

THE DEGREE OF TEACHERS' COMMITMENT TO THE CODE OF CONDUCT AND ETHICS OF PROFESSION AS PERCEIVED BY SCHOOLS PRINCIPALS AND EDUCATIONAL SUPERVISORS IN KARAK GOVERNORATE

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Abstract

This study aimed at determining the degree of teachers' commitment to the Code of Conduct and Ethics of Profession as Perceived by Schools Principals and Educational Supervisors in Karak Governorate. It aimed at identifying the impact of the variables of gender, qualification, expertise, and profession position on the degree of response by the sample members. The sample consisted of 131 principals and 65 supervisors. The researcher developed a questionnaire of 55 items. After it was verified in terms of confidence and stability, it was distributed over the sample, which constituted 50% of the study population. The study concluded some results mainly that the degree of teachers' commitment to the code of conduct and ethics of profession was medium as perceived by principals and supervisors. The results also showed that there were statistically significant differences ($\alpha \leq 0.05$) attributed to the profession position for the favor of principals. The study recommended enrichment of training programs, dedicated for teachers, by criteria included in the Code of Conduct and Ethics of Profession.

Keywords: Code of Conduct, ethics of profession, school principals, educational supervisors

Introduction

Ethics are long life human product, which direct the human behavior, and are the safety line for society stability and progress. Ethics form the most important social control by individuals, where their manners should comply with the traditions and habits of the society.

Each society has several rules and criteria that organize the behavior of individuals, groups and institutions. The human behavior has three rules:

general rules stemmed from the culture and religion of society, legal rules stemmed from the constitution and laws, while the third rule is the profession rule stemmed from the honor and ethical practices and agreements, such as the profession of education.

The philosophy and objectives of education and pedagogy in Jordan are rooted in the constitution and the society culture and supreme values and idols. Such philosophy seeks to grow the well-being individual through developing his/her overall personality through growth and education stages. The teacher represents the most important and affecting factor of educational process, despite the multiple sources of knowledge and easy of access and flow. The teacher is the instructor, organizer and effective medium between the student and sources of knowledge, therefore any renovation or development of educational process should begin with the teacher (Mahaftha, 2000).

The teacher is the trustworthy person who patronizes the most important wealth of society- the students who would be the leader of the future. The importance of the teachers is impeded in the view of society to him as the person who takes care of and invests such wealth by the best ways, through improving the educational process (teaching and learning) of the students besides following up their growth in all aspects, that accomplish the objectives and ambitions of society. The future teacher should have several characteristics: physical, mental, personal, humanitarian and ethical (Mahaftha, 2009).

The Code of Conduct is one of the best features and achievements of success. It adds on the transparency, responsibility and self-control to the organizational behavior, and reflects the organization confidence of its staff. The commitment of teachers to the Code of Conduct contributes to raising their profession performance degree, enhancing them to distinct between right and wrong behavior, besides helping them understand their legal rights and liabilities (Alkhateeb, 2003). The uncommitment to the profession ethics affects negatively the schools in specific and the educational process in general. (Institution and Commitment to Ethical Criteria, 2009).

The Code of Conduct in education profession aims at enhancing the positive behaviors and restricting the negative ones besides providing an educational base to handle all problems of teachers upon scientific, instructive and protective rules to modify their behaviors and solve their problems, in addition to avoid the abuse forms, and provide a safe and violence - free environment in school that enables students, teachers and administration to play their roles effectively and efficiently. It also informs the students and parents orders and instructors of the schools and its importance to achieve the discipline of students and help them perceive their needs and attitudes to achieve the accepted behavior. It seeks to implant the

belongness and loyalty to nation, society and school. The sources of the Code of Conduct and public Profession ethics are: (Najim 2005, Alhorani 2005, Au Alnasir 2008).

1. The religion source: where all religions emphasized the ethics and virtues that are reflected on individual relation with Allah and creatures.
2. The legislative source: imposed by the state to organize relations among society individuals and groups.
3. Thoughts and philosophical theories and approaches.
4. Learned lessons by expertise through practicing the profession and by mistakes made by teachers.

In Jordan, the focus on the human factor is very important since it is the real tool for development and the main and direct drive for the services offered by the state. For this concern, The Code of Conduct and Ethics of public Profession were activated since 2006, where they are included in the reform programs.

