



The Secondary Education Teachers' Commitment to the Profession Ethics as Seen by the Principals of Secondary Schools in Saudi Arabia

Khalid Al Shehri Department of Educational Management, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia.

Abstract: The study aimed to identify the secondary education teachers' commitment to the profession ethics in the light of Code of Saudi profession Ethics as seen by the principals of secondary schools in Saudi Arabia, and to detect the existence of statistical differences at the level of significant ($\alpha = 0.05$) in the degree of secondary school teachers' commitment in Dammam, Al-Khobar region to the Saudi teaching profession ethics according to some personal variables of school principals. The number of participants in the study was fifty-six (56) principals, a descriptive approach was used to achieve the objectives of the study. The study reached a number of important results, such as the commitment of teachers to the professional ethics was high, except teacher and family domain, it was a medium degree. There are no statistically significant differences at the significant level (0.05) in the commitment of teachers to the professional ethics in the area of general education, according to the personal variables of secondary school principals.

Keywords: Education Ethics; Secondary School Teachers and Secondary School Principals.

1. Introduction

Education is an essential source for guiding an individual's behavior, and education itself is a moral process based on the values and culture of society. Also, ethics is of great importance in human life, because of its great impact on its behavior and actions, and the validity of human actions is linked to the goodness of manners. The authors in (Hassan and Al-Ajmi, 2007) indicate that the advancement of nations through the ethics that prevail in it and govern the actions of individuals and institutions. As well as educational institutions, their growth and prosperity are linked to the ethics and values that prevail in those institutions and believed by their staff.

The ethics of the teaching profession is one of the main topics dealt with by scientists and thinkers. The work ethic in education has a great impact on the efficiency of the educational process and its smooth functioning and effectiveness in the performance of its mission, and its ability to achieve the goals and objectives it seeks to achieve.

The teacher in modern education is the cornerstone of the educational process, in addition to its role of educational activity, it is the responsibility of moral education, the teacher plays the role of moral educator, who instills the values set by the prevailing belief that the teacher is committed as a member of society, also the personality of the teacher

has a great impact on his students, he tries through the manifestation, behavior, and relationships to set an example for them, and therefore the teacher must be in the level of responsibility placed on him.

Furthermore, the role of the teacher in the modern school is no longer to fill the minds of students with information, maintain order, and implement administrative instructions, but to provide a suitable educational environment to teach his students, renew his information, and develop so that he can coexist positively with current and future variables, and adapt the students to the benefit of their community.

Additionally, this will not only be achieved through teacher training: selection, preparation, and training, but the teacher must be committed to the ethics of the teaching profession of self-conviction, faithful to it, in order to be a good example in his knowledge and ethics inside and outside the school.

The ethics of the teaching profession is one of the most important directors influencing the behavior of the educator, because it constitutes an internal censor, and provides him with self-reference frameworks to guide his work, the authors in (Mahmoud and Rashid 1985) indicate that the subject of ethics of the profession and the necessary controls have a great interest by Western scientists and researchers, because ethics play an important role in the life of human societies, they constitute one of the manifestations of social control among individuals and motivate them to reach their goals, and it enhances the sense of belonging to the community and help them to adapt to it.

It's believed that conducting a study on the ethics of the teaching profession in Saudi Arabia in general, and the Eastern Region (Dammam and Khobar) in particular is necessary due to the development of educational thought and its educational and psychological applications, with the change of the role of the teacher and the new tasks added for him and the development of methods of teacher preparation and rehabilitation continuously.

- **Ethics and their sources in management**

Ethics is defined as a set of values and standards upon which members of society depend on distinguishing between good and bad, between what is right and what is wrong (Najm, 2000).

Looking at the sources of professional ethics as a general, and for management especially view, we find that they do not take place in isolation from the internal and external environment of organizations, as they interact with them to influence each other. The most important of these sources:

- 1. Religious Source**

It is one of the most important sources of ethics of the profession, Al-Othaimen (2008) indicated that the religions are the most important sources of morals for the human being, from which all his actions, behaviors and methodologies are derived.

- 2. Social Environment**

The social environment, in which an employee is raised, represented by the home, school, and neighborhood in which he lives, is a source of his behavior and morals. These values

are reflected in the organization, Al-Othaimen (2008) indicated that the traditions and customs acquired by the individual from his society have a great impact on the formation of the employee ethics because there is a close relationship between the ethics of the environment or society and the development of management in it.

3. Economic Source

The prevailing economic conditions in society control all members of society. Difficult economic conditions often lead members of society to patterns of behavior that are far from ethical standards(Al-Maidani, 2002).

