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## The Degree of Commitment of Primary School Leaders in Dammam to The Ethics of the Education Profession From The Perspective of Teachers

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**ABSTRACT:** The study aimed to recognize the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession from the perspectives of teachers in the following fields: (the personal ethics, the professional ethics, the ethics with teachers, the ethics with students, the ethics with parents and local community), and to detect existence of statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in the degree of commitment of primary school leaders in Dammam to the ethics of the education profession from the perspectives of teachers attributed to the variables (years of experience, number of training courses in the field of education profession' ethics). In order to achieve the objectives of the study, the descriptive method was used, and the study sample consisted of (407) male teachers in government primary schools in Dammam. A questionnaire was constructed as an instrument for collecting data. The study reached a number of important results such as the commitment of schools leaders to the educational ethics were high. The descending order of the sections were as follows: the fifth section (the ethics with parents and local community), followed by the fourth section (the ethics with students), followed by the second section (the professional ethics), followed by the first section (the personal ethics), and the third section (the ethics with teachers) was ranked last. Also, There were no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) attributed to the variable (years of experience) in the degree of commitment of leaders to the ethics of the education profession from the perspectives of teachers in all sections and in a total degree, except the fourth and fifth sections (ethics with students, ethics with parents and local community), but there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) attributed to the variable (number of training programs in the section of education profession' ethics) in the degree of commitment of leaders to the ethics of the education profession in the fourth and fifth sections (ethics with students, ethics with parents and local community), and in a total degree, while there were no differences in each of the following sections: (the first, second, and third) attributed to this variable.

**Keywords:** Degree of Commitment; Schools' leader; Professional Ethics and educational Professional Ethic.

## **1. Introduction**

The ethics of the profession is part of the general ethics, which represents one of the important starting points for the advancement of institutions, including the various functions and professions, as each profession depends on the ethics that regulate the professional conduct of its members within that profession or with other professions (Salloum and Aljamal, 2009). Thus, commitment to these ethics encourages employees to perform their work accurately and honestly, and to assume the responsibility entrusted to them in the best way, and contributes in providing an administrative elite, committed leadership, and able to improve the discipline of subordinates, and the administrative system (High, 2005; Hitt&Hoskisson, 2009, Yehia, 2010 and David, 2005).

While the commitment to professional ethics is an important requirement of the various institutions of society (James et al., 2011, p.13), it is an absolute necessity in the field of education; this is because of the vital role played by educational institutions and schools in shaping the identity of young people, therefore the commitment of the school leader to the ethics of the educational profession is a matter of great importance. In addition, adherence to these ethics is a prerequisite for the leader to perform the functions entrusted to him, including the implementation of educational policies, and the development of staff capacity and efficiency, and the preparation of action plans, and working to provide a safe school environment for all staff(Akhras, 2008).

This is what prompted educational researchers to emphasize the need for the school leader to have high moral features that would enhance his administrative and educational role, where the authors (Troy, 2009; Zidan, 2014 and Majali et al., 2015) emphasized the need for the school leader to adhere to a number of ethics, including credibility, confidentiality, justice, freedom of expression of opinion, patience, courage, and flexibility. In this context, Al-Shukaili (2011)notes that the commitment of the school leader to the ethics of the teaching profession is essential since the school leader is the role model and the first and most important reference for all members of the school community.

Modern human societies seek to adopt the concept of leadership in educational institutions; this comes from their complete conviction in its vital role in keeping pace with the surrounding changes and employing them to serve the educational institution, and being the link between the immediate and future plans of the institution and the workers, along with its contribution to supporting the positive forces of the educational institution, and reducing adverse aspects as possible (Al-Zaiber, 2017).It can be said that the leadership of individuals in educational institutions has become a cornerstone of the educational process; that the effectiveness of those institutions in achieving their mission and starting to achieve their vision, but depends to a large extent on their human resources, especially those who are involved in the task of leadership and their knowledge, capabilities, and skills, And what they have motivations and aspirations, they prepare programs and plans and carry out various tasks (Al-Ghazlani and Al-Samarrai, 2016).

In the Kingdom of Saudi Arabia, the Ministry of Education (1424) has developed a code of ethics for the teaching profession, this code contains the ethical principles that the parties of the educational process (and at the heart of them, the school leaders) should adhere to it, where the definition of the term teacher in this charter includes supervisors and leaders, this indicates that school leaders are highly concerned with the Code of Ethics.

## **2. Literature Review**

The study of (Al-Zahrani, 2007) aimed at identifying the degree to which the leaders of general education schools for boys in the city of Makkah committed to ethics in their administrative work. It was applied to a sample of (600) teachers of general education schools in Makkah, the study concluded that the degree of the commitment to educational ethics was a high according to the following administrative work ethics dimensions: organizational communication, the leader's relationship with the school community, decision-making, and professionalism, and the leader's relationship with parents and the local community, the second conclusion was that there is a strong positive correlation between all aspects of administrative work for leaders of government education schools from the perspective of teachers, and the third conclusion was: there are statistically significant differences between the averages of the responses of the study sample population according to the age variable in favor of teachers aged (45 years or more), and the qualification variable in favor of teachers whose qualifications are masters or more.

