ISSN: 2392-5442
ESSN : 2602-540X
V/13 N/02 Year/2026
P 402 - 432

Sport system journal

International scientific journal published by:
Ziane Achour –Djelfa- Algeria

Received: 2026-05-26 A ccepted: 2026-08-14

The Degree of Commitment of Primary School Physical Education Teachers to the Ethics of the Teaching Profession A Field Study in Some Primary Schools of M'sila Province

Dechaicha Elamine [1] Chanfaoui Djamel [2]

[1] Dechaicha Elamine (Algeria), dechaicha.elamine@ens-bousaada.dz

[2] Chanfaoui.djamel (Algeria), chanfaoui.djamel@ens-bousaada.dz

Abstract: This study aimed to identify the degree of commitment of primary school physical education teachers to the ethics of the teaching profession and to examine whether there were statistically significant differences attributable to certain demographic variables such as age and marital status. The descriptive method was adopted, and data were collected through a questionnaire administered to a sample of primary school physical education teachers. Statistical methods including arithmetic means, standard deviations, T-test, One-Way Analysis of Variance (ANOVA), and Scheffé's post hoc test were used to analyze the data. The findings revealed that the overall level of commitment to professional ethics among teachers was high. The results also showed statistically significant differences in the degree of commitment attributable to marital status in favor of married teachers, as well as differences attributable to age in favor of teachers aged between 25–30 years and 31–35 years. The study emphasized the importance of strengthening ethical training programs and promoting professional values within educational institutions.

Keywords: professional ethics- physical education teachers- primary education- teaching profession- educational values.

***Corresponding author** dechaicha.elamine@ens-bousaada.dz*

Research Problem

The teaching profession is considered one of the noblest and most complex professions due to the central role played by the teacher in building both the individual and society. The teacher's role is not limited to transmitting knowledge and skills; rather, it extends to instilling values and principles and shaping sound human behavior through developing students' skills and providing them with experiences and information suited to their abilities and aptitudes, thereby contributing to their success and academic achievement. Islam is among the religions richest in moral teachings, to the extent that Prophet Muhammad defined the mission of his message by saying: "I was sent only to perfect noble morals."

The commitment of physical education teachers to the ethics of the teaching profession helps refine their personalities and elevate their professional level, making them more devoted to their profession and committed to its foundations and behaviors associated with value-based principles and ethical codes that guide practitioners in their professional practices. The profession of education is in great need of such standards.

Commitment to professional ethics constitutes one of the manifestations of social control among individuals and serves as a motivation for achieving goals while freeing them from impulses and desires. It also deepens the individual's sense of belonging to society and helps them adapt to it.

Furthermore, a physical education teacher's lack of success in the profession for which they were prepared is primarily due to the absence of professional ethics. The lack of proper understanding of the ethics of the teaching profession negatively affects the educational process because of negligence, lack of commitment and discipline, and even lack of loyalty to the teaching profession.

Based on the above, the topic *"The Degree of Commitment of Primary School Physical Education Teachers to the Ethics of the Teaching Profession"* remains, to the best of our knowledge, limited and insufficiently addressed by researchers and specialists, whether in the Arab world or in Algeria.

The present study therefore seeks to examine the degree of commitment of primary school physical education teachers to the ethics of the teaching profession through the following main question:

What is the degree of commitment of primary school physical education teachers to the ethics of the teaching profession? Does the degree of commitment differ according to the study variables (marital status and age)?

Sub-Questions

-Are there statistically significant differences in the degree of commitment of physical education teachers to the ethics of the teaching profession attributable to the variable of marital status?

-Are there statistically significant differences in the degree of commitment of physical education teachers to the ethics of the teaching profession attributable to the variable of age?

3. Objectives of the Study

This study aims to:

-Identify the degree of commitment of primary school physical education teachers to the ethics of the teaching profession.

-Determine whether there are statistically significant differences in the degree of commitment of primary school physical education teachers to the ethics of the teaching profession attributable to the variable of marital status.

-Determine whether there are statistically significant differences in the degree of commitment of primary school physical education teachers to the ethics of the teaching profession attributable to the variable of age.

4. Significance of the Study

The issue of commitment to professional ethics and its relationship with education is among the topics that have attracted the attention of researchers in various fields of behavioral sciences. Moral values represent a fundamental source of educational objectives, while the teacher remains the decisive factor capable of teaching moral values, transmitting them, and transforming them from abstract ideas into tangible reality.

The importance of this study lies in promoting ethical practices that should positively influence teaching methodology and educational relationships among the various components of the school environment (school principal, students, and parents). It also seeks to foster positive attitudes among physical education teachers toward their profession by making them aware of their ethical obligations and the dimensions of the educational mission they bear toward both the individual and society, in addition to assessing the extent to which practitioners of the teaching profession perceive their ethical responsibilities and duties.

5. Research Hypotheses

5.1 General Hypothesis

Primary school physical education teachers demonstrate a moderate degree of commitment to the ethics of the teaching profession.

5.2 Sub-Hypotheses

-There are statistically significant differences among primary school physical education teachers in the degree of commitment to the ethics of the teaching profession attributable to marital status.

-There are statistically significant differences among primary school physical education teachers in the degree of commitment to the ethics of the teaching profession attributable to age.

6. Definition of the Study Concepts and Terms

Definition of Commitment

A- Linguistically:

Commitment means that a person imposes an obligation upon himself or undertakes something, as in: "This is my commitment." It also refers to adopting a specific goal and working to achieve it (Al-Munjid fi Al-Lughah wa Al-I'lam, 1986, p. 958). It further denotes adherence to and perseverance in something without abandoning it; a committed person is one who consistently persists in it (Mohammad Hassan Hamadat, 2006, p. 62).

B- Terminologically:

Al-Rawashdeh defined commitment as: "The behaviors performed by the principal or teacher in school that indicate the extent of their adherence to ethical rules governing their relationship with their work, as well as the psychological comfort, job satisfaction, pride in their profession, and preference for it over other occupations" (Al-Rawashdeh, 1995, p. 63).

Operational Definition:

Commitment refers to the degree to which teachers perform their duties, professional tasks, and assigned roles, as measured through the responses of the study sample to the items of the research instrument prepared for this purpose.

Definition of Ethics

A- Linguistically:

Ethics is the plural of the Arabic word *khuluq*, meaning habit, disposition, nature, virtue, and religion (Majd Mohammad Al-Bakir Al-Barazi, 2001, p. 23).

B- Definition of the Ethics of the Teaching Profession:

Professional ethics include all the behaviors, characteristics, attitudes, and moral values that a teacher should possess while carrying out his educational mission and moral role in general (Ben Aissa Ahsniyat, 2009, p. 5).

