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Designing an Ethically-Oriented Management Model for Employee Education Development in Higher Education Using Grounded Theory (Case Study: Free Universities of Mazandaran Province)

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A B S T R A C T

Purpose: One of the modern management approaches that has received significant attention and has addressed the weaknesses and problems of traditional management models is ethically-oriented management. Therefore, the purpose of this research is to design an ethically-oriented management model to enhance employee education in higher education, utilizing grounded theory in the free universities of Mazandaran province.

Methodology: The nature of this study is exploratory and utilizes qualitative data. The research population consists of management experts and professors with management experience in the free universities of Mazandaran province. The researcher employed the snowball method to achieve theoretical saturation after conducting interviews with 13 experts and opinion leaders. Qualitative data were collected through structured interviews and analyzed using the qualitative method of grounded theory.

Findings: Causal factors influencing ethically-oriented management for the development of employee education include personal characteristics, psychological capability, job identity, and organizational communications. Contextual factors include organizational ethics, organizational foundations, organizational justice, and leadership roles. Influential intervening factors include political, executive, infrastructural, and cultural factors. Additionally, three core phenomenon components have been identified and reported: ethical educational leadership skills, ethical literacy, and instructional design. Resulting strategies include external and internal university strategies, formal and informal strategies. Lastly, outcomes include structural development, educational development, communicational development, and performance development.

Conclusion: This research began with the aim of achieving an ethically-oriented management model for the development of employee education in higher education using grounded theory and has completed its evolutionary journey through qualitative methods, resulting in a model. Finally, recommendations derived from the researcher's experiences are presented.

Keywords: *Ethically-oriented management, employee education development, higher education, grounded theory.*

1. Introduction

Some experts emphasize the role of higher education in the development process. They believe that higher education, as part of the overall educational process, creates skills and expertise in citizens, thereby providing a basis for enhancing human resource productivity (Garira, 2020). The effects of education can be categorized into three groups: occupational effects, cognitive effects, and creativity and innovation effects. Occupational effects enable an individual to perform assigned tasks effectively. Cognitive effects enhance an individual's cognitive abilities, which are essential at various stages of life. Generally, the effect of innovation is facilitated through advanced education. It is expected that universities, by fostering educational development, will shorten the path to growth and development of countries. For the above reasons, studies in the field of educational development generally yield greater returns (Barbari et al., 2017). Universities are among the large and complex organizations that are more involved with human resources than other organizations and are responsible for educating specialized and competent human resources for society (Shahraki Sanavi et al., 2022).

The issue of ethics and the application of human virtues in organizations, although relatively ancient themes in the field of behavioral sciences and management, have recently demonstrated the effectiveness and importance of virtue-centered organizational paradigms and models in guiding organizations towards a dynamic and efficient economy, competitiveness, and increased job satisfaction through the successful experiences of ethical and virtue-oriented organizations and companies alongside the regression of organizations that have not adequately considered civil and human virtues (Appelbaum et al., 2009).

Among the new management approaches that have received considerable attention and have addressed the weaknesses and problems of traditional management models is the ethically-oriented management approach. This type of management necessitates the development of ethical standards for managing employee behaviors and the effective implementation of these standards in their behavior (Yilmaz, 2020). Ethically-oriented management, as a common organizational method with ethical content, has attracted considerable attention from researchers (Shin, 2018).

An ethically-oriented leader is an ethical person and manager, and according to Brown, this type of leadership has a positive impact on employee satisfaction (Brown, 2007).

Ethical leaders clarify responsibilities, expectations, and performance goals so that subordinates know what is expected of them and when their performance meets expectations. Ethical leaders give their subordinates the right to express opinions in decision-making and listen to their ideas and thoughts. They support their followers through speech (Farahi. et al., 2022; Ghanbari & Abdolmaleki, 2019).

Ethically-oriented leadership in an organization focuses on fostering strong employees, creating internal communication capabilities aligned with employee views, and striving for competency creation (Eriguc, 2012). A leader's influence on employees means that they have a positive or negative impact on their lives. Ethical leaders are known as principled, socially integrated, and honest individuals who make balanced and good decisions (Rahimi Asl et al., 2021; Schwartz, 2013).