4. Political Source

Al-Khabrani, (2010) stated that the political system regulates the functioning of society, and its orientation is reflected in the ethics of individuals. If the political system believes in pluralism, participation, dialogue, and respect for the other opinion, it will positively affect the values of individuals and their professional convictions. The political system, which lacks judicial, administrative, and popular oversight, tends towards tyranny and injustice; it feeds immoral behavior at the level of individuals in general, and the level of members of the profession in particular.

5. Organizational Administrative Source:

Laws, regulations, and legislations are one of the main sources that control the management of the organizations. They are the organizational environment in which the individual operates in all its laws, regulations, rules, values, traditions and ideals that determine the behavior and direction of their employees, which affects the individual values, commitment and style.

The Ministry of Education affirmed in the Code of Ethics that the administrative environment that defines the working methods, procedures and levels, and provides that efficient administrative leadership at all levels, must believe in democracy, justice, equality, and direct dialogue, and ensure the rights of their employees and encourage the commitment to duties, and strict performance, speed, and honesty(The Ministry of Education in the Kingdom of Saudi Arabia, 2006).

6. Global and Regional Regulatory Source (Regulations and Rules of International and Regional Organizations)

Many countries of the world are associated with membership in international and regional organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab Educational, Cultural and Scientific Organization (ALESCO) and the Arab Bureau of Education for the Gulf States. All these organizations and systems have their own regulations and legislation that the participating countries are committed to their application and work, which makes their plans, programs, projects of the educational system (Al-Almai, 2007).

7. Civil Service Regulations

Al-Othaimen (2008) indicated that government regulations represent a set of laws and standards set by the competent authorities to determine acceptable and unacceptable practices.

8. Rules of Professional Conduct

Many professional associations and unions prepare a set of ethical laws that provide specific evidence for workers to guide their actions in the workplace (Abu Bakr, 2010).

- **Code of Ethics of the Public Education Profession in the Kingdom of Saudi Arabia:**

It includes the ethical principles that the parties to the educational process should adhere to in a manner that achieves public benefit. It consists of an introduction and eight main subjects, followed by a number of principles that aim to enhance the teacher's belonging to his profession and contribute to the development of the society in which he lives and progress and benefit for his students through the following:

1. Educate the teacher on the importance of the profession and its role in building the future of his country.
2. Contribute to enhancing the scientific and social status of the teacher.
3. Motivate the teacher to represent the values of his profession and ethical behavior in his life.

It also focused on the importance of the mission of education, and the teacher and professional performance, and the relationship of the teacher with his students, and the relationship of the teacher with the surrounding community, the teacher and the school community, the teacher and the family.

2. Literature Review

A number of studies have dealt with the subject of ethics, including the study of Dentith (2004) which aimed to: Find out the extent of the commitment of secondary school teachers to professional ethics and the extent to which principals respond to some ethical problems in Georgia, United States of America. The study has reached several results, the most important of which are the following: - The emergence of a number of obstacles to the moral side of teachers which are: Weakness of the moral side of teachers, due to the control of the educational environment on their personalities and the lack of financial support, which affects the preparation and training of teachers.

Zheng and Hui (2005) conducted a study aimed at analyzing the Chinese society's perceptions of the ethics of the pre-university education profession and the factors affecting it. The results of the study indicated that there is a high satisfaction rate of 2.6% on the ethics of the Chinese teacher, and 55% % Of community members are fully satisfied with the ethics of the Chinese teacher.

Hanoun (2006) conducted a study to identify the most important ethics that teachers should adhere to and the degree of their commitment to them from the point of view of supervisors and principals in public secondary schools in Gaza. The study found that there are no statistically significant differences due to the variable of experience, and place of residence and gender, in the average scores of school administrators and principals, on their assessment of teachers' commitment to ethics in public secondary schools in Gaza.

Al-Laqmani (2008) aimed to identify the concept of ethics of the profession and its sources and to identify the commitment of secondary teachers to the ethics of the profession from the point of view of supervisors and managers in Makkah. The study concluded that secondary school teachers in the Makkah region, in general, are committed to the ethics of the profession.

Yahya (2010) also conducted a study aimed at identifying the commitment of high school teachers to ethics, one of the highlights was that the degree of commitment of principals to professional ethics from the teachers' point of view was significant.

Al-Abd Al-Aziz (2010) conducted a study aimed at demonstrating the extent of the commitment of middle and high school teachers in public schools in the city of Riyadh to the ethics of the teaching profession from the point of view of principals and teachers in light of some variables. The results of the study showed that there are statistically significant differences between the views of principals and teachers on the extent of teachers' commitment to the ethics of the teaching profession.