Operational Definition:

It refers to the degree of adherence to administrative, technical, or social values and ethics that primarily reflect the behavior of members of a particular profession who are committed to respecting them. This degree will be identified through the responses of the study sample to each item of the study instrument.

Definition of Education

A- Linguistically:

The Arabic term for education (*Tarbiyah*) derives from the verb *yarbu*, meaning "to nurture" or "to help grow." For example, "he raised the child" means he nourished and helped him develop; likewise, something that "grew" means it increased and developed (Saeed Jassim Al-Assadi & Marwan Abdul-Majid Ibrahim, 2003, p. 105).

B- Terminologically:

Education is a comprehensive and continuous social process carried out by multiple institutions and directed toward specific objectives in order to socialize and guide individuals according to a philosophy agreed upon by society, with roles distributed

among various institutions (Saeed Jassim Al-Assadi & Marwan Abdul-Majid Ibrahim, 2003, p. 106).

Definition of Teaching

A- Linguistically:

Teaching means giving lessons and imparting knowledge, as in "educating the younger generation" (Al-Munjid fi Al-Lughah wa Al-I'lam, 1986, p. 960).

B- Terminologically:

Teaching is an applied process that uses the findings of educational science in educational and pedagogical situations inside the classroom and through various instructional media (Ahmed Hussein Al-Qani & Ouda Abdul-Jawad Abu Sanina, 1990, p. 15).

Operational Definition of the Physical Education Teacher

A physical education teacher is the person responsible for teaching physical education and sports programs at the primary, middle, and secondary educational levels.

Operational Definition of the Primary School Physical Education Teacher

A primary school physical education teacher is a person who possesses the qualifications enabling him to teach pupils at the primary education level.

Primary Education Stage

A- Linguistically:

The term consists of two words:

- *Stage*: a limited phase or period of something, such as "he completed the first stage of the project" (Al-Ma'ani Dictionary).
- *Primary*: an adjective derived from the word "beginning."

B- Terminologically:

Abu Labda (1990) defines the primary stage as the level of education that provides all members of society with a sufficient amount of education without discrimination. This level enables learners either to continue their studies at the preparatory stage if they wish or to enter working life with a reasonable degree of competence that allows them to contribute to the economic and social activities of society.

Operational Definition:

The primary stage is the first educational stage in a person's life. It is divided into two cycles: the first cycle starts from the first year and ends in the third year, while the second cycle begins in the fourth year and ends in the fifth year.

Pilot Study

The pilot study is considered an important step that helps identify the study population and the difficulties that may be encountered when applying the study instruments. It also assists in selecting the sample. Since our study concerns primary school physical education teachers, we visited physical education teachers in

educational institutions across Jijel Province and conducted a preliminary survey of the study population. The objective was to determine the degree of commitment of primary school physical education teachers to the ethics of the teaching profession through the application of the Teaching Profession Ethics Scale in order to verify its psychometric properties. The study population consisted of … teachers at the primary level, according to the interview conducted with the Head of the Primary Education Teachers Department at the Directorate of Education of Jijel Province.

The pilot study sample consisted of 30 individuals selected from the original population to ensure the suitability of the questionnaire items in their initial form, which were adopted from the Master's thesis of the researcher "Chenfaoui Djamel." This previous study included eight dimensions related to the ethics of the teaching profession, as shown in Appendix No. (01).

The objectives of the pilot study can be summarized as follows:

- Defining the research problem and formulating it scientifically and accurately.
- Clarifying the various concepts related to the problem and verifying the accuracy of the hypotheses to be tested.
- Confirming the study variables, which included the following independent variables:
- Marital status (single – married).
- Age (25–30 years, 31–35 years, 36–40 years, more than 41 years).

Temporal Scope of the Study

The pilot study was conducted on 22/01/2025 with the aim of identifying the original study population and selecting the sample.

The practical fieldwork was carried out on 21/03/2025 for the purpose of distributing the Teaching Profession Ethics Scale.

Spatial Scope of the Study

The field study was conducted in M'sila Province during the academic year 2024–2025.

Research Methodology

Research methods are numerous and varied according to the diversity of topics and problems. No research can be completed without relying on a clear methodology that helps study and diagnose the problem under investigation (Rachid Zerouati, 2007, p. 119).

Due to the diversity of research topics, the nature and objectives of the study determine the appropriate methodology to be used. The present study required the use of the descriptive method because it is suitable for identifying the degree of commitment of primary school physical education teachers to the ethics of the teaching profession. The descriptive method can be defined as "a scientific and systematic method of analysis and interpretation aimed at reaching specific

objectives related to a social situation, a social problem, or a specific population" (Ammar Bouhouche & Mohammad Al-Dhuneibat, 1999, pp. 141–142).

Study Population and Sample

3.1 Study Population

The number of primary school physical education teachers in M'sila Province reached 296 during the 2024–2025 academic year, according to the interview conducted with the Head of the Primary Education Teachers Department at the Directorate of Education of M'sila Province.

3.2 Study Sample

Sample selection is one of the most important fundamental processes in scientific research, as it represents "a part of the population, meaning that it includes a group of individuals from the population while being representative of it. It therefore allows, in many cases, obtaining the required information economically in terms of human and material resources, effort, and time, without departing from the reality to be studied" (Rachid Zerouati, 2007, p. 334).

A simple random sampling method was adopted because it was the most appropriate for the study topic. Out of the 296 primary school physical education teachers, 30 individuals were selected to examine the psychometric properties of the measurement tool, while 90 physical education teachers were selected for the main study, representing 30% of the total population.

Table No. (1): Shows the characteristics of the basic study sample.

Independent Variables	Levels of Independent Variables	Frequency	Percentage
Marital Status	Single	33	36.7%
	Married	57	63.3%
Total		**90**	**100%**
Age	From 25 to 30 years	31	34.4%
	From 31 to 35 years	35	38.9%
	From 36 to 40 years	17	18.9%
	41 years and above	07	7.8%
Total		**90**	**100%**

4. Study Instruments

The study instruments are selected according to the topic being investigated. Among the instruments used in this study is:

- **The Ethics of the Teaching Profession Scale** developed by the researcher *Chenfaoui Djamel*.

4.1 Definition of the Study Instrument

A scale is defined as "a scientific instrument through which psychological and educational phenomena can be quantitatively measured with precision and

accuracy, thereby enabling the understanding and interpretation of the phenomenon" (Rachid Zerouati, 2002, p. 279).

4.1.1 The Ethics of the Teaching Profession Scale

The *Ethics of the Teaching Profession Scale* developed by the researcher Chenfaoui Djamel (2013) was selected to be applied to primary school physical education teachers in Algeria, specifically in Jijel Province. This scale had previously been applied by Chenfaoui Djamel to physical education teachers in M'sila Province, Algeria. The choice of this scale was due to the absence of another suitable instrument, as well as to facilitate reading and comprehension for primary school physical education teachers.

