

The duality of work ethic and social responsibility in the profession of educator in specialized institutions

الثنائية أخلاقيات العمل والمسؤولية الاجتماعية في مهنة مربّي بالمؤسسات المتخصصة

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Received: 09/04/2025

Accepted: 30/06/2025

Published: 30/06/2025

Abstract:

In the contemporary era, the importance of work ethics is widely acknowledged as a crucial aspect in any professional field. In view of the specificities of the educator's profession, which entails a multiplicity of duties, tasks, and responsibilities towards oneself, one's institutions, and one's society, the possession of professional ethics by educators is of the utmost importance. Accordingly, the objective of this study is to present the most significant aspects of this topic in a manner that enables the educator to read and benefit from them in order to achieve social responsibility. This is considered one of the most significant challenges faced by institutions specializing in the insurance sector. By achieving excellence and contributing positively to the health and well-being of society, the institution can overcome this challenge.

Keywords: work ethics; social responsibility; educator's job; specialized institutions.

JEL Classification Codes: M14

ملخص:

من المسلم به على نطاق واسع في العصر المعاصر أهمية أخلاقيات العمل كجانب حاسم في أي مجال مهني. ونظراً لخصوصيات مهنة المربي التي تنطوي على تعدد الواجبات والمهام والمسؤوليات تجاه الذات والمؤسسات والمجتمع، فإن امتلاك المربي لأخلاقيات المهنة يكتسب أهمية قصوى. وعليه، فإن الهدف من هذه الدراسة هو عرض أهم جوانب هذا الموضوع بشكل يمكن المربي من قراءتها والاستفادة منها لتحقيق المسؤولية الاجتماعية. ويعتبر هذا الموضوع من أهم التحديات التي تواجهها المؤسسات المتخصصة حيث يمكنها من تحقيق التميز والمساهمة الإيجابية في صحة المجتمع ورفاهيته. كلمات مفتاحية: أخلاقيات العمل، المسؤولية الاجتماعية، وظيفة المربي، المؤسسات المتخصصة.

تصنيفات JEL : M14

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INTRODUCTION:

The issue of ethics in business is one that has gained significant attention in recent times. Business ethics, in essence, seeks to delineate the principles that regulate the conduct of individuals and their actions. Ethical decisions are inherently rooted in the values espoused by the individual, which encompass a range of attributes such as honesty, accountability, commitment to fulfill promises, and so forth. These values serve as the cornerstone for achieving social responsibility, which represents a significant challenge for organisations in both developing and developed countries. By aligning with these values, organisations can achieve excellence and attain a competitive advantage.

Professional ethics is a crucial area of study for all those seeking employment, given its direct relevance to the labour market. Its significance lies in the values it instils in professionals across a range of disciplines. Professional ethics regulate behaviour in the relationship between the individual engaged in a profession and the entity that employs them. They also regulate the relationship between the owners of professions and the beneficiaries of their services, as well as establishing trust in the relationship between the various beneficiaries of different professions.

Professional ethics, or more generally work ethics, constitutes a mandatory component of the curricula of numerous academic disciplines, including medicine and business administration. This is due to the fact that every student is expected to become an employee at some point in their career. Consequently, it has become crucial for students to develop an understanding of professional ethics, as they will be expected to adhere to these principles in their future professional roles. Professional ethics and work values also play an important role in enhancing overall performance. The behaviour of the individual forms the foundation upon which the behaviour of the company is built, including communication with others, job satisfaction, and task performance.

Ethics may also be integrated with social responsibility, thus enabling organisations to make a positive contribution to the health and well-being of society. This is because ethics is considered to be one of the foundations for achieving social responsibility, which is one of the most significant challenges faced by institutions in both developing and developed countries. Through this, the institution can The pursuit of excellence is contingent upon the fulfilment of social responsibility, which plays a pivotal role in the lives of individuals, organisations and society at large. Social responsibility is an ethical commitment and a manifestation of responsible behaviour towards stakeholders. It is, therefore, a crucial aspect of social programmes.

Problem of the study: The adoption of ethical values may facilitate the regulation of employee performance and enhance the capacity to make socially responsible decisions towards stakeholders. Consequently, work ethics in the field of education extend beyond mere compliance with legal and societal ethical norms. The present research issue focuses on elucidating the role of work ethics in promoting social responsibility among educators in specialized institutions.

The dimensions of the research question can be defined once the following questions have been answered:

- The term 'social responsibility' is open to interpretation. What, then, is meant by it?
- The concept of 'work ethics' is also open to interpretation. What is its importance?

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- What is the relationship between ethics and responsibility?
- What are the duties and ethical qualities of educators in specialised institutions in order to promote social responsibility?

Importance of the study:

The significance of the study is underscored by the pivotal role of professional ethics in institutions. Ethics, as a concept, is inherently complex and subject to varying interpretations. Consequently, its examination entails a dual specificity, encompassing both societal and disciplinary nuances. In addition, the identification of the principal, influential and efficacious elements in the equation of its output is contingent upon the nature of the interaction that occurs between the basic elements. This is particularly evident in the relationship between ethics and social responsibility in any given institution. It can be posited that the greater the interaction between work ethics, the educated employee and social responsibility, the more favourable the results will be at all economic levels.