Abu Batikh, (2008) conducted a study to identify the extent of the commitment of basic school leaders to the ethics of the education profession in the Gaza governorate from the perspective of teachers, and it has found that there is a discrepancy in the director's ethics ranking for the sections of the questionnaire as a whole from the perspective of teachers, the director's ethics towards students got the first rank by 84.86%, followed by the director's ethics field toward teachers in the second place with a percentage of 83.14%, followed by the field of the director's ethics towards school facilities and equipment in the third rank is 82.68%, followed by the field of director ethics towards society, at the fourth place with 82.58%, and the last rank is the field of director ethics towards teaching curricula with 78.88%. Also, There were no statistically significant differences between the extent of the commitment of primary school leaders to the ethics of the education profession in Gaza Governorate from the perspective of teachers due to the variable years of experience. The study recommended increasing interest in professional ethics programs in schools so that they become one of the priorities of the ministry's concern in terms of preparation, training, implementation, follow-up, supervision, and evaluation.

Bin Zamel, (2016) conducted a study aimed at identifying the reality of the commitment of leaders of private elementary schools in Riyadh to the ethics of the school administration profession from the viewpoint of leaders and teachers, by defining the degree and requirements of commitment to the ethics of the school management profession, the study concluded that the degree of commitment of leaders of private elementary schools in Riyadh to the ethics of the school administration profession was very high, followed by the ethics of the leader with the students, then the ethics of the professional director, then the

ethics of the personal director, then the ethics of the director with parents and the local community, then the ethics of the director with the teachers.

The requirements for the commitment of leaders of private elementary schools in Riyadh to the ethics of the school administration profession were very high and there are statistically significant differences at the level of (0.05) in the responses of the study sample according to the variable of service in the educational work, in the field of ethics of the professional director in favor of the category of (from 10 years or more), and in the area of Leader Ethics with teachers and the field of leader Ethics with Students in favor of the category (from 5 to 10 years), and the category (from 10 years or more). The study recommended the adoption of a list of ethical practices in the study tool as a method for spreading awareness and promoting attitudes towards the ethics of the school administration profession.

Al-Otaibi, (2014) also conducted a study that sought to identify the degree of secondary school leaders 'practice of profession ethics from the perspective of teachers towards each of (students, teachers, and local community institutions), and to reveal the extent of the practice of managers of professional ethics in secondary schools in the State of Kuwait, according to the variables (type, educational qualification, number of years of service, educational region). The study concluded that the level of practicing ethics of the profession is high from the perspective of teachers and the commitment of the managers to the ethics of the profession towards students came first, then towards the institutions of the local community, and in the third-place towards teachers. Also, It was found that there are differences between the mean scores of secondary school leaders' commitment to professional ethics towards teachers due to the variable of the number of years of service in favor of those with more years of service than 5 years. The study recommended conducting similar studies in other educational stages.

Al-Khamis, (2013) also conducted a study aimed at identifying the degree of commitment of government secondary school leaders in Kuwait to the ethics of the school administration profession and its relationship to the organizational loyalty of teachers from the perspective of teachers. The study concluded that the degree of commitment of government secondary school leaders in Kuwait to the ethics of the school administration profession from the point of view of their school teachers was high. Also, there is a positive correlation with statistically significant between the degree of commitment of government secondary school leaders in Kuwait to the ethics of the school administration profession and the level of organizational loyalty to the teachers of those schools, additionally, there are no statistically significant differences between the arithmetic means for the degree of commitment of the leaders of secondary schools in Kuwait to the ethics of the school administration profession from the perspective of teachers according to the variables: gender, experience, and educational qualification. The study recommended strengthening the concept of school administration ethics in the administrative work of school leaders.

Amsale et al., (2016) conducted a study entitled: “Ethical behavior of educational leaders in Ethiopian public universities: the case of Western universities”, aimed at assessing the extent to which educational leaders in Western public universities from Ethiopia practice ethical behaviors within the following dimensions: equity, Integrity, intercultural communication, moral modeling, and altruism. The data was collected from 24 trainers and educational leaders who hold different leadership positions in Western Ethiopian universities, and the questionnaire was used to collect data. The results of the study revealed that leaders in the sample universities are committed to leadership ethics with a moderate degree, and there is a low practice for some dimensions of ethical behavior, namely: (communication with multiple cultures, altruism, and moral modeling). The study recommended that academic leaders in government universities should be provided with opportunities to develop ethical leadership practices to reach the expected level.

Majali et al., (2015) conducted a study entitled: “The degree of ethics of the teaching profession among school leaders in Tafilah Governorate from the perspective of teachers” in order to identify the degree of school leaders' ethics in the teaching profession from the perspective of teachers and to clarify whether there were statistically significant differences between the averages of teachers' assessment of the degree of school leaders' education ethics due to a variable (gender, years of experience, educational qualification). The study followed the descriptive approach and used a questionnaire as an instrument for it. The study sample consisted of (368) teachers who were randomly selected. The results of the study showed that the degree of practicing the ethics of the education profession among school leaders in Tafila Governorate from the perspective of teachers was high, with an average of 4.16. Also, the arrangement of the commitment to the fields of ethics of the teaching profession is in descending order as follows: the field of leaders' ethics towards teachers, followed by the field of leaders' ethics towards parents, followed by the field of leaders' ethics towards students, followed by the field of leaders' ethics towards himself, and finally leaders ethics towards the local community, all of them highly. Additionally, there are no statistically significant differences between the averages of teachers' assessment of the degree of school leaders' practice in the ethics of the teaching profession attributable to the variable of years of experience. The study recommended increasing the interest in professional ethics programs in schools so that it becomes one of the interests of the Ministry of Education.