In its initial form, the instrument included 82 items distributed across 8 dimensions, as follows:

- **The first dimension:** included eight items related to the ethical responsibilities of the physical education teacher toward God.
- **The second dimension:** included twelve items related to the ethical responsibilities of the physical education teacher toward himself.
- **The third dimension:** included eleven items related to the ethical responsibilities of the physical education teacher toward his profession.
- **The fourth dimension:** included eleven items related to the ethical responsibilities of the physical education teacher toward his students.

The Ethics of the Teaching Profession Scale was designed to determine the degree of commitment of primary school physical education teachers to the ethics of the teaching profession. Based on the theoretical framework and previous studies, the researcher identified the questionnaire items, which consisted of 42 items distributed across 4 dimensions measuring the most important ethics of the teaching profession.

The questionnaire in its final form, as presented in Appendix No. (02), was administered with response instructions based on the following evaluation levels:

- High
- Moderate
- Low

The response scale for the measurement instrument was based on a three-point Likert scale as follows:

Table No. (02): Presents the dimensions and items of the Ethics of the Teaching Profession Scale.

High	Moderate	Low
3	2	1

It should be noted that all the statements were positive. Therefore, the respondent (the teacher participating in the study) was required to place a mark (×) in front of

the option considered most appropriate for each item within the corresponding dimension.

Response Method

Each item of the scale is followed by three graded response options from which the teacher selects one answer.

Scoring Method

The items were scored according to the following scale distribution:

- High = 3
- Moderate = 2
- Low = 1

4.2 Psychometric Properties of the Measurement Instrument

First: Validity of the Scale

To calculate the validity of the Ethics of the Teaching Profession Scale in the current study, internal consistency validity was adopted as follows:

Internal Consistency Validity

Internal consistency validity refers to determining the extent to which each statement correlates with the total score of the dimension to which it belongs. This statistical method is used as an internal criterion to measure the appropriateness of the items and determine what the test measures, or in other words, content validity (Souheir Ibrahim, 2004, p. 145).

The internal consistency validity of the Ethics of the Teaching Profession Scale in the present study was calculated using Pearson's correlation coefficient by extracting the correlation coefficient between each item and the total score of the dimension to which it belongs, as shown in the following tables:

1. First Dimension: Ethics Related to the Teacher's Responsibilities Toward God

Table No. (3): Correlation between the items of the dimension "Ethics Related to the Teacher's Responsibilities Toward God" and the total score of the dimension to which they belong.

No.	Items	Correlation Coefficient	Significance Level	Significance
1	Your faith in and fear of God are your provision along the path.	0.591	0.000	Significant
2	You are conscious of God in your work and fear	0.757	0.000	Significant

	Him in all your words and actions.			
3	You seek God's satisfaction through your work.	0.689	0.000	Significant
4	You consistently remember God privately and publicly.	0.696	0.000	Significant
5	You adhere to the principles of your Islamic faith.	0.829	0.000	Significant
6	Your sincere faith is a reason for mastering your work.	0.951	0.000	Significant
7	You adhere to the teachings of the Holy Qur'an.	0.966	0.000	Significant
8	You observe Islamic rituals.	0.951	0.000	Significant
—	Total Dimension Score	1	—	—

The table above shows that the correlation coefficients between the items of the dimension and the total score of the dimension to which they belong were statistically significant at the significance level (0.01). The coefficients ranged between 0.966 for item (7) and 0.591 for item (1) in the first dimension: Ethics Related to the Responsibilities of the Physical Education Teacher Toward God. This confirms the degree of homogeneity and internal consistency of the questionnaire as an indicator of construct validity in measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession.

2. Second Dimension: Ethics Related to the Teacher's Responsibilities Toward Himself

Table No. (4): Correlation between the items of the dimension "Ethics Related to the Teacher's Responsibilities Toward Himself" and the total score of the dimension to which they belong.

No.	Items	Correlation Coefficient	Significance Level	Significance

1	Your conscience is the guide and monitor of your work.	0.677	0.000	Significant
2	The Prophet is your role model in all your words and actions.	0.848	0.000	Significant
3	You are a good role model for your students in appearance, behavior, and morals.	0.802	0.000	Significant
4	You are honest, trustworthy, and upright in your work, so that your actions do not contradict your words.	0.664	0.000	Significant
5	You adopt a democratic approach in your behavior without domination or authoritarianism.	0.945	0.000	Significant
6	You are tactful and wise in dealing with ordinary and emergency situations.	0.916	0.000	Significant
7	You are committed to punctuality and respectful of rules, regulations, and laws.	0.945	0.000	Significant
8	You possess an open scientific mindset	0.878	0.000	Significant
9	You enjoy good physical and psychological health along with emotional balance.	0.671	0.000	Significant
10	You love your work, are enthusiastic about it, and devoted and sincere in performing it.	0.864	0.000	Significant
11	You are compassionate and kind toward your students, humble with them, patient	0.945	0.000	Significant

	with their mistakes, and forgiving.			
12	You are self-confident and independent in personality.	0.916	0.000	Significant
—	Total Dimension Score	1	—	—

The table above shows that the correlation coefficients between the items of each dimension and the total score of the dimension to which they belong were statistically significant at the significance level (0.01). The coefficients ranged between 0.945 for items (5), (7), and (11), and 0.664 for item (4) within the second dimension: *Ethics Related to the Responsibilities of the Physical Education Teacher Toward Himself*. This confirms the degree of homogeneity and internal consistency of the questionnaire as an indicator of construct validity in measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession.

3. Third Dimension: Ethics Related to the Teacher's Responsibilities Toward His Profession

Table No. (5): Correlation between the items of the dimension "Ethics Related to the Teacher's Responsibilities Toward His Profession" and the total score of the dimension to which they belong.

No.	Items	Correlation Coefficient	Significance Level	Significance
1	You love the teaching profession and take pride in it.	0.902	0.000	Significant
2	You are competent and master your specialization subject.	0.933	0.000	Significant
3	You are proud of belonging to the teaching profession.	0.943	0.000	Significant
4	You recognize that your work in teaching is a social and humanitarian service.	0.852	0.000	Significant
5	You are fully devoted to the teaching profession and dedicated to your work without negligence.	0.933	0.000	Significant
6	You preserve the dignity and nobility of the	0.887	0.000	Significant

	profession and avoid practices that may harm it.			
7	You participate in organizing various educational and pedagogical activities.	0.839	0.000	Significant
8	You participate in professional organizations that seek to elevate the status of the profession.	0.933	0.000	Significant
9	You recognize the importance of educational research in improving professional standards.	0.902	0.000	Significant
10	You work to expand and enrich students' linguistic and cognitive repertoire.	0.839	0.000	Significant
11	You stay informed about and apply new developments in your professional and scientific specialization and continuously seek further knowledge through training programs.	0.837	0.000	Significant
—	Total Dimension Score	1	—	—

The table above indicates that the correlation coefficients between the items of each dimension and the total score of the dimension to which they belong were statistically significant at the significance level (0.01). The coefficients ranged between 0.943 for item (3) and 0.837 for item (11) within the third dimension: Ethics Related to the Responsibilities of the Physical Education Teacher Toward His Profession. This confirms the degree of homogeneity and internal consistency of the questionnaire as an indicator of construct validity in measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession.

