



## Teacher Trainers' Commitment to Professional Teaching Ethics at the University of Al Ain, UAE

**Majed Zaki Aljallad**, *Professor of Curriculum and Instruction, Al Ain University, Al Ain, United Arab Emirates and Yarmouk University, Irbid, Jordan*, [majed.aljallad@aau.ac.ae](mailto:majed.aljallad@aau.ac.ae)

**Moath Khalaf Alomery**, *Practicum Instructor, Al Ain University, Al Ain, United Arab Emirates*, [moath.alomery@aau.ac.ae](mailto:moath.alomery@aau.ac.ae)

**Abstract.** This study aimed to ascertain the degree to which teacher trainers of both genders were committed to professional teaching ethics at the University of Al Ain, UAE, from the perspective of teacher trainees. The study considered the variables of gender, accumulative percentage average, years of experience, and the teachers' academic qualifications. The study population and its sample was comprised of all students in the Faculty of Education, Humanities and Social Sciences who were expected to graduate in the first semester of the academic year 2018/2019. These 75 students were enrolled in the module entitled Practical Education (Field Training). The study formulated a questionnaire composed of 40 sections distributed over five main themes, regarding teacher trainers' ethical attitudes toward: their profession, students, colleagues, work leadership, and society. The results of the study showed that the mathematical averages for all themes were both high and within close range; specifically, they fell between 4.50–4.72. The theme of ethical attitude towards work leadership was highest (average 4.72), while that towards the students was last (4.50). The results also indicated that there were no differences with statistical precursors that could be due to the variables of gender, years of experience, educational level, or accumulative percentage average.

**Keywords:** Teacher, Trainer, Professional, Ethics.

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### INTRODUCTION

Ethics is considered a necessary pre-requisite in the education and edification process. Every educational specialist should adhere to their profession's ethics so that each and every one contributes to the advancement of education. Since the education profession is considered one of the noblest of professions, it is only natural that those who belong to it commit to an ethical professional code which will assist them in achieving the desired results efficiently and effectively.

Many scholars have studied the ethics of professions, and various definitions of it have been formulated, such as Al-Hiyari and Abdel-Hameed (1985, p.9), who defined it as, "[t]he principles and criteria that are considered as the basis for the desirable behaviour by the members of a profession, who pledge to commit to them". In the same vein, Al-So'ood and Battah (1996) noted that, "[t]hey are the body of rules and principles that the members of a profession humbly commit to [...] to preserve the profession's status and to take it to the next level". Al-Barazi, moreover, (2001, p.32) stated that, "[t]hey are the behavioural precepts that regulate a certain profession", while Aloni (2008) defined them as, "[t]he system of ideals, values and norms that acts as a guide for the individual toward a better life in a practiced profession". In this study, we define the ethics of a profession as the system of principles, values and behaviours that the members of a certain profession should adhere to and abide by in their private and professional lives.

Nasir (2004) is of the opinion that education is closely connected to edification and ethics, since it seeks to develop and refine the mind and equip it with the skills, knowledge, and ethics required in the life of an individual. The teacher is the basis of the educational process, as they are the leader and positive role model that all students look up to, and who takes on the task of preparing and qualifying them to assume their responsibilities as citizens both locally and globally (Al-Hiyari, 2004). The commitment of the teacher to the ethics of their profession contributes mightily to forming and shaping their character, taking their professional status to the next level. It should inspire them to fully love their profession, commit to its principles and behaviours, and to fulfil the duties and responsibilities that result from their commitment to the profession,

not to mention that such commitment should make teachers role models for their students in their behaviour and manners (Al-Liqani, 2007).

It is generally the case that the commitment and non-commitment of a teacher to the ethics of the teaching profession is connected to consistent preparation to join the profession. The first stage in this process of qualifying professional teachers begins with a programme of practical education, which is considered one of the most important edification programmes that are taken care of at the levels of college and university, regionally and internationally, as it is considered as the practical implementation of the edification experiences. The practical education programme takes ethics into thorough account in the process of preparing future teachers, as one of the basic components, alongside the knowledge and the performance other elements, since it seeks to enhance ethics, values and positive traditions in trainee teachers. As a result, these trainees will have their behaviours and manners specified and articulated in different situations, and remain on the right path so long as teacher trainers adhere to the correct ethical manner in their role as teachers and educators (Ghanim & Abu-Shoa'airah, 2008).

In order for educational institutions to achieve the desired objectives in preparing teachers, Emirati universities, education faculties, and colleges have taken a keen interest in preparing and qualifying trainee teachers in all aspects of knowledge, performance, behaviour and ethics. For example, the Faculty of Education at Al Ain University introduced the Programme of Field Education (Practical Education) to provide trainee teachers with general and ad hoc educational competencies which will ensure that they are able to integrate theoretical knowledge with practice in teaching. This practical education programme helps trainees acquire the necessary teaching skills, as well as the ethical values and inclinations that are compatible with the profession of teaching.

University educational sciences faculties in general and the United Arab Emirates (UAE), in particular, emphasise that all teacher preparation programmes (Practical and in the Field Education) must include four kinds of preparation –spiritual and ethical, cultural, academic, and for the purposes of edification –provided that a balance is struck between the different aspects of preparation. A programme must be holistic and interconnecting, with the ability to form a trainee teacher's complete personality with regard to all aspects, so that each qualified teacher will be able to shoulder their responsibilities and fulfil their duties in a world witnessing rapid scientific and technical development and an enormous knowledge explosion.