The Code is a detailed reference in an integrated framework and consists many behavioral criteria and ethics of public profession stated in constitution and legislations. Such code is consistent with the rules of Islam and the cultural heritage, as well as the Arabic and Islamic traditions (Ministry of Public Section Development, 2009).

The Code of Conduct is very important but it needs regular review and focus on application of its rules beside accountancy of those who violate it (Abu Alnasr, 2008).

Literature Review

Radhwan (1994) study aimed at recognizing the extent to which educational supervisors are committed to the ethics of education as perceived by the school principals and teachers in northern region (Irbid, Ajloun, Jarash). The study sought to identify the impact of gender, qualification and expertise variables, and the dual impact among these variables.

The study sample consisted of 1142 male and female teachers and 200 male and female school principals, as a strata random sample. The results showed commitment of educational supervisors to the ethics of profession as perceived by teachers. The results showed no statistically significant differences ($\alpha \leq 0.05$) among the arithmetic means of teachers related to the commitment degree by supervisors to the ethics of profession attributed to the teacher gender, qualification or years of expertise.

Ismael (2000) study aimed at recognizing the degree of commitment to ethics and teaching profession by the academic staff of the faculties of education in Jordanian Universities as perceived by their students.

The sample consisted of 620 male and female students where data was collected through a questionnaire developed and distributed over the sample members, by the researches, after it was tested for confidence and stability. The results showed a high degree of commitment to the ethics of the profession by the academic staff, besides no statistically significant differences attributed to the gender.

Mortland (2000) conducted a study on the impact of educational ethics on the American society. The sample consisted of 3901 male and female teachers, while data was collected through a questionnaire developed to measure the educational ethics. The results showed that teachers in American schools are highly committed to the profession requirements and ethics of profession, to the favor of female teachers.

Stacey, Alice and Barbar (2003) study aimed at recognizing the degree of awareness by the educational leaders to the ethical criteria related to the school administration. The sample consisted of 85 female and male school principals in New Orleans, where they were exposed to several measures including perceptions of school principals of the ethical administration and evaluation the behaviors of and characteristics of ethical administration embodied in the school principal. The results showed that the most liked behaviors were justice achievement, equality, respect, openness, listening to teachers and students, reliability, positivity and having high expectations on the educational process and the practical knowledge of administration.

Amatea and Clark (2005) study aimed at recognizing the degree of collaboration of advisor (counselors) school and his/her ethical and professional commitment. The sample consisted of 26 principals of middle and high schools. The results showed a high need by counselors to develop their awareness to the skills of counseling and their degree of commitment to the required ethical behavior.

Albishri (2006) study aimed at determining the degree of the commitment by the secondary school principals in UAE to the ethics of the profession as perceived by their teachers. The sample consisted of 950 female and male teachers selected by strata random sampling. The results showed that the commitment degree was high in all fields, and that no statistically significant differences at ($\alpha \leq 0.05$) attributed to the qualification and years of expertise variables. The results showed statistically significant differences attributed to the gender and to the favor of male teachers.

Alhadban (2009) study aimed at recognizing the level of commitment to practicing the ethical code in the administrative behaviors by primary school principal in Amman four directorates of education. The population was 203 female and male principals. The researcher selected 4 teachers from each school where the sample was 812 female and male teachers selected on

strata random sampling method. The results showed that the commitment degree of principals as perceived by teachers was high in all aspects, besides that there were statistically significant differences ($\alpha \leq 0.05$) attributed to gender for the favor of female teachers.

BouAbbas (2010) study aimed at determining the level of commitment to the ethics of administrative profession; by the heads of scientific departments and its relation to the morale of academic staff at the public colleges for applied education and training in Kuwait as perceived by the staff themselves.

Comment on Literature Review

The previous studies agreed upon the same goal which focused on the extent of commitment to the ethics of the profession, but studies differed by the variety of professions. Some studies like Albishri (2006), Alhadban (2009) and Yahiya (2010) focused on the commitment of school principals, while others like Radhwan focused on educational supervisors, and some studies like Ismael (2000), BouAbbas (2010) and Ababnih (2011) focused on academic staff, departments heads and administrative staff.

This study differs than other previous ones in the members of sample where it studied the principals and supervisors together while Radhwan (1994) and Alhadban (2009) focused on principals alone, where as Albishri (2006) and Yahiya (2010) focused on teachers. It differed than Ismael (2000) which focused on the students as sample members.

