

Extent of The Commitment of The General Education Teachers to The Ethics Of E-Learning in The Corona Pandemic (Covid-19)

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Abstract

The Corona pandemic (Covid-19) negatively affected educational entities all over the world, and forced countries to suspend the educational operation, close the schools, and use e-learning platforms to deliver education to students at all stages, that imposes the commitment to the e-learning ethics to control the students' and teachers' digital behaviors and practices during electronic lessons, so this study came to identify the extent of the commitment of public education teachers to the ethics of e-learning in light of the Corona pandemic in the Kingdom of Saudi Arabia. The study used the descriptive approach, and a questionnaire was applied to a stratified random sample of (1274) teachers in primary, middle and secondary schools in Dammam and Al-Khobar.

The study concluded that teachers are committed to e-learning ethics, and that there are statistically significant differences among responses of the sample at the level of significance of ($\alpha \leq 0.001$) in the teachers' commitment to e-learning ethics, according to the variables (gender and educational stage) in favor of both females and the primary stage.

Keywords: general education teachers, e-learning ethics, Corona pandemic

1. Introduction:

The world nowadays suffers from the emergence and spread of the Corona virus, which has negatively affected all institutions around worldwide, especially educational ones, and forced countries to suspend education, close schools and quarantine as a preventive procedure to protect students and teachers, most countries recommended the use of distance learning and platforms to reach the students and reduce educational suspension (Zayed, 2020).

The Kingdom of Saudi Arabia implemented distance learning quickly through educational platforms and social networks to provide education to students at various stages of education, and the Ministry of Education declared several decisions to adapt to the new circumstances and deliver teaching to the students remotely.

The use of e-learning imposes a set of values and ethics that teachers and students have to abide by in order to achieve the desired educational goals, and breaking them is considered as an unethical behavior that leads to serious negative consequences for students and teachers, and therefore affects the confidence of society and parents in the education efficiency.

In spite of the advantages that are achieved by the delivering e-learning services to students during the Corona virus pandemic, there are some studies confirmed the existence of some ethical issues in e-learning process, which can negatively affect the efficiency and quality of the education process, where the study of Eftekhari (2012) confirmed some ethical issues that posed threats to e-learning, such as privacy violations, cybercrime, theft of personal data, viruses, and errors in data processing and usage. The study of Muhammad et al (2016) confirmed that the e-learning allowed unethical opportunities more than the traditional one. The study of Busikova & Melicherikova (2013) also

confirmed that the distance between persons is considered as a main problem in e-learning, which the students tend to break ethics while it seems less interpersonal because there are no face-to-face meetings, so, fraud, plagiarism and violation of privacy, and distortion in data and information collection, etc., cases increase.

Eftekhari (2012) shows that an effective way to treat the personal misconduct in e-learning, is that we have to set the ethics as a part of technology-based learning. Also, Capli (2015) shows That the ethics code of education profession is required to control education processes and to preserve them free of corruption, so this ethics code is an important necessity for teachers in the e-learning in order to ensure the quality of the education, and the document of e-learning ethics is more important in the current time as a result of the increasing importance of e-learning during global crises, especially, Covid-19, increasing risks of dealing technology and Internet, and increasing parents' fears about their children.

Hence, e-learning ethics are the core of teachers' work. The more increasing perception of the importance of ethics in teacher's minds, the more rising quality level of processes and outputs which is associated with the education. The high quality education is relating to the teachers' thoughts, values and their commitment of ethics of their job (Boon, 2011).

Despite may studies dealt with education ethics of teachers' commitment to them, such as the study (Agbariya & Al-Hayazi, 2020; Al-Abdul-Aziz, 2010; Al-Ghafria & Al-Qasimiyah, 2019; Al-Shayab, Al-Hiyari & Al-Sharman, 2018; Al-Harbi, 2020; Qashmar, 2017; Al-Ajami, 2016), that all of them confirmed teachers commitment, but there is a lack of studies dealing with e-learning ethics and the extent of teachers' commitment to them in under the Corona virus pandemic, and from here this study aimed to know the extent of the commitment of public education teachers in the Kingdom of Saudi Arabia to the ethics of e-learning, and from here the problem of the study is determined in the following research question: "What is the extent of the commitment of public education teachers to the ethics of e-learning under the Corona pandemic?" A number of sub-questions branch from this question:

-What are the foundations and principles of e-learning ethics?