The teacher trainer has the first line of responsibility for preparing student teachers, since he/she accompanies trainees throughout their practical education/field education, and equips them with the teaching skills and ability to adapt to the educational process as a whole. The trainer provides them with practical experience and edifying instructions, as well as advice, guidance, and supervision during their field training until the last stage of classroom independence. For this reason, the teacher trainer is instrumental in guiding the trainee, in the role of a supervisor stationed at schools with trainees. Therefore, the teacher trainer assumes a pivotal and important position in the field educational programme, and clearly impacts the development of the skills of the trainee and their teaching experiences, all through his or her assigned duties and roles.

Furthermore, the teacher trainer should possess a set of noble values, ethics and principles as he/she is seen as a role model by society and trainees alike. This was affirmed at the Eighth General Conference of Ministers of Education, Edification and Knowledge, Arab Bureau of Education for the Gulf States, in Doha (1985), under the theme of 'Ethics of the Teaching Profession'. The conference propounded the following items:

- Teaching is a sacred profession that calls on those who conduct it to be truly loyal dedicated to it, to be honest with oneself and with other people, to continue spreading science and goodness, and to eliminate ignorance and disease;
- The teacher is a role model for his/her students in particular and to the society in general, and they shall ensure that the impact that they leave in the souls of people is ever-lasting, and that is why they ought to possess and hold on to ethical values and high ideals, and advocate and spread them between students and people alike. They shall exert every possible effort to have them spread and respected;
- The teacher is the partner for the parents of students in the process of education, raising up, guidance and edification and shall ensure to cement the bonds of trust between the school and family environment, and shall consult, when the need arises, with parents over all that which is concerned with the students' future or may affect their educational life;
- The teacher is very well cognizant that the learning process is sacred, and their teaching process is reverential, and they shall undertake their duties with the heart and mind of a devotee, seeking only the blessing and grace of the Almighty God as their reward, while believing fully well that on one hand

they are being watched by God and, on the other hand, that everything they say and do will stand to vouch for them or repudiate them, in life and in the hereafter; and,

- The teacher is very well aware that their behaviour is observed, after the Almighty God, by their vigilant conscious and watchful inner-self, and that the external monitoring, no matter how much its methods are diversified, does not rise up to the level of their vigilant conscious, and that is why the teacher shall exert every possible effort to spread this attitude among students and members of society, and thereby by adhering to such principles the teacher sets the highest of examples of how one can be a role model (Arab Bureau of Education for the Gulf States, 1985).

In essence, the teacher trainer is the corner stone in the education and edification process, and this necessitates taking care of the ethical side of teachers, upon whom the largest share of the teaching and educating of students' process lays. They are the most capable of teaching ethical values, and that is why if any one decides or wishes to join this sacred profession of education, they ought to strive to possess the best professional qualities, ethics and values, and this is indeed what sets this profession apart from other professions. For this reason, the undertaking of this study concerns the degree to which teacher trainers commit themselves to the ethics of the profession of education from the stand point of the training students at Al Ain University.

### **The Subject of the Study and its Stated Questions**

Ethical values are considered a social necessity, and pious ethics are the indispensable building block of any society as they provide it with the meaning, and the objectives around which the members of the society coalesce. This is why the judgement of any society, whether progressive or backward-looking, is dependent to a large degree on the extent to which such a society commits itself to righteous ethics. For this reason, Islam has an interest in these ethics, since adherence to a rubric of values is the requisite for a social life that is enduring, and Islam is utterly cognizant of what would transpire if such ethics and values were disregarded. Therefore, Islam introduced comprehensive, practical and realistic ethical principles and standards, compatible with any time, place, or period.

When conducting this study, and during their interaction with those concerned with the programme of practical education, be it principals, teacher trainers or trainees, the researchers noticed the immense impact of the teacher trainers on the inclinations of the trainees, and their attitude toward the profession of education, and their commitment to its ethics. The purpose of this study is thus to try to reveal the extent to which the teacher trainers commit to the ethics of their profession, from the perspective of the trainee teachers at Al Ain University for Science and Technology.

The study seeks to address the following two questions:

- 1) What is the degree of commitment from the teacher trainers to the ethics of the education profession from the perspective of the trainee teachers?
- 2) Are there any differences with statistical indications at the significance level ( $\alpha = 0.05$ ) in the degree of commitment from the teacher trainers to the principled ethics of the education profession, in the view of the trainees, according to the variables of gender, accumulative percentage average, years of experience, and academic level?

### **The Importance of the Study**

The importance of this study emanates from the following aspects:

- 1) Identifying the commitment degree of the teacher trainers to the ethics of the education profession, as seen and perceived by the trainees themselves, reveals their proclivities, and helps to make concrete their ethics, and limit and decrease the spread of negative counter values;
- 2) Assisting university teacher trainers to identify important ethics and values, and include them in the academic curricula, and assisting students in applying them with regard to all of life's different facets;
- 3) Providing the Ministries of Education with indicators for their role in developing a rubric of ethical values for trainees at the stage of public education; showing how such indicators may employed in pertinent edification decisions; and, creating the programmes that will enforce these ethics;
- 4) Alerting officials in practical education programmes to the need to choose teacher trainers committed to the ethics of the education profession.

