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## The study on professional ethics components among faculty members in the Engineering

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### Abstract

As engineering has a decisive impact on the development of the society, so faculty members in engineering branch are required to take ethical components into consideration in relation to their students. The aim of the present study is to recognize the rate of professional ethics components used by these faculty members in education. Ethics is a necessity need in every profession, it should be taken into account in employing people and in work environments. Due to the high impact of educational environments and especially universities on the future of students and because of their critical duties in rendering education and making communities more developed, the importance of recognizing and observing professional ethics in these environments has increased. Based on the results of the present study, the following are the most important components of professional ethics: Respect for the students, safety and health of students, privacy own students, failure to provide material benefits in return for giving score to students, trust and respect of students, having a spirit of tolerance and openness in dealing with students, attention to appearance and covering appropriately by teachers, avoiding inappropriate humour and jokes, not using the university facilities for personal matters by teachers.

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*Key words:* ethical components, faculty members, professional ethics, Students, engineering

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### Introduction

As faculty members influence their surroundings as well students, so it is necessary that they are equipped by ethical education and moral virtues and familiarized with ethical principles. What worthy here is professional ethics which depends on faculty member's attitude and knowledge about it. Professional ethics is clearly defined as a set of moral codes and rules of the professional practice. Action framework and moral or immoral judgment is intended to professionals (zohor and khalaj, 1389). Professional ethics is a broader concept than business ethics. Professional in one's life involves professional and organizational ethics in whole. Everyone works with three ethics areas which are

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in common: personal ethics, business ethics, and organizational ethics (Qaramalaki, 1388). Recently, researches about professional ethics are relatively wide and many researchers studied this field which among them we can point to the necessity of moral codes and ethical components (Albafyan, 1388) ethical standards in business (Vadadhyr and others, 1387) ethics in Entrepreneurship (Khanijazani, 1387) the nature, methods and challenges of applied ethics (Khazae, 1385) work culture and ethics pathology (Zandipor, 1388); the relationship between Islamic ethics, business, and organizational commitment among managers (Rashidi, 1383) theoretical foundations of Professional ethics in Islam (Ameli, 1381), the relationship between solicitors professional ethics (Josephmahalle, 1386) ethics of professional bus and truck drivers (Ebrahim-Nia, 1375); the community work culture and work ethics of a sociological perspective (Sultanzade, 1383); the amount of professional ethics of nurses (Deenmohammad, 1383); scientific status of professional ethics in higher education quality assurance (Frastkhah, 1385); the relationship between organizational commitment and profession (Abtahi, and Mowla'ii, 1386); work ethic and its effective factors among administrative staff (Moidfar, 1385); teaching ethical principles based on Islamic ethics (BironiKashani, and Bagheri, 1386); ethics in Total Quality Management (Sarmadi, and, Shalbf, 1386).

Abroad research also indicates that there are concerns about professional ethics especially in human dignity is a key dimension. (Ubenstein, 2010); the results of higher education field indicates that some factors such as climate department, and the student experience is closely linkage with morality (Vadadhyr and others, 1387); some researchers emphasized to professional ethics as an academic course (Davis and Walton, 2007); some studies have emphasized the role of the teacher as a moral and spiritual factors in the classroom (Campbell and Thiessen, 2010). In this regard, special standards, and codes of ethics are important for training centres, particularly the faculty training (Vontz, 2007)

Totally, it must be noted that professional ethics and professional ethics in education has generally a specific dignity between faculty members and students. In many universities around the world, regulations developed the codes of professional ethics. In this statement, most values have been respected. This study sought to answer the following question: To what extent, professional ethics components in education are respected, by faculty members. Therefore, in this study the parameters of ethics in research have not been considered.

## **Methodology**

### **Sample and sampling method**

All technical and engineering students of Islamshahr Azad University, and East of Tehran Azad University who were studying in 2011- academic year -included in the research community. The Research sample was 360 out of 5,750 enrolled students. Morgan & Krejcie Table was used to choose the survey sample. 60 percent were female and others were male. The largest numbers of respondents are enrolled in 2010-the academic year- which includes a 34/3 percent of the total respondents.

### **Data collection tool**

Researcher made questionnaire was used to gather data. The questionnaire validity was provided by the experts. The questionnaire reliability was . / 87, by Cronbach's alpha coefficient.

### **Data Analysis**

Using descriptive index (frequency, percentage, mean) and inferential index (one-sample t test), the data has been analyzed.

### **Research findings**

It was predicted 24 questions in the student questionnaire to observe the professional ethics components of faculty members in education from the student's perspective.

