

Students' Perceptions at Al Ain University about the Ethics of the Teaching Profession Practiced By their Professors and Possible Ways of Enhancing Them

Mohammad S. AlKhaza'leh

Al Ain University, College of Education, Humanities and Social Sciences, Abu Dhabi, UAE.

ABSTRACT

The study aimed to explore students' perceptions at Al Ain University about the ethics of the teaching profession practiced by their professors and possible ways of enhancing them. The study sample consisted of (448) male and female students, who were randomly selected in class. The questionnaire was distributed among them. The results of the study showed that the ethics of the teaching profession among faculty members at Al-Ain University of Science and Technology was medium. The study also showed that there are no statistically significant differences in the availability of educational ethics due to gender, major, and Level of study. The study also revealed that there are (18) aspects of the ethics of the teaching profession among faculty members at Al Ain University, which were agreed upon by the students of the university.

Keywords: Education, Ethics, Al Ain University, Professors

INTRODUCTION

Academic performance is crucial for institutions to be able to identify gaps in the provision of Active education and support for students (Minh, and Toan, 2020) from is this academic performance Professional ethics for faculty members that the study focused on through students' perceptions academic For this ethics practiced at the university.

As many universities rely on the students' opinion in evaluating their faculty members, considering that they represent the focus and essence of the educational process, and they are closer to the faculty member than any other individual. They pass through the educational experience, and therefore, the university can depend on them as one of the means or tools of evaluation. (Zauwiyah and Junaini, 2008)

Profession ethics in academic work includes multiple issues that can be limited to some of the characteristics that make the faculty member careful to benefit his students. He exerts his efforts in guiding and advising them to the right path, guides them to the path of goodness and urges them to follow it. He also treats them equally and evaluates their class performance fairly. He maintains their dignity, realizes their rights, invests their time with all that is useful, and accustom them to sound thinking, constructive dialogue, and good listening, as he is a model of wisdom and kindness (Juvy, Jonathan, Jude, Christie, Marvin, & Al Horteza, 2019; darweeshal, 2019)

Commitment to the ethics of the profession is a common denominator between all occupations and professions in public and private institutions. It also serves as self-censorship of the individual and a criterion for distinguishing between right and wrong in individuals' behavior and performance at work (Abbas, 2010). Thus, Ethics can be defined as a set of principles commonly recognized orally or in writing among professionals, on which the rules and conditions under which

they operate are based, as a profession, in order to protect the interests of the profession (Alwabli, 2018).

While the profession is defined as a set of duties and responsibilities formulated within the framework of religions, moral principles, and moral responsibility, it aimed at serving the public interest in exchange for the occupant's enjoyment of the rights and privileges of the employment he occupies and the provisions of the applicable civil service laws and regulations (Yaghi, 2001).

Education profession is a lofty one, as it achieves all the goals that the society needs. It requires a disciplined and continuous work and possessing special skills and a sincere ethic that stems from the deep sense of responsibility towards the educated individual, the achievement of his goals and the goals of his society and the maintenance of his faith. Social development and the implementation of public services, and the development of society in all areas, especially social and economic, and maintain the balance of business in society, education is the mission and mission of prophets

Corresponding Author e-mail: mohammad.alkhazaleh@aau.ac.ae
https://orcid.org/0000-0003-2826-9127

How to cite this article: AlKhaza'leh MS (2023). Students' Perceptions at Al Ain University about the Ethics of the Teaching Profession Practiced By their Professors and Possible Ways of Enhancing Them. Pegem Journal of Education and Instruction, Vol. 13, No. 3, 2023, 1-8

Source of support: Nil

Conflict of interest: None.

DOI: 10.47750/pegegog.13.03.01

Received: 17.06.2022

Accepted: 09.03.2023

Publication: 01.07.2023

and reformers in all nations, so the profession of education is the most honorable and the highest professions, It was possible to dispense with them no matter how advanced means, inventions, machines and devices (Abu Al-Nasr, 2008, Prost,1999).

