ethical norms in education can seriously damage the ability of students to meet the challenges of daily personal and social life ^[3]. In the promotion of ethics in the organization, both the individual and organization are important and all the aspects and organizational factors play a vital role in the promotion of ethics. What is ethics? What do ethical behavior and professional ethics mean? Ethics in the verbal terms is the plural form of ethics and means goodness and the knowledge of

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studying and valuing the goodness and human behaviors is called ethics ^[4]. Each organizational complex has ethical codes appropriate to the structure of its profession, which is called professional ethics. Education is also a professional system and teachers, as individuals in charge of education, must be aware of and adhere to the ethical principles of the teaching profession ^[5]. Observing educational ethics ensures the health of the teaching-learning process in schools and increases the accountability of teachers to the needs of students. The simplest idea in the definition of professional ethics is to consider its responsibility in work life. The notion that professional ethics is nothing but the moral responsibility of individuals in occupations is a transient and imperfect notion of professional ethics ^[6]. Professional ethics is a discipline of ethical knowledge that studies job relationships and is a common practice among an area's experts ^[7]. Certainly, the task of educating students is the responsibility of schools and institutes that have ethical human resources for the future of society ^[8]. Since the teachers have the main role in the education, therefore, they will be responsible for the creation and development of the professional ethics in the students ^[9] and as a result, their commitment to the values and principles of the professional ethics in the promotion of that to the students and consequently, the society, enjoy the importance ^[10]. Since one of the most important ways to the internalization of the ethical values is its manifestation in the actual behavior of the teacher and many learning theories, including social learning emphasizes that ^[11]. Accordingly, these appropriate practical patterns must be obvious in the students' behavior to be modeled by the students ^[12]. If the teacher is put in the focus of the educational transformation processes and the schools are become responsible for the education of the human capital that will be responsible for the education of the society's new generation, therefore, the responsibility of the teachers will be more impressive ^[13]. Ethics and teaching are inherently cohesive and intertwined, and various thinkers have studied the nature of ethics in ethical teaching and education ^[14, 15].

In a different situation, games and sports are applied as the basis for the social learning and desirable human behavior, perhaps it can be said that the best method among different school methods is to be educational effectiveness and building students and identifying their social values and is the most stable and easiest method ^[16]. Students' sports is the most important part of educational sports and plays a fundamental role in explaining and fixing the ethics in the education area. Student sports provide an opportunity for students at active ages who have a lot of motivation and opportunity to learn, to learn the intrapersonal, interpersonal, and social contexts of ethics and to experience and practice the practical atmosphere of sports and the coherent framework of physical activity with other peers. ^[17]. However, by observing ethical principles in the educational environment of sports, the behavior and attitude of physical education teachers can strengthen the impact of moral teachings and motivation to adhere to ethics ^[18]. In the meantime, identifying the indicators and categories of professional ethics and explaining and

presenting the model of professional ethics of physical education teachers is a necessity that originates from the inherent basis of human learning and its educability ^[19].

Physical education teachers, who are the main executives of physical education and sports at different levels of education and the main designers of creating the best life experience through sports for students, should have characteristics that should correspond to their professional ethics competencies ^[20]. Knowledge and information, personality, emotional stability, recognition of individual differences, having dignity, and job interest are prominent characteristics of physical education teachers ^[21]. Health, good looks, voice, character, creativity, humanitarianism, enthusiasm, humor, and job communication are among the individual requirements for sports teachers ^[22]. Since physical education teachers, due to their scientific and practical position, have a role-modeling effect on students, so it is necessary to oblige oneself to observe ethical principles and manifest it not only in words but also in practice and observing the professional ethics in teaching and education; also, it is necessary to consider the preparation for the student events, holding sports events as well as the communication with students to develop and internalization of the professional ethics of teachers ^[23]. Therefore, physical education teachers are the main axis of flourishing and are the reflection of the professional ethics in the students' sports and they will develop an appropriate setting by the application of the professional ethics in the schools and sports education environments ^[24]. Eventually, the researcher in this study aims to know first by qualitative studies what are the components of professional ethics in physical education teachers in Iran? What components and categories do knowledge and experience experts consider for the establishment of professional ethics and the flourishing of ethics in Iranian sports? And what are the challenges along the way? What is the relationship between the components of the professional ethics of physical education teachers in Iran?