Objective of the study:

The objective of this study is to introduce the principles of professional ethics as they pertain to educators in specialized institutions within the solidarity sector. These ethical standards are applicable to all professions and professionals, and are designed to enhance educators' commitment to their field of work and to promote social responsibility for the health and well-being of the community.

1- A general introduction to business ethics and responsibility:

In any case, work ethics can be defined as a set of rules, ethics, principles, and behavioural and ethical standards that must be adhered to by the owner of the profession in their professional interactions with clients, colleagues, subordinates, superiors, the profession, society, self and self. These standards form the basis for how professionals conduct themselves and organise their affairs and behaviour within the framework of their profession. It is therefore essential to identify the most important concepts associated with this term and take note of all topics related to it. (Tahir Mohsen Mansour Al-Ghalibi and Saleh Mahdi Mohsen Al-Amiri, 2005).

As life is not straightforward without morals and work, this work is similarly not straightforward and does not yield the desired results without morals governing its path. Professional work requires a close bond with morals to have a positive impact on its path and to yield the desired results in all its fields, with all parties involved. (Resources, 2022)

1-1 The concept of work ethics

In order to undertake a review of business ethics, it is first necessary to define the term 'ethics' and then to define the term 'profession' in accordance with the relevant language and terminology. This will form the basis of the subsequent discussion, given that ethics is an integrated system which regulates all human relations and on which social, economic and political life is based. (Najm Aboud Najm, Management Ethics and Business Responsibility in Business Companies, Warraq Publishing and Distribution, Jordan, 2006.)

Professional ethics constitute the standards that regulate the behaviour of the individual in society and in the workplace. They are a set of behavioural and ethical rules and manners that must be adhered to by the professional person in the performance of their duties and in

assuming their responsibilities towards their work, their community and their self-respect and self-esteem.

In another definition, "It is the set of values and systems that achieve the high positive standards required in the performance of job and specialised work, in the methods of dealing within the work environment and with beneficiaries, and in preserving human health and environmental safety."

Others define it as a set of abstract rules and principles to which the employee is subjected in his actions in accomplishing work tasks and to which he refers in evaluating his behaviour, which is described as either good or bad.

-Definition of ethics in language and terminology:

Ethics:

The word "morality" is the plural of "moral," which is defined by the Intermediate Dictionary as "the habit, character, and nature." Morality is further defined as "a state of the soul that is firmly established and results in good or bad actions.". (Professional, 2023)

Morality is a term:

There is considerable debate among educationalists as to the precise meaning of the term 'ethics'. One widely accepted definition is that ethics: "A well-established body of the soul, from which actions are issued effortlessly and spontaneously, without the need for conscious deliberation and reflection. Conversely, if the body produces actions that are morally reprehensible, the body is deemed to be in a state of moral turpitude." Morality is the consequence of the interplay between innate and acquired characteristics, whereby habits are shaped by principles and values to guide the individual and collective conduct. (Zahra, 2022)

-The term "ethics" is defined by the Oxford Dictionary as "moral principles that govern the behavior of a person or the conduct of an activity." The Longman Dictionary offers a more nuanced definition, stating that ethics is "the principles of behavior to determine what is determined." This implies that ethics is the set of behaviors that an individual exhibits in dealing with the events he or she faces. These behaviors are largely acquired through education and the environment in which the individual lived during different stages of life.

Ross employed the term "ethics" in lieu of "morality," defining it as the collective set of values, norms, and traditions that members of a given society recognize and adhere to. This entails a clear understanding of what is right and what is wrong, and the subsequent action of doing what is right (in accordance with the prevailing consensus). (Taher Mohsen Al-Ghalibi, Saleh Mahdi Mohsen Al-Amiri, 2008, p. 138)

Definition of work:

The term "work" is defined in language as "a profession, industry, craft, occupation, or job."

-The term "work" is used to describe the physical or mental activity that an individual engages in with the objective of producing or providing a service, or alternatively, the life activity that an individual pursues as a means of earning a livelihood and supporting their family. (Bakkah, 2024)

Definition of work ethics:

The term 'professional ethics' is derived from the two Greek words 'deon', meaning 'duty', and 'logos', meaning 'science' or 'explanation'. The combination of the two refers to the obligations imposed on employees and state agents in general associated with the exercise of the public office. It encompasses the exercise of tasks in accordance with the relevant laws, as well as

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commitment, integrity, dedication to the practice of the job, not combining more than one job, and adherence to good behaviours. (Zahra, 2022)

-Professional ethics pertains to the conduct expected of professionals in the course of their work. It encompasses the obligation of employees to perform their duties in accordance with the law of the state. Consequently, work ethics, profession or job ethics, constitutes a set of rules, principles and standards that the worker is obliged to adhere to. The essence of this is to perform the work in a diligent manner.

