The Degree of Commitment to the Ethics of the Teaching Profession Among Teachers and Its Relationship to the Administrative Planning of Private School Principals in Irbid Governorate

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This study aimed to identify the degree of commitment to the ethics of the teaching profession among teachers and its relationship to the administrative planning of private school principals in Irbid Governorate The study used the descriptive analytical approach. The study sample consisted of (129) teachers in private schools in Irbid Governorate. The results showed that there is a medium degree in administrative planning and an average level of commitment to job ethics. Also, there is a direct relationship between the administrative planning of private school principals in the Irbid governorate and the degree of commitment to job ethics among teachers from their point of view. The study also showed that there were no statistical significant towards the field of administrative planning for the variables (gender, educational level, and years of experience), and no statistically significant differences between the opinions of the sample members about the field of job ethics for variables (gender, educational level, and years of experience) .

Keywords: commitment to job ethics, administrative planning, private schools

INTRODUCTION

Recently, the world experienced a comprehensive administrative revolution that focused on the concept of leadership and management and their impact on the environment of the teaching profession and mobilizing the energies of individuals and groups to achieve organizational goals effectively as well as distinguishingly, seeking to achieve the overall vision of development represented in stimulating the leading, economic, social and political development efficiently. The focus of that administrative revolution was in the organizational environments, diagnosing these environments, and identifying the necessary interventions to bridge the gap between what exists and what is desirable, leading to the equation that can achieve intelligent integration between the components of the modern state to bring about harmony between political, social and economic institutions to achieve the society's well-being.

The administration is the mainstay of the school's success or failure. The successful school administration is what motivates the staff to work to their fullest potential, and this is done through the school principal's practices of his administrative role in planning by creating all the appropriate conditions

for the staff and that makes the place of the teaching profession a place that every individual seeks to work in and is satisfied with it, and this is the most influential factor in the teachers' performance and achievement for the school.

To keep pace with the development of societies in the era of globalization, careful planning was a necessary and important matter to meet the needs of society and its future requirements that are expected to occur in society (Al-Bouhi, 2001). The planning process is the basis of every work, regardless of its size, as a person cannot do the most straightforward work without prior planning. Administrative planning is an issue closely related to a human being that originated and developed with his development. Planning is also an essential element in the ethics of the administrative process. Professional ethics are the most important pillars of the rational, organized administrative education profession, which must characterize every collective or individual effort through which the basic goals, objectives, procedures, and measures necessary to reach these goals and objectives are determined (Nashwan, and Nashwan, 1998).

Commitment to the teaching profession's ethics represents an essential topic for the teacher in educational institutions, as ethical rules and norms are linked to administrative principles and practices to form together an integrated administrative, ethical system called work ethics, which illuminates the path for the teacher, and keeps him away from confusion and dependence on personal judgments and whims in the performance of his educational duties. As practical ethics is not related to the technical aspects of the work but goes beyond that to the ethical foundations of the teaching profession (Al-Ferjani, 2010).

The teaching profession's ethics represents one of the most essential criteria for rational management, as the ability of educational institutions to achieve their goals is linked to the efficiency of their employees and their abilities to accomplish the tasks entrusted to them in the best way. The performance of the human element is affected by the system of prevailing values that people embody, whether this value system is positive or negative. The components of any profession require the existence of a professional, ethical charter by which members of that profession are committed through their daily behavior to respect discipline and maintain values and ethical rules that are a code of professional conduct (Katet, 2016). The teacher's ethical behavior must be studied according to strictly defined dimensions and standards that he must abide by. Among these dimensions are honesty, transparency, and equality so that he is able to perform his tasks and supervisory duties. Professional ethics do not address the mind alone but rather a reason and emotion (Al-Ferjani, 2010). And these are considered the standards of effective leadership in contemporary educational institutions. The professionalization of education has led to the development of evaluation methods and made them clearer and more objective than ever before. This confirms the necessity of practicing professional ethics and the existence of a moral charter for it. (Al-Roumi, 2009). The profession's ethics is derived from several sources, the most important of which are: the Islamic religion, represented by the Holy Qur'an and the honorable Sunnah. The laws, regulations and instructions for the job, and the opinions of scholars specialized in the educational theoretical literature, then customs, traditions, and values prevailing in society (Abu Shareshuh, 2015).

From the foregoing, the importance of professional ethics and its prominent role in the teacher's career appears, as the teacher's commitment ultimately contributes to making him fonder of his profession and more belonging to his community and more able to adapt to it. It also contributes to shaping his personality, raising his level, and making him more capable of carrying out his responsibilities and duties entrusted to him. It also makes him a role model that his students will ultimately follow and imitate in their behavior. The poslimiitive and distinct personal characteristics of teachers are imprinted on the characteristics of students and positively affect their behavior, unlike the teacher who suffers from negative personal characteristics that negatively affect his students in their mental and physical formation.

THE STUDY PROBLEM

This study will discuss the administrative planning of Irbid's private schools' principals and its role in the commitment degree in the teaching profession's ethics among its teachers. Administrative planning is considered one of the basic tasks in school administration to achieve the goals that the Ministry of Education seeks to achieve with the least effort and time. The responsibility for this task in modern schools is placed

on the principal of the school he heads. However, this task was previously undertaken by the Ministry with the Directorates of Education, where development plans and programs are drawn up and sent ready to schools to implement them and ask directors to report on the extent to which those programs are implemented. However, this method harbors a lot of problems that affect the ethics of the profession, and among these problems are dependency and weak responsibility and creativity on the part of managers and those working with them in educational institutions, and this requires that the school principal is on a great deal of wisdom, poise, endurance, firmness, and good behavior at work, and avoid using his position for any personal interest. He also performs his educational mission as expected of him as an educational leader, especially with his teachers, as the director's commitment to professional ethics has the greatest impact on teachers' commitment to these ethics, as many schools in Irbid governorate suffer from teachers' lack of commitment to professional ethics that advance society. As a result, the researchers expect that administrative planning will contribute to addressing some undesirable professional ethics, and accordingly, the study's problem is formed by answering the questions below:

1. What is the administrative planning practice degree among private school principals in Irbid Governorate?
2. What is the degree of commitment to the ethics of the teaching profession among teachers in private schools in Irbid Governorate?
3. Are there differences at the significance level ($\alpha \leq 0.05$) in the degree of administrative planning practice among private school principals in Irbid Governorate due to the following variables: (gender, age, educational qualification, and years of experience)?
4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the degree of commitment to the ethics of the teaching profession among teachers in private schools in Irbid Governorate due to the following variables: (gender, age, educational qualification, and years of experience)?