Research Method

The current research is mixed in terms of methodology; by implementing an interview with the experts and field studies, the components of the professional ethics of physical education teachers are studied more accurate and besides that, the professional ethics model is designed. In the current study, to understand what, why, and how the concept of professional ethics and an in-depth explanation of the effective components and the type of their relationships, a sequential mixed exploratory research plan was used in which the priority is with the qualitative method. In the qualitative phase of the research, schematic analysis, and a systematic approach of grounded theory were used. In order to conduct the present study, after designing general questions and compiling the interview protocol, in-depth interviews were conducted with experts. At the end of each interview, its content was fully implemented on paper and the data were initially coded to extract the basic concepts. After

reaching saturation, a deeper study of theoretical foundations and previous research was conducted to combine them with the researcher's experiences and experts' opinions to design the model.

The designed model was provided to the experts and after receiving their suggestions and opinions on the classification of categories and concepts, the final model of professional ethics of physical education teachers was designed. Then, based on the mentioned model, a professional ethics questionnaire was developed.

The statistical population of the present study is physical education teachers in Iran, managers related to the deputy of

physical education, and physical education teachers in Iran. In the qualitative stage of the present study, sampling continued until the theoretical saturation of the categories. In-depth, open, and non-structured interview with the interviewees for 60 to 100 minutes was used to gather the data. In the sixteenth interview, the data reached saturation and the seventeenth interview was conducted for more confidence.

Findings

Using open coding, axial coding, and selective coding as mentioned fully in the methodology section, the results of the data analysis can be seen in Table 1.

Table 1- secondary codes and concepts

Ethical Rationality	1. Preservation and survival	1. Preservation and protection of human values
	2. Justice	2. Honoring and preserving Islamic and religious values 3. Preservation and Development of local and national values 4. Ensuring justice in physical education 5. Trust in administrative processes and affairs 6. Prevalence of justice based on effort and competence
	3. Education role of sports	7. importance of education of body 8. importance of explaining the ethical position and paying attention to others through physical education 9. education and promotion of teamwork position through physical education
Ethical Development	4. Individual flourishing	10. The flourishing of individual abilities in the moral and educational environment 11. development of sports capabilities in the sports ethical environment 12. Increasing people's awareness and knowledge about the moral contexts that underlie growth
	5. Interaction and Peace	13. Adherence and acceptance of sports results by participants and students 14. Cooperation between consumers and sports service providers 15. Psychological and moral peace in sports and educational environments
Ethical authority	6. Ethical Authority	16. Existence of moral-spiritual authorities that can be referred to 17. Existence of ethical-national authority 18. Access to human ethical authorities in other cultures
	7. Ethical Space	19. positive ethical norms in the living environment 20. The positive ethical perspective of upstream education and training documents 21. ethics and the importance of religious and spiritual beliefs in society
Attitude	8. Positive attitude towards sports	22. Develop a positive attitude of members of society towards sports activities and physical education 23. Enhancing the position of sports in social regulations and rules 24. the increasing improvement of authorities (macro, intermediate and operational) in sports activities
	9. Fixing sports position	25. increasing improvement of the position among common sense 26. improvement of the attitude of managers and authorities of managers towards the physical education 27. fixing the position of physical education as an educational activity
Intrapersonal	10. Maximum benefits	28. Tendency to get results in any way 29. The tendency to ignore the rules and regulations in order to achieve superior results 30. Priority of results over performance
	11. Instant Pleasure	31. individual pleasure regardless of collective interest 32. Prefer instant pleasure to long-term benefits and results 33. Prevalence of social indifference
Interpersonal	12. Financial and living	34. The insufficient income of physical education teachers 35. Tendency to offer paid programs and classes 36. Increase in the prices of places and gyms 37. Increase in the prices of Sports equipment and supplies
	13. Gray ethical points	38. Insufficient transparency of the principles and values governing physical education 39. Unclear rules and regulations in the field of educational sports 40. Inefficiency and non-transparency of sports regulations and instructions
	14. Sports emotional nature	41. Existence and prevalence of instance emotions in performing sports and physical activity 42. Prevalence of collective emotion in sports competitions and activities 43. presence of negative emotions in insufficient cases in sports activities and performance