1-2 Sources of business ethics:

The sources from which professional ethics are derived are limited to five main systems, which provide the basis for the ethical and behavioural decisions that professionals make in their professional capacity: (Mary Ann Glendon, Geoffrey Sawer, William P Alford, 2018)

A. In the context of religious sources, This source represents the most significant source of professional ethics in Islamic societies, as it eliminates the necessity for self-censorship, as the individual is subject to the control of God Almighty. This source encompasses positive laws, which are orders and prohibitions that humans have established to organise their lives and preserve the rights of people, as well as determine their actions to promote justice and equality among them. Furthermore, numerous ethical principles can be derived from this source, including the importance of discipline and compliance with established timelines, the necessity of respect and the avoidance of any form of favouritism, the primacy of the public interest over the private interest, the non-disclosure of confidential information and the rejection of any form of bribery. (Resources, 2022).

B. In examining the social sources of human behaviour, it becomes evident that social interactions play a pivotal role in influencing our actions and perceptions. Every society has its own culture, and the most significant aspect of a society's culture is the social aspect, which is manifested in values, beliefs, customs, lifestyle, and social life practices. Professionals may carry the customs, traditions, and norms of the larger society in which they live to any organization in which they work, regardless of whether these customs and traditions are social or positive values or traditions.

D. Political Source: A political system that prioritises the public interest must espouse the values of freedom, transparency, democracy and accountability. Therefore, a political system that is deficient in judicial, administrative, and popular control, and that gravitates towards tyranny and injustice, fosters the cultivation of immoral conduct at the individual and professional levels.

E. Administrative-organizational source: This signifies the organisational environment in which the individual operates, comprising all relevant laws, regulations, values, traditions and ideals that shape the behaviour of workers within it and direct their path. This, in turn, affects the values of the individual, their commitment and their work style. It also encompasses the principles of management applied within the organisation, patterns of division of labour, rest and reward systems, forms of control and punishment. Furthermore, it is important to recognise the interaction between the organisational environment and the general social environment.

C. Economic Source: The prevailing economic conditions exert a controlling influence over

all members of society, including professionals and administrators. Individuals in comfortable economic situations are often expected to demonstrate high ethical standards and a strong sense of commitment. However, when faced with competing demands, such as fulfilling obligations to family and community, they may resort to less ethical behaviors, including cheating, abuse, and exploitation, to meet these obligations.

1-3 The importance of work ethics and its goals

Ethics plays a pivotal role in the development of societies, as it serves as a crucial element in the formation of civilizations and the prevention of societal collapse. The advancement of nations is contingent upon the collective moral elevation of its members. (Henry Suen, Sai-On Cheung, Reulen Mondej , 2007).

-The objective is to eliminate the authoritarian characteristics that may be perceived in the management style of the organisation.

- The objective is to enhance the credibility of human resource development.

- Enhancing organisational performance and success through the promotion of ethical and value-based conduct.

It is necessary to regulate the professional and personal conduct of those responsible for representing the state's interests.

The objectives of professional ethics are made manifest.

These can be summarised as follows:

- An understanding of the significance of job behaviour in ensuring compliance with labour legislation.

- An understanding of the ethical standards and requirements pertinent to one's profession.

- The identification of methods of self-development and the management of pressure at work.

- The organisation of periodic workshops.

- Knowing the correct employee behavior and how to understand the behavior of others and distinguish between ethical and unethical behaviour. (Taher Mohsen Al-Ghalibi, Saleh Mahdi Mohsen Al-Amiri, 2008, p. 140)

1-4 General Principles of Business Ethics

The general principles of work ethics cannot be summarised or grouped into precisely defined clauses due to their philosophical nature and their multiple overlaps. However, the sources of work ethics, whether in positivist thought or in Islamic law, are unanimous in defining the amount of ethics that a worker should adhere to and perform in their work, regardless of the type of job, craft or profession they are practising. (Bakkah, 2024).

In the context of positivist thought,

The general principles of work ethics in positivist thought represent a set of ethical and behavioural rules that are taken as a reference point for the measurement of professional behaviour. They are also used as a preventive measure to foster a moral sense of respect and the development of the profession, with the aim of providing the best possible service within the available possibilities and in the public interest in all professional matters. These principles provide a framework that helps the working individual in carrying out their duties and responsibilities arising from the work they perform. This is achieved by adhering to the following:

A. Responsibility and competence

B. Integrity, integrity and sincerity

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C. Respect

D. Commitment

- In Islamic law:

A. For honesty and sincerity to prevail in the soul and in work, and for the living conscience to remain dominant over the soul, it is essential that the employee be accompanied by a significant factor throughout the course of his work: the feeling of God's control over him. When this conjunction occurs, the soul is disciplined and delivered from all defects, and it secures sedition and love of the profession with the acceptance of the category that sponsors it.

B. Perfection in work: The employee must be sincere in their work and strive for excellence.

c. Prioritising the public interest over the private interest by embracing altruism and altruistic values, as this helps to overcome selfishness.

1-5 The concept of responsibility:

The term 'responsibility' is defined linguistically as a person's commitment to their actions and words, which is to say that responsibility is the act of accepting the consequences of one's actions. Furthermore, responsibility has been classified in lexicographic works into the following categories: legal, moral, ethical, social, and collective. In terms of terminology, responsibility is defined as the capacity of an individual to accept the consequences of their actions, which they have chosen to perform and are aware of the potential outcomes. It is a moral sentiment that enables an individual to accept the consequences of their actions, irrespective of whether the consequences are positive or negative.