OBJECTIVES

1. To identify the degree of commitment to the ethics of the teaching profession among teachers.
2. To identify the relationship between commitment to the teaching profession's ethics among teachers and the administrative planning of private school principals in Irbid.

SIGNIFICANCE OF THE STUDY

This study gains much significance from the nature of its topic. That is, it is an attempt to identify the administrative planning of private school principals in the Irbid governorate, as well as its role in increasing the commitment degree to the ethics of the teaching profession among teachers from their viewpoint. The following points highlight its significance:

1. It provides theoretical literature and a tool that can be used to conduct studies that deal with variables other than those dealt with by the researchers.
2. It may ultimately contribute to raising the awareness of school principals in private schools in the Ministry of Education in Irbid about the principles, foundations, importance, and method of applying administrative planning effectively and efficiently.
3. Hopefully, it will ultimately benefit the principals of private primary schools in Irbid through their knowledge of the requirements and obstacles to the administrative planning of their schools.
4. The results and recommendations of this study could constitute a scientific reference that would benefit decision-makers in setting plans and procedures that could help improve performance in the educational field.

LIMITATIONS

- Place: This study was applied in private schools in Irbid Governorate among secondary school teachers.
- Sample: It was applied in private schools in the Irbid governorate to the principals of private schools and secondary school teachers.
- Time: It was applied in the second semester (2021-2022).

TERMINOLOGY OF STUDY

Administrative Planning

Abu Shendi (2010) defined it as an organized process that the school principal carries out at the beginning of the school year by collecting and enumerating all the work required during the school year and categorizing, classifying, and distributing them during the months of the year, and setting procedures and policies that lead to achieving them in the least time, effort and cost.

The researchers define administrative planning procedurally as a developmental administrative plan for the school that the principals of private schools embarked on this year and procedurally defined in this research as the level that the principals obtain on the scale of administrative planning.

Work Ethics

Al-Sawry (2013, 23) defined it as: "a system that includes principles, moral values as well as rules of practice that has ultimately become a standard to be followed for proper professional behavior". The researchers define work ethics as the principles that are the basis for the required behavior of secondary school teachers in private schools and the standards on which the school relies. It is also defined procedurally in this study as the degree that teachers obtain based on the scale of professional ethics.

REVIEW OF RELATED LITERATURE

The existing studies on this study's topic are presented chronologically, from the oldest to the newest. (Kaucker, 2010) aimed in her study to determine the characteristics of an effective leader responsible for the ethical decision-making process. It also revealed the degree to which ethical decision is an effective indicator of an effective leader. The results indicated a strong connection that links effective leadership and the ethical decision-making process with the educational leaders' awareness concerning the ethical standards in the context of school administration. The focus was on administrative responsibility, ethical management behaviors, their characteristics, and daily decision-making behaviors based on national standards of ethical behavior. The sample included (85) school principals in New Orleans who holds a Ph.D. in Educational Administration. A set of measures were applied to them that included the perceptions of the principals of the moral director and the evaluation of the moral management behaviors and characteristics of the school principal. The results reflected that the most ethical management behaviors among principals were achieving justice, equality, respect, and openness, centering around students, listening to teachers and students, providing facilities, providing appropriate models for the learning process, honesty, positivity, scientific knowledge, and having high expectations about the educational process, as well as working knowledge of management.

Katranci, Sungu & Saglam (2015) aimed to verify the perceptions of vocational high school teachers in Turkey about the moral leadership behaviors of their principals. The study followed the descriptive survey approach. Besides, its tool was a questionnaire, and the sample included all (207) teachers working in vocational secondary schools in Yozgat. The questionnaire was distributed to investigate the moral leadership behavior of their principals. It was revealed that the principals of vocational secondary schools often practice ethical leadership behaviors favoring males and those with experience (6-11) years, respectively.

Al- Zaboun and Rabiean (2016) aimed to identify the level of high school students' commitment to moral values according to the student's viewpoint. Its population consisted of (10,367) male students in the secondary stage in the Ha'il region in Saudi Arabia Kingdom. Besides, its sample included (370), chosen randomly. The study followed the descriptive survey method and used a questionnaire prepared for this purpose. It revealed that the degree of representation of moral values by secondary school students in the Ha'il region in KSA was high. Besides, no statistically significant differences were noticed among students' estimates of the degree to which they represent moral values due to the study stream and average academic variables.

In this respect, Al-Sheyab, Al-Hiyari, and Al-Sharman (2018) aimed to know the extent to which the teaching profession's ethics are practiced by teachers at secondary schools in the Directorate of BaniObaid. The researchers employed the descriptive survey method. Besides, (220) teachers and principals formed the randomly selected sample, and to achieve the study objectives, two study tools were used: interviews and questionnaires. It was revealed that the degree of high school teachers' practice of educational ethics in BaniObaid districts was high.