-What is the level of commitment of the public education teachers in the Kingdom of Saudi Arabia to e-learning ethics under the Corona pandemic?

-Does the commitment of general education teachers to e-learning ethics change according to gender and educational stage?

The results of this study will benefit the Ministry of Education, school principals, teachers, parents and students to identify the extent to which teachers are committed to e-learning ethics, and how to enhance the degree of teachers' commitment to e-learning ethics under the Corona virus pandemic.

2. The study background

2.1 The concept of e-learning ethics:

Contemporary technology has ethics that every IT user or professional must commit, whether in education or other fields. Using all kinds of technology subject to ethics, controls and laws, the simplest of them is not to be used in assaulting personal, social or freedom of others. Technology is made to deliver welfare, work quality, development, speedup interpersonal contacting with others and facilitating human's life, (Al-Saeed, 2020).

Ethical charters are necessary for every profession, especially e-learning, because it delivers education services to students over the internet, besides the underneath risks and negative behaviors of both teachers and students, which affect the education process.

Albrechtslund (2006) defines contemporary technological ethics as the ethics relating of technology users that control their actions and behaviors towards it, including a set of rules and laws that individuals abide and are built upon their decisions and actions when using this technology(p.64), and Kuzu (2009) defines ethics as they are the principles, etiquettes and ethical rules that govern actions of the individual while using technology with its diverse and renewable innovations.

E-learning is based on using technology in education, and therefore all e-learning users must abide by technological ethics in the educational process, hence the term e-learning ethics appeared as it examines the ethical issues that have emerged with the application of e-learning, and provides rules,

standards and principles that define correct behavior Which those dealing with e-learning must adhere to, and it defines the behaviors of teachers and students, and the relationship of teachers with students and the school community, and this will motivate them to reach their goals.

E-learning ethics include a set of formal and informal behavior standards that are used to judge teachers' behavior and determine their expected responses in different situations during e-learning. The researcher defines e-learning ethics as a set of values and standards that teachers use as a guiding reference to e-learning behavior, and management uses as a guiding reference to judge their commitment to technological ethics.

2.2 The importance of e-learning ethics:

E-learning cannot have the desired effect on young people without a teacher committed to profession ethics. The teacher is required to transfer knowledge and educational experiences to his students and integrate them into the virtual reality according to the society's culture, values, customs and traditions. The importance of e-learning ethics is as follows (Al-Khubrani, 2010)

1. Defining the duties and responsibilities of teachers in virtual reality towards themselves, their profession, their students, colleagues, parents, and their community inside and outside the school.
2. Strengthening the teacher's social and economic status within and outside the virtual community.
3. Motivating the teacher to commit to the professional ethics of e-learning ethics and apply them in his electronic behavior and transactions.
4. Introducing the electronic rights and professional duties of teachers to students and community members.
5. Control the behavior of students and teachers in e-learning.

2.3 Principles and Ethics of E-Learning:

The principles and ethics of e-learning are as follows:

2.3.1 The general ethics of e-learning: The teacher's commitment to the time of the e-class, respect the e-rights of the students, adherence to the legal and ethical controls of e-learning, commitment to the security and privacy policies, keeping information confidential, providing various alternatives to the students, respect the e-copyrights and intellectual properties of others, and managing e-classes effectively.

2.3.2 The teacher's responsibility in e-learning towards his students: Helping the students to achieve goals and preparing them for life, providing them knowledge, information, moral values and various skills, providing digital training, keeping the digital content simple in considering individual differences, encouraging them to self-study, teach them how to protect their personal data, and support them morally and technically during e-lessons.

2.3.3 The teacher's responsibility in e-learning towards his colleagues : The teacher's positive attitude of with his colleagues cooperating them to design e-lessons, respecting their personal independence and intellectuality , supporting them professionally, morally and technically, exchanging electronic experience with them, team working spirit and problem solving collaboration.