Professionalism	15. Professional Performance	44. Professional performance in the education and proper performance of physical education 45. professional and empowered performance in sports results and competitions 46. improved and optimized performance in the implementation of sports competitions and activities
	16. Professional services	47. Providing optimized services to students 48. Providing optimized services to teachers and authorities 49. Providing optimized services to all the stakeholders
Commitment	17. Knowledge Commitment	50. Efforts to upgrade ethical and sports knowledge to improve performance 51. Observance of scientific principles governing exercise and physical activity 52. Observance of ethical and scientific principles governing sports environments
	18. Commitment to student	53. Teaching and learning the alphabet of physical activity by all students 54. Identifying the existing and latent talents of students 55. Guiding and developing students' talents
	19. Organizational Commitment	56. Improving the general performance of the educational institution 57. Improving the level of sports performance of education 58. playing the social role of education in the sports and physical education area
Acceptance and Adherence	20. Acceptance of results	59. Explaining ethics in the education system 60. Accepting fairly acquired results 61. Accepting the appropriate position to the sports empowerment
	21. Acceptance of competitors	62. Respecting competitors and maintaining their personality 63. Respecting performance and competing for the ability of competitors in the sports arenas 64. Accepting competition as a part of sports and physical activity philosophy
	22. Accepting regulations and administrative	65. Accepting transparent and announced rules 66. Acceptance of referee and the refereeing process in sports and physical activity 67. Respect for decisions taken contrary to the view
Ethical Awareness	23. Ethical planning	68. determining the perspective and ethical mission of sports in schools 69. codifying the road map based on the ethics in the sports of schools 70. organization of the human resource based on the ethical priority
	24. Ethical Education	71. defining and holding in-service ethics orientation 72. introduction and explanation of the ethics place and philosophy 73. Monitoring ethical behaviors
	25. Presenting Ethical Pattern	74. providing and explaining the religious and spiritual ethical patterns 75. providing and explaining the ethical patterns of different cultures 76. providing and explaining the ethical patterns of sports
Ethical Requirements	26. Educational Requirements	77. codifying the ethical- educational framework of physical education 78. codifying the ethics of sports competitions and physical activities 79. codifying the social communications and ethics and the relationship between student-teacher
	27. Safety Requirements	80. codifying the safety-driven regulations to the maximum health 81. codifying the regulations of identification and prevention of high-risk behaviors 82. codifying the regulations of identification and prevention of High-risk non-sports behaviors
Supervision	28. Evaluation of Performance	83. Evaluation of educational performance and implementation based on ethics-centered 84. Evaluation of the behavioral performance based on the ethical view 85. evaluation of the learning-teaching process based on the ethical view
	29. Evaluation of Results	86. evaluation of the sports results in the physical education classroom based on ethics 87. Evaluation of the sports results in the educational and sports competitions 88. Evaluation of the adherence to the ethical behaviors in the non-sports environments
Ethical Cohesion (If the rejection is prevented)	30. Efficacy	89. Efficiency and improvement of the general physical and mental performance of students 90. the efficiency of physical education teachers and physical education in the education center 91. improvement in the performance and promotion of the education's place in the society
	31. Satisfaction	92. Students' satisfaction with educational and sports services 93. The satisfaction of teachers and facilitators of physical education 94. The satisfaction of planners, parents and all the stakeholders
	32. Sociability of sports	95. fixing physical education in the educational system 96. fixing the sports' place in the family 97. fixing the sports' place in the society and public space
Chaos (if the rejection happens)	33. Depression	98. prevalence of lethargy among students 99. job burnout of physical education teachers and the burnout of the education unit 100. Prevalence and increase of physical and mental disability in society
	34. Insufficiency	101. General weakness of students in the field of physical function 102. Inability to play a role by physical education teachers and physical education 103. Undesirable performance of the educational institution in the vitality and empowerment of the community

After coding and classification of data, finally, the final model research is designed and codified based on the model proposed by Straus and Corbin (2008) (Figure 2).