Radwan, Masarwah, and Salem (2019) aimed at identifying the level to which moral leadership is practiced by public school principals in the Northern Mazardistrictfrom the teachers' viewpoint. It also aimed to identify the effect of (gender, academic qualification, and experience) on teachers' estimates of the degree to which their principals practice moral leadership. The descriptive survey was used, and a questionnaire that included (53) items was distributed to (317) teachers. It was shown that the teachers' estimates of the level of moral leadership practice by public school principals in the Northern Mazar District were high.

Jabbar (2019) examined the teaching profession's ethics in the preparatory stage, amidst contemporary challenges, from the students' viewpoint and also to identify the level of application of these ethics amidst contemporary challenges from the viewpoint of their students according to a variable. The descriptive survey method was used. Besides, a questionnaire was designed, and the sample members included (120) students from elementary schools in Baquba. Significant differences were noticed between males and females, and it was in favor of males, as they were keener and more focused on teacher performance and diagnosing weaknesses in applying ethics related to the teaching profession.

Al-Zayud, (2022) aimed to identify the level to which secondary and basic government school teachers in the Directorate of Wadi Al-Seer District are committed to the ethics of the teaching profession from the viewpoint of their principals. The descriptive survey method was used. Besides, its population included (222) principals, while its sample included (202) principals. The results showed that the level of teachers' commitment to professional ethics from the viewpoint of their principals was (high). Besides, differences in the level of teachers' commitment to professional ethics, attributed to the variable (gender) were noticed, and they favored (females). Furthermore, differences were noticed in the variable (academic level), favoring (high diploma).

Al-Harbi (2022) examined the teaching profession's ethics from 2015-2020, in an analytical study. It adopted the descriptive analytical method, and the Arab studies on the phenomenon were analyzed. The sample included (25) Arab studies. It was revealed that the quantitative approach was used in all the selected studies. Some studies relied on the content analysis form, along with some designs of scales related to professional ethics. It was revealed that the teacher's and school principals' commitment to the ethics of the teaching profession ranges between high and medium.

Concluding Marks

Based on the researchers' review of previous studies, it is evident from the related literature that they helped build the theoretical framework and be aware of essential axes that are directly linked to the study problem, and the formation of a deeper understanding of the study problem, its various concepts and dimensions, and the selection of the study's variables, method and tools and determining the appropriate statistical methods, such as (Katranci, et al., 2015), (Al-Zaboun and Rabi'an 2016), (Al-Shayab et al. 2018), (Radwan et al., 2019), (Jabbar, 2019), and Al-Zayoud(2022). This study differed from one of the previous studies (Al-Harbi, 2020), which used the Arab Studies Analysis published on the concerned phenomenon.

THEORETICAL BACKGROUND

First, Management Planning
Concept of Management Planning
Abu Al-Nasr (2009), defined administrative planning as a set of prior measures taken by the administrative authority to face the future with clear scientific and practical plans to achieve certain goals at a specific time. Administrative planning can also fall under the so-called operational planning because it deals with the precise procedures and details related to the implementation of the plans and the work it contains. Therefore, it is concerned with the small details in the daily and weekly course of the teaching profession. It is in the form of performance standards and numbers that allow the evaluation of the implementation and quick results of these works. This planning includes all activities within the institution.

Administrative Planning in the School Field
Babawamar (2015) defined administrative planning in the school field as that organized intellectual process carried out by the school principal, which stems from monitoring reality in terms of needs and capabilities to develop a vision for the future of all that needs to be done, who does his work, and how it is done and distributed among specific periods, with a phased evaluation according to specific criteria at the end of each period, based on the objectives identified in the plan.

Bin Dhish, Al Shlash and Radwan. (2015) defined school administrative planning as the work program of the school principal and school administration over a daily, weekly, monthly, quarterly, or entire academic year that is the best evidence of the performance of the teaching profession according to a timely organization in line with the responsibilities of the school administration: The legal and administrative available to it and the emerging work, as well as with the conditions of the surrounding environment and the general school atmosphere and the school building

Abu Shendi (2010) defined administrative planning in the school field as a process in which the school principal draws a clear picture of what he intends to do throughout the school year based on goals he seeks to achieve in various ways and methods within a certain time and setting criteria for evaluating what has been achieved and what has not been achieved of the plan's objectives. Thus, it is a process of arranging his works and distributing them over the months of the year.

Al-Ajmi (2010) also defined administrative planning in the school field as predicting the future of the school, determining the work and arranging it according to its priorities, defining the goals that should be reached, setting the material and human capabilities that must be used, and the procedures for using them, to achieve those goals and drawing the path and time needed to reach the achievement of each goal. School planning involves all the school aspects and its fields and places them in the plan to serve the goals that the school and the principal seek to achieve. These aspects include estimating the material and human needs necessary for the school season and the distribution of various works and activities, whether they belong to teachers or students, over the months of the year.

According to Bryson (2018), school leaders and principals must be able to effectively plan administratively to achieve the school's mission and provide value to customers and beneficiaries of school services.It is understood from this that administrative planning in the school field is a consultative process based on making decisions related to the activities required to achieve strategic goals.

Mustafa (2012) indicated that school administrative planning determines the level to which the school strives to reach in the future and how it can achieve it. It helps identify future risks and opportunities, facilitates the control process, and prevents non-integrated decisions.

Stages of School Administrative Planning
The process of building school administrative planning is carried out in a set of stages, as mentioned by Adam (2015) and Ahmed (2013), which are as follows:
- First: Preparations and Making Ready: in this stage, the previous experience is evaluated as well as its success or failure aspects, the reasons for that, and the diagnosis of the current reality and the factors affecting positively or negatively.