This study is the first study that aims to reveal the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the following areas: (the personal ethics of the schools leaders - the professional ethics of the schools leaders - the ethics of the school leaders with teachers - the ethics of the schools leaders with students - the ethics of the schools leaders with parents and the local community) from the perspective of teachers, especially given the limited local studies in this regard. For these reasons, the researcher wished to address this topic in view of its importance, in order to identify the extent of the commitment of teachers to it, with the identification of

shortcomings, and search for proposed solutions in the form of recommendations to raise the level of commitment to professional ethics.

### **3. Study Problem**

Based on the importance of the commitment of school leaders to the ethics of the educational profession, especially in the era of globalization, and in light of the complexity of the functions of the schools, the moral aspect in the behavior of the school leader, his behavior, and his relationship with the school staff, students, parents, and members of the school community are not less important than his familiarity with the administrative and technical aspects of the profession, and this is recommended by many recent studies, such as the studies in (Majali et al., 2015; Bin Zamel, 2016; Al-Khamis, 2013 and Shoebat et al., 2016) which called for the need to pay attention to the ethics of the educational profession in the administrative work of school leaders as a way to improve the levels of effectiveness of administrative and educational performance.

In light of the results of the recent studies that the commitment of school leaders to the ethics of the educational profession did not reach the desired degree, where the study of (Al-Qahtani, 2013) concluded that the degree of commitment of leaders of public education schools in the province of Khamis Mushayt to the articles of the Code of Ethics of the Teaching Profession came with an average of (3.94 out of 5). Also, the Study of (High, 2005). also found that there was a lack of emphasis on ethics education in training and education programs and a lack of practicing it by school leaders in the field.

### **4. Research Questions**

The main question of the study is "**what is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession from the perspectives of teachers?**".

The following sub-questions arise from the main question:

1. What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of professional ethics of the primary school's leaders from the teachers' perspective?
2. What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the leader of the primary school from the teachers' perspective?
3. What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the primary school's leaders with the teachers from the perspective of teachers?
4. What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the primary school's leaders with the students from the perspective of teachers?

5. What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the primary school's leaders with the parents and local community from the perspective of teachers?
6. Are there any statistically significant differences at the level (0.05) in the degree of commitment of primary school teachers in Dammam to the ethics of the educational profession from the perspective of teachers attributable to variables (the number of years of experience in education, Number of training courses in the field of educational profession).

## 5. Research Methodology

The study population consists of all teachers in government primary schools for boys in Dammam, and those who are at work in the second semester of the year 2018, a random sample of (407) teachers from the government primary schools for boys in the city of Dammam was chosen, representing 15.4% from the study population. Table (1) shows the characteristics of the participants in the study.

Table (1): Distribution of the research sample according to years of experience in education and the number of training courses in the field of educational profession.

Years of experience in education	Frequency	Percentage%
Less than 5 years	55	13.5
5-10 years	91	22.4
10-15 years	105	25.8
15 years or more	156	38.3
Total	407	100
Number of Training Courses		
No courses	146	35.9
One course	74	18.2
Two courses	49	12
Three courses or more	138	33.9
Total	407	100

## 6. Study Instrument

In order to collect data related to this research, a questionnaire consisting of 47 questions divided into five (5) sections which are:

- Personal ethics, consisting of (7) statements.
- Professional ethics and it consists of (13) statements.
- Ethics with teachers and it consists of (9) statements.
- Ethics with students and it consists of (9) statements.
- Ethics with parents and the local community, and it consists of (9) statements.

A Likert scale: (Very High, High, Medium, Low, Very Low); was used to determine the response of the subjects, the following relative weights were given: (5, 4, 3, 2, 1) respectively, then the ranges of the 5-point Likert categories were determined as below:

- From 1 to 1.80 represents (very low).
- From 1.81 until 2.60 represents (low).
- From 2.61 until 3.40 represents (medium).
- From 3.41 until 4.20 represents (high).
- From 4.21 until 5.00 represents (very high).

### 6.1 Reliability and Validity of the Study Instrument

- **Face Validity**

After placing the questionnaire in its initial form, it was presented to a group of faculty members with specialization in the field of educational management in a number of Saudi and Arab universities, including Imam Abdul Rahman bin Faisal University, King Saud University, University of Hail, and King Abdullah College for Air Defense, and Tafila University in Jordan, with the aim of identifying the validity of the study instrument in measuring what was set to measure, and verifying the verbal composition, accuracy of the questions and its relevance to the section in which it falls, the extent of their clarity, and their comments were taken into account whether by deleting, adding, or modifying, and correcting the level of verbal composition until reaching the final form.

- **Reliability**

To verify the internal consistency of the questionnaire the Pearson correlation coefficient was used, Table (2) shows the result of the Pearson coefficient.

Table 2: Pearson correlation coefficients between the statements of each of the questionnaire and the section to which it belongs (sample n = 35)

Section	Statement #	Correlation	Statement #	Correlation
<b>Personal Ethics</b>	1	**0.982	6	**0.896
	2	**0.828	7	**0.914
	3	**0.902		
	4	**0.893		
	5	**0.796		
<b>Professional Ethics</b>	1	**0.914	8	**0.778
	2	**0.766	9	**0.894
	3	**0.789	10	**0.937
	4	**0.863	11	**0.895



	5	**0.927	12	**0.786
	6	**0.885	13	**0.887
	7	**0.991		
<b>Ethics with Teachers</b>	1	**0.785	6	**0.906
	2	**0.848	7	**0.911
	3	**0.713	8	**0.865
	4	**0.940	9	**0.828
	5	**0.865		
<b>Ethic with Students</b>	1	**0.914	6	**0.982
	2	**0.924	7	**0.884
	3	**0.876	8	**0.946
	4	**0.925	9	**0.855
	5	**0.923		
<b>Ethic with Parents and Local Community</b>	1	**0.914	6	**0.826
	2	**0.816	7	**0.945
	3	**0.863	8	**0.928
	4	**0.715	9	**0.891
	5	**0.990		

\*\*significant at (0.01)

It is clear from Table (2) that all the values of the correlation coefficients of the sections statements with the sections of the questionnaire are significant at the level (0.01), and confined between (0.715) and (0.991); which confirms that the statements have a high degree of internal consistency and this confirms that all statements for each field measure what was set to measure, and none of them will be deleted.