It is noteworthy that our study is distinguished than other studies by focusing on the commitment of teachers to the Code of Conduct and Ethics of Profession. Upon the knowledge of the researcher, no study focused on teachers' commitment, so this study complements the previous ones and benefits their ideas and arguments to design the theoretical framework, select the variables and develop its performance.

Problem of the Study

The Teachers Code of Conduct is considered an important ground for school success, since it reflects all school trust of teachers, which in turn is reflected positively on the society. The commitment of teachers to the Code of Conduct and Ethics of Profession will improve their Profession performance and develop them. Such act will be reflected positively on the school in specific and education in general.

The Code Conduct is a strong ground for the teaching profession due to its positive impact on the whole teaching process. Due to the focus and activation of the Code of Conduct and Ethics of profession, and through researcher observations and notes, teachers differ among themselves in the degree of commitment which may affect negatively the whole teaching

process. Therefore, the researcher pinned the need for conducting this study to answer the main question: what is the degree of commitment of teachers to the Code of Conduct and Ethics of profession as perceived by school principals and educational supervisors in Karak Governorate.

Goal and Question of the Study

This study aims at recognizing the degree of teachers' commitment to the Code of Conduct and Ethics of profession as perceived by the principals and supervisors in Karak Governorate. To accomplish this goal, it seeks to answer the following questions:

1. What is the level of teachers' commitment to the Code of Conduct and Ethics of profession as perceived by principals and supervisors in Karak Governorate?
2. Are there statistically significant differences ($\alpha \leq 0.05$) in the degree of teachers' commitment attributed to gender (male, female), qualification (Bachelor, Master, and more), the expertise (< 10 years, 10 years and more) and position (school principal, educational, supervisor)??

Importance of the Study

The importance of the study stems from the topic. Ethics play important role in the society in general and in the life of the teacher in specific. This commitment to the Code of Conduct and Ethics of Profession helps teachers to achieve goals and objectives in an efficient way and leads to an increase of the organization of professional and personal relationship among teachers and students. The importance of the study arises as it is a methodological effort to investigate the level of teachers' commitment to the Code of Conduct and Ethics of Profession as perceived by the school principals and educational supervisors in Karak Governorate. The researcher expects that it will be used by:

1. Teachers in schools if they have a feedback on their commitment level, which in turn will urge them to enhance their positive behavior and modify any discrepancy from the Code of Conduct besides change the strategies to achieve the best.
2. Educational planning teams: The results will let them use it in the training programs for teachers before work and during the Profession which will be reflected positively on the educational process in a whole and the performance of the school, therefore improving the services provided to all related parties.
3. Researchers in Educational Administration through offering new ideas to more research.

Limits and Restrictions of the Study

The study is limited to the public school principals and educational supervisors throughout the first term (2012/2013) in Karak. The study is restricted by the confidence and reliability of the tool of study developed for study purposes, the population, the sample and similar populations.

- **Terminology:**

- **Level of commitment:**

It includes the ethical controls that should be taken into account by the teacher. These controls harmonize his/her relationship with all parties, students, parents, administration and profession. These controls are classified items that teachers should apply and commit to.

- **Code of Conduct:**

It is a detailed reference in an integrated framework and includes many behavioral criteria and public post ethics that are approved legally and constitutionally. It is collected and organized in one pot to facilitate easy access and deal with in a manner of responsibility (Ministry of Public Sector Development, 2009).

- **Ethics of Profession:**

Kreitner, Kinicki and Buelean (as cited by AbuAlnasr (2008) defined it as "interested in comparing the right against wrong and good against bad deeds and ideas, in the environment of work place.

- **Methodology and Procedures:**

- **Methodology:**

The researcher adopted the descriptive methodology and followed up the feed back which studies the reality after occurrence (Ex-post-Facto). This aims at recognizing the level of teachers' commitment to the Code of Conduct and Ethics of public Profession as perceived by school principals and educational supervisors in Karak Governorate, and the impact of gender, position, qualification and expertise variables on such level. Secondary data was collected from books, journals and leaflets while primary data was collected from previous studies and questionnaire developed for this purpose.