## Study Glossary

- 1) **Practical Education Programme:** The programme prepared by the Faculty of Education, Humanities and Social Sciences at the University of Al Ain, which provides trainee teachers with practical education for one semester;
- 2) **Trainee teacher:** A student expected to graduate at the end of the first semester of **2018/2019**, and who is enrolled in programme of practical education;
- 3) **Teacher trainer:** A teacher appointed by the Ministry of Education in the applying school, in which he/she teaches the subject of their specialty, and who specifies the professional needs of the trainees and trains them to conduct their duties as teachers, inside and outside the school, guiding them through their practical education training;
- 4) **Ethics of the Education Profession:** This is the rubric of principles, values, behaviours, and duties to which all teachers ought to adhere, to conduct their mission in the best way;
- 5) **Commitment to the Ethics of the Profession of Education:** This is the degree to which teachers of both genders adhere to the ethics of the education profession as per the standards and measures specified in the questionnaire section.

## Study Limitations

- **Time limitation:** The study was limited only to the students of the Bachelor level who are enrolled in the programme of Practical Education/Field Education, in the first semester of 2018/2019;
- **Human Limitation:** The sample of the study was limited to the students of the Bachelor level enrolled in the above programme in the Faculty of Education, Humanities and Social Sciences at Al Ain University for Science and Technology;
- **Physical Place Limitation:** This study was conducted at the University of Al Ain for Science and Technology, in the UAE;
- **Study Subject Limitation:** During the conduct of this study, it was limited only to the following variables: teacher trainers' ethics toward their profession, students, colleagues, work leadership, and society.

## LITERATURE REVIEW

A number of local, regional and international studies related to the subject of ethics in education were considered in this study, through multiple axes, and according to a chronological sequence, as follows:

- Mortland (2000), which aimed at ascertaining the impact of education ethics on American society. The study showed that American school teachers committed to a large degree to occupational requirements and the ethics of the profession, and that this commitment degree was affected by multiple variables, the most important of which was gender. The female teachers committed to ethics more than their male counterparts, and this was put down to the fact that female staff in general are more committed to the ethics of a profession and their application more than their male colleagues;
- Dentith (2004), investigated the theme of "Ethical Education, The Role of the Classroom Teacher in Georgia". This study aimed to know the degree to which high school teachers committed to the ethics of their profession, and the point to which the principals of the schools responded to certain ethical problems. The study employed analytical and descriptive methods in five high schools, with teachers and principals. One of the important results was the weakness of the ethical side in teachers due to the dominating effect of the edification environment on their characters, in addition to the lack of financial support, which is always needed when preparing and training teachers;
- Zheng and Hui (2005), aimed to analyse the vision of Chinese society apropos teacher ethics and the factors that impact them. The results indicated that 55% of the members of the local community were satisfied with the teachers' ethics and behaviour, which means that Chinese society holds in general a positive view of teachers, considering that the character of a teacher and the high regard in which they are held are the most affecting factors in their occupational performance. Furthermore, 88% of the sample pointed to the possibility of considering the Chinese teacher as a role model with respect to their ethical and behavioural values;
- Kieser (2009) aimed to pinpoint the degree of prevalence of the ethical atmosphere in the school environment from the perspective of the students themselves. Analytical and descriptive methods

were employed, and the results showed the prevalence of a positive mood in two schools, since a successful school is one that creates a positive environment in exchanges and reciprocal relationships between teachers, or between students, or between teachers and students. Additionally, the results pointed to the non-existence of any correlation between the economic situation that surrounds the school itself and the positive and ethical atmosphere prevailing in this school;

- Al Hadeed (2011) showed that the degree of commitment to the ethics of the profession of teachers of an Islamic Studies course at the high school level, from the perspective of the school principals, was medium level. It also indicated that there were no statistical differences ( $\alpha = 0.5$ ) for the variables of gender, academic qualifications, experience in management, and in all of the tools aspects, but there were statistical differences relative to the experience variable for those with five years or less experience;
- Al Zo'obi (2013) aimed to identify the point to which the teacher trainers were committed to the ethics of the education profession from the stand point of female students at the University of Al Biet. A questionnaire was administered to 113 trainee teachers. The study's results showed that the level of commitment of the female teacher trainers to the ethics of the profession of education in six study aspects was high. It also indicated the existence of statistical differences with reference to commitment to ethics regarding the variable of practical experience, and in the two aspects of the ethics of the teacher trainer at work toward her colleagues, and toward parents and the local community. Such results were in favour of the teachers with experience over ten years, and no statistical differences were found in relation to the variable of academic level;
- Al Haj and Al Hajjaj (2018) investigated the extent to which teacher trainers of both genders were committed to the ethics of the profession of education, at the Ministry of Education, in the University district, from the stance of the students themselves. They ascertained the link between the level of such commitment to the students' low grades. The study found an inverse relationship between the degree of commitment to the ethics of the profession of education and the reasons for the students' low performance. The study also found statistical differences in the averages of the reasons for the low performance by students, due to the variables of student gender (in favour of female students), number of family members (in favour of families with five members or fewer), interactions between the gender and the academic branch, and between the gender and the number of family members. The study recommended the need to commit to the ethics of the profession of education due to its positive impact on the students' performance, and to encourage innovators and those who are committed to the ethics of the education profession both morally and financially.