The Arabic term for responsibility is derived from the English word "responsible." An individual who is responsible is one who is capable of bearing significant responsibilities without relying on others for support. There are numerous forms of responsibility, including: (Team, 2022)

Moral responsibility can be defined as a person's commitment to the consequences of their actions or statements.

- Collective responsibility, which denotes the obligation borne by a specific collective entity.

- Legal responsibility denotes the obligation to rectify the harm caused to others in accordance with the dictates of the law. .(Afaf, L. 2024)

Social responsibility can be defined as the obligation of individuals, organisations and all those connected to a community to act in a manner that benefits the community as a whole. The concept of social responsibility has gained significant prominence in recent times, not only due to its intrinsic value in fostering the well-being of civilisations, but also because of its tangible benefits to society and the environment. Nevertheless, critics contend that the intrinsic nature of individuals and corporations is not conducive to societal advancement, but rather serves the advancement of personal interests. They assert that the essence of this theory is to implement policies that promote a moral equilibrium between individuals and benefit society as a whole.

The application of social responsibility

When a businessperson incorporates the philosophy of social responsibility into their practices and activities, they must consider the interrelated fields of economics, society, and

the environment. Neglecting any one of these fields can have a detrimental impact on the others.. (Rachael A. Truscott, Jennifer L. Bartlett, Stephane A. Tywoniak , 2009) Socially responsive activities can be categorized according to the following: (Thabet Abdulrahman Idris, 2005, p. 170)

1. Social responsibility in marketing practices For instance, organisations should adhere to the principles of truth and honesty in their advertising practices, abstaining from the use of false and exaggerated claims, and directing consumers towards products that align with their needs, while refraining from creating unjustified demands.
2. Responsibility in product-related practices For instance, the manufacturing processes for the product should be designed in a way that ensures safety and ease of use, among other factors. An organisation can be considered 'smart' if it produces a product that meets the expectations and desires of the consumer, and goes beyond them to offer a superior and higher-quality product.
3. Responsibility for the education and training of employees. In this domain, socially responsible activities may encompass the organisation's strategies for developing the skills of its workforce and enhancing their professional capabilities.
4. Responsibility for the environment, its development and preservation. Such concerns may be justified, for instance, by a commitment to avoid environmental pollution and the depletion of natural resources, as well as a dedication to the reduction of waste in production processes.
5. Actions directed towards the cultivation of relationships with workers. Such behaviours may encompass the implementation of programmes designed to foster social relationships, facilitate employee participation in decision-making processes and enhance the provision of work-related benefits, including healthcare, entertainment and recreational activities.
- 6- Activities that contribute to the realisation of justice. This may include measures such as increasing the contribution of women in the workplace, employing minorities, and ensuring that individuals are not discriminated against on the grounds of gender when they are qualified for a position.
7. Provide a safe work environment. This is achieved through the implementation of behaviours that ensure the work environment is free from health and occupational hazards, as well as maintaining a clean and comfortable environment.
- 8- Engage in other behaviours: The undertaking of activities that reflect an interest in community issues and concerns, such as the making of donations and participation in charitable work. .(Afaf, L. 2024)

1-6 Pillars and manifestations of responsibility:

Responsibility is based on three basic pillars called the pillars of responsibility, and the following points illustrate these pillars: (madison, 2024)

The term "care" denotes the act of providing for and protecting others, manifested through compassion and tenderness. This concept is exemplified in various social and interpersonal dynamics, including the relationship between a leader and their followers, the dynamic between men and women, and the relationship between parents and their children.

- Guidance: This is an integral aspect of assuming responsibility towards others, encompassing the provision of counsel and direction towards the establishment of sound social values. This entails the promotion of virtuous conduct, the imposition of virtuous principles, and the prohibition of vice. Moreover, it is incumbent upon the prophets, peace be

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upon them, to exemplify the pinnacle of moral conduct.

- Mastery: God desires for His servants to perfect their deeds in the most optimal manner, and to produce them in the most optimal way, taking into account God Almighty first and foremost, and the conscience second.

The individual's social responsibility is manifested in their care for their parents, children and those who require their support within their community, such as orphans, the poor, the elderly and others. Their professional responsibility is manifested in their commitment to their job duties, their dedication and their achievement of the goals that require it with sincerity, as well as their keenness on the progress of the work to ensure its progress. One of the manifestations of responsibility is the individual's respect for the law and the maintenance of social order, which is known as legal responsibility. Personal responsibility entails self-reliance and accountability for one's own actions and beliefs, as well as the capacity to engage in conscious collaboration and interaction with others.

The qualities of an effective administrator include: It would be reasonable to expect him to: It is essential that the individual in question displays humility.

It is imperative that the administrator ensures that he does not overburden his employees.

- Furnish the requisite assistance to enable them to fulfil their duties.

It is imperative that the administrator refrain from any action that may be perceived as unjust or offensive to others.

It is imperative that he treats all individuals impartially and with equal regard.

-From the aforementioned concepts, it can be concluded that an effective leader or administrator is one who is dedicated to providing optimal conditions for work, possesses the capacity to organize, manage, and administer human resources, implements necessary improvements in management methods, and fosters a collaborative work environment to achieve the desired outcomes, in addition to the overarching administrative objectives.