- **Internal Consistency**

Cronbach's alpha is a measure employed to measure the internal consistency of the questionnaire, the Cronbach's Alpha equation was used to find Cronbach's Alpha coefficient which is shown in table 3.

**Table 3: Cronbach's alpha coefficient of internal consistency reliability for the questionnaire sections.**

	<b>Section</b>	<b>Number of Statements</b>	<b>Cronbach's Alpha coefficient</b>
1	Personal Ethics	7	0.868
2	Professional Ethics	13	0.952
3	Ethics with Teachers	9	0.942
4	Ethic with Students	9	0.885
5	Ethic with Parents and Local	9	0.916

	Community		
	All sections of the questionnaire	47	0.979

From Table (3), it is clear that the questionnaire obtained high internal consistency values, as the value of the Alpha Cronbach internal consistency for the questionnaire as a whole (0.979). This indicates that the values of the coefficients of internal consistency for all areas of the questionnaire are high, which gives an indication of their suitability to achieve the goals of the study and the possibility of giving stable and consistent results if re-applied in further studies.

Also, the arithmetic means and standard deviations were calculated for the questionnaire sections, the One-way ANOVA analysis to detect the presence of statistically significant differences at the level of ( $\alpha \leq 0.05$ ) in the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession from the perspective of teachers due to two variables (the number of years of experience in education, Number of training courses in the field of educational profession).

## 7. Results and Discussion

To answer the first question, which states: **"What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of professional ethics of the school's leaders from the perspective of teachers?"**.

Arithmetic means, standard deviations were calculated for the responses of the study sample individuals on the first section statements related to (personal ethics), and the statements were arranged in descending order according to the value of the higher arithmetic average, and the results are shown in the following table:

**Table (4): Arithmetic means and standard deviations of the personal ethics section statements.**

#	Statement	Mean	SD	Verbal interpretation	Order
1	The leader is a good example for others	3.93	1.10	High	1
4	The leader has self-control.	3.80	1.10	High	2
5	The leader is honest in all his dealings.	3.73	1.17	High	3
6	The leader keeps punctuality in managing his time.	3.71	1.14	High	4
3	The leader avoids intolerance in dealing.	3.70	1.16	High	5
2	The leader avoids bragging about its job	3.70	1.16	High	6

	status among members of the school community.				
7	The leader accepts constructive criticism.	3.51	1.21	High	7
<b>Personal Ethics Section</b>		3.72	1.14	High	

It is noted from Table (4) that the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of personal ethics of the school's leaders from the perspective of teachers was high, as the mean of the responses of the study sample to statements in this section combined was (3.72) out of (5) degrees, with a standard deviation (1.14).

These results may be attributed to the awareness of primary school leaders in the city of Dammam of the burden they bear in assuming professional and ethical responsibility in carrying out their work, and since the ethics of the educational profession are directly related to the personal ethics of school leaders, which in turn focus on the principles and rules governing human behavior, and on the high Islamic values, and on the religious and cultural background of these leaders, and it is understood that these commendable and desirable characteristics that teachers can observe - to some extent - clearly and tangibly have led to their sense of a high degree of commitment to educational ethics, This interpretation is consistent with the studies of (Boumenkar and Bouatit, 2015 and Majali et al., 2015).

The statements (1) and (4) ranked first in this field, this can be attributed to the awareness - to a large extent - of primary school leaders in Dammam of their leadership and ethical responsibility towards the school and teachers, that responsibility that leads them to set a good example for all members of the school community in addition to their awareness of the importance of being able to exercise l in dealing with others to be a good example for students and teachers. This is consistent with what the author in (Abdel Qader, 2013) indicated his study of the necessity of the school leader to have self-control, as this the ability of their leader to absorb the problems, and to follow possible means and methods to find appropriate solutions to the difficulties and problems that the teachers suffer from.

While obtaining the statement (7) of the last rank may be attributed to the perception of some school leaders that the criticism directed at them by teachers is a reduction in the efficiency of their work and their leadership position, or on the other hand, this may be due to the lack of some teachers in the constructive and purposeful criticism method, which reflects on how well school leaders accept it. To answer the second question, which states:

**"What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the leader of the primary schools from the perspective of teachers?"**.

Arithmetic Means, standard deviations were calculated for the responses of the study sample individuals on the terms of the second section related to (professional ethics) and addressed in table 5.