By reviewing previous studies related to the ethics of the education profession, a benefit was derived in terms of the theoretical framework of the current study, and its tools. The consensus of these studies signifies the importance of the ethics of any profession in general, and the ethics of the profession of education in particular. What distinguishes this study from previous ones is the fact that it links the programme of practical education at Al Ain University with the ethics of the profession of education, by probing the students' points of view with respect to their teacher trainers' commitment to the ethics of the education profession, in the light of some of the impacting variables.

## Study Procedure and Methods

Analytical scanning was employed for the purpose of this study, in addition to personal interviews with the trainees from the University of Al Ain for Science & Technology. A questionnaire was developed consisting of 40 sections, distributed over five main aspects: teacher trainers' ethics toward their profession, students, colleagues, work leadership, and society. The responses to each section were classified under five levels, using a five-point Likert scale. The five levels (very high, high, medium, low and very low), are numerically represented as 5, 4, 3, 2 and 1, respectively. The draft questionnaire was presented to a group specialized and experienced in this field of study, who were asked to comment on the suitability of the questionnaire and its clarity. Consequently, the questionnaire was amended to 40 sections with four main domains.

The study sample of 75 students (17 males and 58 females) was comprised of all students in the Faculty of Education, Humanities and Social Studies who were expected to graduate in the first semester of 2018/2019, enrolled in the module Practical Education (Field Training). The sample was distributed according to the variables of the study (Table 1). The questionnaire data were collated and personal interviews were conducted with the trainees, after the questionnaire had been verified with respect to its consistency. The questionnaires were distributed and collected in person, with a return rate of 74 out of 75 (99%).

**Table 1.** *Distribution of the Sample by Variable, Repetition & Percentage*

	<b>Category</b>	<b>Repetition</b>	<b>Percentage</b>
<b>Gender</b>	Male	17	23.0
	Female	57	77.0
<b>Experience (in years) of the teacher trainer</b>	>5	19	25.7
	5-10	22	29.7
	+10	33	44.6
<b>Education Level</b>	Bachelor	37	50.0
	Vocational Diploma	26	35.1
	Master	11	14.9
<b>Accumulative Average</b>	Medium	13	17.6
	Good	32	43.2
	Very Good & Above	29	39.2
	<b>Total</b>	<b>74</b>	<b>100.0</b>

To convert the raw data, the scoring information was specified as: Very High –5 Points, High –4 Points, Medium –3 Points, Low –2 Points, and Very Low –1 Point. The following statistical criteria were used to evaluate the questionnaire sections: Low –if the average ranged between 1–<2.33; Medium –if the average ranged between 2.33–3.66; High –if the average ranged between 3.67–5.00.

To ensure the consistency of the questionnaire, the researchers used the test and re-test method. This was applied to a similar sample made up of 30 students of both genders, from outside the study population of Al Ain University, Abu-Dhabi Branch, with a time difference of three weeks between the test and re-test. Following this, Pearson’s correlation coefficient was calculated between evaluations of both tests, in relation to the study tool as a whole, and this averaged 0.84–0.89. The reliability coefficient of the internal consistency was calculated according to Cronbach’s alpha. Table 2 illustrates the internal consistency coefficient as per the formula of Cronbach’s alpha domains return reliability and the tool as a whole as 0.88. This value is considered suitable for the purposes of this study.

**Table 2.** *Internal Consistency Coefficient Cronbach’s Alpha and Domains Return Reliability and Total Number*

<b>Domain</b>	<b>Return Reliability</b>	<b>Internal Consistency</b>
Profession (Both Genders)	0.89	0.77
Students (Both Genders)	0.84	0.84
Colleagues (Both Genders)	0.90	0.80
Work Leadership (Both Genders)	0.88	0.78
Society (Both Genders)	0.86	0.81
<b>Total Number</b>	<b>0.91</b>	<b>0.88</b>

Once collected, the data were entered into the Statistical Package for the Social Sciences (SPSS). The first and second questions were answered by calculating the arithmetic averages and standards deviations. To illustrate the significance of the statistical differences in between the arithmetic averages, multivariate quadrilateral variance analysis was used on the domains, and quadrilateral variance analysis was used for the tool as a whole, with post hoc comparisons in a Scheffe Test.

Question 1: What is the degree of commitment by the teacher trainers of both genders to the ethics of the profession of education from the stand point of the trainees?

To answer this query, the arithmetic averages and the standard deviations of the degree of commitment of the teacher trainers to the ethics of the education profession were extrapolated from the view points of the trainees (Table 3).

**Table 3.** Arithmetic Averages and Standard Deviations of the Degree of Commitment of the Teacher Trainers to the Ethics of the Education Profession from the Viewpoint of the Trainees in Descending Sequence according to the Arithmetic Averages

Rank	No.	Domain	Arithmetic Average	Standard Deviation	Level
1	4	Work Leadership (Both Genders)	4.72	.516	High
2	1	Profession (Both Genders)	4.60	.535	High
3	5	Society (Both Genders)	4.57	.533	High
4	3	Colleagues (Both Genders)	4.53	.576	High
5	2	Students (Both Genders)	4.50	.526	High
		<b>Total Number</b>	<b>4.57</b>	<b>.471</b>	<b>High</b>

Table 3 shows that the arithmetic averages ranged between 4.50–4.72. Teachers' ethics toward their work leadership had the highest average of 4.72, followed by profession (4.60), society (57.4), colleagues (4.53), and students (4.50). The overall arithmetic average of the tool as a whole was 4.57. The arithmetic averages and the standard deviations were calculated by section, and separately for each domain as shown below.