The study of Al-Obaid, (2011) aimed to identify the extent of the commitment of the teacher of secondary school in Saudi Arabia to the code of ethics of the profession and its relationship to job performance in the Qassim region, the study found that the degree of commitment of secondary school teachers to the code of ethics was weak.

While the study of Al-Hamadna (2013) aimed to identify the degree of commitment of Arabic language teachers to the ethics of the teaching profession from the point of view of the principals of schools, at the directorate of Mafraq in Jordan and concluded that the teachers' relations with their colleagues ranked first, followed by the relationship of the teacher with his community, and lastly the relationship of the teacher with his profession.

Farahani (2015) conducted a study to identify the components of professional ethics used by faculty members in education as perceived by students and reached a number of components as students see:

- A spirit of cooperation and partnership with students.
- Teachers respect the educational rules of the Institute.
- Perform their duties discreetly.
- Humility and avoid self-pride.
- Avoid insulting and humiliating students.
- Tell the truth in what the teacher does not know.
- Non-discrimination between students, and consider their demands in the least possible time.
- Proper teaching of students.

The study of Kabli (2015) aimed to identify the role of principals in promoting the code of ethics of the teaching profession of teachers from the point of view of principals and teachers of general education schools in Makkah, subsequently, one of the most important findings of the study is that the level of school principals' promotion of the code of ethics of the teaching profession among teachers from the point of view of the principals was high.

The study of Mabagala, Mwisukha, Wanderi and Muindi (2013). indicated that in Tanzania, teachers have equal knowledge about professional code of teaching ethics, teachers in public schools have more knowledge than teachers in private schools, also female and male teachers have the same level of knowledge about the code of ethics in the teaching profession, and there is no effect from the school's location and experience in the level of knowledge.

In reviewing previous studies on ethics of the teaching profession, it can be said that there is agreement on the importance of ethics in general, and education ethics in particular and that it is an indispensable necessity for teachers. The authors in (Kabli, 2015; Al-Abd Al-Aziz, 2010; Zheng and Hui, 2005 and Al-Laqmani, 2008) agreed that the sample members generally adhere to ethical rules. While the study of Hanoun (2006) showed that teachers' commitment to professional ethics from the point of view of their principals in a moderate degree, while the studies in (Al-Obaid, 2011 and Dentith, 2004) found that the degree of commitment of secondary school teachers to the articles of the Code of Ethics was weak.

As for the variables of the study (experience, qualification and specialization), in the experience variable, the studies in (Al-Abd Al-Aziz, 2010 and Yahya, 2010) found that there are differences of statistical significance, the more experience among teachers, the more adherence to the ethical rules of the profession, while the studies in (Hanoun, 2006; Al-Obaid, 2011; Kabli, 2015 and Al-Hamadna, 2013) indicate that there are no statistically significant differences, to the years of experience variable, regarding the practice of professional ethics by teachers.

As for the variable of the educational qualification, the studies of (Al-Abd Al-Aziz, 2010 and Kabli, 2015) found that there is an influence from qualification, the more educated the teacher is, the more the degree of his commitment to the ethics of the profession. The studies of (Al-Obaid, 2011; Al-Hamadna, 2013 and Yahya, 2010) found that there were no statistically significant differences in the qualification variable.

This study is distinguished from previous studies that it conducted applied research on the ethics of the profession: the degree of the practice of teachers of the ethics of the profession in public education according to the code of ethics for the teaching profession in Saudi Arabia from the point of view of principals in the Eastern Province, since principals are able to judge the extent of teachers' practice of their profession, as the study focused on the ethics of the general education profession exclusively, which enriches the Saudi library by adding scientific value to this subject.

This study in Dammam and Khobar is also the first study to use all members of the indigenous community: all principals, to judge from their point of view the commitment of their teachers to the ethics of the teaching profession, they are the best of their teachers and brought together two major variables of independent variables important in Judgment:

specialization, and the number of training courses in school administration among school principals.

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. The Study Problem

From the professional experience, there is an urgent need to pay attention to the code of ethics of the teaching profession and confirms what has emerged from some of the weaknesses in the field of education, and these weaknesses are clear evidence of the lack of awareness of some teachers of their responsibilities and professional roles (Al-Ghamdi and Duhaish 2005).

The studies of (Hanoun, 2006 and Al-Hadid, 2011) emphasized that teachers' commitment to the ethics of the profession from the point of view of their principals was moderate, while the studies (Al-Obaid, 2011 and Dentith, 2004) concluded that the degree of commitment of secondary school teachers to the professional ethics was weak.