2.3.4 The teacher's responsibility in e-learning towards society and guardians: The teacher's commitment to positive attitude towards parents, his interest to answer their inquiries, helping address their children's technical and ethical problems, consult them during developing e-lessons, and helping them protect their children away of danger with preventive measures, beside respecting community values and beliefs in e-discussions and comments with students, along with solving community problems it suffers.

3. Methodology

3.1 Study methodology: The study used the descriptive survey method to collect data, by means of a questionnaire on general education teachers, to determine the extent of their commitment to the ethics of e-learning during the Corona pandemic.

3.2 Study population :The study population consists of primary, middle and secondary school teachers in the Kingdom of Saudi Arabia

3.3 Study sample :A stratified random sample of (1274) teachers was selected in primary, intermediate and secondary schools in the cities of Dammam and Khobar, Kingdom of Saudi Arabia.

3.4 Study tools : The study used a two-part questionnaire: **Section one:** includes general information, **Section Two:** It measures the extent to which teachers are committed to e-learning ethics during the Corona pandemic. **It is divided into four dimensions:**

- **The first:** It measures the general ethics of e-learning, and it consists of (10) statements.
- **The second:** It measures the ethics of the teacher towards his students, and it consists of (9) statements.
- **The third:** measures the teacher's ethics towards his colleagues, and it consists of (6) statements.
- **The Fourth:** It measures the ethics of the teacher towards society and parents, and it consists of (8) statements.

A five-point Likert scale (5 strongly agree, 4 agree, 3 neutral, 2 disagree, 1 strongly disagree) was used to classify teachers' responses.

3.5 Honesty : The validity of the questionnaire was verified by presenting it to (11) experts, to get to know their views on the dimensions and phrases of the questionnaire. It has been modified according to their opinions. And the validity of the questionnaire's internal consistency was verified by calculating the Pearson correlation coefficient between the phrase scores and the total score for the dimension to which they belong. The correlation coefficients ranged between the degrees of phrases and the total score for the general ethics dimension of e-learning (0.52-0.90). And the teacher's ethics towards his students (0.54-0.88). And after the teacher's ethics towards his colleagues (0.60-0.87). And for the dimension of the teacher's ethics towards parents and society (0.55-0.79).

3.6 Reliability :The reliability of the questionnaire was checked by calculating Cronbach's alpha coefficient. The reliability coefficient of the general ethics dimension of e-learning was (0.92). And for teacher's ethics towards his students (0.92). And for the teacher's ethics towards his colleagues (0.92). And for the teacher's ethics towards parents and society (0.93), and for the questionnaire as a whole (0.92).

3.7 Study procedures: A questionnaire was prepared and verified for its validity, reliability, and suitability for application. It was applied electronically to teachers in the cities of Dammam and Khobar during the months of May and July 2021 AD.

3.8 Data Analysis: The program (SPSS 21) was used to calculate the Pearson correlation coefficient to verify the validity of the questionnaire. Calculating the (Cronbach's alpha) coefficient: to verify the stability of the questionnaire: and calculating the arithmetic mean and standard deviation: for the dimensions and phrases of the questionnaire. And (T-test): and (ANOVA): to find out the differences between the study variables. The effect size value was calculated using Cohen's d test. In order to find out the degree of approval of the sample members on the dimensions and phrases of the questionnaire: the value of the weight of the responses was calculated. Hence, there is a tendency to strongly disagree with the dimension or phrase if the mean is (1.79) or less, disagree is if the mean is between (1.80-2.59) , neutral if the mean is between (2.60-3.39), agree if the average is between (3.40-4.19), And strongly agree if the mean is (4.20) or more.