In general, responsibility is to carry out certain tasks and apply texts and laws depending on individuals as the main engine of any human organisation. Therefore, responsibility is a means and not an end in itself. It is a method of work, a methodology and an art of management, aimed at providing a suitable climate for work and harmony through human relations. It encourages the spirit of initiative and creative and creative teamwork so that everyone can perform their administrative duties spontaneously and with conviction, with professional awareness and integration into the dynamics of management, away from all kinds of pressures and authoritarian practices that complicate and hinder the pace of work in many cases. (CMA, 2023)

1-7 The positive effects of taking responsibility:

Taking responsibility has many positive effects on the individual and his/her community, including the following: (Glass, 2024)

The capacity to exercise control over one's own actions is a crucial aspect of personal autonomy. It is essential that the individual assumes the role of a leader and hero in their own life, charting a course towards their chosen direction and exercising autonomy in decision-making. Furthermore, it is crucial to recognise the significance of accepting failure, given that all individuals make mistakes. However, it is imperative to confront the consequences and

continue striving towards one's aspirations.

- Respect and self-esteem: When an individual assumes responsibility for a multitude of decisions and choices in their life, it fosters the development of self-confidence, thereby enabling them to chart their own course in life without being constrained by external influences. This necessitates a shift in perspective, whereby the individual becomes the primary reference point for their own actions, rather than being driven by the expectations of others.

- Display courage: It is not uncommon for individuals to be hesitant to pursue their genuine aspirations due to the influence of external factors and the internal voice of apprehension. This can be addressed by fostering self-assurance and the courage to confront the outcomes of one's actions. Over time, this process of personal growth and development leads to a sense of responsibility.

- Gain the respect of others. An individual who assumes responsibility in various situations is perceived as trustworthy and worthy of respect and appreciation.

- Expansion of horizons: Individuals who demonstrate responsibility are more likely to be entrusted with additional responsibilities, as they gain the confidence of others in their ability to manage tasks and positions effectively, without avoiding challenges.

It is important to develop the ability to adapt and change. An individual who has been previously exposed to the necessity of bearing the consequences of their actions may experience distress when presented with the task of distinguishing between options that are beneficial and those that are detrimental. However, this process can facilitate the development of abilities and enhance the capacity to implement positive changes in one's life.

- Enhancing societal development: The assumption of job responsibility entails the assumption of work obligations, the completion of tasks, and the advancement of the organisation in which one works. This ultimately contributes to the advancement of the sector and society as a whole, as well as the prosperity of the aforementioned sectors. Furthermore, it facilitates one's role as a responsible member of society.

2- The ethical considerations for educators in specialised institutions in promoting social responsibility:

In this research, we used the word educators to denote all those working in the field of special education in their various specializations, so that we find three categories that were included in our study: specialized educators, main specialized educators, and specialized educators

It is noteworthy that all three categories share a common background, having trained at the same national training centers in this field. Additionally, they are subject to the same basic legislation governing employees in the special services of the administration responsible for national solidarity. (mesoud, Specialized education, 2023)

The educator's duties and ethical qualities include:

- Adherence to the highest standards of professional conduct.
- Display an openness to feedback, both positive and constructive.
- To collaborate with colleagues in a manner that is conducive to the organisation's interests.
- Sincerity and dedication to the task at hand.

The overarching objective of social responsibility is to foster enhanced and elevated standards of sustainable living, while upholding the profitability of the company or the integrity of the

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organisation, both internally and externally. The crux lies in the manner of profit generation, not in the relentless pursuit of profits at any expense (Hopkins, 2014, pp. 1-2).

2-1 The genesis and reality of corporate social responsibility (CSR)

The concept and definition of corporate social responsibility (CSR): There are three potential conceptualisations of CSR: From a long-term perspective, this includes the practice of delegated philanthropy on behalf of stakeholders and philanthropy initiated by organisations from within. The latter two understandings are based on the concept of individual social responsibility (Benabou & Tirole, 2010, p. 15). The most commonly used definitions today are those of the European Union and ISO 26000, which are similar (Hopkins, 2014, pp. 1-2). The European Commission defines CSR as "an organisation's responsibility for its impact on society, and therefore the company should lead that impact; organisations can become socially responsible by applying the law and integrating social, environmental, ethical, consumer and human rights concerns into their business strategies and operations" (European Commission, n.d.). In summary, Hopkins Michael defines CSR as follows: CSR is about treating key stakeholders in a responsible manner (Hopkins, 2014, p. 7).

The term is now commonly used to define the non-commercial relationships between organisations, other social actors and society as a whole. The term is frequently employed in relation to for-profit entities, including businesses and foundations. However, it can also be applied to non-profit organisations such as government departments, municipal bodies, NGOs and social enterprises (Riano & Natalia, 2020, p. 2).

The following principles underpin our approach to Corporate Social Responsibility (CSR): Any CSR activity must be based on three fundamental principles: sustainability, accountability and transparency. In order to ensure sustainability, it is essential that society does not utilise a resource in excess of its replenishment capacity. This can be defined in terms of the carrying capacity of the ecosystem. Accountability is the recognition by an organisation that its actions have an impact on the external environment and, as a result, it bears responsibility for the consequences of those actions. Transparency is the ability of an organisation to demonstrate the external impact of its actions through the disclosure of relevant facts in its reports (Crowther & Aras, 2008, p. 14-15).