Ethically-oriented management, by creating values, ethical awareness, delegating authority and responsibility to individuals, adopting participatory management, and creating a suitable organizational atmosphere for achieving organizational health, honesty, and trustworthiness, encourages adherence to values and attitudes in behaviors and decision-making, and fair behavior in any situation (Tutar et al., 2011). Leadership in ethically-oriented management has been introduced in three dimensions: interpersonal relationships, being a role model, and pragmatism. Interpersonal relationships mean listening to employees' talks and opinions, considering employees' interests, and ethical dialogue with them. Being a role model means ensuring fairness in decision-making and being trustworthy, and finally, pragmatism means adhering to ethical standards, acting on ethical values, and emphasizing doing things right (Brown, 2007).

Despite the fact that Iran, during the mentioned period, faced a growing number of students, the development index did not enjoy suitable growth, and the coefficients related to the higher education index were lower than expected. This means that despite the expansion of higher education, other factors leading to development in the country were not available, and the possibility of bridging the scientific and technological gap did not arise (Barbari et al., 2017).

The university, due to its functions, relies heavily on its human resources; therefore, more attention has been paid to retaining employees in the university compared to other organizations. The university, as a scientific and cultural institution, takes various measures to retain its employees, based on its foundational principles. What university staff

have focused on today is the discussion of retaining employees and enhancing their loyalty through ethics and creating job attachment among employees. Among the factors affecting organizational loyalty of employees in the university environment is ethically-oriented management (Ghanbari & Abdolmaleki, 2019). As the university is a pioneering institution in cultural, social, and economic transformations in any society, ethics has been portrayed as a mission for major universities around the world; this is because university managers, by adhering to the principles of ethically-oriented management, create a network of reciprocal and sublime relationships that will improve the performance of employees and the organization and enhance educational development. Ethically-oriented management makes work meaningful and creates enthusiasm and job attachment for employees. University employees, observing the ethical behaviors of managers, will feel a sense of belonging and attachment to the work and the organization. The ethical behaviors of university managers are a significant factor in creating job attachment and loyalty among employees; therefore, in the current research, the model of ethically-oriented management in the context of employee education development in higher education with a grounded theory approach is being investigated.

Therefore, the main research question is: What is the model of ethically-oriented management in the context of employee education development in higher education with a grounded theory approach in the free universities of Mazandaran province?

Other questions are as follows:

What are the causal factors influencing ethically-oriented management in the context of employee education development in free universities?

What are the contextual factors influencing ethically-oriented management in the context of employee education development in free universities?

What are the intervening factors influencing ethically-oriented management in the context of employee education development in free universities?

What are the components and indicators of ethically-oriented management in the context of employee education development in free universities?

What are the strategies resulting from the implementation of ethically-oriented management in achieving the expected outcomes of employee education development in free universities?

What are the outcomes resulting from ethically-oriented management in the context of employee education development in free universities?

2. Methods and Materials

2.1. Study Design and Participants

The nature of the current research is exploratory, utilizing qualitative data. The objective of this research is to conceptualize the provision of an ethically-oriented management model aimed at developing employee education in higher education. Given the limited studies on the ethically-oriented management model for developing employee education in higher education, this study employs a qualitative research approach, specifically focusing on the free universities of Mazandaran province. The research population consists of experts and opinion leaders from universities in Mazandaran province.

2.2. Data Collection

As the qualitative research samples were purposefully selected, no specific sample size calculation was considered, and the researcher used the snowball method to achieve theoretical saturation after conducting semi-structured interviews with 13 experts and opinion leaders. In this research, grounded theory is used both as a research method and as an analysis method. This is due to the lack of a coherent and strong theoretical framework regarding "an ethically-oriented management model for developing employee education in higher education," which led the researcher to use it as a research method and then as an analysis method based on semi-structured interviews grounded in grounded theory.

2.3. Data Analysis

To ensure construct validity in the current qualitative research, participant validation was used. Additionally, the search for negative cases and alternative explanations was applied. Also, to achieve internal validity, after coding, categorizing, and analyzing qualitative data, an experience-based model was obtained and compared with the predicted model from theoretical topics. In qualitative research, since participants are not representative of the population, it is not possible to generalize the results to the population, thus claiming external validity in this research is not feasible. To ensure the reliability of the qualitative part of the research, kappa coefficients were used, and precise interview flow

techniques were utilized for data collection, creating structured processes for conducting and interpreting convergent interviews, utilizing valuable insights from professors familiar with the field and experts who were knowledgeable and experienced in this area, and concurrently using participants in the analysis and interpretation of data. Additionally, the analysis of results was conducted using Maxqda software, version 2020.