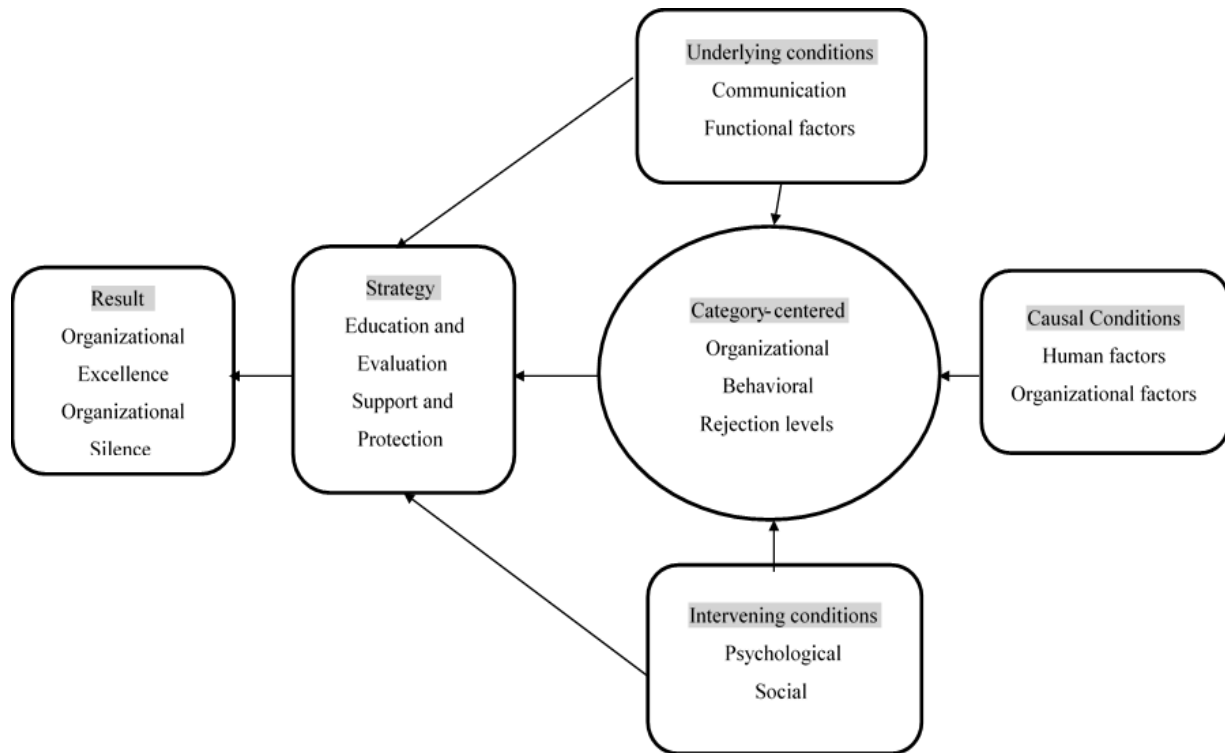


Figure 1- Rational relationship between the main categories in the axial coding stage

Discussion and Conclusion

The current study showed that ethical rationality is one of the main categories of the professional ethics of teachers. Besides the traditions, customs, religion, expediency, law, and aesthetics, ethics is one of the normative resources in the human's lives and its difference is that in each one of these resources, the origin of the Do's and Don'ts is originated from outside of human; however, in the ethics, the origin of does and don's, is originated from the inside of human, i.e., his wisdom and reason. We consider wisdom as a force or power in man that can understand and use generalities; The power that, according to the French philosopher Descartes, at the beginning of the famous treatise "Discourse on the Method of Rightly Conducting One's Reason and of Seeking Truth in the Sciences", all people benefit from. The important point in proposing all three of the above positions, namely: 1. Belief in general reason, 2. Belief in relativism, and 3. Belief in historical reason is that each of them must present an argument to prove their point of view, and the argument is something that comes from the reason and refers to subjectivism and self-sustaining feature. The meaning of the subjectivism and introspection of the reason is that the reason, in proving its claims, must be based on its principles and provide arguments for them [25].