- Second: Data and Statistics Collection: The planners have the necessary data and statistics to develop the plan. These data and statistics must be accurate, up-to-date, and reflect reality.
- Third: Defining the objectives of the Plan: an attempt to achieve a specific purpose or objectives previously identified and hoped to be reached.
- Fourth: Setting the plan's framework: defining the plan, dividing the master plan into sub-plans, determining the period for implementing each of them, and setting implementation priorities.
- Fifth: Approving and implementing the plan: publishing the plan within the organization and announcing it.
- Sixth: Follow-up and Evaluation: The executive bodies in the organization follow up on the plan, that is, by comparing what has been implemented first with what was expected at the time of drawing up the plan. The plan must be reviewed and evaluated periodically in the light of new circumstances and expectations and light of the experiences gained from the application so that it can be modified on time if there is a need for this change to occur and resort to one of the alternative plans.

The Importance of School Management Planning

The importance of planning for the school principal is centered on a set of points as clarified by Atwi (2015), Al-Aghbari (2012), and Mustafa (2012), the most important of which are the following:

1. Planning is considered the primary function of the school principal, which precedes all other administrative functions. It is also considered one of the educational competencies that the school principal must have.
2. Organizing the capabilities and providing the appropriate conditions to achieve the desired goals.
3. Planning helps the school principal achieve internal and external control.
4. Planning ensures psychological comfort for individuals, as it suggests to them that all things have been planned and defined for them the way to work.
5. School administrative planning leads to determining the followers' responsibility, thus reducing the overlap, conflict and repetition of work and saving time, effort, and money.
6. Administrative planning gives the school seriousness so that each knows the tasks entrusted to him: the principal, staff, and students, which leads to the acceleration of achieving the goals.
7. Administrative planning helps the school principal to anticipate the problems that may face the principal, staff, and students, diagnose them and develop solutions before they occur.

School Administrative Planning Problems

Planning is an essential, effective, and important factor in the educational movement through its importance in peoples' lives and its compatibility and suitability with the requirements of the times. It helps the institution to advance. However, we find that the problems of school administrative planning have increased and exacerbated, which requires educational systems to review their own policy. Among the most important problems facing administrative planning among school principals, as explained by (Abu Aysheh, 2007):

- Lack of clarity of planned educational policies: The lack of clarity of the planning policy and the lack of identification of the main objectives is an obstacle in the face of administrative planning, as matters are very important for the planner.
- Lack of effectiveness of coordination and interaction of activities: The weakness of coordination and its ineffectiveness weaken the application and implementation of the planned project, and that despite the support from the highest political levels, the gap between the educational policy and the lack of integration in cooperation between ministries and institutions, which are related to the same project, is likely to frustrate the achievements, and the absence of effective coordination causes a problem not only for planning, but also for

financing. And the lack of qualified and trained human competencies on the foundations and methods of educational planning, which can help in achieving a kind of coordination and harmony between the Education Ministry and other ministries and government departments and others to achieve the public interest.

Also, a common problem facing school administrative planning is the lack of many educational plans to accurate data and statistics, and academic studies and research that form the thought and the prevailing situation in the country and create future developments with what will happen. The lack of financial allocations for the implementation of educational plans, and the high rate of population growth and its reflection on the increase in the number of demand in the various educational stages, and the financial burdens it imposes, the inefficiency of the planning organizations and devices, the lack of planning awareness among those responsible for developing the plan, or those responsible for its implementation and follow-up or among the beneficiaries of planning, and the change of circumstances and conditions before the completion of the preparation of the substantive plan or during its implementation (Fahmy, 2005).

Ethics of the Management Education Profession
The Concept of Ethics of the Profession of Administrative Education

Oxford Dictionary (Oxford 1980) defines the term (Ethics) referred to in (Sulaiman, 2012) as a word that means principles of etiquette and rules of conduct.

As for professional ethics, Al-Sakarnh defined it (cited in Al-Araidah (2012) as rules and principles accepted by the owners of the same profession, which require the professionals to conduct a specific behavior based on adhere to it so that its observance is to preserve the profession and its honor. A breach of it is considered a violation of it and its laws.

Yaghi (2012) defined the ethics of the teaching profession as principles as well as standards that control behavior at the individual and group levels.

BenNameh and Al-Ashashi (2012) viewed "ethics" as certain principles or rules that must be respected and can be described as an analysis of the means and application of ethical standards for individuals in their concrete decisions taken from within the organization that affect the decisions of the people working or the organization in general.

Al-Sawry, (2013) defined it as "…principles, moral values as well as rules of practice that have become a standard to be followed for good professional behavior…"

Factors Affecting the Teaching Profession's Ethics for School Administrative Planning

Many factors are difficult to enumerate in their impact on the professional ethics of school management. This is because the school administration does not work in a vacuum but rather works in a social environment that is affected by it and affects it. Among the most important of these factors that have a clear impact on professional ethics, as mentioned before (Yahya, 2010), are the following:

First: The Social Environment

This term can be viewed as the particular environment that includes the home, the neighborhood, the teaching profession, the society, and the prevailing traditions, and beliefs, along with economic, social as well as political conditions, which help significantly in shaping the individual's behavior as well as the formation of his attitudes, as such behavioral practices grow with the development of the growth stages that the individual goes through the reality of what he experiences in the environment.

Second: The Economic Environment

This point denotes the general economic conditions that characterize the principal's society. These conditions include rich and poor. In this respect, the high standard of living, accompanied by low wages, plays a major role in forming functional ethics of principles, as it brings about the diversity of economic classes within the same school community.

Third: The Political Environment

It is undeniable that the manager's political environment has an essential role in shaping his beliefs and behavioral patterns. The political environment means the political climate in which the society lives, such as the form of the political system, the extent to which individuals enjoy the freedom of expression and the prevailing style of governance, as well as the effectiveness of administrative, legislative, and political control over managerial behavior patterns that stimulate ethical managerial behavior and deter or punish unethical behavior (Yaghi, 2012).