3.   Findings and Results

Of the 13 experts in this research, 9 were male, and 4 were female. Regarding the length of service, 6 individuals had 10

to 15 years, 4 had 16 to 20 years, 2 had 21 to 25 years, and 1 had over 26 years of service. All experts in this study held a doctoral degree.

We then proceed to extract main and subcategories based on three stages of coding: open coding, axial coding, and selective coding. These three stages are precisely explained in Figure 1. Finally, a model in the form of "an ethically-oriented management model for developing employee education in higher education" is presented.

Table 1 presents the frequency distribution of coded segments for each interview, categorized into groups of higher-level documents and interviewees.

Table 1

Frequency Distribution of Coded Segments in Interviews

Interviewee	Individual Interviewed	Frequency of Coded Segments
First	Respon01	30
Second	Respon02	31
Third	Respon03	28
Fourth	Respon04	28
Fifth	Respon05	40
Sixth	Respon06	35
Seventh	Respon07	36
Eighth	Respon08	33
Ninth	Respon09	31
Tenth	Respon10	36
Eleventh	Respon11	36
Twelfth	Respon12	37
Thirteenth	Respon13	36
Total Coded Segments		437

Based on the findings from Table 1, 437 segments of texts were coded from 13 interview files. It is worth noting that the highest frequency was in the interview file of Respon05 with 40 coded segments, and the lowest was in the interviews of Respon03 and Respon04 with 28 coded segments each. In this research, all factors extracted from the 13 coded interviews are initially considered as codes. Then, considering the concept of each code, they are categorized under a similar concept. The coding stages are as follows:

Open Coding: In this stage, interview files are collected and categorized by the researcher. It is noteworthy that in this research, 13 interview files were collected and coded.

Axial Coding: Axial coding is performed when the researcher allocates a code to a section of the text upon reviewing each paragraph. In this stage, more than one code can be assigned to a section of text or paragraph.

Selective Coding: In this stage, the extracted codes are displayed in the Code system section and can be categorized and merged. This window represents selective coding, which allows categorizing, classifying, and organizing codes to design a classification structure.

The main factors extracted are: 1) Causal factors/conditions, 2) Contextual conditions, 3) Intervening factors, 4) Strategies, 5) Outcomes.

Table 2

The Results of Qualitative Analysis

Category	Axial Code	Concepts
Causal Factors	Personality Traits	Employee responsibility, mutual respect among employees, positive employee beliefs, employee honesty, employee trust
	Psychological Capabilities	Employee participation, effective employee communications, job competence
	Job Identity	Employee adaptability, team acceptance, job value, job independence
	Organizational Communications	Free communications at vertical and horizontal levels, two-way communications among employees, effective horizontal communications among organizational units, effective informal communications among employees
Contextual Factors	Organizational Ethics	Ethical system presence, ethical culture, social responsibility, ethical climate
	Organizational Foundations	Individual foundations, family foundations, belief foundations
	Organizational Justice	Fair wages and rewards, managerial adherence to justice, inclination towards justice, justice-oriented culture
	Leadership Roles	Providing valuable ethical experiences for all employees, educating ethically-oriented leaders at all levels, seizing opportunities for positive and effective ethical changes, emphasizing ethics in decision-making, institutionalizing ethical orientation culture, inspirational ethical role of managers
Intervening Factors	Political Factors	Ignoring ethical priorities, political considerations in manager evaluations, political considerations in appointments
	Executive Factors	Potential threats of new technologies, lack of perceived need for training among employees, impractical training courses
	Infrastructural Factors	Lack of updating educational technologies, operational problems in human resource training, succession planning, resistance to spending on employees
	Cultural Factors	Absence of effective culture-building in mass media, presence of a profit-seeking culture, fading of ethical values in society
Central Phenomenon	Ethical Educational Leadership Skills	Managerial communication skills, managerial support skills, managerial educational skills
	Ethical Literacy	Professional ethics, justice-oriented ethics, managerial ethical commitment, managerial ethical transformation
	Instructional Design	Monitoring and evaluation of education, development of educational programs, implementation of the teaching and learning process, setting educational vision and goals
Strategies	External University Strategies	Active dissemination of activities in various fields through internal publications, providing recreational and welfare facilities outside the university, organizing camps and tourist trips
	Internal University Strategies	Holding meetings to diagnose and root cause ethical problems, appreciating ethical services of employees on various occasions, clearly and precisely stating the university's ethical goals, drafting an ethical charter in the university, active system of suggestions and criticisms
	Informal Strategies	Providing opportunities for employee interactions, creating opportunities to participate in cultural, religious, social programs, membership in associations and clubs, presence of at least one experienced person in different departments
	Formal Strategies	Holding ethical orientation meetings at the start of service, regular and continuous evaluation of employees and providing feedback, documenting ethical work methods, organizing workshops on ethical orientation
Outcomes	Structural Development	Ethically-oriented structure, structural flexibility, structural empowerment, establishing an ethics-based structure
	Educational Development	Enhancing employee capabilities, developing employee motivation, enhancing employee knowledge, improving the quality of educational processes, enhancing the learning culture among employees
	Communicational Development	Developing communications among employees, establishing a trust-based culture, improving communications between management and employees, developing professional ethics among employees, trust and adherence to ethics
	Performance Development	Improving organizational justice, enhancing organizational identity, participatory decision-making, performance evaluation based on ethical orientation, creating equal opportunities for employee development