Al-Kharabsha (2008), emphasized that professional ethics are necessary for every individual who works in a profession. It is a first step in the profession of education, because it has the peculiarity of being aimed at the formation and characterization of individuals.

University professors represent leadership and moral example for their students. They usually tend equip students with necessary knowledge. At the same time, they pay attention to the dimension of value that is detrimental to their behavior and practices and deal with the request, and to practice human relations whether with colleagues of profession or demand, which helps to develop professional ethics in the academic institution.

The profession of education requires that the teacher conduct must be in accordance with the ethical rules agreed upon in the teaching profession as it is a code of conduct improved by the ethics of conduct and social fitness for the profession of education(Kodjo,2018).

The ethics of the teaching profession in the university reinforces moral practices that should be reflected more positively in the methodology of teaching, in the educational relations between the different components of educational environment, and that the faculty member has positive attitudes towards the profession, seeing his moral obligations and awareness of areas the educational message it bears towards the individual and the society. Moreover, restricting to profession ethics increase awareness of the importance of the moral dimension of moral education in the field of education, spreading a new culture based on respect for human rights charters, support and link the institution to maintain its reputation and activate its role and the development of communication and the spirit of cooperation and mutual respect. Rubie, C., (2004)

Hence, the university must be an organization, since it represents the scientific and moral rehabilitation of students, and therefore must be keen to develop moral environment in the organization that enhance it role to advance its mission. (Afifi, (2005)

The ethics of the teaching profession have its specific professional characteristics, which are the requirements of the profession, its components, its functions and its social functions, which are related to the moral values, norms and customs, as well as its legal or legislative determinants related to the laws and legislations set by the educational authority in the state. Qadria Muhammad (2006)

Hence, the university is expected to prioritize the importance of sustaining a moral environment in the

organization to advance its mission. The ethics of the teaching profession have its specific professional characteristics, which are the requirements of the profession, its components, its functions and its social functions, which are related to the moral values, norms and customs, as well as its legal or legislative determinants related to the laws and legislations set by the educational authority in the state. Sayyid(2015)

The focus on ethics and knowledge is one of the most important elements of education. Thus, it is necessary to focus on the moral aspects of the education profession, which is one of the most important elements of the existence of moral values. In many modern educational systems, however, the moral values of the teaching profession do not receive the attention they deserve (Yeaman, 2006).

The ethics of the education profession are behaviors, attitudes, moral values and knowledge, the basic principles must be given by the university faculty member during the practice of his profession and the statement of his moral role, among these specifications as reported by the (Swaidan ,2011) as follows:

1. Consent and satisfaction with the profession.
2. Sincerity to the profession, and to be loyal, professional conscience.
3. sacrifice, dream, humility, and good example.
4. Indifference in work, honesty with self, and continuity of giving to spread the flag.
5. Growth of moral values virtuous students and provide them with the expertise and knowledge that contribute to building their personalities in the present and future.

Therefore, university professor had better cherish his profession and realize the importance their mission to preserve the honor of the profession of education. The university professor is an influential member of his society, where he hopes to advance knowledge, scientific advancement, intellectual creativity, cultural contribution and dissemination of these good qualities among students, colleagues and the local community.

Purpose of the Study

The study aimed to explore students' perceptions about teaching profession ethics among faculty members at Al Ain University from the student's perspectives. And whether there are differences in sample estimates due to the variables of the study, and the appropriate ways to enhance those ethics. The researchers hope that this study will benefit officials of the Ministry of Education in emphasizing the importance of ethics and to benefit the officials of the faculties of Al Ain University in the emphasis on the ethics of profession and strengthen commitment to them, and contribute to the enrichment of educational libraries and Arab field study on the availability of ethics of the teaching profession of the university professor.