Studies such as (Al-khamis, 2013; Al-Khabrani, 2010 and Bin Zamel, 2016) called for the need to pay attention to the ethics of the educational profession to improve the levels of effectiveness of administrative and educational performance. The authors points to the importance of the code of ethics of the teaching profession, to enhance the commitment of teachers to these ethics and to improve the teaching profession and contribute to the development of society.

Despite the increasing interest of researchers and writers in the Western countries and educational bodies related to the subject of ethics of the profession, it is noticeable that there is no enough attention is given to this subject in the Arab world, so based on this fact the subject of this research is considered to discuss the degree of the commitment of public education teachers to the ethics of the profession from the point of view of secondary school principals in Dammam and Khobar.

The problem of the study can, therefore, be identified in the following key question:

- What is the degree of the commitment of public education teachers in Dammam and Khobar to the ethics of the profession from the point of view of the principals?

This main question is subdivided into the following sub-questions:

1. What is the degree of the commitment of secondary school teachers in Dammam and Khobar to the ethics of the educational profession?
2. Are there any statistically significant differences at the level (0.05) in the degree of commitment of secondary school teachers in Dammam and Khobar to the ethics of the educational profession from the point of view of principals attributable to variables (number of training courses, educational qualification)?

4. Objectives of the Study

The objectives of this study are:

1. Identify the degree of the commitment of secondary education teachers to the ethics of the profession in the light of the Code of Ethics of Saudi Arabia as seen by the principals of secondary schools in Saudi Arabia.
2. Detecting the existence of statistically significant differences at the level of significance ($(\alpha \leq 0.05)$) in the degree of commitment of secondary school teachers in Dammam and Khobar area to the ethics of the profession attributed to the following variables (number of training courses, educational qualification).
3. Propose ways to develop the degree of commitment of secondary school teachers to professional ethics.

5. The Importance of the Study is that it Sought to:

1. This study provides an indication for secondary school teachers on the degree of their commitment to the ethics of the profession as seen by others.
2. This study provides scientific information to the Ministry of Education on the degree of commitment of secondary school teachers to the ethics of the profession, which helps to develop and improve the educational process.
3. The importance of this study is that it deals with a vital subject of interest to every educational in general, and every school director in particular, where the urgent need to study the degree of commitment of educational teachers in the Dammam region to the ethics of the profession where this subject has not been addressed in a study in the Dammam and Khobar area.
4. The results of the study help to identify the teachers of secondary schools in Dammam and Khobar on the views of their principals in the degree of their commitment to the ethics of the educational profession in the areas of code of ethics: (mission of education, the qualities of the teacher and professional performance, the teacher and his students, the teacher and the school community, the teacher and the family). This helps to develop the attitudes of teachers in any areas that are found not to reach the desired degree.
5. Provide results that may benefit the faculties of education, and the Department of Educational Administration in rooting the ethics of the teaching profession among teachers, through its inclusion in the curriculum of teacher preparation.

6. The scope of the study

The study objective is to identify the degree of the commitment of secondary school teachers in public secondary schools in Dammam and Khobar in Saudi Arabia to the ethics of the educational profession from the point of view of principals in the light of the Code of Ethics of the teaching profession. The study was applied in the first semester of the year 2017/2018.

7. Methodology

- **Study Population and Sample**

The research was applied to all members of the study population and they are all secondary school principals in Dammam and Khobar. Table (1) shows the characteristics of the participants in the study.

Table (1): Distribution of the research population according to the type of qualification and the number of training courses.

Qualification Type	Frequency	Percentage%
educational	49	87.5
Non-educational	7	12.5
Total	56	100.0
Number of training courses		
Two courses and less	10	17.9
Three courses and more	46	82.1
Total	56	100.0

- **Study Instrument**

For the purpose of collecting information related to this study, a questionnaire consisting of forty-one questions divided into five sections, fulfilling the objectives of the study, was developed based on the Saudi code of ethics. A Likertscale: (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.

- **Validity and Reliability of the Study Instrument:**

- **Content Validity**

To verify the validity of the study tool, it was presented to a number of specialists in the field of education, faculty members in universities, as well as experienced and knowledgeable educational supervisors in the Ministry of Education in Saudi Arabia, to verify the following: clarity and accuracy of the questions and its relevance to the section in which it falls, also they were asked to add any new questions if necessary and delete any inappropriate ones, and the proposals of the judges were taken into account.

- **Internal Consistency Reliability**

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

Table (2): Reliability coefficient of the questionnaire questions.