The key characteristics of CSR are as follows: There are six main characteristics:

- Voluntary: Many experts posit that CSR typically pertains to voluntary activities that extend beyond the requirements of legislation.
- The introduction or management of externalities: Externalities are the positive and negative consequences of economic activity that are experienced by other parties.
- Multi-stakeholder orientation: These include, for example, consumers, employees, suppliers, local communities and, of course, shareholders.
- Aligning social and economic responsibilities: It is not acceptable for social responsibility to conflict with profitability.
- Business practices and values: The principle pertains to a specific set of business practices and strategies, as well as a set of values that underpin these practices.
- Moving beyond philanthropy: The impact of a company's core business functions on society (Crane & Spence, 2013, pp. 9-11).

Areas of Corporate Social Responsibility (CSR): There are several types of CSR programmes, the most important of which are as follows: employee health and wellness, environmental safety, ethical responsibilities, legal responsibilities, philanthropic responsibilities, and economic responsibilities (S. Asemah, A. Okpanachi & O.N. Edegoh, 2013, pp. 46-47).

2-1 Procedures for hiring an educator:

Those who have undergone training at the National Training Centres for Specialised Institutions of the National Solidarity Sector, which provide training for pedagogical employees specialising in disability or protection, may be eligible: (mesoud, Specialized education, 2023)

The National Centre for the Training of Specialised Employees for Persons with Disabilities in Constantine and the National Centre for the Training of Specialised Employees in Protection in Algiers. Following the completion of the entrance examination and the subsequent training period, the individual is assigned to a specialized institution in accordance with the needs of the state, as outlined in the training program. The individual then performs their duties in accordance with Executive Decree No. 09-3-3.

In accordance with Executive Decree No. 09-353, dated 20 Dhu al-Qa'dah 1430 (8 November 2009), which includes the fundamental legislation governing employees belonging to the special corps of the administration in charge of national solidarity, the latter comprises four ranks: .(Afaf, L. 2024)

1. The rank of assistant educators is currently undergoing a process of obsolescence.
2. The rank of "specialised educator" is also referred to as:
3. The rank of Lead Specialty Educator.
4. The rank of Principal Specialised Educator.

In accordance with this decree, the procedures for advancement from one rank to another and the prerequisites for assuming other senior roles are established.

- Characteristics of an educator:

The educator must have several qualities and characteristics that qualify him to practice the profession of caring for any group, regardless of its type: (Solidarity, 2024)

- Accept working with this group: It is recommended that the individual in question accept the necessity of working with this group. In other words, he interacts with the group in a manner that is both humanitarian and interactive, demonstrating an awareness of the challenges they face and responding to their educational and emotional needs. This group, in particular, faces a lack of independence, especially among those with disabilities. Therefore, if he is able to demonstrate a quality of acceptance, he will likely succeed.

- Enthusiasm: The educator discharges their duties with enthusiasm, seriousness and effectiveness when sponsoring a specific group. This is achieved by providing activities, preparing programmes and designing resources.

- Emotional equilibrium: It is essential that the educator possesses the capacity to regulate his emotions and maintain emotional equilibrium. It is imperative that the educator demonstrates patience, particularly in the face of challenging circumstances and the behaviours exhibited by the group under his care. He must adhere to motivational techniques that do not involve the use of violence, punishment or frustration.

-Training In order for an educator to be able to sponsor a specific group, supervise the implementation of an educational programme, design pedagogical tools and participate in the

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preparation of the institutional project, it is essential that they have received academic training at an institution offering the aforementioned training. This should equip them with a comprehensive knowledge of all methods, techniques and educational approaches that qualify them and help them to perform their tasks. Furthermore, the educator must undergo field training at specialized centers to gain proficiency in the skills required for sponsorship, which enables them to prepare for and embark upon their duties in the field.

2-3 Pressures on the ethics of the educator's profession:

Educators are subject to a multitude of pressures that impede their ability to perform their duties effectively. These pressures are contingent upon the specific category of foster children and the prevailing foster care policy in each region. The following points illustrate the salient factors that contribute to these pressures: (mesoud, Specialized education, 2023)

1. The absence of a bespoke framework and the lack of tailored resources aligned with the capabilities and particularities of the group.
2. A lack of clarity regarding the roles and responsibilities of the various parties involved.
3. A notable absence is the lack of parental participation in the care process.
4. The heterogeneous composition of the foster group gives rise to a variety of behaviours and needs.
5. The relationship between educators is characterised by dysfunction, including difficulties in achieving harmony and working effectively within a non-cohesive team.
6. The lack of accompaniment and motivational tools.
7. The diversity of the sponsored group and its implications for the implementation of pedagogical programmes.
8. A failure to comply with executive decrees and laws has an adverse impact on the effective functioning of institutions.