Study Problem and Questions

The higher the concept of the ethics of the teaching profession among faculty members, the higher the academic work associated with all learning and teaching processes. The higher the quality of the outputs, the higher the problem facing higher education is the lack of a code of ethics of teaching profession for university faculty members that guides them to the right path in their practices. Thus, the two researchers designed a questionnaire to explore students' perceptions about professors teaching ethics.

In order to identify the reality of the faculty members' ethics and their implementation, this study was conducted to investigate the availability of teaching ethics profession among faculty members of Al Ain University and exploring some ways to strengthen them by answering the following questions:

1. What are the students' perceptions about the ethics of teaching profession practiced by their professors and their opinions about how to enhance them?
2. Are there any differences that are statistically significant in the perceptions of the students at Al-Ain University about the ethics of the teaching profession practiced by their professors due to the variables (gender, specialization, level of study)?
3. What are some suggested ways to enhance the ethics of the teaching profession among the faculty members of Al Ain University from the point of view of their students?

Terminology of study

Ethics of the profession: "Those principles and standards that are the basis for the conduct of specific members of the profession and which the members of the profession undertake to abide by" (Nasser, 2006, p. 305).

It is defined as a set of values, standards, principles and behavior patterns adopted by faculty members in the university in the exercise of their functional roles and can be measured through the response of the student to the clauses of the questionnaire that were prepared in this study.

LITERATURE REVIEW

There are few studies that dealt with the ethics of profession among university faculty members. After examining the theoretical literature and the previous studies and the rules of the ark, the studies closest to the title of the study were reached, including:

Al-Ghamdi (2002), conducted a study to highlight the growing interest in the ethical aspect of faculty members work in general. The study recommended quantitative research to identify the actual reality of the most important moral values of the university professor in Saudi higher education institutions.

Al-Enezi (2012) also studied the reality of strengthening the teaching staff members of the ethics of the teaching

profession among the students of the Teachers College in Riyadh from the point of view of the sample members (450) according to the following fields (Professor and his professional performance, the professor and his students). The results of the study indicate that faculty members promote the ethics of the education profession with a medium degree, and there are differences due to gender variable and for females.

Tuwaiqat (2015) conducted a study to determine the degree of commitment of the heads of departments at the Balqa Applied University in Jordan to the ethics of the profession. The study sample consisted of 208 faculty members. The most important findings of the study were that the degree of commitment was high. And the absence of differences due to gender and level of education.

Al-Qurshi (2015) conducted a study aimed at identifying the degree of commitment of faculty members at Umm Al-Qura University to ethics of profession, and revealing the individual differences of statistical significance between the average responses of the sample of the study on the degree of commitment of the faculty members to the professional ethics due to gender. The study sample consisted of 33 department head members and 230 students. The study found that there were no statistically significant differences between average students according to gender, college and program variables.

Friedman (2017) conducted a study Student Perceptions of the Ethics of Professors. A questionnaire has been distributed electronically to 350 students and students. The most important findings of the study are that All of the factors identified by the study are important in distinguishing between moral and immoral teachers, but the most important of these factors is justice or fairness during the grades of the student. Da E statistical perceptions among students about the ethics of university professor due to gender and in favor of females.

(Omar, 2019) conducted a study to determine the degree of commitment of the department heads at Al-Balqa Applied University in Jordan to the ethics of the profession. The study sample consisted of 208 faculty members. Main results: No differences due to gender and level of education.

through the previous studies, it is noted that it was different in degree the faculty members practice the ethics of profession, and most of them have emphasized the development of academic ethics code for university professors. Most studies tried to identify the availability of ethics and teaching profession but had different sample community, questions, goals and statistical processing.

METHODOLOGY

This study followed the descriptive method, in order to achieve the objectives of the study.

The study population is composed of all 1860 students and students of Al Ain University Abu Dhabi Branch for the academic year 2018.

Table 1: Distribution of Study sample according to their variables

Variable	Variable Change	Number
Gender	Male	218
	Female	230
Major	Scientific colleges	221
	Social Sciences Colleges	227
Academic Year	Freshman	140
	Sophomore	121
	Junior	103
	Senior	84
Total		448

The sample of the study was chosen by systematic random sampling. The number (448) and Table (1) shows the distribution of the sample members according to their variables.