Among the codes extracted, the highest frequency related to job competency codes, ethical culture, managers' communication skills, and effective employee communications, which are at the core of improving organizational justice and ethical transformation of managers, with managers' adherence to justice at the top, and professional ethical development among employees at the base of the pyramid in the model of ethically-oriented management aimed at developing employee education in higher education.

In Figure 1, the paradigmatic model of the current research is based on the model of ethically-oriented management aimed at developing employee education in higher education using the identified factors. In fact, the designed model below answers the main question of the

ethically-oriented management model aimed at developing employee education in higher education.

Figure 1

Final Paradigm Model

Causal Factors	Contextual Factors	Intervening Factors	Central Phenomenon	Strategies	Outcomes
• Personality Traits • Psychological Capabilities • Job Identity • Organizational Communications	• Organizational Ethics • Organizational Foundations • Organizational Justice • Leadership Roles	• Political Factors • Executive Factors • Infrastructural Factors • Cultural Factors	• Ethical Educational Leadership Skills • Ethical Literacy • Instructional Design	• External University Strategies • Internal University Strategies • Informal Strategies • Formal Strategies	• Structural Development • Educational Development • Communicational Development • Performance Development

In the current study, six factors were identified within the framework of an ethically-oriented management model for developing employee education in higher education, as reported in the above figure. According to the findings of this study, causal conditions directly affect the central phenomenon (ethically-oriented management) and culminate in it. The central phenomenon influences strategies, facilitating the achievement of the aforementioned outcomes, and in these processes, there are two factors: contextual conditions and intervening conditions, which directly affect the strategies and their implementation. Intervening factors include constraints, and contextual factors refer to the current infrastructure and foundation.

Based on the findings, for the causal factors influencing ethically-oriented management, four axial codes were identified, which include personality traits, psychological capabilities, job identity, and organizational communications. Personality traits (including employee responsibility, mutual respect among employees, positive employee beliefs, employee honesty, employee trust), psychological capabilities (including employee participation, effective employee communications, job

competence), job identity (including employee adaptability, team acceptance, job value, and job independence), and organizational communications (including the presence of free communications at vertical and horizontal levels, two-way communications among employees, the existence of effective horizontal communications among organizational units, and the presence of effective informal communications among employees).

Based on the findings, for contextual factors, four axial codes were identified and reported, which include organizational ethics, organizational foundations, organizational justice, and leadership roles. Organizational ethics (including the presence of an ethical system, ethical culture, social responsibility, and an ethical climate), organizational foundations (including individual foundations, family foundations, and belief foundations), organizational justice (including fair wages and rewards, managerial adherence to justice, inclination towards justice, and a justice-oriented culture), and leadership roles (including providing valuable ethical experiences for all employees, educating and nurturing ethically-oriented leaders at all levels, seizing opportunities to implement positive and effective ethical changes, emphasizing ethics in

organizational decision-making, institutionalizing a culture of ethical orientation, and the inspirational ethical role of managers).