4. Results:

4.1 Results of the extent to which public education teachers are committed to e-learning ethics:

The field study seeks to determine the extent to which public education teachers are committed to the ethics of e-learning during of the Corona pandemic, and the following is a presentation of the results according to dimensions and total degree

4.1.1 Findings regarding the extent to which general education teachers are committed to the ethics of e-learning as a whole:

Table 1: The mean and standard deviation of the extent to which general education teachers are committed to the ethics of e-learning

No	Dimensions	M	SD	ranking
1	General Ethics of E-Learning	4.70	0.39	1
2	Ethics of the teacher towards his students	4.62	0.45	2
3	Ethics of the teacher towards his colleagues	4.58	0.55	4
4	Ethics of the teacher towards society and parents	4.62	0.46	2
Total Ethics of E-Learning		4.63	0.42	

It is clear from Table 1: The mean of the total ethics of e-learning as a whole was: $M=4.63$. And standard deviation: $SD =0.42$. The degree of response to the study sample was: Strongly agree. The mean of the dimensions of e-learning ethics was between (4.58-4.70). And the standard deviation is between (0.39-0.55). This confirms the presence of convergence in the opinions of the study sample. And that the ethics with the highest arithmetic average are the general ethics of e-learning: $M = 4.70$, which ranked first. Followed by the teacher's ethics towards his students, and the teacher's ethics towards society and parents $M=4.62$. Finally, the teacher's ethics towards his colleagues came in last place: $M=4.58$.

4.1.2 The results of the teacher's commitment to the general ethics of e-learning:

Table 2: The mean and standard deviation of statements of general ethics for e-learning

No	Statement	M	SD	ranking
1	Commitment to the time specified for the electronic class.	4.73	0.52	6
2	Take responsibility for distance education, and respect the electronic rights of students.	4.79	0.48	2
3	Adhering to the legal and ethical controls and practices related to distance education.	4.82	0.42	1
4	Designing educational content in line with the capabilities of the available digital environment.	4.53	0.64	10
5	Commitment to the school's security and privacy policy and its application to control using its electronic systems	4.74	0.51	5
6	Providing multiple alternatives of e-learning resources for students in distance learning.	4.55	0.66	9
7	keeping the students and school electronic information confidential and not published.	4.79	0.47	2
8	Respecting the rights of e-publishing and intellectual property of others in e-learning	4.67	0.58	7
9	Commitment to professional teaching values in e-learning	4.79	0.45	2
10	Using effective methods in managing electronic classrooms	4.62	0.59	8
The total General Ethics for E-Learning		4.70	0.39	

It is clear from the table 2: The mean of the general ethics statements for e-learning is between (4.53- 4.82), All of these averages are within the term "strongly agree", and was limited to the standard deviation between the (0.42-0.66), And these values show a convergence of views in the study sample teachers' commitment to public ethics e-learning, and that the phrase(3) which is:

”Commitment to the legal and ethical controls and practices of e-learning” got the highest mean(4.82) and was at the top ranking, as for the two phrases (6, 9) that were: “providing multiple alternatives of electronic educational resources for students in e-learning” and “designing educational content in line with the capabilities of the available digital environment”. They were the last with an mean (4.55, 4.53) on the order.

4.1.3 The results of the teacher's ethics in e-learning towards his students:

Table 3: The mean and standard deviation of the teacher's ethics statements towards his students

No	Statement	M	SD	ranking
1	Communicate effectively with students during electronic office hours	4.52	0.75	7
2	Provide feedback to students on electronic assignments	4.47	0.69	9
3	Training students to access and benefit from digital information.	4.51	0.65	8
4	Simplify the digital educational content according to the individual differences between students.	4.63	0.60	6
5	Encouraging students to e-learning self-study.	4.65	0.57	5
6	Use various electronic activities and presentations to deliver information to students.	4.66	0.58	3
7	Guide students to protect their personal data	4.65	0.58	3
8	Attention to inculcating the values of citizenship in digital world.	4.72	0.53	1
9	Giving moral and technical support to students during electronic lessons	4.72	0.51	1
The Total teacher's Ethics towards his students		4.62	0.45	

From table 3: The mean of the teacher's ethics statements towards his students is between (4.47-4.72). All of these averages are within the "strongly agree" range, and the standard deviation is between (0.51-0.75), and these values show a convergence in the views of the study sample in the teachers' commitment to the ethics of e-learning towards their students, and that the two statements (8, 9): “The interest in instilling the values of digital citizenship in the hearts of students”, and "Giving moral and technical support to students during electronic lessons" got the highest mean (M=4.72), and was at the top, and the two phrases (2, 3): “Training students to access and benefit from digital information”, "Providing feedback to students on electronic assignments", and were at the lowest mean (4.51, 4.47) And occupied the last two places.