- **Population:**

The population here consisted all public schools principals in Karak Governorate by 273 male and female principals, and all educational supervisors, 94 female and 1 male supervisors acting their Profession during the first term of the academic year (2013/2014).

- **Sample of the Study:**

A simple random sample of 50% of population was selected. Every member of the sample received a questionnaire, by 196 individuals.

Variable	Sub. variable	No.	Total
Gender	Male	94	196
	Female	102	
Position	Principal	131	196
	Supervisor	65	
Qualifications	Bachelor + Dip.	129	196
	Masters	67	
Expertise	< 10 years	85	196
	≥ 10 years	111	

Instrument of the Study:

The instrument which was developed according to several sources especially Yahia (2010) and Code of Conduct (2006), consisted of two parts:

- The first parts includes the instructions to use the instrument and some demographic information about the members of the sample; as shown in Table 1.
- The second part: is a questionnaire of 55 items that enable respondents to select the most suitable choice. It used the Likert Scale (1-5 points) where 5= very agreed and 1= very un agreed. We have to mention that the researcher has taken into account the value of arithmetic means as follows:
 - 1-2.33 means a low level of commitment.
 - 2.34-3-67 means a medium level of commitment.
 - 3-68-5.00 means a high level of commitment.

- **Confidence of instrument:**

After initial formulation of items, the instrument was presented to 10 specialized and experts in Jordanian Universities. They checked the instrument and suggested the necessary modifications and changes. The researcher adopted 80% of these suggestions as a ground for modification.

- **Stability of instrument:**

For the purpose of stability of instrument it was verified and tested by Cronbach Alpha Test. This test depends on the consistency of member performance among the items. It indicates the strong compactness among the items. After applying the test on the degrees of stability of the sample, the researcher became assured that the instrument has coefficient values accepted for the purposes of the study, as shown in Table 2.

Aspect	Coefficient
Commitment of teacher to student	0.947
Commitment of teacher to profession	0.932
Commitment of teacher to school	0.894
Commitment of teacher to parents	0.749
Total	0.977

Results

* Question 1:

What is the level of teachers' commitment to the Code of Conduct and Ethics of Profession as perceived by the school Principals and educational supervisors in Karak Governorate?

To answer this question the researcher calculated the arithmetic means, standard deviations, member on each item, as shown in Table 3-7.

• First: Areas

Area No.	Area	Ar. Me.	St. Dev.	Rank	Level of conit.
1.	Teacher Commit. To student	3.57	0.59	4	M
2.	Teacher Commit. To profession	3.59	0.69	3	M
3.	Teacher Commit. To school	3.66	0.70	2	M
4.	Teacher Commit. To parents	3.68	0.78	1	H
Total		3.60	0.60		M

Table 3 shows that the highest commitment was that of teacher to the parents with an arithmetic mean of 3.68 and standard deviation of 0.78. the lowest commitment was that to the student with a mean of 3.57 and standard deviation of 0.59. The total estimation of teachers' commitment to the CCEJ was medium with an arithmetic mean of 3.60 and standard deviation of 0.60.

Second: Commitment of teacher to the students:

Table 4 Arithmetic means and standard deviation of sample commitment to CCEJ arranged in descending order.

Item No.	Statement	Ar. Mean	Sd. Dev.	Rank	Lev. Commit
23	Develop honor of students.	3.93	0.83	1	H
26	Encourage students to participate. In activities	3.93	0.75	1	H
21	Inform students to contact administration in case of dispute.	3.90	0.85	2	H
22	Provide students with life skills (discipline, permission in-out class).	3.87	0.87	3	H
1	Respects the student personality.	3.81	0.74	4	H
24	Encourages students to participate in educational activities to help modify their behavior upon their attitudes.	3.76	0.83	5	H
2	Accepts ideas and viewpoints of students.	3.75	0.76	6	H
19	Move the students to the counselor.	3.75	0.87	6	H
27	Applies the contact and communication skills with students.	3.72	0.80	7	H
25	Collaborates with counselor in solving students problems.	3.71	0.91	8	H