For intervening factors, four axial codes have been identified and reported, which include political factors, executive factors, infrastructural factors, and cultural factors. Political factors (including ignoring ethical priorities, political considerations in manager evaluations, political considerations in appointments), executive factors (including potential threats of new technologies, lack of perceived need for training among employees, impracticality of training courses), infrastructural factors (including the lack of updating educational technologies, operational problems in human resource training, succession planning, and resistance to spending on employees), and cultural factors (including the absence of effective culture-building in mass media, the presence of a profit-seeking culture, the fading of ethical values in society).

For the central phenomenon, three components have been identified and reported, which include ethical educational leadership skills (managerial communication skills, managerial support skills, managerial educational skills), ethical literacy (professional ethics, justice-oriented ethics, managerial ethical commitment, managerial ethical transformation), and instructional design (monitoring and evaluation of education, development of educational programs, implementation of the teaching and learning process, setting educational vision and goals).

For strategies, four axial codes have been identified and reported, which include external university strategies, internal university strategies, informal strategies, and formal strategies. External university strategies (including active dissemination of activities in various fields through internal publications, providing recreational and welfare facilities outside the university, organizing camps and tourist trips), internal university strategies (including holding meetings to diagnose and root cause ethical problems, appreciating ethical services of employees on various occasions, clearly and precisely stating the university's ethical goals, drafting an ethical charter in the university, and an active system of suggestions and criticisms in the university), informal strategies (including providing opportunities for employee interactions, creating opportunities to participate in cultural, religious, social programs, membership in associations and clubs, and the presence of at least one experienced person in different departments), and formal strategies (including holding ethical orientation meetings at the start of service, regular and continuous evaluation of employees and

providing feedback, documenting ethical work methods, and organizing workshops on ethical orientation).

Finally, for the selected code outcomes, which are the final result of causal factors, strategies, contextual factors, and intervening conditions, four axial codes have been reported, which include structural development, educational development, communicational development, and performance development. Structural development (including an ethically-oriented structure, structural flexibility, structural empowerment, establishing an ethics-based structure), educational development (including enhancing employee capabilities, developing employee motivation, enhancing employee knowledge, improving the quality of educational processes, enhancing the learning culture among employees), communicational development (including developing communications among employees, establishing a trust-based culture, improving communications between management and employees, developing professional ethics among employees, trust and adherence to ethics), and performance development (including improving organizational justice, enhancing organizational identity, participatory decision-making, performance evaluation based on ethical orientation, and creating equal opportunities for employee development).

4. Discussion and Conclusion

Based on the reviews conducted so far, research on the model of ethically-oriented management has been very limited. In this regard, no research has yet addressed the ethically-oriented management model aimed at developing employee education in higher education with a grounded theory approach, which, along with records of its implementation in various countries, could set the groundwork for this study.

After open, axial, and selective coding in the MAXQDA software, the qualitative study results have been precisely addressed for the main factors. According to the findings of the first research question, four axial codes have been identified for the causal factors influencing ethically-oriented management, which include personality traits, psychological capabilities, job identity, and organizational communications. The results are consistent with the research by Rahimi Asl and others (2021) which stated that ethical orientation is the most determining factor in an organization (Rahimi Asl et al., 2021). They also align with the research Sarlak et al. (2012), which indicated that organizational factors, individual factors, and environmental factors were

effective through the spiritual space of the organization in creating a spiritually-oriented organization (Sarlak et al., 2013).

Based on the findings of the second research question, four main contextual factors have been identified and reported, which include organizational ethics, organizational foundations, organizational justice, and leadership roles. The results are consistent with the research by Benkraiem and others (2021), Shahraki and Naseri (2022), and Hashemian (2022) that investigated the role of organizational ethics philosophy in creating justice-centered ethics at the university and stated that Islamic work ethics had the greatest impact, while the ethical values of society and organization had the least impact on justice-centered ethics (Benkraiem et al., 2021; Shahraki Sanavi et al., 2022). This also matches the research by Yazdani and colleagues (2020) which concluded that the model of virtue-oriented organizations includes components of participatory leadership, teamwork, managerial commitment and support, structural support, organizational strategies, organizational communications, higher-level documents, environmental dynamics, and technological infrastructures (Yazdani et al., 2020).

Based on the findings of the third research question, four axial codes have been identified and reported for intervening factors, which include political factors, executive factors, infrastructural factors, and cultural factors. These are in line with the research by Liang and colleagues (2021), which stated that cultural factors are significant during ethical decision-making by leaders (Liang et al., 2021). This matches the research by Salehnia and Taghvaei Yazdi (2020) who stated that the value system is considered the most central belief of an individual that influences their paths, goals, and behaviors (Salehinia & Taghvaee Yazdi, 2021).