### First Domain

#### Teachers' Ethics toward their Profession

**Table 4.** Arithmetic Averages and Standard Deviations of the Teachers' Ethics toward their Profession in Descending Sequence

Rank	No.	Section	Arithmetic Average	Standard Deviation	Level
1	8	Makes sure to carry out their work diligently	4.76	.518	High
2	3	Avoids negligence and dereliction of duty	4.66	.625	High
3	4	Commits to the duties and responsibilities of the profession of education	4.66	.625	High
4	5	Strictly adheres to the work time attendance	4.65	.629	High
5	6	Lays down yearly plans and ensures their execution	4.64	.674	High
6	7	Exchanges their teaching experiences with their colleagues	4.64	.653	High
7	1	Abides by the principles and instructions inside the classroom	4.58	.641	High
8	2	Participates in pertinent educational conventions and workshops	4.19	.886	High
		Teachers' Ethics toward their Profession	4.60	.535	High

Table 4 shows that the arithmetic averages ranged between 4.194–4.76. Section 8, "Ensures the execution of their work in the best way possible", came in first place with the arithmetic average of 4.76,

whereas Section 2, “Participates in the pertinent educational conventions and workshops” was last (4.190). The arithmetic average of the section as a whole was 4.60. From the table, it can be surmised that all of the sections of the domain were in relation to the high degree in which teachers committed to the ethics of the profession of education were ranked. This may be due to the effective role played by the Ministry of Education via its supervision and follow up of teachers throughout the Kingdom’s schools, and the extent to which they are committed to the ethics of their profession. This is the indicator according to which the Ministry of Education chooses its teachers based on certain principles and criteria, including academic qualifications, practical experiences, personal interviews, and annual reports. Additionally, these results may be construed as that the teachers, of both genders, look at the ethical and moral side of their profession with a positive outlook; this is a reflection of their belief in the education profession and its sacredness, and adherence to Islamic ethics. This is in line with the results of the study undertaken by Mortland (2000), which indicated that the teachers in American schools were committed to a high degree to occupational requirements and the ethics of the profession. It is also in accordance with Kieser (2009), who indicated the prevalence of a positive attitude towards the profession of education.

However, the results of the current study differ from the results of Al Hadeed (2011), who pointed out that the commitment of the Islamic Studies teachers at the high school level to the ethics of their profession from the perspective of the school principals was medium in rank. The results also differ from Al Haj and Al Hajjaj (2018), who found that the general average of the sections on the commitment degree by the teachers to the ethics of the profession of education was also medium in rank.

## Second Domain

### Teachers’ Ethics toward their Students

**Table 5.** Arithmetic Averages and Standard Deviations of the Teachers’ Ethics toward their Students in Descending Sequence

Rank	No.	Section	Arithmetic Average	Standard Deviation	Level
1	11	Ensures being a positive role model to students	4.72	.537	High
2	10	Carries themselves with integrity when conveying facts to students	4.62	.590	High
3	12	Exerts every effort to back up the development of students comprehensively	4.58	.662	High
4	13	Deals with the students with honesty and decency	4.58	.641	High
5	9	Deals with students on the bases of fairness and equality	4.57	.664	High
6	18	Instils and imparts into students the values of loyalty and love of the homeland	4.55	.685	High
7	17	Accepts all students irrespective of the social, economic and religious differences in their backgrounds	4.54	.623	High
8	14	Enhances the students’ confidence in themselves, their teachers, their schools, their peers, their families and their societies	4.51	.707	High
9	20	Takes into thorough consideration the individual	4.50	.687	High



		differences when dealing with their students			
10	19	Utilises the various educational methods in putting right the behaviour of the students	4.39	.755	High
11	16	Respects and takes to heart the opinions of their students	4.26	.922	High
12	15	Utilises the variegated ways and means in running the classroom	4.22	.745	High
		Teachers' Ethics toward their Students	4.50	.526	High

Table 5 shows that the arithmetic averages fell in the range of 4.22–4.72. Section 11, “Ensures to be a positive role model to students” ranked first, with an arithmetic average of 4.72, whereas Section 15, “Utilises the variegated ways and means in running the classroom” had the lowest arithmetic average of 4.22. The arithmetic average of the whole domain was 4.50. The table also shows that all sections of the domain illustrated that the commitment of all of the teachers to the ethics of the profession of education was high. The reason for committing to ethics in their dealings with their students could be put down to their awareness of the importance of being a role model in what they say or do. This is something that would always compel them to try to maintain a positive image. The commitment of the teachers to an enduring positive impression is not only with regard to their students, but also with respect to those training male and female trainee teachers, especially when these trainees believe that the eyes of their teachers are always on them. Also, their commitment to their students could be due to their feeling of duty into making them the leaders of the not-so-distant future. The results of the current study are in line with those results of Kieser (2009) and Al Zou’bi (2013), and Al A’ajmi (2016), who all affirmed that a successful school creates a positive atmosphere between students and teachers.