The next category is the factor of ethical development in the professional ethics of teachers. Ethics are closely related to values

and means observing the spiritual principles and values that govern the behavior of the person or group, based on what is right and what is wrong. Ethics means trust, honesty, integrity, justice, and the virtues of citizenship and service to society. Another result of the development of ethics in the workplace is self-control and better regulation of relationships in the organization, which in turn increases the atmosphere of understanding in the organization and reduces conflicts between individuals and groups, and improves team performance. Lawson believes that the greatest influence of ethical principles is related to the behavior and relationships of human resources in the workplace. Ethical elements are key for teachers, so teachers and the executive body of organizations should be aware of this issue so as not to disrupt ethics and behaviors based on it. In order to have a healthy organization in the first place, teachers must adhere to ethical values; if this is achieved, a sense of commitment will be created to nurture ethical staff [26].

The next category is the ethical authority in the professional ethics of teachers. The authority of professional ethics have benefits for the organization in terms of internal aspects, improvement in the communication, increase in the understanding atmosphere, and reducing the conflicts, increase in the commitment and accountability of most of the employees and reducing the costs resulted from the control; according to the social responsibility view, through increasing the authenticity of the organization and its required measures, ethical

commitment affects the attention towards the stakeholders, increase in the income, and improved completion, and organizational success and so on. Therefore, ethical authority in the organization is able to help the organization in order to significantly reduce the tensions and success in the effective realization of the of the goals and to make the organization accountable^[27].

The next category is the professional ethics of the physical education teachers. The attitude of a physical education teacher to sports enables him to play an important role in managing the school. With his personality, the art of management, creativity and initiative, his good behavior and ethics, he always becomes a source of calm, serenity, discipline and facilitates the current affairs of his educational environment^[28].

The next factor of the categories of professional ethics in physical education teachers is their interpersonal category. Since the physical education teachers have a modeling effect on the students due to their scientific and practical position, it is required to adhere themselves to observe the ethical principles and manifest it not only in words but also in practice and observing ethics be considered in teaching and education, preparation for the students' events, holding sports events as well as in the communication with students to create and internalization of teachers' professional ethics. Therefore, the physical education teachers will provide a proper ground in the schools and academic sports environments^[29].

The next factor in the categories of professional ethics in physical education teachers is their extra-personal category. Overall, there is a difference between the image that teachers have about their behaviors and the image that students have from their teachers. The difference between the opinions of Iranian students and teachers about the extra-personal relationship between teacher and student can reflect the fact that our teachers do not have enough knowledge about the expectations and emotions of students and their psychological needs and consider teaching as their most important goal and pay more attention to the cognitive aspects of their profession^[30]. In the United States, too, there is very little difference between teachers' perceptions of themselves and students' perceptions of their teachers, and they are similar in their extra-personal relationships^[31].

Another point that can be noted is that teachers and students may have different perceptions of concepts such as giving freedom and responsibility, understanding, friendly and helpful behavior of the teacher, and the like, and the two groups have different perceptions of the abovementioned behavior^[32]. Also, these concepts are not the same in different cultures, because the results of many studies show that Iranian teachers give more freedom and responsibility to their students, while American and Dutch teachers and students believe that not much freedom and responsibility to knowledge is given to the students^[33].

There is not much difference between the image that Iranian teachers have of their extrapersonal relationship and the image of the desired teacher. Teachers think of themselves as much as they see the ideal teacher as understanding and liking the students. In

general, Iranian teachers see themselves as close to the desired teacher and have a positive image of themselves in mind. Except that they believe that the ideal teacher should not be the blameful^[34].