3	Consider the individual differences among students.	3.65	0.80	9	M
7	Encourages students for collaborative learning.	3.65	0.78	9	M
14	Assign duties that fit the abilities and potentials of students.	3.65	0.81	9	M
20	Make students aware of avoiding the mobile in the school and begins with himself.	3.62	10.01	10	M
17	Show clearly the negative impacts of cheating in exams.	3.57	0.92	11	M
18	Enable students to acquire communications skills.	3.52	0.82	12	M
12	Develop skills of "self dependence and bear responsibility by students".	3.45	0.81	13	M
13	Encourage students for self- learning to acquire knowledge and skills.	3.42	0.83	14	M
10	Increase attention of students to the material by varying stimulations.	3.40	0.83	15	M
4	Cares of clever students through enrichment programs presented to them.	3.39	0.90	16	M
6	Discuss with students the important and late issues.	3.37	0.79	17	M
5	Focus on weak-achieving students by programs and plans dedicated for them.	3.33	0.92	18	M
8	Assess students using techniques like closed or opened exams.	3.32	0.94	19	M
15	Knows the growth characteristics of students-growth stage.	3.32	0.90	19	M
11	Develop the methodological and creative thinking skills of students.	3.30	0.86	20	M
16	Encourage students to comply with the uniform and maintain clean.	3.29	1.15	21	M
9	Encourage students attend the library and write research.	3.12	0.95	22	M

Table 5: Means, SD of CCEJ arranged in descending order

Item No.	Statement	Ar. Mean	Sd. Dev.	Rank	Lev. Commit
35	Coordinate with colleagues the exams time to assist students organize their study schedule.	3.83	0.80	1	H
30	Diversify the approaches of enhancement to stimulate the motivity.	3.82	0.88	2	H
32	Arrange learning material upon the	3.72	0.81	3	H

	importance of its content.				
33	Explain the importance and goal of homework.	3.69	0.81	4	H
34	Diversify educational methods to help students understand the curricula.	3.67	0.89	5	H
31	Prepare daily duties and cares of the class hour.	3.66	0.86	6	M
29	Prepare training courses and shifts the training to classroom.	3.65	0.81	7	M
39	Prepare individual plans to help the low-achieving students.	3.62	0.93	8	M
28	Be the symbol of belongness and loyalty to teaching and the nation.	3.54	0.84	9	M
36	Distribute the time of class to achieve educational objectives.	3.52	0.84	10	M
38	Conduct educational studies necessary for teaching process.	3.31	0.97	11	M
37	Improve himself by reading and observations of new developments in specialization and education.	3.11	1.01	12	M

Table 6: Means, SD of CCEJ arranged in descending order

Item No.	Statement	Ar. Mean	Sd. Dev.	Rank	Lev. Commit
40	Apply the principle of respecting friendship among students and with teachers.	3.92	0.79	1	H
45	Follow up daily the delay and absence of students .	3.71	0.87	2	H
49	Attend the classroom on time except emergencies.	3.71	0.81	2	H
42	Participate in school cast by presenting pleasing parts.	3.70	0.88	3	H
43	Arrange providing a safe and supportive class environment by amication, cooperation and trust.	3.70	0.85	3	H
48	Keeps order during rest time.	3.65	0.91	4	M
47	Applies educational techniques to solve problems.	3.64	0.86	5	M
46	Let students aware of keeping public properties.	3.58	0.81	6	M
44	Inform students the orders and regulations of the school.	3.57	0.91	7	M
41	Committed to neat environment (encourage students care of the school and themselves cleaning.	3.48	0.95	8	M

Table 7: Means, SD of CCEJ commitment to parents

Item No.	Statement	Ar. Mean	Sd. Dev.	Rank	Lev. Commit
50	Respects parents irrespective their social and qualification positions.	3.93	0.75	1	H
51	Provides parents clear and actual information about their sons.	3.79	0.92	2	H
55	Contact and communicate with parents.	3.78	1.14	3	H
54	Encourage parents to visit the school to follow up their students.	3.62	0.87	4	M
53	Strengthen the relationship with parents through councils of parents and teachers.	3.57	0.85	5	M
52	Cooperate with parents in building and implementing the protective and corrective plans to solve the students' behavioral and academic problems.	3.41	0.91	6	M

*** The Second Question:**

Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of teacher commitment to CCEJ attributed to gender, position, qualifications and expertise?

To answer this question the researcher calculated the arithmetic means and standard deviations for the level of commitment by the teachers to CCEJ for gender, position, qualification and expertise as shown in Table 8.

Table 8 Means and standard deviations for the level of commitment by teachers to CCEJ.