Teacher and family	Teacher and school community	Teacher and his students	Teacher qualities and professional	The teacher mission
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									performance					
Question	Inter-item Correlation	item-scale correlation	Question number	Inter-item Correlation	item-scale correlation	Question number	Inter-item Correlation	item-scale correlation	Question number	Inter-item Correlation	item-scale correlation	Question number	Inter-item Correlation	item-scale correlation
1	.865**	.723**	6	.764**	.725**	17	.866**	.877**	34	.870**	.709**	38	.885**	.836**
2	.871**	.721**	7	.833**	.781**	18	.845**	.816**	35	.899**	.797**	39	.863**	.669**
3	.772**	.641**	8	.792**	.730**	19	.881**	.837**	36	.906**	.854**	40	.939**	.851**
4	.896**	.820**	9	.882**	.844**	20	.876**	.821**	37	.888**	.782**	41	.943**	.879**
5	.915**	.828**	10	.836**	.810**	21	.925**	.905**						
			11	.805**	.766**	22	.853**	.849**						
			12	.861**	.835**	23	.886**	.873**						
			13	.806**	.772**	24	.827**	.844**						
			14	.890**	.877**	25	.791**	.790**						
			15	.868**	.838**	26	.850**	.865**						
			16	.886**	.863**	27	.837**	.828**						
						28	.793**	.766**						
						29	.876**	.846**						
						30	.905**	.883**						
						31	.919**	.892**						
						32	.880**	.867**						
						33	.915**	.902**						

All questions of the questionnaire have the property of reliability, also as it can be seen from the table above that the correlation coefficients of each question to the section to which it belongs (Inter-item Correlation), and to the questionnaire (item-scale questionnaire) were very high at the level of significance 5% or less.

- Study Tool Validity

Cronbach’s alpha is a measure used to assess the reliability, or internal consistency, the researcher used Cronbach's Alpha equation to find Cronbach's Alpha coefficient which is shown in table 3.

Table (3):Cronbach's Alpha coefficient for questionnaire sections.

	Section	Number of Questions	Cronbach's Alpha coefficient
1	Teacher's Mission	5	0.91
2	Teacher qualities and professional performance	11	0.95
3	Teacher and his students	17	0.97
4	Teacher and school community	4	0.91
5	Teacher and family	4	0.92
All sections of ethics in public education		41	0.98

8. Results and Discussion

Before presenting and discussing the results, the study instrument was corrected by determining the ranges of the 5-point Likert type scale.

- 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).

Table (4) shows the arithmetic means and standard deviations of teaching ethics practices by teachers regarding all the questionnaire sections.

Table (4): Arithmetic means and standard deviations of the degree of the commitment of teachers to the ethics of the profession.

#	section	mean	SD	Verbal interpretation
1	Teacher's Mission	3.84	.969	High
2	Teacher qualities and professional	3.60	.879	High

	performance			
3	Teacher and his students	3.58	.936	High
4	Teacher and school community	3.50	.971	High
5	Teacher and family	3.38	1.047	Medium
All sections of ethics in public education		3.59	.884	High

Table (4) shows that the degree of the commitment of teachers to the ethics of the profession in general education from the point of view of secondary school principals was generally (high), with an average of 3.59 at the level of all of the sections, At the level of each section with arithmetic means ranging from 3.50 to 3.84, with the exception of the teacher and family section, where the degree of the commitment of teachers to the ethics of the profession was medium, with an average mean of 3.38. However, it is noted that the "teacher and family" axis has obtained a large standard deviation, which means that there is an apparent incompatibility between the responses of the study sample members, and this will be illustrated statistically whether these differences are statistically significant or not when testing differences between the categories of the study sample.

The responses to questions for each section are presented below:

- **Teacher Mission Section**

Table (5) shows the arithmetic means and standard deviations of the Teacher missionsection questions.

Table (5):arithmetic means and standard deviations of the Teacher missionsection questions.

#	Question	Mean	SD	Verbal interpretation	Order
3	The teacher believes in the importance of belonging to his country.	4.46	1.008	Very high	1
5	The teacher believes in the importance of the mission of education.	4.00	1.128	High	2
1	The teacher believes in the importance of the mission of education.	3.71	1.124	High	3
4	The teacher Sense to preserve the honor of the teaching profession.	3.63	1.105	High	4
2	The teacher shows his pride belonging to the teaching profession	3.38	1.229	Medium	5
Teacher's mission		3.84	.969	High	

As shown in Table (5), the degree of the teachers' commitment to the ethics of the profession, which is related to the section of the teacher's mission, was high from the point

of view of the principals of secondary schools in the Department of Education in the Eastern Region, with an arithmetic mean (3.84). Ranked first: "The teacher believes in the importance of belonging to his country" has obtained a very high score with an arithmetic mean of 4.46, and question that got the ranks (2) to (4) respectively: The teacher believes in the importance of the mission of education; The teacher Sense to preserve the honor of the teaching profession. The teacher shows his pride belonging to the teaching profession "with an average score of 3.38. It is also noted that the standard deviations of the section of the teacher's mission have obtained significant standard deviations that indicate that there are apparent differences between the responses of the study sample to these questions.