Hence, Al-Khawaja (2009) believes that the administrative leadership within the walls of the school and not based on values and morals becomes selfish and serves self-interest and lacks the spirit of cooperation, tolerance, and love, and is far from success and honesty, and expels the spirit of love and brotherhood among workers, and sets a bad example for workers, teachers, and students who are the builders of the future.Sound administrative ethics is the key to survival, success, and transcendence. The school of the twenty-first century requires the school principal to make an extra effort to take effective democratic paths for his school administration through planning goals and defining actions through participation, discussion, and meetings inside and outside the school. The principal is an educational leader in his organization that influences all employees, inspires them to participate efficiently, bear responsibility in achieving the desired education, and reaps with them the aspired and achievable successes.

Sources of Ethics for the School Administrative Education Profession

The school administration profession, like all other professions, takes ethics from the following sources as mentioned in (Al-Hamadna, 2013):

First: The Religious Source

The teaching profession's ethics in Arab and Islamic countries follow the Holy Qur'an, the most important source that emphasizes the social and ethical aspect and calls for piety to God Almighty. It also derives from the honorable Sunnah as it came to solve everything related to the human aspects of the individual in life and regulate the relations between members of society. Perhaps the importance of morals emanating from the religious source lies in the fact that they carry the meaning of commitment for the believers. And if the commitment to professional ethics is necessary for every member of society, then it is more committed to those in the educational field.

Second: The Legislative (Legal) Source

The legislation, laws, and regulations in force are an essential source of morality, as they specify the basic duties required of employees in the teaching profession to be implemented and adhered to.

Third: Customs, Traditions, and Values

The society in which the individual lives and interacts with him in intertwined and overlapping relationships is an important source that affects the professional ethics of individuals who interact and coexist in this society, whether it is at the level of teachers together or at the level of the teacher's relationship with his students, or their parents or the public in general.

Fourth: The Educational Literature

There are many opinions of scholars, educators, and university professors from blogs and opinions about the teaching profession's ethics or the ethics a teacher should have.

Obstacles to Applying Management Planning Work Ethics

Perhaps the biggest challenges facing organizations in the ethical preparation of their employees is how to deal with many negative ethics, such as administrative corruption, failure to devote efforts to carrying out job responsibilities, abuse of power, and other negative phenomena. The obstacles that guide professional ethics are as follows (Al Sakarna, 2009):

1. Non-application of penalties: Leniency in ethical transgressions and the failure to apply the system followed in punishing the violator leads to great negligence in adherence to work ethics and the recurrence of behavioral deviations as a result of the absence of a deterrent that protects them and limits their transgression.
2. Absence of a Good Example: In an era in which we have lost many values, no one disagrees that a good example greatly impacts educating individuals and groups and is an important role in building societies.
3. Weak Religious and Patriotic Sense: In the absence of the employee's sense of the value of the teaching profession that he performs and his outstanding role in drawing closer to God Almighty through Him and obtaining His satisfaction by adhering to his morals, and its impact on the development of society, this will prevent him from applying and adhering to work ethics.
4. Disruption of the Link between Management and Workers: It is evident that building trust between workers, and management is directly associated with developing and increasing the level of worker productivity. Besides, the employee's awareness that his efforts will be rewarded by the management of the organization will make him focus on his work. However, when the employee loses trust in the institution's management and becomes aware that it does not fulfill its promises to the employees, this is a matter that does not motivate him to develop the profession of education, creativity, and increase efficiency. Thus, the managers' apparent commitment to justice, loyalty, honesty, and compassion for employees brings about trust between the employees and the administration. This ultimately motivates them to the teaching profession, thus saving much time.

METHODOLOGY AND PROCEDURES

Methodology
The descriptive survey method was used because of its strong relevance to the nature of this study.

Population and Sample
The population included all private school teachers in the Irbid governorate. The sample included (129) teachers; from both genders in private schools in Irbid. Table (1) shows the distribution of participants based on personal variables.

TABLE (1)
THE SAMPLE'S DISTRIBUTION AND PERSONAL VARIABLES (N = 129)

Variable	Level	Frequency	Percentage
Gender	Male	36	27.9
	Female	93	72.1
	Total	129	100.0
Educational Level	Bachelor	108	83.7
	Postgraduate	21	16.3
	Total	129	100.0
Years of experience	Less than 5 years	39	30.2
	5 - Less than 10 years	24	18.6
	10 Less than 15	59	45.7
	15 years and over	7	5.4
	Total	129	100.0

Table No. (1) Shows that:
- The sample included (36) males, a percentage of (27.9%), while the number of females was (93) with a percentage (of 72.1%).
- The highest percentage according to the educational level variable (83.7%) was for the educational level (Bachelor), while the lowest percentage (16.3%) was associated with the educational level (postgraduate studies).
- The highest percentage according to the years of experience was (45.7%) for the years of experience (10 less than 15 years). Besides, the lowest percentage (5.4%) was associated with the number of years of experience (15 years and over).

Data Collection

For fulfilling this study's objectives, a questionnaire was designed according to the following points.

Building the tool: After presenting relevant previous studies, the researchers structured the questionnaire, which included three parts: the personal details of the sample, the field of administrative planning, and the ethics of the teaching profession among the principals of private schools in the Irbid governorate of the teachers from their viewpoint.

The tool's validity: To ensure the tool's validity, it was presented to (6) competent arbitrators. The aim was to judge the degree of appropriateness of the linguistic formulation and the extent to which the paragraph belongs to the field to which it belongs. The experts were expected to delete, add or modify some points.

The Tool's Reliability: The Cronbach Alpha equation was applied to the first application of the sample tool fields, as represented in Table No. (2).