Table (1) one-sample t-test results related to the observance of professional ethics components of faculty members in education from the student's perspective

Components	mean	t
To observe the propriety of behaviour and politeness	4/05	23/86
To secrecy and privacy of students( by teachers)	3/99	21/88
To Not provide material benefits in against giving score to students	3/98	16/00
To endure and tolerance to students	3/91	18/05
To confided and respect to students	3/91	19/66
To dress and adorn well( by teachers)	3/90	20/47
To avoid inappropriate humour	3/87	13/87
Teachers do not use college facilities for private affairs	3/84	17/86
To assess and score students in justice	3/82	16/37
To behave normally in the classroom	3/81	16/33
To abstain close/ personal relationships with students	3/76	11/95
To motivation for teach	3/74	14/67
The spirit of cooperation and partnership with students	3/74	14/62
Teachers respect to educational rules of the institute	3/72	16/07
To perform their duties equably	3/71	16/23
Teacher's humble and pride avoidance	3/70	14/59
Teachers do not use students for own affairs	3/66	10/63
To avoid of humiliation of students	3/63	10/35
To consider in their edification and anagoges as well as their students	3/56	10/41
Telling the truth about what he/ she does not know by the teacher	3/49	9/80
To avoid students censurable	3/46	8/13
Don't discrimination against students	3/44	6/93
To considering the legal request of students in minimum time	3/38	7/52
To account for proper teaching students	3/38	8/60
Total (Professional Ethics)	3/73	26/31

Based on the above table, to observe of professional ethics components of faculty in education from students' perspective on all 24 components, it exist significant difference between the sample mean and the hypothetical mean significant at  $P \leq 0/01$ . This indicates that, from the perspective of students, professional ethics in all components is the high level. Also fits the data in Table ,the last column, which will examine the ethical components total (Professional Ethics) a significant difference between the sample mean and the hypothetical mean significant at  $P \leq 0/01$  is ( $T=26/31$ )and( $sig =0/000$ )) there. According to the above table, the moral component " Observe the propriety and Politeness Against students" with the highest mean (4/05), and components, " Considering request of the legal students, and carry out in less time " and " Teachers responsibility for proper education to students." lowest mean (3/38) into account.

### Discussion

The preferences of ethical components from the student's perspective are:

- To observe the propriety of behaviour and politeness
- To secrecy and privacy of students (by teachers)
- To not provide material benefits in against giving score to students
- To endure and tolerance to students
- To confided and respect to students
- To dress and adorn well (by teachers)
- To avoid inappropriate humour
- Teachers do not use college facilities for private affairs
- To assess and score students in justice
- To behave normally in the classroom
- To abstain close/ personal relationships with students
- To motivation for teach

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 To considering the legal request of students in minimum time  
 To account for proper teaching students

Most of these components have been considered by Pring (2001) and Carr (2000) such as "to secrecy and privacy of students", "to assess and score students in justice", "don't discrimination against students". They stated that teaching and education, as professional as they are moral in nature. They stated that education is as professional as moral in its nature. They also stated that it is indispensable to consider ethical issues for teaching and education (Pring, 2001 and Carr, 2000). The most of the ethical component whose faculty members had, from the student's perspectives was "To observe the propriety of behaviour and politeness". It means the faculty members behave politely with students. T- Test results indicate significant difference at  $P \leq 0/01$  is ( $T=26/31$  and  $sig = 0/000$ ) between the sample mean and the hypothetical mean. In other words, the professional ethics of faculty are high totally.

## Conclusions

This study has targeted the identification of ethical components in education. There is naturally other ethical components that are definable in research area. To limit ethical components in instruction and teaching process which is the most visible active of faculty members is very important because of its influencing in education process. To propound teaching ethics as the ethical guidelines that a teacher ought to do is considered from past. For example, Shahid Sani (AliAlamly) expressed some principles in *Moniat-Al Morid* book that a teacher should do in education area. (AliAlamly, 1368). Addressing the teaching ethics is propounded around the world. Today, addressing the teaching ethics is common with concepts like ethical codes. To be the ethics in doing task is a necessary provision in any job and profession environment; and since educational environment especially universities play a key role in educating people and growing and developing society so this necessity becomes more important.

Unfortunately, most of the universities in Iran don't have an ethical code for faculty members, students, staff (teaching and research), and administrative section. Identifying ethical components among academic actors especially the faculty members- which this study is aimed at it- could predispose to codify ethical codes of education. It help teachers and students improve their teaching and learning because considering to the professional ethics ethical growth in education will cause to foster an ethical environment in the classroom. Reviewed studies in Iran shows that the majority of concerns focus on research ethics specially in medicine, while it seems that not only professional ethics in education is not less than research but also it is necessary to proceed professional ethics in education in the special term of our country.

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