- **Section of the Teacher Characteristics and Professional Performance**

Table (6) shows the averages and standard deviations of the questions of the section of the Characteristics of the teacher and professional performance.

Table (6): Arithmetic Means and Standard Deviations of section questions Teacher Characteristics and Professional Performance.

#	Question	Mean	SD	Verbal interpretation	Order
6	The teacher believes in the principle of moderation, tolerance, and coexistence away from extremism.	4.25	.958	Very high	1
13	The teacher is proud of his religion in all his words and deeds.	3.98	1.168	High	2
15	The teacher is Straightforward and honest	3.79	.948	High	3
9	The teacher Disseminates moral values and human principles within the framework of Islamic morals.	3.75	1.083	High	4
16	The teacher Adheres to moral values and ideals.	3.68	1.064	High	5
12	The teacher Adheres to the ethics of the profession and disseminates it among his colleagues.	3.54	1.095	High	6
14	The teacher Represents the role model in self-censorship for his students and his community.	3.54	1.061	High	7
7	The teacher Believes in the principle of self-learning.	3.45	.971	High	8
10	The teacher broadens the scope of his own culture while diversifying its sources.	3.32	1.081	Medium	9
11	The teacher Performs his work with high professionalism.	3.18	1.064	Medium	10
8	The teacher develops himself	3.09	1.032	Medium	11

	professionally.				
Teacher Characteristics and Professional Performance		3.60	.879	High	

Table (6) shows that the degree of the teachers' commitment to the ethics of the profession related to the subject of the characteristics of the teacher and his professional performance was high from the point of view of the secondary school principals in the education administration in the Eastern Region with an arithmetic mean of 3.60. Ranked first " The teacher believes in the principle of moderation, tolerance, and coexistence away from extremism." obtained a very high degree with arithmetic mean of 4.25 and questions that earned the ranks (2) to (8) with means ranging from 3.32 to 3.09. However, it is noted that the standard deviations of the questions of the teacher's characteristics and professional performance (number 8, 9, 10, 11, 12, 13, 14, 16) have obtained significant standard deviations which indicate that there are apparent differences between the responses of the sample members. This result can be attributed to the fact that the degree of affiliation of the teacher to his profession may be determined by the degree of his personal and moral commitment from his point of view is the rules and ethics of that profession, where the teaching profession requires teachers to behave in accordance with the ethical principles agreed upon in the teaching profession.

- **Teacher and His Student Section**

Table (7) shows the arithmetic means and standard deviations of the teacher and his student section questions.

Table (7):The arithmetic Means and Standard deviations of the teacher and his student section questions

#	Question	Mean	SD	Verbal interpretation	Order
17	The teacher spreads moral values among his students.	3.84	1.041	High	1
19	The teacher takes care of the human rights of his students.	3.80	1.052	High	2
28	The teacher preserves his students' dignity and realizes their rights.	3.79	1.057	High	3
30	The teacher applies the Islamic morals and the principle of Shura.	3.73	1.087	High	4
18	The teacher avoids the physical and psychological punishment of students.	3.73	1.198	High	5
27	The teacher achieves justice among students in dealing and evaluating performance.	3.73	1.036	High	6
29	The teacher teaches his students to tolerate people.	3.71	1.155	High	7
20	The teacher is keen to teach his students to assume Good	3.64	1.052	High	8

	intentions in Others				
31	The teacher teaches his students the positive thinking, constructive dialogue and good listening.	3.61	.966	High	9
33	The teacher enhances the cognitive progress and intellectual creativity of his students.	3.57	1.173	High	10
21	The teacher makes efforts to educate his students religiously, scientifically, morally, psychologically, socially and healthily.	3.55	1.060	High	11
23	The teacher teaches his students the values of dialogue in the framework of Islamic morals.	3.52	1.128	High	12
24	The teacher makes an effort to teach his students and evaluate their performance.	3.50	1.044	High	13
32	The teacher enhances positive interaction with other cultures.	3.48	.991	High	14
22	The teacher takes care to invest in the students' time with things that are useful for them.	3.30	1.127	Medium	15
26	The teacher motivates his students for continuous self-learning.	3.23	1.044	Medium	16
25	The teacher develops critical scientific thinking among his students.	3.16	1.172	Medium	17
The teacher and his students		3.58	.936	High	