4.1.4 The results of the teacher's ethics in e-learning towards his colleagues:

Table 4: The mean and standard deviation of the teacher's ethics statements towards his colleagues

No	Statement	M	SD	ranking
1	Collaborate with colleagues in designing electronic lessons.	4.33	0.88	6
2	Respect the intellectual and personal freedom of colleagues during electronic transactions.	4.59	0.64	5
3	Providing professional, moral and technical support to colleagues in e-learning.	4.65	0.58	1
4	Exchange of teaching and electronic experiences with colleagues.	4.65	0.60	1
5	Team-working with colleagues in during distance education.	4.65	0.65	1
6	Cooperating with colleagues in achieving the objectives of the curriculum in distance education.	4.64	0.64	4
The total teacher's ethics towards his colleagues		4.58	0.55	

From table 4: The arithmetic mean of the teacher's ethics statements towards his colleagues is between: (4.33- 4.64), all of these averages are within the range of "strongly agree", and the standard deviation was limited between (0.58-0.88), and these values show a convergence in the views of the

study sample in the teachers' commitment to the ethics of e-learning towards his colleagues, and that the expressions (3,4,5): “Providing professional, moral and technical support to colleagues”, “Exchanging teaching and electronic experiences with colleagues”, and “Working with colleagues in the spirit of the team” got the highest arithmetic average (M= 4. 65) and ranked first ,and the two phrases (2, 1) “Respect for the intellectual and personal freedom of colleagues" and "Cooperation with colleagues in designing e-lessons", as they obtained the lowest arithmetic average(4.59, 4.33) And occupied the last two places.

4.1.5 The results of teacher ethics in e-learning towards society and parents:

Table 5: The mean and standard deviation of the expressions of teacher ethics towards society and parents

No	Statement	M	SD	ranking
1	Answering parents' inquiries about their children's electronic lessons.	4.69	0.56	3
2	Helping parents address technical and ethical problems for their children	4.65	0.61	4
3	Interest in establishing communication channels between the school and parents in e-learning.	4.65	0.59	4
4	Seeking the opinions of parents in the development of electronic lessons.	4.22	0.94	7
5	Providing parents with preventive measures to protect their children from electronic risks.	4.42	0.84	6
6	Respect the values and beliefs of society in electronic discussions and comments with students.	4.78	0.44	1
7	Attention to inculcating national responsibility in the hearts of students during e-learning.	4.77	0.45	2
The total teacher's ethics towards Parents and Society		4.62	0.46	

From the table 5:The mean of the teacher's ethics statements towards his colleagues is between (4.22- 4.69) All of these averages are within the "strongly agree" range, and the standard deviation is between (0.44-0.94) ,and that the phrases (6, 7) ”Respect for the values and beliefs of society in electronic discussions and comments with students", and "Caring for instilling national responsibility in the hearts of students" got the highest mean (4.78 , 4.77) and were at the first and second rank , and the two phrases (5 , 4): “Providing parents with preventive measures to protect their children from electronic dangers." And "Using parents' opinions in developing electronic lessons", they obtained the lowest mean (4.42, 4.22) And occupied the last two places.

4.2 The results of the differences between the means of teachers grades by two variables gender and educational stage:

4.2.1 The differences between the sample responses of teachers in the extent of their commitment to the ethics of e-learning by the gender variable:

Table 6: The results of the test " T " between the means of the responses of teachers according to gender variable .