The next factor of professional ethics in physical education teachers is their professionalism. It is ethical to be professional in performing one's job duties, but professional ethics are much fatter than one's professional responsibilities. Professionals are known for their specialized knowledge. What is important, however, is that professionals work diligently, thoughtfully, and diligently to master the expertise needed to succeed in their fields of work; And they have kept this knowledge up to date so that they can still offer the best possible work. Professionals do the work. They are reliable and keep their word. If the situation arises that they cannot fulfill their promise, they already manage the expectations and do their best to fix the situation. According to these characteristics, professional teachers respect and value their colleagues and students. They are the main credit of their organization^[35].

The next factor of professional ethics in physical education teachers is their commitment and acceptance. Teacher commitment and acceptance are some of the pervasive and important issues in organizational behavior in education that increases the productivity and organizational effectiveness of schools. Commitment and acceptance are the positive or negative attitudes of individuals towards the whole organization (not the job) in which they work (*ibid.*); In other words, a person has a strong sense of loyalty to the organization in organizational commitment and through that, the organization identifies itself. Organizational commitment is a mental state that expresses a desire, need, and obligation to continue working in the organization, and includes emotional commitment, continuous commitment, and normative commitment^[36]. In general, organizations in which key values and beliefs are enthusiastically and strongly maintained and widely disseminated have more committed members. In regulatory management, the level of employee commitment to organizational culture is often low and temporary, but in ethical management, this commitment is consistent and high^[37].

Acceptance and obedience is the next factor of professional ethics in physical education teachers. Acceptance in psychology means one's satisfaction with the reality of a situation, the recognition of a process or situation (often a negative or unpleasant situation) without attempting to change or resist it. Acceptance is the fact that people accept themselves as complete and as they are. The correct concept of acceptance means that people accept both the positive and negative points of their existence. Acceptance, then, is a process that tends man to accept thoughts and feelings, without denying or dodging. Lack of self-acceptance makes you reluctant to accept your thoughts and feelings and as a result, you turn to self-denial. Professional ethics can increase the acceptance and obedience of the organization's employees and it also leads to genuine, firm, and wide-ranging trust in the organization and the

organization succeeds in attracting financial and credit resources by relying on trust^[38].

The next factor in the categories of professional ethics in physical education teachers is the category of their ethical requirements. In general, in relation to the educational function of schools, it should be said that the observance of ethical requirements by the teacher guarantees the health of the students' teaching-learning process. In fact, the ethical norms and values associated with teaching and learning help to ensure that students' rights to the best education and the dignity of learning, on the one hand, and the professional ethics of teachers, on the other, are respected. For example, according to the American Teachers Association, the ethical requirements of teachers in the educational environment include a commitment to civic etiquette such as diligence, responsibility, cooperation, conscientiousness, loyalty, honesty and truthfulness, respect for the law, and respect for others and oneself^[32].

The next factor in the categories of professional ethics in physical education teachers is their category of moral supervision. Baiting and relying on unethical tools for monitoring and control destroys the ethical foundation in the organization. The element of enjoining what is good and forbidding what is evil has a very strong potential to strengthen a kind of spontaneous supervision and self-control, which, if its mechanism is properly understood and used properly, can be a very strong method of monitoring and control. Strengthening the work conscience and tying the responsibilities of professional ethics to religious responsibilities and duties are other effective methods in this field.

The next factor in the categories of professional ethics in physical education teachers is their category of moral cohesion. The cause of many administrative violations in the organization and at a higher level goes back to acting immorally in the comprehensive payment system; Therefore, the organization must be both sensitive to justice and aware of the undesirable and destructive consequences of discrimination. Job satisfaction, slumbering, optimal use of the organization's facilities, respecting office hours, proper treatment of the client, not dealing with personal issues, and not using the facilities personally, are a wide range of benefits of having ethical cohesion in the organization^[25].

The next factor of the categories of professional ethics in the physical education of teachers is their chaos category. There is a discourse in every job and one of the elements of this discourse is the common chaos in that job. It is because of this discourse that one can speak instead of managers, the policy of professors, and the manners of business owners. Professional ethics should not be considered the same as the common chaos in the profession. Chaos is a dependent group and not universal^[39].

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