**Table (5): Arithmetic means and standard deviations of the professional ethics section statements**

#	Statement	Mean	SD	Verbal interpretation	Order
9	The leader shows Islamic values while doing his work.	4.03	0.994	High	1
8	The leader respects regulations and instructions.	3.96	1.04	High	2
4	The leader is proud to belong to the education profession.	3.89	1.08	High	3
11	The leader takes responsibility for decision-making.	3.88	1.05	High	4
3	The leader endures the difficulties he faces while performing his profession.	3.85	1.04	High	5
2	The leader has a devotion to his work.	3.75	1.06	High	6
10	The leader is keen to grow professionally in his field of work.	3.73	1.12	High	7
5	The leader avoids using his position to achieve personal interests.	3.72	1.19	High	8
13	The leader is keen to deliver the correct information to the senior management about the school's educational system.	3.71	1.10	High	9
7	The leader supervises the educational process by himself.	3.67	1.15	High	10
1	The leader applies everything new in the administrative field.	3.63	1.09	High	11
12	The leader is keen to address the shortcomings of the work using a gradual punishment.	3.62	1.07	High	12
6	School community members are involved in the decision-making process.	3.37	1.24	medium	13
<b>Professional Ethics Section</b>		3.75	1.09	High	

It is noted from Table (5) that the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of professional ethics of the school's leaders from the perspective of teachers was high, as the mean of the

responses of the study sample to statements in this section combined was (3.75) out of (5) degrees, with a standard deviation (1.09).

These results may be attributed to the awareness of the primary school teachers in Dammam of the extent of the professional ethical commitment of the leaders of their schools, because they live in a society that has Islamic morals that call for sincerity at work, along with the awareness of school leaders themselves of the importance of professional ethics as the effective way to achieve excellence and success, and a strong control of administrative behavior. This interpretation is consistent with what was stated in (Al-Azmi, 2017), which states that the commitment of school leaders to professional ethics contributes to forming positive trends among leaders themselves towards the profession and awareness of the dimensions of the administrative and educational message that they carry towards their profession.

It is also clear from the above table that the arithmetic means for the responses on the statements in this field have ranged between (3.37 - 4.03) out of (5) degrees; these are averages located in the third and fourth categories of the Likert scale categories, which refer to the degree of commitment (medium and high), respectively, where all statements in this field came with a degree of commitment (high), with the exception of the statement (6) that came with a degree of commitment (medium). The highest expressions in this field were represented by the statement (9) which states: "The leader shows Islamic values while doing his work" in the first place, with an average of (4.03), and with a standard deviation (0.994), and the statement (8) which states: "The leader respects regulations and instructions" in the second place, with an average score of (3.96), a standard deviation (1.04), and a degree of commitment (high) for both terms. The researcher can explain these results, according to which the statement (9) was ranked first in this field, due to the influence of leaders of government primary schools in Dammam on the teachings of the Islamic religion, and the high Islamic values it contains that reflect on their professional practices during the performance of their work. While obtaining the second statement (8) in this field may be attributed to the keenness of school leaders to establish work organization, and to ensure the provision of an appropriate climate inside the school, increase the confidence of teachers, and protect their rights, which is only achieved through respecting regulations and instructions.

And the statement (6) which states "School community members are involved in the decision-making process" came in the last rank with an average score of (3.37), with a standard deviation (1.24), and with a degree of commitment (Medium). While obtaining the last statement (6) in this field may be attributed to the nature of the educational system, as it is a highly centralized system, which may limit the ability of government primary school leaders to engage members of the school community in the decision-making process, in addition to the decisions that depend on participation take a longer time than unilateral decisions; therefore, the methods of participation are not suitable in emergency situations that require quick decisions. It may also be due to the lack of training of school leaders on participating in decision-making.

To answer the third question, which states: **"What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the school's leaders with the teachers from the perspective of teachers?"**.

Arithmetic means, standard deviations were calculated for the responses of the study sample individuals on the third section statements related to (ethics of the school's leaders with the teachers), and the statements were arranged in descending order according to the value of the higher arithmetic average, and the results are shown in the following table:

**Table (6): Arithmetic means and standard deviations of the third section statements.**

#	Statement	Mean	SD	Verbal interpretation	Order
9	The leader urges teachers to abide by the Code of Ethics for the Education Profession.	3.92	1.02	High	1
6	The leader demonstrates the tasks assigned to teachers with open arms.	3.75	1.09	High	2
7	The leader guides the teachers. especially the newly employed ones.	3.74	1.13	High	3
2	The leader respects the feelings of teachers.	3.72	1.12	High	4
4	The leader enhances teachers' confidence in themselves.	3.69	1.16	High	5
5	The leader shares teachers with their social events.	3.66	1.166	High	6
3	The leader addresses teachers' problems in objective and sound ways.	3.65	1.17	High	7
8	The leader ensures that the teachers' abilities fit the tasks assigned to them.	3.62	1.16	High	8
1	The leader treats teachers fairly and equally.	3.61	1.23	High	9
<b>Ethics of the school's leaders with the teachers</b>		<b>3.70</b>	<b>1.13</b>	<b>High</b>	

It is noted from Table (6) that the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the school's leaders with the teachers from the perspective of teachers was high, as the mean of the responses of the study sample to statements in this section combined was (3.70) out of (5) degrees, with a standard deviation (1.13).

These results may be attributed to the commitment of leaders of government primary schools in Dammam to what was stated in the Saudi code of ethics of the teaching profession (2006), which states the necessity of educational leaders to adhere to the ethics of the profession towards the teacher in a way that contributes to the formation of the personality of teachers, and the upgrading of their professional level. These results may

also be attributed to the awareness of school leaders of the importance of building positive human relationships with teachers, and a positive reflection on achieving school goals. This interpretation is consistent with what was stated in (Mehdeb and Wyatt, 2016), which indicates that human relations with teachers occupy a prominent role in all areas of school leadership; because they guarantee educational workers job satisfaction in the work, and the motivation to work, and improve performance and the sense of belonging to educational work.