4. Fourth Dimension: Ethics Related to the Teacher's Responsibilities Toward His Students

Table No. (6): Correlation between the items of the dimension "Ethics Related to the Teacher's Responsibilities Toward His Students" and the total score of the dimension to which they belong.

No.	Items	Correlation Coefficient	Significance Level	Significance
1	You take individual differences among your students into consideration.	0.875	0.000	Significant
2	You treat your students fairly and equally without any social discrimination.	0.875	0.000	Significant
3	You motivate students to learn and encourage their love of knowledge.	0.916	0.000	Significant
4	You respect their personalities, tendencies, and interests and work to fulfill them.	0.866	0.000	Significant
5	You maintain accuracy and objectivity in evaluating their work and activities.	0.915	0.000	Significant
6	You appreciate their feelings and value their ideas.	0.868	0.000	Significant
7	You encourage critical and creative thinking.	0.812	0.000	Significant
8	You develop positive relationships with them based on affection and respect.	0.840	0.000	Significant
9	You cultivate good habits and high moral values in them.	0.928	0.000	Significant
10	You make sure not to project your personal pains and problems onto them.	0.868	0.000	Significant
11	You encourage them to value and apply the scientific method in thinking and practice.	0.928	0.000	Significant

—	Total Dimension Score	1	—	—

The table above demonstrates that the correlation coefficients between the items of each dimension and the total score of the dimension to which they belong were statistically significant at the significance level (0.01). The coefficients ranged between 0.928 for items (9) and (11), and 0.812 for item (7) within the fourth dimension: *Ethics Related to the Responsibilities of the Physical Education Teacher Toward His Students*. This confirms the homogeneity and internal consistency of the questionnaire as an indicator of construct validity in measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession.

Table No. (07): Correlation Between Each Dimension and the Total Score of the Ethics of the Teaching Profession Scale

No.	Dimension	Correlation Coefficient	Significance Level	Significance
1	Ethics related to the teacher's responsibilities toward God	0.955	0.000	Significant
2	Ethics related to the teacher's responsibilities toward himself	0.994	0.000	Significant
3	Ethics related to the teacher's responsibilities toward his profession	0.994	0.000	Significant
4	Ethics related to the teacher's responsibilities toward his students	0.990	0.000	Significant
—	Ethics of the Teaching Profession Scale	1	—	—

The data presented in the table above indicate that all correlation coefficients for the dimensions of the questionnaire measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession were statistically significant at the significance level ($\alpha = 0.01$). The obtained values were respectively (0.955 / 0.994 / 0.994 / 0.990). This confirms the degree of homogeneity and the strong internal consistency of the scale as an indicator of construct validity in measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession.

Second: Reliability of the Scale

Reliability refers to the accuracy or consistency of the scale (Raja Abu Allam, 2004, p. 429). The reliability of the Ethics of the Teaching Profession Scale in the present study was calculated using two methods:

1. Cronbach's Alpha Coefficient

The Cronbach's Alpha coefficient reached 0.83, which is considered an acceptable coefficient. Therefore, the scale enjoys a high degree of validity and reliability, making it dependable for collecting study data.

Table No. (08): Cronbach's Alpha Coefficients for the Questionnaire and Its Sub-Dimensions

Questionnaire Dimensions and Total Score	Cronbach's Alpha Coefficient	Number of Items
First dimension: Ethics related to the responsibilities of the physical education teacher toward God	0.915	8
Second dimension: Ethics related to the responsibilities of the physical education teacher toward himself	0.961	12
Third dimension: Ethics related to the responsibilities of the physical education teacher toward his profession	0.974	11
Fourth dimension: Ethics related to the responsibilities of the physical education teacher toward his students	0.971	11
Total score of the questionnaire measuring the degree of commitment of primary school physical education teachers to some ethics of the teaching profession	0.990	42

The table above shows that all Cronbach's Alpha coefficients for the dimensions of the questionnaire measuring the degree of commitment of primary school physical education teachers to some ethics of the teaching profession were high, reaching respectively (0.915 / 0.961 / 0.974 / 0.971). The overall Cronbach's Alpha coefficient for the questionnaire reached 0.990, which is a strong indicator of the questionnaire's reliability. This means that the questionnaire possesses a strong reliability coefficient, making it suitable for application in the main study.

2. Split-Half Method

The split-half reliability coefficient reached 0.84, which is also considered acceptable, indicating that the scale is stable in the results it provides.

Information Collection Procedure

Information and data were collected according to the following steps:

- Identifying the original study population, represented by physical education teachers in M'sila Province.
- Selecting the sample to represent the original population.
- Tabulating and statistically processing the collected data.

6. Methods of Extracting the Results

The Ethics of the Teaching Profession Scale was prepared with the aim of identifying the degree of commitment of primary school physical education teachers to the ethics of the teaching profession. In light of the theoretical framework and previous studies, the researcher identified the questionnaire items, which consisted of 42 items distributed across four dimensions measuring, in their entirety, the most important ethics of the teaching profession.

6.1 Construction and Formulation of the Scale Items

In its final form, the scale consisted of 42 items. The principles of scale design based on a three-point scale were taken into consideration, whereby the respondent selects the option corresponding to the degree of his opinion regarding each item of the scale.

To interpret the responses to the research instrument and determine the level of evaluation, the arithmetic means of the items were classified according to the following criterion:

- Means ranging from 2.50 to 3.49: High
- Means ranging from 1.50 to 2.49: Moderate
- Means ranging from 1.00 to 1.49: Low

7. Research Design

The study included the following variables:

Independent Variables

1. **Marital Status:** with two levels:
    - Single
    - Married
2. **Age:** with four levels:
    - From 25 to 30 years
    - From 31 to 35 years
    - From 36 to 40 years
    - More than 40 years

Dependent Variable

The responses of the study sample members to the adopted Ethics of the Teaching Profession Scale.

8. Statistical Processing Methods

After completing the collection of the questionnaires, they were coded, entered into the computer, and statistically processed using the Statistical Package for the Social Sciences (SPSS) through the following statistical procedures:

1. Arithmetic means and standard deviations.
2. T-test for significance of differences.
3. One-Way Analysis of Variance (One-Way ANOVA).