Study Tool

Because the researchers could not find a tool to measure work ethics used by higher education institutions from the perspective of students, they designed a questionnaire based on the literature of the previous education on the ethics of the profession. consisting of two parts (the ethics of the teaching profession), which included two areas: First, the field of education ethics for the faculty member in relation to their students, which included (13) items. The second field was (Ethics of the teaching profession of the faculty member in relation to his profession), which included (12). Items. All items in the first part were All paragraphs of this part of the questionnaire are formulated on the Likert Scale, which is graded from (very large, large, medium, low and very low). The highest grades of approval are given five grades and the lowest grades of approval are one grade, and the grades are in descending order 1,2,3,4,5. The second part was a question directed to the participants as follows:

What are some suggested ways of enhancing the ethics of the teaching profession among the faculty members of Al Ain University from the students' point of view of their students? After the students answered the questionnaire of the first part in their fields, the researchers asked them to also answer this second part with "Agree" or "disagree" and then to elaborate about some suggest ways to enhance the ethics of the teaching profession that encourage faculty members to pursue a better strategies to achieve this goal. This question included (29) items.

Tool Validation

To ensure the validity of research tool, it was presented to ten arbitrators from the faculty members of the College of Education in the UAE Universities to verify the veracity and

validity of the content in terms of comprehensiveness, clarity and affiliation among the fields. Based on their opinions, some items were deleted, and others were edited. The research tool in its final shape included two areas and (25) items.

Regarding the question asked to students: Ways to enhance the ethics of the teaching profession among faculty members at Al Ain University from the students' point of view. It settled on (18) boosters. This was in the final shape of the tool in general.

Stability of the Tool

The tool was confirmed by applying it to (25) students, none of them is from the study sample. then re-applied after two weeks on the same sample survey. For those who participated in pilot study, they were later excluded from the main sample of the study. After completing statistical processing, the total stability coefficient found for the identification of the ethics of education in all was (87), and (0.85) to identifying ways to strengthen the ethics of education. This value was sufficient for the purposes of the study.

RESULTS AND DISCUSSION

Question 1: What are the students' perceptions about the ethics of teaching profession practiced by their professors and their suggestions to enhance them?

To answer this question, the arithmetic mean and standard deviation of the sample scores calculated on the areas of the tool. So, if the Sig. (P-value) is greater than the significance level, according to SPSS results, the average opinions of the sample about questionnaire is not fundamentally different from the degree of neutrality which is (3). If it is below the level of significance, the average opinion of the respondents is fundamentally different from the degree of neutrality. And this case, it can be determined whether the average answer is substantially greater or less than the degree of neutrality. If the signal is positive, then the arithmetic mean of the answer is greater than the degree of neutrality and indicates that the sample members have highly agreed with it, and vice versa.

Table (2) shows that the difference between the median of the sample scores on the domains of the availability of the ethics of the teaching profession and the neutral degree is statistically significant at (α 0.05) in all domains. This indicates that the average response rate is greater than the neutrality score of 3, which means that students' perceptions are high. The researchers attributed it to this kind of practice of ethics between the professor and his students, where there is a presence of participation and communication between the professor and his students, accepting different point of views, and providing support and advice to his students,, and The results of this study are consistent with the study conducted by Al-Enezi (2012), which concluded that the faculty members are promoting the ethics of the education profession in the coating with a medium

Table 2: Results of t-test to compare the arithmetical mean to Identify Students' Perceptions at Al Ain University of Science and Technology about the Ethics Teaching Profession Practiced by Their Professors

Number	Domain	Arithmetical mean	Standard deviation	Neutral degree	Value (t)	Degrees of freedom	Level of significance
3	The ethics of the teaching profession of a faculty member in relation to his students	3.46	0.78	3	6,9	447	0,000
4	The ethics of the teaching profession to the faculty member in relation to his profession	3.44	0.79	3	7,3	447	0.03
	The tool as a whole	3.45	0.73	3	7,11	448	0,01