The statement number (9) which states: "The leader urges teachers to abide by the Code of Ethics for the Education Profession" came in the first place, with an average of (3.92), a standard deviation (1.02), and statement (6) which states: " The leader demonstrates the tasks assigned to teachers with open arms." Came in the second rank, with an arithmetic average (3.75), with a standard deviation (1.09), and with a degree of commitment (high) for both terms.

The researcher can explain these results according to the statement (9) obtaining the first rank in this field by the school leaders' keenness to enhance the teachers' affiliation to their profession, its advancement, and contribute to the development of the society to which they belong, which will only be achieved through adherence to the code of ethics in the education profession. Whereas the acquisition of statement (6) on the second position in this field may be attributed to the fact that school leaders, as educational leaders, must possess leadership qualities in order to be able to guide teachers to the tasks assigned to them efficiently.

The statement (1) which states: "The leader treats teachers fairly and equally" was in the last rank, with an average of (3.61), with a standard deviation (1.23), and with a degree of commitment (high).

These results may be attributed to the fact that the presence of some privileges offered by a number of leaders of the government primary schools in Dammam for distinguished teachers and entrepreneurs in the work, which may be understood by some teachers as a lack of justice and equality in dealing with these leaders with them. Also, this may be due to a number of school leaders being affected by some negative societal habits, including prejudice and favoritism, given that they are part of this community.

To answer the fourth question, which states: "**What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the school's leaders with the students from the perspective of teachers?**".

Arithmetic means, standard deviations were calculated for the responses of the study sample individuals on the fourth section statements related to (ethics of the school leaders with the students), and the statements were arranged in descending order according to the value of the higher arithmetic average, and the results are shown in the following table:

**Table (7): Arithmetic means and standard deviations of the fourth section statements.**

#	Statement	Mean	SD	Verbal interpretation	Order
7	The leader is keen to enhance the national affiliation of students.	4.20	0.964	High	1
2	The leader maintains confidential information about students.	4.16	0.955	High	2
9	The leader promotes morally outstanding students.	4.04	1.05	High	3
1	All students are treated fairly.	3.96	1.07	High	4
6	The leader considers the economic situation of students with a low economic level.	3.94	1.06	High	5
4	The mutual respect between the leader and the students prevails.	3.91	1.04	High	6
5	The leader is concerned with overcoming the problems and difficulties facing students.	3.77	1.07	High	7
8	The leader directs students to the positive use of modern means of communication.	3.67	1.15	High	8
3	The leader continues his educational role with students outside the walls of the school.	3.32	1.27	Medium	9
<b>Ethics of the school's leaders with the students' section</b>		3.88	1.12	High	

It is noted from Table (7) that the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the school's leaders with the students from the perspective of teachers came with a (high) degree, as the arithmetic mean of the responses of the study sample members to the statements in this field combined was (3.88) out of (5) degrees, and a standard deviation (1.12).

These results may be attributed to the presence of a high degree of awareness among most leaders of the government primary schools in Dammam of the importance of adhering to the ethics of the educational profession with students, since the leader of the elementary school is an ideal and role model for these young students, and therefore they should simulate the behaviors whether positively or negatively. This is consistent with the study in (Al-Zaylai, 2016) which indicated that the school leader's relationship with his students is a human relationship based on acquaintance, familiarity, and mutual respect, and the leader must create an atmosphere of familiarity between him and them, as a father and a big brother who is compassionate to them.

The statement number (7) which states: "The leader is keen to enhance the national affiliation of students." in the first place, with an average score (3.88), and a standard deviation (1.12), and the statement (2) which states: "The leader maintains confidential



information about students" came secondly, with an average of (4.16), a standard deviation (0.955), and a degree of commitment (high) for both statements.

These results can be explained with the interest of school leaders in promoting belonging to the homeland, because it is one of the most important values that educational institutions must develop among students, given the positive behaviors that are reflected in achieving Societal stability and security, especially in light of the intellectual challenges that society is witnessing, which necessitate the work of school leaders in promoting national affiliation in the hearts of young people.

The statement (8) came in the eighth rank, with an average of (3.67), and with a standard deviation (1.15), and with a degree Commitment (high), and the statement (3) came in the last rank, with an arithmetic average (3.32), a standard deviation (1.27), and a degree of commitment (medium).

These results may be attributed to the fact that the statement (8) received a late rank in this field due to the lack of a level of technological skills among some leaders of government primary schools in Dammam, and they need to be trained in the use of modern means of communication in general. While obtaining the statement (7) on the last rank may be attributed to the large number of school leaders' tasks, and the work pressures that fall on them, which require them to devote more to those tasks, in addition to the large number of students; which leads to lack of time and effort to continue their educational role with Students outside the school walls.

To answer the fifth question, which states: **"What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession within the field of ethics of the school's leaders with the parents and local community from the perspective of teachers?"**.