The dimension	ganger	N	M	SD	f	T	Sig	D
General Ethics of E-Learning	male	579	4.63	0.42	127	6.18	0.000	0.35
	female	695	4.77	0.37	2			
teacher's ethics towards his students	male	579	4.51	0.48	127	8.20	0.000	0.46
	female	695	4.71	0.39	2			
teacher's ethics towards his colleagues	male	579	4.47	0.60	127	6.87	0.000	0.39
	female	695	4.68	0.49	2			
teacher's ethics towards society and parents	male	579	4.53	0.49	127	6.82	0.000	0.38
	female	695	4.70	0,41	2			
Total teacher's ethics of E-Learning	male	579	4.53	0.44	127	7.89	0.000	0.44
	female	695	4.71	0.37	2			

From table 6: There are statistically significant differences at the significance level ($\alpha \leq 0.001$) Between male and female responses about the extent to which teachers are committed to the ethics of e-learning as a whole, its four dimensions in favor of females, and that the effect size of the Cohen test d Between them there is little, as it is confined between (0.35-0.46).

4.2.2 The differences between teachers' responses in the extent of their commitment to the ethics of e-learning according to the educational stage variable:

Table 7: Test ANOVA Between the means of teachers' responses to the ethics of e-learning according to the educational stage variable.

The dimension		Sum of Squares	df	Mean Square	F	Sig
General Ethics of E-Learning	Between Groups	7.046	2	3.523	23,283	.000
	Within Groups	192.329	1271	0.151		
	Total	199,375	1273			
Ethics of the teacher towards his students	Between Groups	4.855	2	2.428	12,268	.000
	Within Groups	251.494	1271	0.198		
	Total	256.349	1273			
Ethics of the teacher towards his colleagues	Between Groups	3.491	2	1.745	5.714	.003
	Within Groups	388.246	1271	0.305		
	Total	391.736	1273			
Ethics of the teacher towards society and parents	Between Groups	6.886	2	3.443	16,604	.000
	Within Groups	263.567	1271	0.207		
	Total	270,453	1273			
Total Ethics of E-Learning	Between Groups	5.195	2	2.597	15,315	.000
	Within Groups	215.551	1271	0.170		
	Total	220,746	1273			

From Table 7: There are statistically significant differences between the responses of teacher groups in the primary, intermediate and secondary stages in the extent of their commitment to the ethics of e-learning at the level of significance ($\alpha \leq 0.001$), with reference to the test results (LSD). We find that these differences are in favor of teachers in the primary stage, while there are no statistically significant differences between teachers at the intermediate and secondary levels.

5. Discussing the results:

5.1 Teachers' commitment to e-learning ethics:

5.1.1 Regarding the ethics of e-learning as a whole: the results showed the teachers' approval as a whole on their commitment to the ethics of e-learning ($M=4.63$). Looking at those results, we find that they were compatible and consistent with the educational reality. The Ministry of Education adopted the distance education system and e-learning in providing education to students in Their homes after closing schools due to the Corona pandemic, and developed a charter for the ethics of e-learning and emphasized the commitment of teachers and students to it. Which emphasized the teachers' commitment to the ethics of the teaching profession, and this result is attributed to the Ministry of Education's interest in activating the Ethics Charter of e-learning more among teachers after activating educational platforms and distance education due to the Corona pandemic to ensure the quality and efficiency of the educational process.

5.1.2 Concerning the general ethics of e-learning: it ranked first from the point of view of the sample members ($M=4.70$), and this confirms the teachers' commitment to the legal and ethical controls and practices of distance education, respect for students' electronic rights, and commitment to the time specified for the electronic class, as well as adherence to the policy of Security and privacy of the school, maintaining the confidentiality of electronic information for the school and students and not

publishing it, and respecting the electronic publishing rights and intellectual property of others in distance education. And awareness messages and guides to familiarize teachers with the ethics of e-learning to abide by them.

5.1.3 Regarding the teacher's ethics in e-learning towards his students: it ranked second from the perspective of the sample members ($M=4.62$), due to the teacher's awareness of his role as a role model for his students and the impact of what he says and does on their behavior and behavior and their commitment to the ethics of e-learning, as well as his keenness to adhere to the image Positive e-learning, and leaving a positive impression on its students, and this is also consistent with the great efforts made by the Ministry of Education to urge teachers to communicate effectively with students during electronic office hours, provide feedback to students on electronic assignments, and train students to access and benefit from digital information , encouraging them to self-e-learning, educating them to preserve their personal data and information, as well as supporting them morally and technically during electronic lessons. this result is consistent with the study of (Al-Harbi, 2020), which emphasized the teacher's commitment to the ethics of the teaching profession towards his students