### Third Domain

#### Teacher’s Ethics toward Their Colleagues

**Table 6.** Arithmetic Averages and Standard Deviations of the Teachers’ Ethics Toward their Colleagues in Descending Sequence

Rank	No.	Section	Arithmetic Average	Standard Deviation	Level
1	25	Acts with humility in their dealings with their colleagues	4.65	.629	High
2	22	Socialises with colleagues in their times of happiness and sadness	4.62	.635	High
3	23	Wishes their colleagues well and happy, and expect to be treated the same way by colleagues	4.61	.658	High
4	27	Adheres to the highest of ethics in their dealings with their colleagues	4.57	.621	High
5	24	Always gives advice and helps their colleagues	4.55	.644	High
6	26	Respects and values the privacy of their colleagues	4.49	.707	High
7	28	Co-operates with their colleagues with respect to advancing work performance	4.42	.776	High

<b>8</b>	<b>21</b>	Respects and values the opinions of their colleagues and he/she does not belittle their colleagues' points of views	4.36	.751	High
		Teacher's ethics toward their Colleagues	4.53	.576	High

Table 6 shows that the arithmetic averages fell in the range of 4.36–4.65. Section 25, “Acts with humility in their dealings with their colleagues” ranked first with an arithmetic average of 4.65, whereas Section 21, “Respects and values the opinions of their colleagues and he/she does not belittle their colleagues’ points of view”, had the lowest arithmetic average of 4.36. The arithmetic average of the whole domain was 4.53. The table also shows that all sections of the domain illustrated that the commitment of all of the teachers to the ethics of the profession of education was high. The reason for this commitment in their dealing with their colleagues could be due to their conviction that the mutual positive relationships that are exchanged between them have a great impact on their consistency and work performance, since the core of a school’s success is the positive atmosphere that pervades it. The above results are compatible with the results of Kieser (2009), who affirmed that the pervasiveness of the ethical atmosphere in the school environment is connected to a large degree to the positive relationships between students and teachers, or between the teachers themselves.

#### Fourth Domain

##### Teachers’ Ethics toward their Work Leadership

**Table 7.** *Arithmetic Averages and Standard Deviations of the Teachers’ Ethics toward their Work Leadership at Place of Work in Descending Sequence*

Rank	No.	Section	Arithmetic Average	Standard Deviation	Level
<b>1</b>	<b>34</b>	Protects the confidentiality of work-related data and information	4.80	.573	High
<b>2</b>	<b>30</b>	Deals with supervisors with utmost respect	4.78	.530	High
<b>3</b>	<b>31</b>	Maintains good attendance at work and avoids absence as much as possible	4.76	.544	High
<b>4</b>	<b>29</b>	Commits to executing instructions issued by superiors	4.73	.668	High
<b>5</b>	<b>33</b>	Exhibits a team playing attitude when working with supervisors to solve work-related problems	4.66	.647	High
<b>6</b>	<b>32</b>	Accepts constructive criticism wholeheartedly	4.61	.658	High
		Teacher's ethics toward their Work Leadership	4.72	.516	High

Table 7 shows that the arithmetic averages fell in the range of 4.61–4.80. Section 34, “Protects the confidentiality of work-related data and information”, ranked first with an arithmetic average of 4.80, whereas Section 32, “Accepts constructive criticism wholeheartedly” had the lowest arithmetic average of 4.61. The arithmetic average of the whole domain was 4.72. The table also shows that all sections of the domain revealed that the commitment of all teachers to the ethics of the profession of education was high. The reason for the teacher trainers’ commitment in their dealings with their work leadership could be ascribed to the democratic

manner in which the leadership conducted itself inside the educational and edification institutions, in keeping with the legal principle that “All are equal before the law, in duties and in rights”. It may also be due to an attitude based on mutual respect among all staff in educational institutions, and how they are fully aware of their duties and responsibilities, and their equal but opposite rights. This all contributes to establishing a relationship that is predicated on mutual respect and trust.

Regarding other studies, these results are both similar and contradictory to other studies. They are in line with Al Zou’bi (2013), who explained that the relationship between the teacher trainer and the school principal is a superior-subordinate one. This may create the inner motive for the teacher trainer to enjoy their work stability, at the heart of which is the constructive relationship between the two parties. Such a positive feeling contributes to the teacher’s work stability and affects proportionally their performance at the school. In contrast, the current results differed from those of Dentith (2004), who pointed to a weakness of ethics in teachers as being due to the control of the educational environment over them, and the lack of the financial resources available, as is required when preparing and training the teachers.