Arithmetic means, standard deviations were calculated for the responses of the study sample individuals on the fifth section statements related to (ethics with the parents and local community section), and the statements were arranged in descending order according to the value of the higher arithmetic average, and the results are shown in the following table:

**Table (8): Arithmetic means and standard deviations of the fifth section statements.**

#	Statement	Mean	SD	Verbal interpretation	Order
9	The leader is keen to represent the school honorably in his relationship with the local community.	4.15	0.959	High	1
2	The leader maintains the secrets of the parents.	4.07	0.952	High	2
7	The leader considers society's values. customs	4.03	1.00	High	3

	and traditions.				
1	The leader is keen to build good relations with parents.	3.97	0.983	High	4
5	The leader listens attentively to the complaints of parents.	3.94	0.964	High	5
4	The leader receives parents warmly.	3.88	1.00	High	6
6	The leader activates the role of parents' councils in the school.	3.87	1.15	High	7
3	The leader respects parents regardless of their jobs and social positions.	3.86	1.07	High	8
8	The leader educates community members on health, cultural and religious issues.	3.75	1.09	High	9
<b>Ethics of the leaders with the parents and local community section</b>		3.94	1.01	High	

It is noted from Table (8) that the degree of primary school leaders commitment to the educational profession ethics within the field of ethics with parents and the local community from the perspective of teachers came with a (high) degree, as the arithmetic mean of the responses of the study sample individuals on the terms of this field combined (3.94) out of (5) degrees, with a standard deviation (1.01). These results may be attributed to the professionalism of primary school leaders in Dammam, which enabled them to realize the importance of building a strong relationship with parents and the local community, by adhering to the ethics of the educational profession. And that has a positive impact on the school's success in achieving its desired goals. The results agree with many of the results that were reached by previous studies, including the (Al-Qahtani, 2013; Al-Otaibi, 2014 and Al-Zahrani, 2007).

As for the lowest statements in this field, they were represented as follows: statement(3) in the third place, with a mean of (3.86), and a standard deviation (1.07), and the statement (8) in the last rank, with an average mean (3.75), a standard deviation (1.09), and a degree of commitment (high) for both terms.

These results may be due to which the statement (3) obtained a late rank in this field - even if the degree of adherence to it occurred within the high degree - due to the presence of a mistaken and ambiguous understanding by a number of teachers about some of the problems that occur between school leaders primary in the city of Dammam and the parents of students; as a result of teachers' preoccupation with their teaching tasks, and insufficient familiarity with the events that occur in the context of the relationship between school leaders and parents. While obtaining the last statement (8) may be attributed to the large number of administrative loads that primary school leaders undertake in Dammam, in addition to insufficient financial resources allocated to consolidate the relationship between the school and the local community, which may limit the ability of some of these

leaders to do their societal role in educating community members on health, cultural and religious issues.

To answer the main question of the study, which states: **"What is the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession from the perspective of teachers?"** Arithmetic means, standard deviations, and percentages were calculated for the responses of the study sample individuals on the five sections of the questionnaire (personal ethics, professional ethics, ethics with teachers, ethics with students, ethics with parents and the local community), and also calculated for the total of sections. The sections are arranged in descending order according to the values of the arithmetic average. The results are as shown in the following table:

**Table (9): The degree of commitment of leaders to the ethics of the educational profession from the perspective of teachers.**

Section	Mean	SD	Percentage	Degree of commitment	Order
Ethic with Parents and Local Community	3.94	1.01	78.8 %	High	1
Ethic with Students	3.88	1.12	77.6 %	High	2
Professional Ethics	3.75	1.09	75.0 %	High	3
Personal Ethics	3.72	1.14	74.4 %	High	4
Ethics with Teachers	3.70	1.13	74.0 %	High	5
Total commitment degree	3.79	1.09	75.8%	High	

It is clear from Table (9) that the degree of primary school leaders' commitment to educational ethics was high, as the arithmetic mean for the responses of the study sample individuals in all sections combined was 3.79 out of 5, with a standard deviation of 1.09, and with a percentage of 75.8%.

There is no doubt that these results are a strong indication of optimism and confidence regarding the reality of primary schools' commitment to educational ethics in Dammam, and it is also a vital indicator of a high level of responsibility, and having sufficient understanding by school leaders about the ethical responsibilities assigned to them as educational leaders. These results are consistent with the studies in (Al-Zahrani, 2007; Al-Hadban, 2009 and Al-Ghamdi, 2010).

To answer the sixth question, which states: **" Are there any statistically significant differences at the level (0.05) in the degree of commitment of primary school teachers in Dammam to the ethics of the educational profession from the perspective of teachers attributable to variables ((the number of years of experience in education, Number of training courses in the field of educational profession)?"**.

One-way ANOVA analysis was used to detect the presence of statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession from the perspective of teachers, attributed to two variables (number of years of experience, Number of training courses in the field of educational profession). Differences according to the variable number of years of experience are shown in table 10.

**Table (10):results of the test of the analysis of the variance of the differences in the degree of commitment of leaders to the ethics of the educational profession, according to the variable of the number of years of experience.**

Source of Variance	Sum Square	Degree Freedom	Mean Square	F	Sig.
<b>Personal Ethics</b>					
Between Groups	1.83	3	0.612	0.705	0.549
Within Groups	349.62	403	0.868		
Total	351.46	406			
<b>Professional Ethics</b>					
Between Groups	2.67	3	0.893	1.18	0.316
Within Groups	304.01	403	0.754		
Total	306.69	406			
<b>Ethics with Teachers</b>					
Between Groups	3.53	3	1.17	1.26	0.287
Within Groups	376.01	403	0.933		
Total	379.54	406			
<b>Ethic with Students</b>					
Between Groups	10.30	3	3.43	4.55	**0.004
Within Groups	303.88	403	0.754		
Total	314.18	406			
<b>Ethic with Parents and Local Community</b>					
Between Groups	8.14	3	2.71	3.85	* 0.01
Within Groups	283.71	403	0.704		
Total	291.85	406			
<b>Total commitment degree</b>					
Between Groups	4.42	3	1.47	2.15	0.093
Within Groups	275.98	403	0.685		
Total	280.41	406			

significant at (0.05) \*

significant at (0.01) \*\*

From table 10 it is clear that the values of (F) are not significant at the level of significance ( $\alpha \leq 0.05$ ) in the first section, the second section, and the third section, related to (personal ethics, professional ethics, and ethics with teachers), as well as in the total score for the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession from the perspective of teachers, indicating that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession in those areas, and in the total degree from the perspective of teachers attributed to the number of years of experience.