TABLE (2)
RELIABILITY COEFFICIENTS BY (CRONBACH ALPHA) METHOD FOR THE TOOL DOMAINS AMONG THE GRADES OF THE EXPLORATORY SAMPLE MEMBERS IN THE TWO APPLICATIONS

Domain	Reliability Coefficient
Management Planning	0.95
Work Ethics	0.84

The reliability coefficients by the Cronbach Alpha method for domains ranged between (0.84-0.95) reflected high as well as acceptable values related to application purposes. Most studies indicated that the reliability coefficient acceptance rate is (0.60).

Scale Correction

This study relied upon discussing the mean to identify the agreement level. Three levels (low, medium, and high) were identified on the bases of the following:

The period's length = (the upper limit - the lower limit/the levels number 5-1)/3 = 4/3 = 1.33, thus the levels are listed as follows (Sekaran, 2002):
- Low agreement score of 1 less than 2.33.
- Medium agreement score from 2.34 to less than 3.67.
- High agreement score from 3.68-5.00

Statistical Processing

The (**SPSS**) was used to do the following treatments:
- (Cronbach's Alpha) to determine the tool's internal consistency coefficient.
- -Arithmetic means as well as standard deviations.
- Pearson Correlation coefficients.

- -T-Test.
- ANOVA.

PRESENTATION AND DISCUSSION OF THE RESULTS

Here, a presentation of the results is included. The aim is to identify the administrative planning of private school principals in Irbid and its role in the commitment level to the teaching profession's ethics among teachers from their viewpoint.

What is the administrative planning practice degree among private school principals in Irbid Governorate? To provide answer to this question, the standard deviations along with the means of the participant's responses on the field of "Administrative Planning" were calculated. Table No. (3) Illustrates this.

TABLE (3)
STANDARD DEVIATIONS AND MEANS OF THE PARTICIPANTS' RESPONSES TO THE ITEMS OF "ADMINISTRATIVE PLANNING" ARRANGED DESCENDINGLY ACCORDING TO THE MEAN

Rank	Number	Item	Mean	Standard deviation	Degree of Evaluation
1	11	The principal aims in his plan to provide a textbook to each student.	3.98	0.94	High
2	4	The school principal shall adopt administrative planning and appropriate strategies to achieve the objectives.	3.91	1.02	High
3	16	The principal ensures that the educational goals are achieved.	3.60	1.16	Medium
4	8	The principal is keen to create an appropriate educational environment in the teaching process.	3.56	1.01	Medium
5	9	The principal sets the administrative plan as an organizational map for the school.	3.44	0.98	Medium
6	18	The school principal shall ensure that the administrative plan includes the achievement of common goals between the school and the local society.	3.34	0.95	Medium
7	5	The manager supervises the implementation of the plans he personally sets.	3.33	1.18	Medium
8	19	The school principal seeks to organize files for teachers.	3.33	0.95	Medium
9	20	The principal is committed to continuous management planning to develop the school's performance.	3.32	0.99	Medium
10	12	The principal uses a participatory management based on respect in running the school	3.29	1.07	Medium
11	3	When building the administrative plan, the school principal takes into account proper planning (such as continuity, integration, and coordination).	3.28	0.94	Medium

12	1	The school principal relies on adequate information in the administrative planning process.	3.20	0.86	Medium
13	14	The principal evaluates the conditions of the educational system according to the set goals.	3.12	1.04	Medium
14	17	The school principal promotes the cultural and sporting activities that take place inside the school to provoke competition among teachers.	3.12	1.04	Medium
15	10	The manager contributes to providing an environment that encourages the use of all means of creativity.	3.10	1.05	Medium
16	15	The manager sets alternatives while setting the administrative plan in anticipation of the emergence of some problems.	3.09	1.15	Medium
17	6	The principal sets the school's budget according to future needs.	3.01	1.11	Medium
18	13	The manager, when developing the management plan, takes into account the financial capabilities.	2.99	1.11	Medium
19	7	The principal involves the teacher in the school planning process.	2.97	1.17	Medium
20	2	The school principal organizes the administrative planning process according to educational priorities.	2.91	1.02	Medium
The area of management planning			3.30	0.75	Medium

Table No. (3) Reveals that the means of the participant's responses to the items in the field of "administrative planning" ranged between (2.91-3.98); item No. (11) occupied the first place, and its text was "The principal aims in his plan to provide a textbook to each student." With a mean of 3.98 with a high degree, while item no. (2) occupied last place, and its text was "The school principal organizes the administrative planning process according to educational priorities with a mean (2.91) with a moderate evaluation degree, and the mean for the administrative planning field, in general, was (3.30) with a medium evaluation degree. The researchers clarified this by referring to the fact that the study sample members see that the educational administrations do not give the full and necessary attention to administrative planning, where the administrative plan is basic for each principal, as it directs the principal towards achieving the goals from time to time by reviewing them, and that planning does not take place without a clear and realistic definition of the school's vision and mission. It can be said that the results that appeared in this study agree on the importance and necessity of administrative planning for the school principal.

The researchers also found that school principals have a desire and motivation. Still, to a medium degree, towards the embodiment of administrative planning in their schools, and perhaps the formative days of their training in administrative planning were semi-effective and successful for the practice of administrative planning.

This study's findings agreed with Al Hina'i (2015), which reflected that the reality of school administration practices in improving moral values among students in the Sultanate of Oman occupied a medium degree.

What is the level of commitment to the teaching profession's ethics among teachers in private schools in Irbid Governorate? This question is answered by calculating the standard deviations and means of the participant's responses in the field of "Ethics of the Teaching Profession" Table (4) below illustrates this.