The process of presenting and analyzing the results is of great importance in field studies, as it helps determine the extent to which the hypotheses have been achieved. This chapter presents the findings reached by the study after applying the research instruments, collecting the data, and analyzing them. The study attempted to determine the degree of commitment of physical education teachers to the ethics of the teaching profession.

First: Presentation of the Study Results

Results Related to the Study Questions

Results Related to the Main Question

"What is the degree of commitment of primary school physical education teachers to the ethics of the teaching profession? Does the degree of commitment differ according to the study variables?"

To answer the main question, arithmetic means, standard deviations, and rankings were calculated for each dimension and for the total score.

Table No. (09): Arithmetic means, standard deviations, and results of the T-test for the questionnaire measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession.

Variable	Arithmetic Mean	Standard Deviation	Theoretical Mean	Difference Value	T-Test Value	Significance Level	Decision
First Dimension	23.2000	1.77498	16	7.20000	38.482	0.000	High
Second Dimension	33.0667	3.06777	24	9.06667	28.038	0.000	High
Third Dimension	29.6889	3.26247	22	7.68889	22.358	0.000	High
Fourth Dimension	29.8444	2.87144	22	7.84444	25.917	0.000	High
General Hypothesis	115.8000	10.59807	84	31.80000	28.466	0.000	High

1. Interpretation of the Results Related to the First Dimension

Based on Table No. (09), after calculating the arithmetic mean and standard deviation for the dimension concerning the commitment of primary school physical

education teachers to the ethics related to their responsibilities toward God, and comparing it with the theoretical mean, it was found that the mean score of the research participants in the first dimension reached 23.2000 with a standard deviation of 1.77498.

When comparing the obtained arithmetic mean with the theoretical mean of 16, the difference between the two means reached 7.20000 points. Using the one-sample t-test as a statistical processing method, the difference between the calculated mean and the theoretical mean was found to be statistically significant in favor of the calculated mean. This is confirmed by the t-value of 38.482, which was statistically significant at the significance level ($\alpha = 0.01$).

Furthermore, the calculated mean falls within the high range [18.66–24], with a confidence level of 99% and a probability of error of 1%. This indicates that the level of commitment to the ethics related to the responsibilities of the physical education teacher toward God among primary school physical education teachers is high.

2. Interpretation of the Results Related to the Second Dimension

After calculating the arithmetic mean and standard deviation for the dimension related to the ethics concerning the physical education teacher's responsibilities toward himself and comparing it with the theoretical mean, it was found that the mean score of the research participants in the second dimension reached 33.0667 with a standard deviation of 3.06777.

When comparing the obtained arithmetic mean with the theoretical mean of 24, the difference between the two means reached 9.06667 points. Using the one-sample t-test as a statistical tool for analysis, the difference between the calculated and theoretical means was found to be statistically significant in favor of the calculated mean. This was confirmed by the t-value of 28.038, which was statistically significant at the significance level ($\alpha = 0.01$).

In addition, the calculated mean falls within the high range [28–36], with a confidence level of 99% and a probability of error of 1%. This indicates that the level of commitment to the ethics related to the physical education teacher's responsibilities toward himself among primary school physical education teachers is high.

3. Interpretation of the Results Related to the Third Dimension

After calculating the arithmetic mean and standard deviation for the dimension related to the commitment to ethics concerning the physical education teacher's responsibilities toward his profession among primary school physical education teachers, and comparing it with the theoretical mean, it was found that the mean score of the research participants in the third dimension reached 29.6889 with a standard deviation of 3.26247.

When comparing the calculated arithmetic mean with the theoretical mean of 22, the difference between the two means reached 7.68889 points. Using the one-

sample t-test as a statistical method of analysis, the difference between the calculated and theoretical means was found to be statistically significant in favor of the calculated mean. This is confirmed by the t-value of 22.358, which was statistically significant at the significance level ($\alpha = 0.01$).

The calculated mean also falls within the high range [25.66–33], with a confidence level of 99% and a probability of error of 1%. This indicates that the level of commitment to the ethics related to the responsibilities of the physical education teacher toward his profession among primary school physical education teachers is high.

4. Interpretation of the Results Related to the Fourth Dimension

After calculating the arithmetic mean and standard deviation for the dimension related to the commitment to ethics concerning the physical education teacher's responsibilities toward his students among primary school physical education teachers, and comparing it with the theoretical mean, it was found that the mean score of the research participants in the fourth dimension reached 29.8444 with a standard deviation of 2.87144.

When comparing the obtained arithmetic mean with the theoretical mean of 22, the difference between the two means reached 7.84444 points. Using the one-sample t-test as a statistical processing method, the difference between the calculated and theoretical means was found to be statistically significant in favor of the calculated mean. This is supported by the t-value of 25.917, which was statistically significant at the significance level ($\alpha = 0.01$).

Moreover, the calculated mean falls within the high range [25.66–33], with a confidence level of 99% and a probability of error of 1%. This indicates that the level of commitment to the ethics related to the physical education teacher's responsibilities toward his students among primary school physical education teachers is high.

To identify the level of commitment of primary school physical education teachers to the ethics of the teaching profession, the data obtained from administering the questionnaire to the sample of 90 participants were statistically processed. After calculating the arithmetic mean and standard deviation, the overall mean reached 115.8000 with a standard deviation of 10.59807, which is higher than the theoretical mean of the scale (84).

When comparing the two means, it was observed that the difference between them reached 31.80000 in favor of the calculated mean. This difference was confirmed by the t-test value, which reached 28.466 and was statistically significant at the significance level (0.01).

In addition, the calculated mean falls within the high range [98–126], with a confidence level of 99% and a probability of error of 1%. This indicates that the level of commitment of primary school physical education teachers to the ethics of the teaching profession is high.

Results Related to the First Question : Are there statistically significant differences in the degree of commitment of physical education teachers attributable to the variable of marital status (single, married)?

Table No. (10): Differences in the level of commitment of physical education teachers to some ethics of the teaching profession according to the variable of marital status.

Table No. (10): Differences in the Degree of Commitment of Physical Education Teachers to Some Ethics of the Teaching Profession According to Marital Status

Variable	Marital Status	Levene's Test (F)	Significance Level	Sample Size	Arithmetic Mean	Standard Deviation	T Value	Degrees of Freedom	Significance Level
First Dimension	Married	749.952	0.000	57	24.0000	0.00000	5.271	32.000	0.000
	Single			33	21.8182	2.37769			
Second Dimension	Married	39.411	0.000	57	35.0702	1.11579	13.743	42.459	0.000
	Single			33	29.6061	2.12043			
Third Dimension	Married	14.602	0.000	57	31.8772	1.25457	16.168	48.542	0.000
	Single			33	25.9091	1.89347			
Fourth Dimension	Married	0.221	0.639	57	31.6491	1.62009	14.073	68.114	0.000
	Single			33	26.7273	1.58652			
General Hypothesis	Married	76.017	0.000	57	122.5965	3.90448	12.715	41.387	0.000
	Single			33	104.0606	7.82999			

homogeneity (F) reached 76.017 for the overall scale, which is statistically significant at the alpha significance level (0.05). This requires the use of the independent samples t-test for unequal variances.