Variate	Sub Var	Statistic	Area				Total
			Comit. to student	Comit. to Profess.	Comit. to School	Comit. to Parents	
Gender	Male	Mean	3.47	3.47	3.59	0.63	3.51
		S.D	0.60	0.73	0.73	0.83	0.61
	Female	Mean	3.66	3.70	3.73	3.72	3.69
		S.D	0.57	0.64	0.68	0.73	0.59
	Total	Mean	3.57	3.59	3.66	3.68	3.60
		S.D	0.59	0.69	0.70	0.78	0.60
Position	principal	Mean	3.71	3.75	3.78	3.81	3.74
		S.D	0.57	0.65	0.70	0.71	0.58
	Supervis.	Mean	3.29	3.27	3.44	3.41	3.33
		S.D	0.54	0.67	0.67	0.85	0.55
	Total	Mean	3.57	3.59	3.66	3.68	3.60
		S.D	0.59	0.69	0.70	0.78	0.60
Dip + bachelor	Mean	3.69	3.72	3.77	3.78	3.72	
	S.D	0.56	0.64	0.68	0.73	0.57	

Qualific.	Masters and More	Mean	3.34	3.34	3.46	3.49	3.38
		S.D	0.58	0.74	0.71	0.85	0.60
	Total	Mean	3.57	3.59	3.66	3.68	3.60
		S.D	0.59	0.69	0.70	0.78	0.60
Expertise	<10 y	Mean	3.56	3.59	3.64	3.69	3.59
		S.D	0.52	0.63	0.61	0.69	0.53
	>10 y	Mean	3.58	3.59	3.68	3.67	3.61
		S.D	0.64	0.74	0.77	0.85	0.65
	Total	Mean	3.57	3.59	3.66	3.68	3.60
		S.D	0.59	0.69	0.70	0.78	0.60

The table shows virtual difference in the values of arithmetic means for the teacher commitment to CCEJ upon gender, position, qualification and expertise.

To determine whether such differences are statistically significant or not the researcher conducted the quadruple Manova Analysis as shown in Table 9.

Table 9 Results of Quadruple MANOVA for responses of sample member related to the impact of gender , position, qualification, and expertise and their interactions on the area of commitment to CCEJ.

Source of variance	Hotling Value	Wilks Lambada Value	F Value	Sig. Level
Gender	0.032	-	1.434*	0.224
Position	0.078	-	3.449	0.010
Qualification	0.018	-	0.795	0.530
Expertise	0.008	-	0.343	0.849
Gender × position	-	0.975	1.140	0.339
Gender × qualification	-	0.974	1.191	0.316
Gender × expertise	-	0.052	2.314	0.054
Position × qualification	-	0.907	2.963	0.057
Position × expertise	-	0.984	0.726	0.575
Qualification × expertise	-	0.954	2.136	0.780
Gender × position × qualification	-	0.985	0.675	0.610
Gender × position × expertise	-	0.970	1.388	0.240
Gender × qualification × expertise	-	0.09	0.393	0.814
Position × qualification×expertise	-	0.981	0.834	0.505
Gender × position × expertise	-	0.949	2.364	0.055

1. No statistically significant differences at ($\alpha \leq 0.05$) in the teacher commitment level to CCEJ as perceived by principals and supervisors attributed to the gender, position, qualification and expertise and to the dual, trible and quadruple interactions.
2. There are statistically significant differences of ($\alpha \leq 0.05$) in the level of teachers commitment to CCEJ attributed to position.

Table 10 Results of ANOVA for responses of sample on the impact of job position on the level of commitment to CCEJ.

Source of variance	Dependent Var.	Sum of squares	Freedom deg.	Mean of squares	F Value	Sig. Level
position	Teacher Commitment to student	7.556	1	7.556	23.841	0.000
	Teacher commitment to profession	9.775	1	9.775	22.114	0.000
	Teacher commitment to school	5.049	1	5.049	10.517	0.001
	Teacher commitment to parents	7.270	1	7.270	12.493	0.001
Error	Teacher commitment to student	61.483	194	0.317		
	Teacher commitment to profession	85.753	194	0.442		
	Commitment to school	93.138	194	0.480		
	Teacher Commitment to parents	112.895	194	0.582		
Total	Teacher Commitment to student	69.038	195			
	Teacher Commitment to profession	95.528	195			
	Teacher Commitment to school	98.187	195			
	Teacher Commitment to parents	120.166	195			

Table 10 shows there were differences of all area of commitment to CCEJ to the favor of principals as shown in the arithmetic means of Table 8. The researcher conducted quadrable NOVA to study the impact of job position on the level of teachers' commitment to CCEJ as sown in Table 11.