2-4 Unacceptable professional practices for educators:

It is ethically sound for the practitioner of the profession to gain sufficient experience in recognising specific ethical issues and understanding the nuances of ethical behaviour. Training should be provided to equip the practitioner with the ability to navigate these issues in a systematic and professional manner, enabling them to make appropriate decisions. The most prominent ethical challenges that an employee may encounter and which are considered unacceptable professional practices are outlined below (06-03). (Shahidi M. 2024)

1. The acquisition of advantages through illicit means, including: These include bribery, favouritism, infringement of the rights of colleagues and the concealment of errors through the use of falsehood.
2. The practice of offering reduced fees for a service or product with the intention of undermining competition and damaging the reputation of others is unethical.
3. The level of service provided is inadequate, particularly in relation to the reception of students and parents.
4. A potential conflict of interest exists between members of the pedagogical team.

2-5 The ethics of the educator's profession:

The profession of the educator and the professions of a social and educational nature of the

institutions affiliated to the National Solidarity Sector, with all the characteristics of the category of the caretakers, are important professions in society. This is particularly true of the specialized institutions affiliated to the National Solidarity Sector, which is mainly based on special education and depends on the provision of human services. Consequently, the care of these groups is a challenging endeavour, necessitating considerable physical, psychological, and mental exertion. This demands a supervisory body that is both robust in character and endowed with distinctive attributes, coupled with a profound sense of accountability. This is because professions of a social and educational nature hold significant societal importance, operating within a framework of regulations and principles that govern their conduct and work practices. (Solidarity, 2024)

- The strength and respect accorded to this profession derive from its moral, ethical and social commitment, which is in turn contingent upon the importance of the profession and the realisation of its objectives. These objectives are oriented towards the improvement of the status of the group in question, while respecting and adhering to legal texts and internal regulations. (Shahidi M. 2024)

2-6 General principles of professional ethics for educators:

-The educator's general appearance should be moderate and avoid any ostentatious or flamboyant displays. They should present themselves respectfully and demonstrate a commitment to good behaviour, morals and ethics.(Shahidi M. 2024)

-The educator is dedicated to the responsibilities entrusted to them and to the interests and well-being of the sponsored group, conducting direct fieldwork to this end and avoiding any actions that could cause harm to the group, either directly or indirectly.

-It is incumbent upon the educator to benefit society, taking into account the public interest and respecting the tenets set forth in the Constitution and the laws of the land.

-The educator must demonstrate a commitment to the elimination of all forms and manifestations of intolerance, irrespective of gender, age, race or colour.

-The educator establishes an objective and balanced relationship with their direct care group based on honesty, non-deception and respect, with the objective of achieving the goals set forth in the institutional project of the institution.

-The educator must refrain from establishing a personal relationship with the sponsored group that could be perceived as exploitative in any way.

-The educator shall refrain from establishing a relationship with the field supervisor in order to preclude any suspicion of exploitation or blackmail.

-The educator shall not utilise recording devices, except with the express permission and approval of the students and their parents, in accordance with the internal regulations of the institution.

-The educator is entrusted with the safeguarding of valuables, private secrets and personal data, and is held accountable for their protection.

-In the event that an educator assigns one of their assistants or subordinates to act on their behalf, they assume full responsibility.

-It is incumbent upon the educator to document his or her professional work in a manner that is as accurate as possible and that ensures that any delegated framework is able to perform and carry out the tasks assigned to it in a satisfactory manner.

-The educator is obliged to demonstrate the utmost tolerance, competence and acceptance of

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others.

2-6 Managing ethical behavior in specialized organizations:

In practice, it is the managers in the organisation who bear the responsibility for the ethical conduct of employees. It is not reasonable to expect ethical behaviour from employees if the managers themselves do not behave in an ethical manner. For example, a manager who refuses to accept bribes from contractors and implements unethical policies is unlikely to be able to enforce ethical standards among their employees. Furthermore, organisations must develop strategies and procedures that encourage employees to report illegal and unethical practices. Internal reports facilitate the early detection of misconduct and create an opportunity for timely investigation and appropriate action, which benefits the organisation and its employees. (Henry Suen, Sai-On Cheung, Reulen Mondej , 2007).

Consequently, the ethical stance of a business is shaped by the guiding principles of its senior management team and the accumulated experience of the organisation. As businesses have expanded their market share and become more complex in their relationships with multiple parties, many have issued a Code of Conduct, a document that sets out the organisation's ethical standards. It comprises a set of values and principles pertaining to the desirable and undesirable behaviours of the organisation and its employees. However, the content of ethical codes varies considerably between organisations due to the differences in their underlying philosophies and visions of the nature of the ethical contract between themselves and other parties.. (Tahir Mohsen Mansour Al-Ghalibi, Saleh Mahdi Mohsen Al-Amiri, 2005)

2-7 Business ethics and the importance and reasons for adopting CSR:

The positive outcomes achieved by participating in CSR are focused on long-term economic, social and environmental goals.

There are two main reasons why organisations adopt CSR. The first is that it gives the company a competitive advantage in the market. The second is that it responds to pressure from consumers, shareholders, governments or regulators, and the media.

There are numerous advantages to be gained from CSR practices, including enhanced financial performance over the long term, increased market share, a competitive advantage, a superior reputation, a more favourable business climate, greater productivity, motivated and loyal employees, and the retention of highly qualified personnel (Nimani, Zeqiraj & Spahija, 2022, pp. 314, 319).