The table also shows differences between the arithmetic means of participants according to marital status (married/single) across the four dimensions of the questionnaire measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching profession, namely:

-First dimension: Ethics related to the teacher's responsibilities toward God.

-Second dimension: Ethics related to the teacher's responsibilities toward himself.

-Third dimension: Ethics related to the teacher's responsibilities toward his profession.

-Fourth dimension: Ethics related to the teacher's responsibilities toward his students.

The arithmetic means for the married group reached respectively:

(24.0000 / 35.0702 / 31.8772 / 31.6491),whereas the arithmetic means for the unmarried group reached:(21.8182 / 29.6061 / 25.9091 / 26.7273).It is clear that the differences were in favor of the married group and were statistically significant across all questionnaire dimensions. This is confirmed by the T-test values, which reached respectively: (5.271 / 13.743 / 16.168 / 14.073),

all of which were statistically significant at the significance level ($\alpha = 0.01$).

Regarding the total score of the questionnaire measuring the degree of commitment of primary school physical education teachers to the ethics of the teaching

profession, the mean score of the married group reached 122.5965, whereas the mean score of the unmarried group reached 104.0606. The significance of the difference in favor of the married group was confirmed by the T-test value of 12.715, which was statistically significant at the significance level ($\alpha = 0.01$).

ResultThere are statistically significant differences in the degree of commitment of physical education teachers to the ethics of the teaching profession attributable to the marital status variable (single/married), in favor of the married group. Accordingly, the research hypothesis is confirmed.

Results Related to the Second Question

Table No. (11): Differences in the Degree of Commitment of Physical Education Teachers to Some Ethics of the Teaching Profession According to the Age Variable

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level	Decision
First Dimension	Within Groups	197.929	3	65.976	68.800	0.000
	Between Groups	82.471	86	0.959		
	Total	280.400	89	/////////		
Second Dimension	Within Groups	716.485	3	238.828	169.585	0.000
	Between Groups	121.115	86	1.408		
	Total	837.600	89	/////////		
Third Dimension	Within Groups	847.461	3	282.487	243.357	0.000
	Between Groups	99.828	86	1.161		
	Total	947.289	89	/////////		
Fourth Dimension	Within Groups	648.565	3	216.188	218.073	0.000
	Between Groups	85.257	86	0.991		
	Total	733.822	89	/////////		
General Hypothesis	Within Groups	8730.002	3	2910.001	197.616	0.000
	Between Groups	1266.398	86	14.726		
	Total	9996.400	89	/////////		

From Table No. (11) above, and considering the value of the statistical significance test (F), known as the One-Way Analysis of Variance (ANOVA), for the total score

of the questionnaire measuring the degree of commitment of physical education teachers to the ethics of the teaching profession and its four sub-dimensions:

- First dimension: Ethics related to the teacher's responsibilities toward God.
- Second dimension: Ethics related to the teacher's responsibilities toward himself.
- Third dimension: Ethics related to the teacher's responsibilities toward his profession.
- Fourth dimension: Ethics related to the teacher's responsibilities toward his students.

The obtained F-values reached respectively:
(68.800 / 169.585 / 243.357 / 218.073 / 197.616).
These values were all statistically significant at the alpha significance level (0.01). To determine the direction of the differences, Scheffé's post hoc test was used, and the results were as presented in the following table.

Table No. (12): Post Hoc Comparisons Using Scheffé's Test

Dimension	Age Category	Compared With	Mean Difference	Standard Error	Significance Level
First Dimension	25–30 years	31–35 years	0.00000	0.24152	1.000
	25–30 years	36–40 years	2.17647*	0.29554	0.000
	25–30 years	More than 40 years	5.00000*	0.40979	0.000
	31–35 years	25–30 years	0.00000	0.24152	1.000
	31–35 years	36–40 years	2.17647*	0.28950	0.000
	31–35 years	More than 40 years	5.00000*	0.40545	0.000
	36–40 years	25–30 years	-2.17647*	0.29554	0.000
	36–40 years	31–35 years	-2.17647*	0.28950	0.000
	36–40 years	More than 40 years	2.82353*	0.43978	0.000
	More than 40 years	25–30 years	-5.00000*	0.40979	0.000
	More than 40 years	31–35 years	-5.00000*	0.40545	0.000
	More than 40 years	36–40 years	-2.82353*	0.43978	0.000
Second Dimension	25–30 years	31–35 years	2.29585*	0.29269	0.000

	25–30 years	36–40 years	6.30930*	0.35815	0.000
	25–30 years	More than 40 years	8.83871*	0.49660	0.000
	31–35 years	25–30 years	-2.29585*	0.29269	0.000
	31–35 years	36–40 years	4.01345*	0.35083	0.000
	31–35 years	More than 40 years	6.54286*	0.49135	0.000
	36–40 years	25–30 years	-6.30930*	0.35815	0.000
	36–40 years	31–35 years	-4.01345*	0.35083	0.000
	36–40 years	More than 40 years	2.52941*	0.53294	0.000
	More than 40 years	25–30 years	-8.83871*	0.49660	0.000
	More than 40 years	31–35 years	-6.54286*	0.49135	0.000
	More than 40 years	36–40 years	-2.52941*	0.53294	0.000
Third Dimension	25–30 years	31–35 years	3.05346*	0.26573	0.000
	25–30 years	36–40 years	7.37951*	0.32516	0.000
	25–30 years	More than 40 years	8.96774*	0.45086	0.000
	31–35 years	25–30 years	-3.05346*	0.26573	0.000
	31–35 years	36–40 years	4.32605*	0.31851	0.000
	31–35 years	More than 40 years	5.91429*	0.44609	0.000
	36–40 years	25–30 years	-7.37951*	0.32516	0.000
	36–40 years	31–35 years	-4.32605*	0.31851	0.000
	36–40 years	More than 40 years	1.58824*	0.48385	0.017
	More than 40 years	25–30 years	-8.96774*	0.45086	0.000
	More than 40 years	31–35 years	-5.91429*	0.44609	0.000