Table 11 Results of QNOVA for sample responses on the impact of gender, position, qualification and expertise and their interactions on the level of commitment to CCEJ.

Source of Variance	Sum of squares	Freedom deg.	Mean of squares	F Value	Sig. Deg.
Gender	0.117	1	0.117	0.361	0.548
Position	2.715	1	2.715	8.415	0.004
Qualification	0.813	1	0.813	2.519	0.114
Expertise	0.063	1	0.063	0.196	0.658
Gender × position	0.701	1	0.701	2.173	0.142
Gender × qualification	0.093	1	0.093	0.289	0.591
Gender × expertise	1.577	1	1.577	4.887	0.078
Position × qualification	0.337	1	0.337	1.046	0.308

Position × expertise	0.449	1	0.449	1.391	0.240
Qualification × expertise	1.821	1	1.821	5.642	0.069
Gender × position × qualification	0.170	1	0.170	0.526	0.469
Gender × position × expertise	0.049	1	0.049	0.151	0.698
Gender × qualification × expertise	0.005	1	0.05	0.015	0.904
Position × qualification × expertise	0.295	1	0.295	0.915	0.340
Gender × position × qual. × expert	2.478	1	2.278	7.678	0.06
Error	58.085	180	0.323		
Total	71.806	195			

Table 11 shows the following:

1. There were no statistically significant differences of ($\alpha \leq 0.05$) for the responses of sample members in the level of teachers commitment to CCEJ and their dual, trial and quadrible interactions.
2. There were statistically significant differences of ($\alpha \leq 0.05$) for the sample responses in the level of commitment to CCEJ attributed to the job position, where such differences were to the favor of principals as indicated in the arithmetic means of Table 8.

Discussion of Results:

1. Discussions of the results of first question:

To answer this question "level of commitment by teachers to CCEJ", the researcher applied the arithmetic means, standard deviations, rank and level of commitment.

The tables 3-7 indicated that the level of commitment by teacher in the instrument as a whole was medium, which might be attributed to the large numbers of criteria in the Code of Conduct that fit and agree with the teachers' tasks. It might also be attributed to the availability and reading of CCEJ formed a motive for commitment, besides that it represents a protective aspect what makes them avoid mistakes to avoid penalty, as well as the impact of ethical mission of the teacher.

This result agreed with Ababnih (2011), and partially agreed with Ismael (2000), Albishri (2006), Alhadban (2009) which indicated that commitment of employees to the ethics of teaching profession was high.

1. Teacher commitment to parents

It ranked the first and high degree, which might be attributed to the proximate age between teachers and parents which in turn facilitates the communication and contact among each others. The availability of advanced

technology like mobile phones and internet facilitates the exchange of information between teachers and parents concerning students.

The need of teacher to communicate with parents is basic for the good educational system in order to follow up the mistakes of students and make efforts to correct them through cooperation with parents.

Both teachers and parents can set a unified policy to the best handling with the student inside and outside the school, because many obstacles that encounter the academic and educational life are secrets kept by the teachers or parents or both. These obstacles might not be solved ideally in the absence of clear and frank mutual understanding.

The commitment of teacher to the student obtained the last rank with a medium degree, but it did not get the attention of principals and supervisors as other dimensions obtained. This might be attributed to the multitasks of the teacher which require hard efforts by the teacher especially in the overcrowded class and burdens assigned to the teacher either administrative or technical, inside and outside the school, besides the influence of new technologies on the behaviors of the student where some students use new types of cheating during the exams which make teachers unable to deal with them positively.

2. Teacher Commitment to Profession:

The results of this dimension obtained the third rank. The highest value of the item "coordinates with his colleagues the schedule of exams to help students arrange their study time", might be attributed to the good relationships among teachers and their attention to the interest of the student in distributing the schedule in easy way to fit their needs, besides the feeling of teachers of the importance of exams since it measures the levels of students on which they are evaluated.