## Fifth Domain

### Teachers’ Ethics toward their Society

**Table 8.** *Arithmetic Averages and Standard Deviations of the Teachers’ Ethics toward their Society in Descending Sequence*

Rank	No.	Section	Arithmetic Average	Standard Deviation	Level
1	38	Ensures positive co-operation with members of the local community	4.64	.563	High
2	39	Assists in directing members of the local community toward achieving the public good	4.62	.613	High
3	36	Commits to protecting the environment	4.61	.615	High
4	40	Believes in the concept that the profession of teaching is in principle a communal profession	4.61	.637	High
5	35	Exhibits patience when dealing with members of the local community	4.57	.664	High
6	37	Contributes to voluntary work in society	4.36	.853	High
		Teachers’ ethics toward their Society	4.57	.533	High

Table 8 shows that the arithmetic averages fell in the range of 4.36–4.64, where Section 38, “Ensures to positively co-operate with members of the local community” ranked first, with an arithmetic average of 4.64, whereas Section 37, “Contributes to voluntary work in society” had the lowest arithmetic average of 4.36. The arithmetic average of the whole domain was 4.57. Additionally, the table shows that all the sections of the domain illustrated that the commitment of all teachers to the ethics of the profession of education was high. The reason for the teacher trainers’ commitment in their dealings with society could be attributed to teacher trainers being, before anything else, members of the society in which they live and reside. This society is ruled by a certain set of rules, history, and customs and traditions that are principled in nature. They have an awareness of the importance of adhering to such principles, which are conservative in nature and based on the Islamic Faith and noble Arab values. For this reason, they always continuously interact with causes in their society, either inside or outside school, so that they build the society and prepare its members, to make them worthy citizens capable of conforming to their society and positively contributing to its development.

The results of the present study are consistent with Al Zou'bi (2013), who pointed to the commitment of female teachers to ethical principles derived from society's conservative customs and traditions. Also, the current results are in step with Al A'ajmi, (2016), who indicated that the ethics of male and female teachers in the Kingdom of Saudi Arabia emanate from the principles of Islam and noble Arab values. On the other hand, the present results contrast with Al Hadeed (2011), who found that the degree to which teachers of Islamic Studies were committed to the ethics of their profession, in relation to the members of their society, was very low.

Second Question: Are there any differences with statistical indications, at the significance level of  $0.05=\alpha$ , in the degree of commitment by the teacher trainers to the principled ethics of the education profession from the standpoint of the trainees, according to the variables of: gender, accumulative percentage average, years of experience, and academic level?

To answer this query, the arithmetic averages and standard deviations of the degree of commitment were inferred from the viewpoints of the teacher trainees, according to the variables of: gender, accumulative percentage average, years of experience, and academic level (Table 9).

**Table 9.** Arithmetic Averages and Standard Deviations of the Degree of Commitment of the Teacher Trainers to the Ethics of the Education Profession from the Points of View of the Trainee Teachers, According to Variable

Variable	Category	Statistical	Profession	Students	Colleagues	Work Leadership	Society	Total Score
Gender	Male	A*	4.44	4.45	4.50	4.70	4.60	4.52
		S**	.868	.855	.866	.840	.685	.789
	Female	A	4.64	4.52	4.54	4.73	4.56	4.59
		S	.385	.387	.466	.382	.485	.333
Years of Experience of the Teacher Trainer	5 Years	A	4.27	4.28	4.30	4.55	4.36	4.33
		S	.789	.806	.796	.826	.632	.726
	>5-10 Years	A	4.65	4.58	4.51	4.80	4.57	4.61
		S	.382	.401	.438	.281	.456	.287
	>10 Years	A	4.75	4.58	4.69	4.77	4.69	4.68
		S	.344	.347	.465	.386	.496	.332
Educational Level	Bachelor Degree	A	4.50	4.38	4.43	4.67	4.53	4.48
		S	.642	.621	.670	.652	.613	.572
	Vocational Diploma	A	4.63	4.61	4.64	4.76	4.57	4.64
		S	.421	.399	.480	.369	.422	.349
	Master Degree	A	4.84	4.66	4.63	4.82	4.68	4.72
		S	.231	.347	.387	.229	.503	.271
Accumulative Percentage Average	Average	A	4.62	4.60	4.66	4.85	4.86	4.69
		S	.403	.376	.443	.250	.214	.238
	Good	A	4.67	4.53	4.52	4.73	4.47	4.58
		S	.378	.361	.466	.419	.493	.323
	Very Good	A	4.51	4.43	4.49	4.66	4.55	4.51
		S	.710	.711	.728	.681	.633	.655

\*A=Arithmetic Average, \*\*S=Standard Deviation

Table 9 shows an apparent variance in the arithmetic averages and standard deviation in relation to the commitment of the teacher trainers from the perspective of the trainees, according to the variables. To illustrate the significance of the statistical differences in the arithmetic averages, multiple quadrilateral variance analysis was employed in the domains in Table 10, which includes the quadrilateral variance analysis of the tool as a whole.

**Table 10.** Multiple Quadrilateral Variance Analysis of the Effect of Gender and Years of Experience, from the Perspective of All Trainees