	More than 40 years	36–40 years	-1.58824*	0.48385	0.017
Fourth Dimension	25–30 years	31–35 years	3.33917*	0.24557	0.000
	25–30 years	36–40 years	6.37951*	0.30049	0.000
	25–30 years	More than 40 years	7.96774*	0.41666	0.000
	31–35 years	25–30 years	-3.33917*	0.24557	0.000
	31–35 years	36–40 years	3.04034*	0.29435	0.000
	31–35 years	More than 40 years	4.62857*	0.41225	0.000
	36–40 years	25–30 years	-6.37951*	0.30049	0.000
	36–40 years	31–35 years	-3.04034*	0.29435	0.000
	36–40 years	More than 40 years	1.58824*	0.44714	0.008
	More than 40 years	25–30 years	-7.96774*	0.41666	0.000
	More than 40 years	31–35 years	-4.62857*	0.41225	0.000
	More than 40 years	36–40 years	-1.58824*	0.44714	0.008
General Hypothesis	25–30 years	31–35 years	8.68848*	0.94644	0.000
	25–30 years	36–40 years	22.24478*	1.15811	0.000
	25–30 years	More than 40 years	30.77419*	1.60582	0.000
	31–35 years	25–30 years	-8.68848*	0.94644	0.000
	31–35 years	36–40 years	13.55630*	1.13443	0.000
	31–35 years	More than 40 years	22.08571*	1.58883	0.000
	36–40 years	25–30 years	-22.24478*	1.15811	0.000
	36–40 years	31–35 years	-13.55630*	1.13443	0.000
	36–40 years	More than 40 years	8.52941*	1.72333	0.000

	More than 40 years	25–30 years	-30.77419*	1.60582	0.000
	More than 40 years	31–35 years	-22.08571*	1.58883	0.000
	More than 40 years	36–40 years	-8.52941*	1.72333	0.000

From the table above, it can be observed that the LSD test confirmed that the differences extracted through the One-Way Analysis of Variance (ANOVA) were statistically significant in favor of teachers whose ages ranged between 25–30 years and those aged 31–35 years. Accordingly, it can be concluded that this result supports the second hypothesis of the study, which states that there are statistically significant differences in the degree of commitment of primary school physical education teachers to the ethics of the teaching profession attributable to the age variable (25–30 years, 31–35 years, 36–40 years, and more than 40 years). These differences were in favor of teachers aged between 25–30 years and 31–35 years. The confidence level of this result reached 99%, with a probability of error estimated at 1%.

Secondly: Analysis and Discussion of the Results

Discussion of the Results in Light of the Hypotheses

Discussion of the Results Related to the General Hypothesis

In an attempt to verify the validity of the general hypothesis, which stated that: "Primary school physical education teachers adhere to the ethics of the teaching profession to a moderate degree," the arithmetic mean, standard deviation, and ranking of each dimension among the sample members were calculated.

Table (09) presents the results of testing the general hypothesis, which revealed that all dimensions related to commitment to the ethics of the teaching profession scored high levels. This indicates that the level of commitment of primary school physical education teachers was high across all dimensions.

Accordingly, it is evident that the degree of commitment of primary school physical education teachers to the ethics of the teaching profession, with regard to all dimensions of the instrument as a whole, was high. This confirms that they generally adhere to the ethics of the teaching profession.

Conclusion of the General Hypothesis

Based on the applied data and the results obtained from testing the general hypothesis, it was concluded that the degree of commitment of physical education teachers to the ethics of the teaching profession was high. This confirms that they are generally committed to professional ethics. Therefore, the hypothesis stating that "physical education teachers adhere to the ethics of the teaching profession to a moderate degree" was not confirmed.

Results Related to the First Hypothesis

In an attempt to verify the validity of the first hypothesis, which stated that: "There are statistically significant differences between primary school physical education teachers in the degree of commitment to the ethics of the teaching profession attributable to marital status (married/single)," the T-test for differences between sample members was used.

Table (10) shows the results of testing the first hypothesis, which indicated the existence of statistically significant differences at the significance level ($\alpha \leq 0.01$) in the degree of commitment of primary school physical education teachers to the ethics of the teaching profession attributable to marital status, in favor of married teachers.

This indicates that married teachers demonstrate a higher degree of commitment to the ethics of the teaching profession compared to single teachers. This may be explained by the fact that married life often develops a greater sense of responsibility and discipline in individuals, which may positively reflect on their professional and educational behavior, leading them to adhere more strongly to professional standards and ethics. In addition, family responsibilities may encourage teachers to adopt more balanced and professional behavior in the workplace.

When comparing this result with previous studies reviewed in this study, it differs from the study conducted by researcher Chenfaoui Djamel (2013). This difference may be attributed to the novelty of teaching physical education at the primary stage and the nature of this educational level, which requires a high degree of patience, care, psychological and moral attention toward pupils, in addition to experience and years of service.

Based on the applied data and the findings related to the first hypothesis, it was concluded that there are statistically significant differences in the degree of commitment of primary school physical education teachers to the ethics of the teaching profession attributable to marital status. Therefore, the first hypothesis of the study was confirmed.

Results Related to the Second Hypothesis

In an attempt to verify the validity of the second hypothesis, which stated that: "There are statistically significant differences between primary school physical education teachers in the degree of commitment to the ethics of the teaching profession attributable to age," the following statistical methods were used:

- One-Way Analysis of Variance (ANOVA)
- LSD test for determining the significance of differences between sample members.

Table (11) presents the results of testing the second hypothesis, which indicated the existence of statistically significant differences at the significance level ($\alpha \leq 0.01$) in the degree of commitment of primary school physical education teachers

to the ethics of the teaching profession attributable to age. These differences were in favor of teachers aged between 25–30 years and 31–35 years.

This may indicate a lack of homogeneity in the age distribution of the sample. Moreover, teachers aged between 25–30 years and 31–35 years are often at the peak of their motivation to develop their professional careers.

When comparing this result with previous studies, some of them did not address the age variable. It also differs from the study of researcher Chenfaoui Djamel (2013), which may be due to the novelty of teaching physical education at the primary stage, where most teachers belong to the younger age category around their thirties, and this category was not sufficiently represented in those studies.

The ethics of the teaching profession are considered one of the fundamental pillars that ensure the success and stability of the educational process. The teacher's role is not limited to transmitting knowledge and skills; rather, it extends to guidance, serving as a positive role model, and promoting values within the school community. From this perspective, the present study aimed to shed light on the degree of commitment of physical education teachers to the ethics of the teaching profession, in an attempt to understand the extent of their awareness of their ethical role and professional responsibilities.

Using the descriptive method and relying on the data collected from a sample of primary school physical education teachers, the study reached important findings, most notably that the level of commitment to professional ethics was generally high. This reflects the teachers' awareness of the importance of professional behavior based on respect, fairness, and responsibility.