5.1.4 Concerning the ethics of the teacher in e-learning towards parents and society: it ranked second from the perspective of the sample members ($M=4.62$), and this is due to the fact that the teacher is a member of the society to which he belongs and adheres to its values, customs and traditions, and then is keen to establish a strong relationship with Parents of his students because of his awareness of the importance of their contribution to the learning process inside and outside the school, and this is consistent with the great efforts made by the Ministry of Education to consolidate channels of communication between teachers and parents in e-learning by urging teachers to answer parents' inquiries in e-lessons, and help them in Addressing the technical and ethical problems of their children, using their opinions in developing electronic lessons, providing them with preventive measures to protect their children from electronic dangers, and respecting the values and beliefs of society in electronic discussions and comments with students. This result is consistent with the study of (Al-Shayyab, Al-Hiyari & Al-Sharman, 2018; Al-Harbi, 2020) which emphasized the teacher's commitment to the ethics of the teaching profession towards parents of students and the community.

5.1.5 Regarding the teacher's ethics in e-learning towards his colleagues: it ranked fourth and last from the perspective of the sample members ($M=4.58$), and this is due to the teacher's conviction that the positive mutual relations between him and his colleagues at work have a direct impact on the success of the e-learning process, and then he is keen The teacher should cooperate with his colleagues in designing electronic lessons, exchanging teaching and electronic experiences, respecting their intellectual and personal freedom during electronic transactions, supporting them professionally, morally and technically, and cooperating with them in achieving the objectives of the curriculum in distance education. This result is consistent with the study of (Al-Ghafiriya & Al-Qasimiyah, 2019; Al-Shayab, Al-Hiyari, & Al-Shurman, 2018; Al-Harbi, 2020), which emphasized the teacher's commitment to the ethics of the teaching profession towards his colleagues.

5.2 The differences between the averages of teachers' responses according to the variables of gender and educational stage:

5.2.1 Gender variable: the results showed that there were statistically significant differences at the level of significance ($\alpha \leq 0.001$) between the average responses of the male and female sample about their commitment to the ethics of e-learning as a whole, and its sub-dimensions represented in the general ethics of e-learning, the ethics of the teacher towards his students, and the ethics of the profession towards his colleagues. The teacher's ethics towards parents and society in favor of females ($t = 7.89$, $p = 0.000$, $d = 0.44$) with a small effect size, and this result agrees with what was found by Kashmar (2017), and this result is due to the fact that females are more careful and committed to an ethics charter. E-learning and code of conduct more than males.

5.2.2 The educational stage variable: the results showed that there were statistically significant differences at the significance level $\alpha \leq 0.001$ between the average responses of teachers in the

primary, intermediate and secondary stages about the extent of their commitment to the ethics of e-learning in favor of teachers in the primary stage. Greater than teachers in the middle and secondary levels, because of their dealings with young students and their keenness to set an example for them in adhering to the ethics and professional practices of e-learning, and to encourage them to make the best use of digital technologies and use them in a safe and sound manner, and to provide them with the values and ethics associated with their practice.

6. Conclusions:

In light of the study results, the following conclusions were reached:

- Commitment of teachers in the primary, intermediate and secondary stages of education in the Kingdom of Saudi Arabia to the ethics and professional practices of e-learning during their application of e-learning to make education available to students in light of the Corona virus pandemic.
- Females are more committed to the ethics and rules of e-learning than males, because they are keen on the success of the e-learning experience in providing education to students in light of the Corona pandemic.
- Teachers at the primary level are more committed to the ethics and behavior of e-learning compared to teachers at the intermediate and secondary levels because they deal with young children.

7. Recommendations:

In light of the findings, the study recommends the following:

- Encouraging and motivating teachers in the various stages of education to adhere to the ethics of e-learning and the rules of conduct to be role models for their students.
- Holding courses and forums for teachers to inform them of technological developments related to the ethics of e-learning.
- Raising awareness of the ethics of e-learning for all segments of society.
- Reviewing and constantly developing the e-learning ethics charter to keep pace with technological developments and address the ethical issues associated with them.

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