TABLE (4)
STANDARD DEVIATIONS AND MEANS OF THE PARTICIPANTS' RESPONSES TO THE ITEMS IN THE FIELD OF "ETHICS OF THE TEACHING PROFESSION", ARRANGED DESCENDINGLY ACCORDING TO THE ARITHMETIC MEAN

Rank	Number	Item	Mean	Standard deviation	Degree of Evaluation
1	1	The teacher feels the full responsibility towards the school.	4.11	0.83	High
2	6	The teacher has patience in getting things done.	4.02	1.03	High
3	7	The teacher completes the tasks assigned to him faithfully.	3.79	0.98	High
4	2	The teacher is keen to set a good example for teachers and students	3.78	1.05	High
5	4	The teacher respects all parties involved in the educational process.	3.65	1.08	Medium
5	9	The teacher keeps the promises she/he makes to himself/herself.	3.65	1.22	Medium
7	3	The teacher keeps business secrets.	3.64	1.07	Medium
8	8	The teacher acts bravely in various situations.	3.60	1.19	Medium
9	5	The teacher talks with teachers honestly.	3.41	0.92	Medium
10	10	The teacher apologizes for the mistake if he commits it.	3.33	0.86	Medium
11	11	The teacher accepts criticism directed at him graciously.	3.11	1.23	Medium
11	13	The teacher encourages teachers to abide by the ethics of the teaching profession 13 12	3.11	1.23	Medium
13	12	The teacher admits his/her mistake in front of others.	3.09	0.97	Medium
	Ethics of the teaching profession as a whole.		3.56	0.62	Medium

It is apparent from Table No. (4) the means related to the participant's responses to the items in the field of "work ethics" ranged between (3.09 -4.11); paragraph No. (1) and its text "the teacher feels full responsibility towards the school" occupied the first place with a mean of (4.11) with a high degree. Furthermore, a paragraph no. (12) occupied the last rank, and its text was "the teacher admits his/her mistake in front of others" with a mean (3.09) with a moderate degree. It was also seen that the arithmetic mean for the field of ethics in the teaching profession was (3.56) with a moderate degree. This point may give an indication that there is possession of some skills and behaviors required by principals within the school due to the existence of laws as well as instructions issued by the Education Ministry, that these laws are characterized by clarity, and that there is intense control over principals, especially in private schools that seek success and profit. Still, these behaviors and skills need further development, attention, and follow-up by holding training courses and workshops for principals on administrative ethics.

The principal's recognition of his mistake in front of others is due to the high professionalism enjoyed by the school principal, which calls for acknowledgment of error and calls for teachers' respect, in addition

to the fact that the principal is still the good role example in Jordanian society and is respected by all, as well as the necessity for principals to be courteous: it is part of the success of their work.

The results of this study differed from Al-Shayyab, Al-Hiyari, and Al-Sharman (2018), whose results stated that the level to which teachers at secondary schools practice educational ethics in the districts of Bani Obeid recorded a high degree. This differed with Radwan, Masarwh, and Salem (2019), whose results stated that teachers' estimates of the level to which public school principals in the Northern Mazar district practice moral leadership came to a high degree.

Katranci, Sungu&Saglam, (2015) indicated that principals of vocational high schools often practice ethical leadership behaviors.

Kaucker (2010) indicated that the most ethical management behaviors among principals were achieving justice and equality, respect and openness, centering around students, listening to teachers and students, providing facilities, providing appropriate models for the learning process, honesty, positivity, scientific knowledge, and having high expectations on the educational process, as well as practical knowledge of management.

The third question: Are there differences at el ($\alpha \leq 0.05$) in the degree of administrative planning practice among private school principals in Irbid due to (gender, age, educational qualification, and experience)? This question is answered through extracting Pearson Correlation coefficients between the field of management planning and the domain of work ethics, as shown in Table (5).

TABLE (5)
PEARSON CORRELATION COEFFICIENTS BETWEEN THE DOMAIN OF MANAGEMENT PLANNING AND THE TEACHING PROFESSION'S ETHICS

Domain		Teaching profession's ethics
Management Planning	Correlation coefficients	0.475
	Statistical Significance	0.00

** Significant at ($\alpha \leq 0.05$).

Table No. (5) Reveals a direct relationship linking the domain of administrative planning with work ethics, where the correlation coefficient between the field of administrative planning and the ethics of the teaching profession reached (0.475). It is a positive value at ($\alpha \leq 0.05$). The researchers associate this result to the fact that it is natural for principals to adhere to some ethics and behaviors in the practice of administrative planning, as the practice of administrative planning dictates that the individual adheres to professional ethics because it is an integral part of the functional commitment, and the presence of sufficient awareness and knowledge among principals of the importance of practicing ethics and administrative planning and the necessity of a professional education and activating them within the school administration because of their great influence in facilitating the educational process as well as creating a healthy atmosphere for work dominated by respect and working in the spirit of one team.

Are there differences at ($\alpha \leq 0.05$) in the degree of commitment to the teaching profession's ethics among teachers in private schools in Irbid Governorate due to (gender, age, educational qualification, experience)?

This question is answered by applying T-Test to the domain of (administrative planning). Moreover, ANOVA was applied to the domain of (management planning). This is presented in the tables below.

TABLE (6)
THE RESULTS OF T-TEST APPLIED TO THE DOMAIN OF ADMINISTRATIVE PLANNING ACCORDING TO (GENDER, EDUCATIONAL LEVEL)

Variable	Level	Mean	Standard Deviation	T	Statistical Significance
Gender	Male	3.28	0.85	-0.13	0.90
	Female	3.30	0.72		
Educational Level	Bachelor's Degree	3.28	0.79	-0.08	0.94
	Postgraduate	3.30	0.75		

It is apparent from Table No. (6) That there were no differences at (α≤0.05) between the participants' opinions about the field of administrative planning for two variables (gender, educational level), where the values were not significant. This result is linked to the principals' viewpoints on administrative planning requirements that do not differ according to gender. It is also linked to the point that principals are exposed to the same conditions within the educational environment, such as the prevailing leadership styles in private schools and their orientations to planning initiatives.