Table 3: Median and standard deviations of respondents' estimates of the availability of education ethics

Variable	Variable level	Median	Standard Deviation
Gender	Male	3,45	0.57
	Female	3,49	0.42
Major	Science Colleges	3,41	0.65
	Social Science Colleges	3,44	0.67
Academic Level	Freshman	3,35	0.72
	Sophomore	3,36	0.71
	Junior	3,37	0.76
	Senior	3,35	0.77

degree, and it differs with the study of the Tuwaiqat (2015). The results showed that the degree of commitment of faculty members to the ethics of the profession was high.

Question 2: Are there any differences that are statistically significant in the perceptions of the students at Al-Ain University about the ethics of the teaching profession practiced by their professors due to the variables (gender, specialization, level of study)?

To answer this question, the arithmetical averages and the standard deviations were extracted for the students' perceptions about ethics of the teaching profession according to the variables (gender, specialization, level of study). Table (3) shows this.

That there are differences in the average estimates of the study participants perceptions at Al Ain University of Science and Technology about the ethics of the teaching profession practiced by their professors according to the study variables (gender, specialization, level of study). To determine the sources of these differences, a triangular variance analysis was used, and Table 4 illustrates this.

Table (4) shows that there are no statistically significant differences in the estimates of the members of the study sample perceptions about the ethics of faculty members at Al Ain University of Science and Technology in all areas of the tool and the tool as a whole. This may be due to the fact that the ethics of

the education profession has become a behavior or the culture of the professor of the educational system, whether it is low, medium or effective, it is practiced in his job as get used to or practiced for a long time regardless the variables. The results of this study agree with the study of Qurashi (2015) which found that there are no statistically significant differences between the mean of the demand according to the variables of sex, kidney and program. And the study of Tuwaiqat (2015) which reached the absence of differences attributed to gender and level of study. This finding is different from the results found by Enezi (2012), which confirmed the existence of differences attributed to the gender variable and for the benefit of women, and the study of Friedman (2017), which indicated the existence of differences of statistical significance between the perceptions of students on the ethics of the university professor attributed to the gender variable and for the benefit of females.

The third question: What are the ways to provide the ethics of the teaching profession among faculty members at Al Ain University from the point of view of students?

To answer this question, the frequency and percentages of ways to enhance the ethics of education were used from the students' point of view. The responses of the sample were filled. The number of respondents who responded to this question was 420 out of 448 respondents who answered the question. The "Agree" response has been accepted and excluded the "Disagree" response, and Table 5 shows this.

Table (5) shows that the percentage of reinforcements has ranged between 1.00% for the first item "Enhancing the social solidarity fund for the teacher has been effective" and 76.19% for item number 18 "granting soft loans for non-profit by the ministry and its departments."

All reinforcements included in the tool have been excluded after being answered by students and received approval of less than 50% that the researchers believed were weak or not classified within the reinforcements mentioned in their list. From the perspective of students, the researchers attribute the acceptance of these reinforcements to the importance of the professor's role in preparing future generations, and the aspirations of the students to the existence of educational

Table 4: Results of the analysis of the variance of the three averages of the estimates of of the study participants perceptions about the ethics of the teaching profession among the faculty of Al Ain University of Science and Technology

Source of variation	Total squares	Degrees of freedom	Average squares	F Value	Level of significance
Gender	10,591	1	10,591	69,373	0,567
Major	4,469	1	4,469	30,354	0,345
Academic level	0,102	3	0,034	0,835	0.224
Error	77,593	443	0,175		
	98,114	448			

Table 5: Frequency and percentages and the order of ways to enhance the ethics of the education profession in the members of the College from the perspective of students