The benefits of CSR include reducing operating costs, attracting new customers, discouraging government regulation, improving relations with the investment community and improving access to capital, promoting innovation, and strengthening relationships within communities by involving various stakeholders (S. Asemah, A. Okpanachi & O.N. Edegoh, 2013, p. 45).

Some researchers also posit that a firm's monetary holdings are affected by CSR through three channels. CSR-related activities can enhance the social (or moral) capital of organisations. Customer and/or investor loyalty to CSR companies can make them less susceptible to aggregate market shocks (i.e. reduce systemic risk). Furthermore, CSR activities can contribute to corporate governance by increasing or decreasing agency issues associated with cash holdings (Cheung, 2016, pp. 28-29).

Conversely, there are costs to the firm associated with CSR activities. These can be identified

by mapping out the firm's CSR-related activities and comparing them with those it was unable to undertake as a result of engaging in CSR activities (i.e. opportunity costs). CSR-related activities can result in increased cash outlays and reduced cash inflows. The costs associated with cash contributions are calculated as the raw cash flows less the tax deductions. The environmental costs associated with CSR activities can be estimated by comparing the cost of "green" methods with those of "traditional" methods (Geoffrey & Laureen, 2010, p. 448).

Conclusion:

1. Results

This study aimed to achieve its objective of determining the role of work ethics in achieving social responsibility in specialised institutions in the context of the educator role. To this end, the study adopted the following main issue as its focus:

What is the role of the work ethic of educators in specialized institutions in promoting social responsibility?

The following results were obtained:

- Professional ethics, or more broadly, business ethics, constitute an integral component of the academic programmes of numerous disciplines.
- Professional ethics regulate behaviour in the relationship between the owner of the profession and the entity that employs him, as well as the relationship between professionals and the beneficiaries of their services. Furthermore, it establishes trust in the relationship between the various beneficiaries of the various professions.
- Professional ethics and work values play an instrumental role in enhancing overall performance. The behaviour of the individual serves as the foundation upon which the conduct of the organisation is built. This encompasses communication with others, job satisfaction, and task performance.
- The pursuit of social responsibility is a common objective among individuals and organisations, given the pivotal role that social responsibility plays in the lives of individuals, organisations and society at large.
- The concept of social responsibility is regarded as an ethical commitment and a responsible approach to stakeholders. Among the principal beneficiaries of social responsibility programmes are individuals, organisations and society as a whole.
- The overarching objective of social responsibility is to foster enhanced and elevated standards of sustainable living, while upholding the profitability of the company or the integrity of the organisation, both internally and externally. The crux of the matter is the manner in which profits are generated, not the mere pursuit of profits at any expense.
- There are numerous categories of corporate social responsibility, the most significant of which are as follows: employee health and wellbeing, environmental safety, ethical responsibilities, legal responsibilities, philanthropic responsibilities, and economic responsibilities.
- An educator is a social worker who provides follow-up and accompaniment services to members of a group in accordance with the principles of special education.

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-An individual who has undergone training at the National Training Centres for employees of specialised institutions within the National Solidarity Sector, which are pedagogical personnel specialising in disability or protection, is employed in the position of educator.

-An educator must possess a number of qualities and characteristics that enable them to practise their profession of caring for any group, regardless of its type.

-The profession of the educator and the professions of a social and educational nature, as well as the institutions affiliated with the National Solidarity Sector, all possess the characteristics of a caregiver. Each of these professions is of great importance to society, particularly the specialized institutions affiliated with the National Solidarity Sector, which are primarily based on special education and depend on providing humanitarian services. Consequently, caring for these groups is a challenging endeavour, as the work requires significant physical and psychological effort.

-In order to fulfil their social responsibility, educators and specialised institutions must adhere to ethical standards in the execution of their duties. This entails a commitment to work ethics, which plays a pivotal role in enhancing the efficacy of educators and the institution as a whole.

2. Discussion

In this section begin with a brief summary of the main findings where you have to answer the research question(s) stated in the introduction (or address the hypothesis /hypotheses stated in the introduction). While discussing your data, try to highlight the similarities or difference of your results to previous research findings.

3. Conclusion

This study addresses the fundamental principles of work ethics, elucidating the ethical values that underpin professional conduct, the importance of taking responsibility, and the significance of collaborative work. Additionally, it explores the role of specialized institutions as educators in the advancement and service of society.

It is of the utmost importance to give serious attention to the issue of social responsibility and work ethics in today's world. Among the most prominent of those concerned are the specialized institutions that seek to improve the level of civil society and enhance performance. Through this contribution, we urge these bodies to assume their responsibility to raise awareness and disseminate the culture of social responsibility and adherence to ethical standards when making administrative decisions and performing tasks, particularly in the role of educator.

In conclusion, the results demonstrated the significance of ethical considerations in specialized institutions and the extent to which they influence the human element. Individuals, in general, and educators in particular, consistently seek to operate within an environment of respect and ethical conduct. They demand behaviors and actions that are grounded in moral foundations and sound principles. It is therefore recommended that specialised institutions give due consideration to the implementation of social responsibility and business ethics programmes, rather than regarding them as mere additional expenses. Such programmes

represent a future investment that will prove beneficial to the institutions in question, both financially and morally.

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