Based on the findings of the fourth research question, three components have been identified and reported for the central phenomenon, which include ethical educational leadership skills, ethical literacy, and instructional design. This is consistent with the prior research (Farahi. et al., 2022; Suandi et al., 2023) which concluded on the component of ethical literacy for the construct of ethical educational leadership. It also aligns with the research by Schwartz (2013) which discussed the development and maintenance of a company's ethical culture: the key elements that stated that despite three factors, illegal and unethical actions in organizations are minimized (Schwartz, 2013). These three factors include: 1) establishing ethical values and developing them within the organization and its various sections (such as policies, processes, operations), 2) implementing a formal ethical program including ethical codes, ethics training, and an ethical representative or leader, and 3) the continuous presence of ethical leadership, meaning that individuals at the top of the organizational pyramid have the most audible voice, often these are executives or senior executive boards. Each of these three factors is distinct from one another and overlaps and is interconnected.

Based on the findings of the fifth research question, four axial codes have been identified and reported for strategies, which include external and internal university strategies, formal and informal strategies. This is consistent with the prior research (Moghadasi et al., 2018; Remišová et al., 2019; Saltelli, 2020) which indicated that ethical trainings can increase managers' trust in organizational components and may be perceived as a prerequisite for effective organizational performance. They showed that five methods were effective in developing employees and included both internal and external strategies.

Finally, based on the findings of the sixth research question, for the selected code outcomes, which are the final results of causal factors, strategies, contextual factors, and intervening conditions, four axial codes have been reported which include structural development, educational development, communicational development, and performance development. This aligns with the research by Swandi and others (2022) which in a study titled "Investigating Ethics and Convergence as Key Factors in Performance Improvement" stated that ethics have sufficient reliability to significantly impact competitive performance and create a positive relationship with competitive performance. It also corresponds with the prior research (Ghanbari & Abdolmaleki, 2019; Suandi et al., 2023) which stated a positive relationship between the ethical environment and organizational performance. Therefore, policymakers and managers in educational organizations should consider appropriate decision-making for adopting effective actions and implement performance-based human resource management actions that can encourage and create ethical behaviors among employees and the organization. Through adopting and utilizing these actions, educational organizations can improve organizational performance.

Given that the results of the current study are consistent with theoretical and empirical literature, the research can offer suggestions both in the conceptual and empirical domain of ethically-oriented management towards the development of education in higher education. Initially, it is suggested that managers of universities, especially Islamic

Azad universities, create opportunities for their faculty members to advance in leadership and ethically-oriented management. In this regard, reliance on the qualitative results of the current study can be recommended, and opportunism in areas of leadership and ethically-oriented management skills, which include ethical literacy and instructional design, is advised. In essence, managers should teach a comprehensive, all-encompassing approach to faculty members and integrate general areas of leadership such as ethical leadership skills (ethical and educational literacy and instructional design). Additionally, the results of the current research recommend that managers and faculty members of Islamic Azad universities develop their knowledge and awareness in areas such as creating an ethical climate, fostering support for ethics in the organization, observing ethics in reciprocal relations, ensuring fairness in organizational interactions, and developing education and professional ethics.

Moreover, it is suggested that managers of Islamic Azad universities use the strategies of ethically-oriented management (identified in the current research) as a lever to strengthen educational development. In this direction, as an operational practice, it is recommended to university policymakers that this suggestion be placed within the framework of the theory of interpersonal behavior and teach the principles of ethically-oriented management to faculty members both as a social factor that normativizes ethical orientation and as a facilitating factor that stimulates ethical managerial behaviors simultaneously. Accordingly, it is suggested to human resource managers of Islamic Azad universities and committees selecting new faculty members to assess the ethical literacy of applicants for university chairs and consider it as a determinant factor for their lawfulness. From a research perspective, suggestions can also be offered to other researchers that are specifically based on the results of the qualitative section of the current research. Other researchers can use the identified dimensions and components for ethically-oriented management to predict other factors and variables such as organizational citizenship behaviors, extra-role behaviors of faculty members, and extra-role behaviors of students.

Authors' Contributions

The first author was responsible for conducting the interview and collecting data, and the other authors were responsible for analyzing the data and writing the article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Declaration of Interest

The authors report no conflict of interest.

Ethics Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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