As for the educational level variable, the researchers link this result to the point that the majority of the study participants are male and female principals who hold the same higher educational degrees, which makes their opinions close in terms of the general requirements for the practice of administrative planning especially since the tasks of administrative planning are specialized and are practiced by principals in specialized units.

This study's results agreed with Radwan, Masarwh, and Salem (2019), whose results stated that there was no effect at the significance level between teachers' estimates of the level to which their principals ultimately practice moral leadership due to (gender and educational qualification).

TABLE (7)
THE RESULTS OF (ANOVA) APPLIED TO THE PARTICIPANTS' RESPONSES ABOUT THE DOMAIN OF ADMINISTRATIVE PLANNING ACCORDING TO (YEARS OF EXPERIENCE)

Level	Mean	standard deviation	F	Statistical significance
Less than 5 years	3.40	0.88	0.63	0.60
5 - less than 10 years	3.15	0.83		
10 less than 15	3.27	0.64		
15 years and over	3.43	0.57		

It is apparent from Table No. (7) That there are no differences at (α≤0.05) in the participants' opinions about administrative planning according to (years of experience), as the (F) value (0.63) show no significance. Perhaps the reason for this is the similarity of the principals' experiences in the same sector and profession. The case and the state of administrative planning in private schools does not differ much and is still under development, in addition to the disagreement of the largest proportion of participants regarding years of experience. This result agreed with the result of Radwan, Masarweh and Salem (2019 of which stated that there was no real effect at the significance level between teachers' responses regarding the level to which their principals really practice ethical leadership due to (experience).

Are there differences at (α≤0.05) in the level of commitment to the teaching profession's ethics among teachers in the Private schools in Irbid Governorate, from the teachers' viewpoint, attributed to the following variables: (gender, age, educational qualification, experience)? This question is answered by

applying T-Test to the domain (work ethics) according to (gender, educational level). Besides, (ANOVA) was then applied to the domain (work ethics) according to "experience years". Tables 8-9 illustrate this.

TABLE (8)
THE RESULTS OF T-TEST APPLIED TO THE DOMAIN OF ETHICS IN THE TEACHING PROFESSION ACCORDING TO TWO VARIABLES (GENDER, EDUCATIONAL LEVEL)

Variable	Level	Mean	Standard Deviation	T	Statistical Significance
Gender	Male	3.54	0.64	-0.22	
	Female	3.57	0.62		0.83
Educational Level	Bachelor's Degree	3.62	0.63		
	Postgraduate	3.55	0.62	0.43	0.67

Table No. (8) Shows no differences at (α≤0.05) between the participants' opinions concerning the domain of the teaching profession's ethics for two variables (gender, educational level), where the values showed no significance. In this respect, the researchers associate this result to the stability of the ethics of the administrative education profession in private schools with other professions, as well as the researchers believe that the nature of religious and moral upbringing within Jordanian societies, which calls for adherence to good morals and includes all members of society, male and female, without discrimination between them. Society's view of the female is the mother, the teacher, and the reformer, and the man is the responsible, the father, the teacher, and the reformer, and each of them must adhere to and display decent morals.

The researchers also see the nature of religious and moral upbringing within Jordanian societies, which calls for adherence to good morals and includes all members of society, male and female, without discrimination.

As for the educational qualification variable, this result is attributed to the similarity of values, ethics, and work conditions and to the knowledge of the first principals, regardless of their educational qualification, about the professional responsibilities and duties that the supervisor should perform, and from here they are more understanding of the principals in private schools. Therefore, the link between them is ultimately based on understanding, cooperation, and friendliness.

TABLE (9)
THE RESULTS OF (ANOVA) APPLIED TO THE PARTICIPANTS' RESPONSES ABOUT THE DOMAIN OF THE TEACHING PROFESSION'S ETHICS ACCORDING (YEARS OF EXPERIENCE)

Level	Mean	standard deviation	F	Statistical significance
Less than 5 years	3.57	0.71		
5 - less than 10 years	3.53	0.71	1.47	0.23
10 less than 15	3.62	0.51		
15 years and over	3.11	0.56		

Table No. (9) Reveals no differences at (α≤0.05) in the views of the participants about the teaching profession's ethics according to (years of experience), where the value of (F) (1.47) represents no significance. This result is linked to the fact that the successive training courses that private school principals are exposed to have a greater impact on their acquisition and practice of modern administrative concepts and data correctly, which achieves economic growth that supports and advances the system of the

moral education profession. The results of this study differed from those (Katranci, Sungu & Saglam, 2015) that principals of vocational secondary schools often practice ethical leadership behaviors in favor of males and those with (6-11) years of experience, respectively.

RECOMMENDATIONS

The following points are recommended based on the results:
- Teachers should be provided with training courses in which training is conducted on how to apply the teaching profession's ethics within the classroom and concerning parents and its implications for the success of education.
- The Ministry of Education is urged to develop an application guide for the teaching profession's ethics.
- The necessity of having a professional, ethical guide that is the main reference in evaluating the work of teachers.
- Providing teachers with in-service professional development opportunities to maintain a high level of professional performance.
- Conducting more studies that examine the ethics of the teaching profession and its link with other variables that include the extent of satisfaction with the teaching profession and attitudes towards the teaching profession.
- Working to intensify teachers' training courses to familiarize them with their duties and the need for a written guide to be distributed to teachers at the beginning of the academic year to clarify their job duties.
- The importance of enhancing the moral and professional role of principals to improve job behavior by management through the promotion system or through books of thanks and awards for committed teachers so that their standards are clear to all, and the need to link professional, ethical commitment with mechanisms to activate job behavior to fulfill educational goals.
- The school director needs to hold periodic meetings to discuss the progress of work with the teacher, especially regarding professional ethics.
- The Ministry of Education must work on developing remedial plans and programs to raise the degree of professional ethics for teachers.

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