The results also showed statistically significant differences in the degree of commitment attributable to marital status and age. Married teachers demonstrated greater commitment to professional ethics compared to others. This indicates that life experience and personal maturity may play a positive role in enhancing professional ethical behavior.

Based on these findings, the study emphasizes the importance of strengthening ethical training for teachers, whether during university preparation or through continuous professional development programs, in order to ensure the continuity and development of ethical commitment. The study also calls for establishing a professional culture based on values and ethics and for providing administrative and moral support to teachers in their daily practices.

In conclusion, this study confirms that investing in the ethical dimension of the teaching profession is an investment in the quality of education and in building generations that are more aware and responsible. The exemplary teacher is the cornerstone in shaping a balanced individual who contributes to building a society governed by values, justice, and mutual respect.

References

1. Ibn Miskawayh. (1985). *Tahdhib Al-Akhlaq fi Al-Tarbiya* (1st ed.). Dar Al-Kutub Al-Ilmiyyah, Lebanon.
2. Ahmad Battah. (2006). *Contemporary Issues in Educational Administration* (1st ed.). Dar Al-Shorouq, Amman.
3. Amin Anwar Al-Khouli. (1996). *Sport and Society*. National Council for Culture, Arts and Literature, "World of Knowledge" Series, Kuwait.
4. Amin Anwar Al-Khouli. (1996). *Foundations of Physical and Sports Education: Historical and Philosophical Introduction* (1st ed.). Dar Al-Fikr Al-Arabi, Egypt.
5. Turki Rabah. (1990). *Foundations of Education and Teaching* (2nd ed.). University Publications Office, Algeria.
6. Jabrail Beshara. (1986). *Preparing the Arab Teacher*. Beirut, Lebanon.
7. Hassan Hallaq. (2006). *Methods and Approaches of Teaching and the Characteristics of the Successful Teacher* (1st ed.). Dar Al-Nahda Al-Arabiyya, Lebanon.
8. Khaled Mohammad Abu Sha'ira. (2008). *Effective Professional Education and the Classroom Teacher* (1st ed.). Arab Community Library, Amman.
9. Rabah Turki. (1990). *Foundations of Education and Teaching*. National Book Institution, University Publications Office, Algeria.
10. Rajaa Mahmoud Abu Allam. (2004). *Research Methods in Psychological and Educational Sciences* (4th ed.). University Publishing House, Egypt.
11. Rachid Zerouati (2007). *Research Methods and Scientific Research Tools in Social Sciences* (1st ed.). Dar Al-Huda for Printing, Publishing and Distribution, Algeria.
12. Zaki Ibrahim Al-Manoufi. (1998). *How to Become a Successful Teacher* (1st ed.). Library of Science and Faith, Egypt.
13. Saleh Abdel Aziz & Abdel Aziz Abdel Majid. (1984). *Education and Teaching Methods* (1st ed.). Dar Al-Maaref, Egypt.
14. Abdel Fattah Fouqia. (2001). *Moral Thinking Scale for Adults*. Anglo Library, Cairo.
15. Ammar Bouhouche & Mohammad Mahmoud Al-Dhunaybat. (1999). *Scientific Research Methods and Research Preparation Techniques*. University Publications Office, Algeria.
16. Inayat Ahmad Farah. (1988). *Methods and Approaches of Teaching Physical Education*. Dar Al-Fikr Al-Arabi, Egypt.
17. Habis Al-Awamleh & Ayman Mazahreh. (2003). *Child Psychology: Developmental Psychology*. Al-Ahliyya for Publishing and Distribution, Amman.
18. Fayez Murad Dandash & Al-Amini Abdel Abu Bakr. (2001). *Guide to Mental Education and Teacher Preparation*. Dar Al-Wafaa for Printing and Publishing, Egypt.

19. Huda Mohammad Qanawi & Abdel Muti Hassan Mostafa. (2001). *Developmental Psychology: Foundations and Theories*. Dar Qubaa for Printing and Publishing, Cairo.
20. Majd Mohammad Al-Bakir Al-Barazi. (2001). *Ethics of the Teaching Profession in the Qur'an and Sunnah*. Al-Warraq Foundation for Publishing and Distribution, Amman.
21. Mohammad Ahmad Abdel Qader. (2003). *Issues of Ethics in Islamic Thought*. Dar Al-Maaref Al-Jami'iyya, Cairo.
22. Mohammad Ahmad Karim et al. (2003). *The Teaching Profession and the Roles of the Teacher* (1st ed.). Dar Al-Thaqafa for Publishing and Distribution, Amman.
23. Mohammad Al-Sibai. (2002). *The Teacher of Tomorrow and His Role* (1st ed.). Dar Al-Maaref.
24. Mohammad Hassan Mohammad Hamadat. (2006). *Work Values and Job Commitment among Principals and Teachers in Schools* (1st ed.). Dar Al-Hamed for Publishing and Distribution, Amman.
25. Mohammad Zaidan Hamdan. (1986). *Teaching Observation Tools: Their Uses and Methods*. Algeria.
26. Mohammad Saad Zaghloul & Mostafa Al-Sayeh Mohammad. (2001). *Technology of Preparing the Physical Education Teacher* (1st ed.). Al-Ishaa Technical Library, Al-Maamoura, Bahrain.
27. Mohammad Abdel Rahim Adas. (2000). *The Effective Teacher and Effective Teaching* (1st ed.). Dar Al-Fikr for Printing, Publishing and Distribution, Amman.
28. Mohammad Mostafa Zaidan. (1973). *The Productive Competence of the Teacher* (1st ed.). Dar Al-Shorouq, Beirut, Lebanon.
29. Mohammad Mostafa Zaidan. (1973). *The Productive Competence of the Teacher* (1st ed.). Dar Al-Shorouq, Beirut, Lebanon.
30. Mostafa Abdel Samie & Souhair Mohammad Hawala. (2005). *Teacher Preparation and Development* (1st ed.). Dar Al-Fikr for Publishing and Distribution, Jordan.
31. Mufti Ibrahim Hamada. (2002). *Sports Skills* (1st ed.). Book Center for Publishing, Cairo.
32. *Al-Munjid fi Al-Lugha wa Al-A'lam*. (1966). 30th ed. Dar Al-Mashreq, Beirut.
33. Nasser Ibrahim. (2006). *Moral Education*. Dar Wael for Publishing, Amman, Jordan.
34. Nathaniel Cantor. (1972). *The Teacher and the Problems of Teaching and Learning*. Translated by Hassan Al-Fiqi & Francis Abdel Nour (2nd ed.). Dar Al-Maaref, Egypt.

35. Yusuf Al-Qaradawi. (1990). *Islamic Education and the School of Hassan Al-Banna* (2nd ed.). National Institution for Arts, Algeria.