Table (7) shows that the degree of the commitment of teachers to the ethics of the profession related to the section of the teacher and his students was high from the point of view of secondary school principals with an arithmetic Mean of 3.58. Also, in terms of this section, it is noted that the questions that ranked (1) to (14) have got a high score, with arithmetic means ranging between 3.84 and 3.48. While the last three ranks (15) to (17) have a medium degree, with arithmetic means ranging between 3.30 and 3.1). On the other hand, it is noted that a number of questions of the teacher and his student section have obtained significant standard deviations, which indicate that there are apparent differences between the responses of the respondents to these questions. The reason for these differences in teachers' commitment to professional ethics towards their students may be the different ways of understanding teachers of their role as role models, and the impact of what they say and what they do on their students' behaviors and attitude. This, in turn, motivates them to try to maintain that meaningful image and stick to it as much as possible. As a result, Teachers were keen to leave a different positive impression according to their different perspectives, not only with their students but also with their principals, especially the trainees, since they feel that they are under supervision all the time.

- **Teacher and school Community Section**

Table (8) shows the arithmetic means and standard deviations of the teacher and school Community section questions.

Table (8): The arithmetic means and standard deviations of the teacher and school Community section questions.

#	Question	Mean	SD	Verbal interpretation	Order
36	The teacher complies with the code of conduct and ethics of the job.	3.61	1.155	High	1
37	The teacher Complies with the regulations and instructions and works to implement them.	3.57	.988	High	2
35	The teacher enhances trust and teamwork between him and his colleagues, and between him and the school administration.	3.45	1.060	High	3
34	The teacher participates positively in the school's various activities.	3.39	1.155	Medium	4
The teacher and school community		3.50	.971	High	

Table (8) shows that the degree of the teachers' commitment to the ethics of the profession related to the section of the teacher and the school community was high with an arithmetic mean 3.50. Between 3.61 and 3.45. while it is noted that the questions that occupied the first three ranks received a high score, with arithmetic means ranging from 3.61 to 3.45. In the fourth and last place came the question: "The teacher participates positively in the school's various activities" with an average score of 3.39.

The justification for their high degree of commitment to ethics towards their community may be due to the fact that the teacher is a member of his community, which is governed by a history, heritage and a set of conservative customs and traditions; therefore, they recognize the importance of that commitment in their conservative society and the sanctity of the ethics of the teaching profession.

It is noted that the standard deviations of a number of questions of the section of the teacher and the school community (Figures 34, 35, 36) have obtained significant standard deviations which indicate that there are apparent differences between the responses of the respondents towards these questions, consequently, it will be checked whether these differences are apparent or real when applying the T-test to determine the nature of those differences according to the categories studied.

This result can be attributed to the teachers' commitment to professional ethics towards their co-workers. This is because of the mutual relations between them and their co-workers have a direct impact on their stability and job performance. The successful school is based on the effective atmosphere in the school environment.

The ethics of the profession draws its importance from being controls that guide the decisions of individuals in the various situations and problems imposed by the nature of the profession and constitute rules of work recognized by all and has its own

considerations and embarrass those who contradict them in front of colleagues at least, or expelled, or punished.

- **Teacher and Family section**

Table (9) shows the arithmetic means and standard deviations of the Teacher and Family section questions.

Table (9): The arithmetic means and standard deviations of the teacher and Family section questions

#	Question	Mean	SD	Verbal interpretation	Order
41	The teacher spreads the ethics among colleagues and in society at large.	3.57	1.189	High	1
40	The teacher behaviorally adheres to the principles of ethics.	3.55	1.094	High	2
38	The teacher is keen to strengthen the bonds of trust between home and school.	3.29	1.124	Medium	3
39	The teacher is interested in consulting with the family on any matter that concerns the future of the student or affects their Scientific career.	3.09	1.210	Medium	4
The teacher and the family		3.38	1.047	Medium	

Table (9) shows that the degree of teachers' adherence to the ethics of the profession related to the teacher and the family was moderate, with an average of 3.38, and it is noted that the phrases that ranked first and second respectively: obtained a high score, with arithmetic averages ranging from 3.57, and 3.55.

The last two ranks are a medium degree with arithmetic averages ranging between 3.29 and 3.09. Perhaps the reason for the commitment of teachers to ethics towards parents is due to their keenness on the positive relationship with them, and their awareness of the importance of the student to receive the same assistance from their parents, which facilitates the process of learning inside and outside the school.

To answer thesecond study question “Are there statistically significant differences at α value (0.05) in the degree of commitment of secondary school teachers in Dammam and Al Khobar to the ethics of the educational profession from the point of view of principals attributed to variables of specialization and number of training courses?:

The t-test was applied to two independent samples, to determine the significance of the differences according to the specialization and the number of training courses, the test results are addressed in Table (10).