Variance Source	Domains	Squares Total	Manoeuvre Degree	Squares Average	The Value of F	Statistical Significance
<b>Gender</b>	Profession	.745	1	.745	3.066	.085
<b>Hotelling=0.087</b>	Students	.200	1	.200	.758	.387
<b>H=0.380</b>	Colleagues	.181	1	.181	.558	.458
	Work Leadership	.077	1	.077	.280	.599
	Society	.086	1	.086	.316	.576
<b>The Experience of the Teacher trainer</b>	<b>Profession</b>	2.598	2	1.299	5.343	.007
<b>Wilks=0.740</b>	<b>Students</b>	1.104	2	.552	2.096	.131
<b>H=0.037</b>	<b>Colleagues</b>	1.508	2	.754	2.319	.106
	<b>Work Leadership</b>	.683	2	.342	1.243	.295
	<b>Society</b>	1.208	2	.604	2.229	.116
<b>Education Level</b>	<b>Profession</b>	.923	2	.461	1.898	.158
<b>Wilks=0.851</b>	<b>Students</b>	1.071	2	.536	2.034	.139
	<b>Colleagues</b>	.419	2	.209	.644	.528
<b>H=0.412</b>	<b>Work Leadership</b>	.205	2	.103	.374	.690
	<b>Society</b>	.038	2	.019	.071	.932
<b>Accumulative Percentage Average</b>	<b>Profession</b>	.483	2	.242	.994	.376
<b>Wilks=0.855</b>	<b>Students</b>	.385	2	.192	.731	.485
	<b>Colleagues</b>	.446	2	.223	.687	.507
<b>H=0.439</b>	<b>Work Leadership</b>	.345	2	.173	.628	.537
	<b>Society</b>	1.440	2	.720	2.657	.078
<b>Error</b>	<b>Profession</b>	16.045	66	.243		
	<b>Students</b>	17.383	66	.263		
	<b>Colleagues</b>	21.454	66	.325		
	<b>Work Leadership</b>	18.147	66	.275		
	<b>Society</b>	17.885	66	.271		
<b>Total</b>	<b>Profession</b>	20.892	73			
	<b>Students</b>	20.173	73			
	<b>Colleagues</b>	24.197	73			
	<b>Work Leadership</b>	19.460	73			
	<b>Society</b>	20.718	73			

Tables 10–12 show that there are no differences in statistical significance ( $\alpha = 0.05$ ) due to gender in all domains, attributed to the fact that all the teacher trainers at the Ministry of Education, all over the Kingdom, are subject to the rules and regulations of the Ministry irrespective of gender. There is only one curriculum, set

of duties and rights, and the same training courses. The results of these tables are compatible with Al Hadeed (2011) and Al Zou'bi (2013), but differ from those of Mortland (2000), who showed that female staff members were more committed to the ethics of the profession than males, due to the nature of females who were more committed to ethics and their implementation, and were more precise than males in carrying out their duties. The results also differ from Al-Haj and Al Hajjaj (2018), who found that female staff members are more committed than males. Furthermore, the tables also show that there are no differences in statistical significance ( $\alpha = 0.05$ ) due to years of experience in all domains except the teachers' ethics toward their profession, where the value of (F) reached 5.343, (statistical significance 0.007. To indicate the statistically significant paired differences in the arithmetic averages, post hoc comparisons (Scheffe Test) were employed, as illustrated in Table 11. This may be because of the fact that practising teaching for more than ten years makes the teacher trainer more professional in their dealings with students, colleagues, educational leadership, and the school environment. Additionally, teachers with many years' experience are more invested in the profession and interested in developing it, and this result is in line with Al Zou'bi (2013). The results also showed that there are no differences in statistical significance ( $\alpha = 0.05$ ) due to the accumulative percentage average in all domains, which could be ascribed to the fact putting ethics into behavioural practice makes them esteemed by all, as agreed upon between the members of the society, in a manner that is derived from the society's philosophy and doctrine. Hence, there is no requirement to hold a high academic qualification to be qualified to pass judgement on the degree of ethical commitment in the profession of education.

Furthermore, the results show that there are no differences in statistical significance ( $\alpha = 0.05$ ) that can be put down to academic level in all domains, and the reason for this is that the commitment to ethics depends on: the way that an individual was raised; the strength of religious piety they possess; and, their feeling of belonging to the profession of education. This does not necessarily depend on the academic level obtained by a certain teacher, and this result is in line with both Al Hadeed (2011) and Al Zou'bi (2013).

**Table 11.** *Post Hoc Comparisons in Scheffe Test on the Effect of Years of Experience on the Domain of Teachers' Ethics toward their Profession*

Domain	Category	Arithmetic Average	5 Years & Less	>5-10 Years	>10 Years
Profession	5 Years & Less	4.27			
	>5-10 Years	4.65	.38		
	>10 Years	4.75	.48(*)	.09	

\*Indicator at the Significance Level ( $\alpha = 0.05$ )

**Table 12.** *Quadrilateral Variance Analysis on the Effect of Gender, Accumulative Percentage Average, Years of Experience and Academic Level, on the Degree to which Teacher Trainers Commit to the Ethics of the Profession of Education from the Perspective of All Trainees*

Variance Source	Squares Total	Degree of Manoeuvre	Squares Average	Value of (F)	Statistical Significance
Gender	.228	1	.228	1.093	.300
Experience of the Teacher Trainer	1.283	2	.642	3.078	.053
Educational Level	.474	2	.237	1.138	.327
Accumulative Percentage Average	.411	2	.206	.986	.378
Error	13.758	66	.208		
Total	16.224	73			

## Recommendations

- In light of the findings of this paper, the researchers recommend:
- Adhering to professional ethics by those in charge of the educational process in our educational institutions;
- Enriching the programmes that are set to qualify and train teachers and principals, including the moral rules of the teaching profession;
- Paying more attention to the education profession ethics in the practical education programme, and specifically to make it one of the keystones in the selection of teachers assigned to train teachers in the future;
- Developing a moral code to be viewed as a constitution for staff in the education sector;
- Conducting similar studies on other stakeholders of the practical education programme, such as trainees, supervising teachers, or cooperating school principals, and examining the degree of their commitment to the ethics of the teaching profession.

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