The lowest value of the item "Develops himself through updating his knowledge in the specialization and education", might be attributed to the great burdens on teachers, so he will not get enough time to match the new developments, besides that some teachers are not satisfied with teaching profession so they continue to look for another job.

3. Teacher Commitment to Student:

The results of the sample responses obtained the fourth rank, while the item "develop the value of honor of the students" obtained the highest score. This might be attributed to the awareness and satisfaction of teachers by the importance of honor as the base for all works and deeds that students do directly or indirectly, besides its important role in enhancing the personality of student. The item "encourages the students to attend library and prepare reports" obtained the least score. This might be attributed to the vast technological advancement and easy of access to information through portals of internet in schools and homes as well as the mobile internet, beside

the inability of students to use references and sources to prepare their reports. It might also be attributed to the lack of books and journals that encourage students to write reports beside weakness of some teachers and their unsatisfaction of the importance of research in the educational process.

4. Teacher Commitment to School:

The responses of the sample here obtained the second rank, while the item "applies the principle of respecting the friendship among students and with teachers" obtained the highest score. This might be attributed to that friendship among students will be reflected or their behaviors inside and outside the school, which in turn will minimize the violence and problems of students and lead to spread the spirit of brotherhood and cooperation among them, which will be reflected on the society as a whole.

The friendship between teachers and students will increase the student motivity to learn due to the diminished walls of fear of teacher. The item "commits to keep school and students clean" obtained the least score, which might be attributed to the belief of some teachers that cleaning school environment is the duty of cleaning labor and a task of principal to follow up. Sometimes students participate in the cleaning campaigns during the week.

5. Teacher Commitment to Parents:

The responses of the sample obtained the first rank. The item "respects parents irrespect their social and work positions and levels" obtained the highest score. This might be attributed to the awareness of teacher of the importance of bridging the gap with parents on several levels and positions, since the basic goal is the student which represents the core of the educational process. The item "cooperate with parents in building and implementing the protective and corrective plans for the students' achievements and behavioral problems" obtained the lowest score. This might be attributed to the lack of time by parents and teachers due to their duties around the day, besides that some parents are not satisfied with these plans as well as complications of some problems.

Second: Discussion of results of the Second Question:

"Are there statistically significant differences at ($\alpha \leq 0.05$) in the level of teachers commitment to CCEJ attributed to the gender, qualification, expertise and position?"

To answer the second question the researcher applied tables 8-11, which indicated statistically significant differences at ($\alpha \leq 0.05$) attributed to the job position to the favor of principals. This might be attributed to the continuous contact between principals and teachers in the school and continuous follow up to their tasks. Principals follow up the technical and administrative affairs on a continuous supervision, while educational

supervisor, deal only with their specialization in frequent visits besides the lack of time devoted for every teacher due to the increase of burdens under his/her specialization.

The results indicated no statistically significant differences attributed to gender. This might be attributed to that principals and supervisors live in the same conditions, beside their satisfaction that teachers should be committed to CCEJ. This result agreed with Albishri (2006) and Ababnih (2011), but differed than Alhadban (2009), which indicated differences to the favor of female gender.

The results also indicated no statistically significant differences attributed to the qualification due to the proximate qualifications between principals and supervisors during university study. The experience of principals and supervisors are similar since they began their career as teachers. This results agreed with Albishri (2006) and Ababnih (2011).

The results indicated no statistically significant differences attributed to expertise, which might be attributed to the satisfaction of principals and supervisors with the necessity to and importance of teacher commitment to CCEJ as the basic ground for success in public institutions. It reflects the trust of teachers by institutions, which is reflected positively on the society as a whole. The commitment of teachers to CCEJ will raise their job performance and development besides help them distinct between right and wrong behaviors in the profession. It also helps the newly-recruited teachers to understand their rights and responsibilities and the ethics of their profession. This result agreed with Albishri (2006) and Ababnih (2011).

Recommendations:

1. Enrichment of teachers' training programs with criteria included in CCEJ especially the newly-recruited teachers to be acknowledged their rights and liabilities towards their profession and other related parties.
2. Include new criteria in the CCEJ that fit the requirements of technological advance to enhance the educational process through collecting the field feedback.
3. Publish and distribute the CCEJ to all society individuals.
4. Conduct further studies to handle the aspects not covered by this study.

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