It is evident from the above that the variable of the number of years of experience among members of the study sample was not an important factor in forming their opinion on the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession. So that the professionalism of these leaders imposed on them a commitment to professional ethics, whether at the personal level, or at the level of professional practices, or also in cooperation Hopefully with the teachers, so the teachers' variable number of years of experience did not show any statistically significant differences.

It is also noted from table above that the value of (F at the level of significance (0.05) in the fourth and fifth sections, related to (ethics with students, and ethics with parents and the local community) respectively, which indicates the presence of differences statistically significant at the level of significance ( $\alpha \leq 0.05$ ) in the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession in the fourth and fifth sections from the perspective of teachers due to the difference in the number of years of experience. Also, Differences according to the variable number of training courses in the field of education profession are shown in table 11.

**Table (11): Results of the test of the analysis of the variance of the differences in the degree of commitment of leaders to the ethics of the educational profession, according to the variable of the number of training courses.**

Source of variance	Sum Square	Degree Freedom	Mean Square	F	Sig.
<b>Personal Ethics</b>					
Between Groups	5.95	3	1.98	2.31	0.075
Within Groups	345.50	403	0.857		
Total	351.46	406			
<b>Professional Ethics</b>					
Between Groups	7.532	3	2.51	3.38	*0.018
Within Groups	229.160	403	0.742		
Total	306.691	406			

<b>Ethics with Teachers</b>					
Between Groups	8.16	3	2.72	2.95	*0.032
Within Groups	371.38	403	0.922		
Total	379.54	406			
<b>Ethic with Students</b>					
Between Groups	10.69	3	3.56	4.73	*0.003 *
Within Groups	303.48	403	0.753		
Total	314.85	406			
<b>Ethic with Parents and Local Community</b>					
Between Groups	8.66	3	2.88	4.11	*0.007 *
Within Groups	283.18	403	0.703		
Total	291.85	406			
<b>Total Commitment Degree</b>					
Between Groups	8.02	3	2.67	3.95	*0.008 *
Within Groups	272.38	403	0.676		
Total	280.41	406			

significant at (0.05) \*

significant at (0.01) \*\*

From Table (11), it is clear that the values of (f) are not significant at the level of significance ( $\alpha \leq 0.05$ ) in the first section related to (personal ethics), indicating that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the degree of primary school leaders' commitment to educational ethics in Dammam in this field from the teachers' viewpoint, due to the variable number of training programs in the field of educational ethics.

It is evident from the above that the variable number of training programs in the field of educational profession among members of the study sample from primary school teachers in Dammam was not an important factor in forming their opinion on the degree of commitment of primary school leaders in Dammam to the educational profession ethics in the field of personal ethics, and this may be due to the opinion The researcher refers to the nature of this field, and its association with the values derived from the values of the Islamic religion, which makes the level of teachers' awareness of the degree of commitment of primary school leaders in Dammam in this field largely depends on their personal values, and not on knowledge gained from the training programs in the field of educational ethics.

## **8. Conclusion**

The results of the study showed that the degree of primary school leaders' commitment to educational ethics from the perspective of the teachers was at (high) degree, as the arithmetic mean for the responses of the study sample individuals in all sections combined (3.79) out of (5) Degrees, also the degree of primary school leaders' commitment to the educational profession ethics within the field of ethics with parents and the local community from the perspective of teachers was the highest followed by the commitment within the field of ethics with student, the number of years of experience among members of the study sample was not an important factor in forming their opinion on the degree of commitment of primary school leaders in Dammam to the ethics of the educational profession. The variable number of training programs in the field of educational profession among members of the study sample from primary school teachers in Dammam was not an important factor in forming their opinion on the degree of commitment of primary school leaders in Dammam to the educational profession ethics in the field of personal ethics.

## **9. Recommendations**

In light of the results reached, the researcher can recommend the following:

1. Designing training programs for primary school leaders in Dammam; concerned with clarifying the ethics of the educational profession, the importance of adherence to it, its fields and its positive role in achieving the goals of the educational process, provided that these programs include training school leaders on how to involve members of the school community in the decision-making process, and the various ways that enable them to continue their educational role with students outside the walls of the school, given the results of the study showed that these practices obtained a degree of commitment (average).
2. The responsible authorities in the Ministry of Education should work to focus on ethical standards when selecting school leaders.
3. A periodic evaluation should be conducted to identify the degree of commitment of school leaders to the ethics of the educational profession, and considering it an essential part of their promotion.
4. Providing school leaders with feedback related to their degree of commitment to the ethics of the educational profession assessment, to improve weaknesses and strengthen the strong point.

## **10. Future work**

Based on the results that have been reached, and in light of the previous recommendations, the researcher suggests conducting the following research and future studies:

1. Conducting a study on the degree of commitment of secondary and high school leaders in Dammam to the ethics of the educational profession from the perspective of teachers, and comparing it with the results of the current study.
2. Conducting a study on the relationship between the degree of commitment of school leaders to the ethics of the educational profession, and other variables, including the level of organizational confidence, and the level of organizational justice.
3. Conducting a pilot study on the effectiveness of a proposed training program in the field of educational ethics in improving the degree of commitment of school leaders to these ethics.
4. Conducting a study similar to the current study in other cities in the Kingdom, and comparing it with the results of the current study.

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