Table 10: test result (t-test) for the differences between two independent samples according to the qualification and the number of training courses.

Section	Sources of variation	Number	Arithmetic mean	SD	T value	df	Level of Significant
The teacher mission	educational	49	3.84	.954	.021	54	.984
	Non-educational	7	3.83	1.151			
Teacher Characteristics and Professional Performance	educational	49	3.61	.846	.368	54	.714
	Non-educational	7	3.48	1.154			
Teacher and his student section	educational	49	3.64	.924	1.103	54	.275
	Non-educational	7	3.22	1.014			
Teacher and school Community Section	educational	49	3.57	.963	1.377	54	.174
	Non-educational	7	3.04	.962			
Teacher and family	educational	49	3.44	1.035	1.311	54	.195
	Non-educational	7	2.89	1.079			
All sections of ethics in public education	educational	49	3.63	.868	.881	54	.382
	Non-educational	7	3.31	1.015			
The teacher mission	2 courses or less	10	3.48	1.016	1.289	54	.203
	3 courses or more	46	3.91	.952			
Teacher Characteristics and Professional Performance	2 courses or less	10	3.22	.853	1.517	54	.135
	3 courses or more	46	3.68	.872			
Teacher and his student	2 courses or less	10	3.18	1.080	1.533	54	.131

section	3 courses or more	46	3.67	.891			
Teacher and school Community Section	2 courses or less	10	3.20	1.212	1.097	54	.278
	3 courses or more	46	3.57	.912			
Teacher and family	2 courses or less	10	3.15	1.168	.747	54	.458
	3 courses or more	46	3.42	1.026			
All sections of ethics in public education	2 courses or less	10	3.22	.957	1.455	54	.151
	3 courses or more	46	3.67	.857			

As shown in Table (10), there are no statistically significant differences at the level of significance (0.05) or less, in the degree of teachers' commitment to the ethics of the profession in public education, from the point of view of secondary school principals in the Department of Education in the Eastern Region, due to the number of training courses obtained by the principals of these schools where the α values were greater than (0.05) at the all of the sections of the questionnaire.

This result can be attributed to the fact that the number of courses obtained by the principals has no effect on the principals' assessment of the degree of teachers' application of teaching ethics; This may be due to the fact that adherence to the ethics of the teaching profession depends on the nature of social education, the strength of religious motivation and internal conscience, and its sense of belonging to the teaching profession, which does not necessarily depend on the number of training courses obtained by the principal.

In general, this can be attributed to the fact that morality, when translated into behavior, can be appreciated by every human being, as agreed upon among members of society, and emanating from the philosophy of the society in which the teacher believes, as well as intellectual and religious believes, also there is no need for a person to hold a high academic qualification, specialization, experience or specific training courses, so that he can judge the degree of commitment of the individuals to ethics.

9. Conclusion

By presenting and analyzing the results, the researcher concludes that the degree of the commitment of teachers to the ethics of the profession in public education in the eastern region at all of the sections totally and for every section alone was generally high, except for the teacher and the family section where the commitment was moderate.- There is no need for the educator to hold a high academic qualification or specialization or special expertise or training courses in order to be able to judge the degree of commitment to the ethics of the profession. The fact that the statistical analysis has shown that there is no relationship between the principals 'assessment of the teachers' practices for the ethics of

the teaching profession in the Eastern Region is due to the variable type of qualification of school principals and the number of training courses.

10. Recommendations

In the light of the findings of this study, the researcher recommends to promote teachers' attitudes towards their positive practices in the teaching profession, so as to maintain their sustainability in the right direction by giving them both material and non-material incentives and providing all necessary support to maximize their role in building the future generation, also to raise the morale and improve the career status and rewards for the distinguished teachers, and educational courses and workshops are one of the most important ways in pushing and promoting and developing the degree of commitment to the ethics of the profession of teachers. on the other hand, Enriching the programs designed to qualify and train teachers and principals, to include the areas of the Saudi Code of Ethics, with in-service training as a prerequisite for their continuation and promotion, Opening a website on ethics for teachers to enhance their commitment to ethics and Cooperating with faculties of education in universities to build programs that promote and enhance the ethics of the teaching profession, provided that these programs are continuous and comprehensive.

11. Future work

1. Conducting studies on the commitment of teachers at the primary and secondary levels to implement the code of ethics of the teaching profession.
2. Conduct studies on the extent of the commitment of teachers of various teaching materials such as teachers of the Arabic language and teachers of scientific materials and others to apply the code of ethics of the teaching profession.

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