Item No.	Ways to enhance teacher ethics	Frequency	Percentage
1	The commitment of the MOE to the religious and cultural concept of the meaning of university professor and its establishment as a profession in them.	420	1.00%
2	Commitment to equality of professors in the power, privileges, allowances, promotions and professional development programs.	408	97.14 %
3	To give a certificate of appreciation to the professor who is committed to the ethics of the profession and to write his name on the plaque of honor or financial rewards	407	96.90 %
4	To create a university environment based on democracy, freedom of opinion and participation in decision-making	405	96.42 %
5	Dealing with the culture of dialogue and positive communication between the professor and the university administration and the society.	380	90.47 %
6	Support the professor financially and morally and provide incentives to the professor to improve their working conditions to increase job satisfaction and security of the job.	372	88.57 %
7	To increase awareness about the importance of the university professor in dealing with the professor inside and outside the university, for continuity of communication between the professor and the community until after the official meetings and in an optimal manner.	370	88.09 %
8	Work to respect the professor transparently and fairly with his colleagues. To ensure the professor to take responsibility and contribute to the reform among his colleagues.	368	87.61 %
9	Establishment of a special body or department that follows up the moral importance of the professor continuously, through the participation of the professor in university activities, and the extent to which he treats good values with parents, students, management, and colleagues.	364	86.66 %
10	Conduct periodic meetings between the university leaders and the professors to inspect the professor's needs with an atmosphere of familiarity and affection among them.	361	85.95 %
11	Involve the professor in seminars and conferences inside and outside the country.	358	85.23 %
12	Activating social networking sites on the topics concerned with developing teaching profession and enhancing the ethics of the profession.	355	84.52 %
13	Evaluating highly ethical committed professor and granting in rewards as a reinforcement of his moral commitment.	350	83.33 %
14	Accountability of the professor in order to improve the level of his moral performance and the statement of penalties for those who violate the ethics of the profession and accountability with firmness, justice and equality.	349	83.09 %
15	Activating and activating the social networking sites by his university administration effectively and ensuring communication among them on public holidays.	345	82.14 %
16	Granting legal immunity under special controls to the professor in the event of problems by the request and the parents inside and outside the official work when reviewing the official departments.	329	78.33 %
17	The professor is discharged from his duties in case he participated in the student activities both inside and outside the university.	326	77.61 %
18	Activate the social solidarity fund for the professor effectively and grant soft loans for non-profit by the university.	320	76.19 %

policy and educational system to strengthen the profession of education in the minds of professors, and strengthen the

enjoyment of education and attention in all respects Whether educational, physical, social or cultural.

LIMITATIONS

The study is determined by the following determinants:

Spatial boundaries: This study was applied at Al Ain University.

Time Limits: This study was applied during the second semester of the academic year 2019.

Human Boundaries: The study population was limited to students of Al Ain University.

Methodological Limits: The results of this study were determined by the accuracy of the responses of the sample members to the fields of study. The results of the study were determined by the indications of the tool prepared for this study in terms of its reliability, stability and procedures.

RECOMMENDATIONS

In light of the results of the study, the researchers recommend the following

- Emphasize the commitment to the ethics of a professional faculty members in their relationships with their students.
- The need to adhere to the ethics of the field of relationship with the demand, such as training the student on the scientific methodology of scientific research, and urged them to attend scientific discussions, and establish a good relationship with students.
- The need for faculty members to encourage students to carry out joint scientific research, and also to participate in cultural activities at the university.

Working on the preparation of the code of ethics of the profession of education is a basic reference to the work of faculty members at the University of Al Ain.

To conduct a comparative study to determine the degree of commitment of faculty members in UAE universities to the ethics of the teaching profession.

Contribution/Originality

This study helps This study helps to deepen the professional ethics of faculty members. It can also provide faculty members themselves with the level of ethics they practice with students to consistently develop themselves to the best .It may also help in preparing a list of profession ethics related to both the educational the human aspect for the teaching staff. In addition to this, this study can help in providing interest to university officials in setting a compulsory course called Professional Ethics It is given every year to faculty members

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