

The degree of commitment among high school principals to integrity values from their viewpoints in Jordan

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Suggested Citation:

Hamadat, M. H., Al-Momani, M. O., & Al-Megdad, A. K., (2020). The degree of commitment among high school principals to integrity values from their viewpoints in Jordan. *Cypriot Journal of Educational Science*. 16(6), 3407-3427. <https://doi.org/10.18844/cjes.v16i6.6591>

Received from August 22, 2021; revised from October 21, 2021; accepted from December 27, 2021.

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Abstract

This study aimed to identify the degree of commitment among high school principals in Jordan to integrity values from their viewpoints. The researchers used a descriptive survey approach to achieve the study's objectives. A random sample was chosen from the study population. The researchers used a questionnaire as a measurement instrument. The study results showed that the degree of commitment among high school principals in Jordan to integrity values got an 'average' degree. Besides, the study results displayed the absence of statistically significant differences at the significance level, following academic qualification and years of experience variables. The study recommends promoting the principles and integrity values (honesty, reform, sincerity, chastity and justice) among high school principals in the education ministry in Jordan.

Keywords: Degree of commitment, high school principals, high schools, integrity values.

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1. Introduction

Management is the main artery in the success of the educational and learning process. It is a fundamental pillar of social life, the rule of security and creativity. The school principal's availability and good qualities help him succeed in his profession and improve his ability to manage the school. The school principal is the first person who is responsible for the success of the learning and teaching process. Thus, it must have a set of characteristics and qualities as values (honesty, transparency, participation, respect, honesty, sincerity in work, commitment to words, deeds etc.). These qualities are to get away from falling into the maze of favouritism (Al-Salami, 2019).

1.1. Theoretical framework

Although integrity values are basic values, they are closely related to ethics as they relate to the behaviour of individuals. Their actions are based on their self-morals. Integrity values have expanded greatly to include all aspects of life. Integrity is an important condition that must be met with the employees of the public and the private realms. An honest employee is a person who fully carries out the tasks assigned to him or her, without waiting for a return. It is because he or she receives a monthly salary for the work that he or she does within the laws and regulations in the labour force. If an honest employee is mentioned, the first thing that comes to mind is that he is committed to good morals, doing the work with all sincerity (Al-E'nizi, 2016).

The future of society depends on principals who can exercise strong leadership based on serving others. The school principal is affected while performing his or her administrative and technical duties by a set of factors. They include internal factors related to the principal himself or herself in terms of his or her capabilities, trends, inclinations and values he or she believes in. Besides, there are external factors related to the surrounding environment, such as the local community, teachers and their tendencies. Values are among the most important factors that affect the behaviour of the school principal and in making his educational decisions (Al-Ta'ani, 2010).

Values are defined as, 'A set of standards and judgments that are made by the individual through his interaction with individual and social situations and experiences. They are consistent with ideological and ethical orientations, which educators strive to inculcate in the students' consciousness in various ways' (Mohammad, 2018, p. 282).

The researchers define values as the many principles that an individual acquires through his interaction with the environment in which he lives. They include the ethical standards to direct and control his or her behaviour and regulate his relationships in society among people in life aspects. One of the most important characteristics of values is that they have a human characteristic, related to the psyche and feelings of the individual, which every person seeks to preserve, including the emotions and desires that are various and different (Al-E'nizi, 2016).

It is also considered to have a dialectical logic, and it also contains two aspects. One is positive (the truth) and the other is negative (the false). These values are characterised by being variable and unstable. Thus, individuals decide to classify each value depending on their view. This makes individuals behave following a specific behaviour as a result of their interaction with the society around them and its changes. Values differ from each other in the domain of their effectiveness over individuals. The values that forbid individuals from engaging in actions are inconsistent with good morals. The values acquire the characteristic of continuity because people maintain their applications. They are also subjective as they justify the behaviour that a person follows while interacting with others in the terms of their likeness or aversion (Al-Salami, 2019).

Among the most important factors that affect values and their impact on individuals, in particular, and on the community in general, is the family. They have a role in imprinting virtuous values on their children. These values are associated with morals, taking into account the Islamic teachings that call for adherence to every good value, moving away from any value that results in undesirable behaviour, and then comes the role of education; it is one of the important factors that help in developing the values of individuals, and it is the main factor that develops their values (Al-Sherbiny & Hassanein, 2019).

Education is also a fundamental factor that contributes to instilling good values in individuals' personalities. It is by making them aware of their importance through the useful lessons that are given to students in schools, educational and religious institutions. Education is one way students gain the desired values in society. It helps develop the quality of their thinking and their appreciation for the situations in which students live (Jordan Strategic Forum, 2017).

1.1.1. Objectives for integrity values

There are key objectives of integrity values. These exemplify spreading good values in society, improving the nation's image in the outside world, whether internationally or regionally, and revitalising the state's decisions to support integrity values. Also, they include the partnership between community institutions and the research partnership to build an honest and national environment. They clarify the personal values, defining the organisational, social, ethical and national characteristics of the honest personality. Learning about the most important concepts and integrity values entails protecting society from corruption by adhering to and instilling them within the behaviour of individuals. (Ba'ii & Abed Al-Jubouri, 2013).

1.1.2. Components of integrity values

Values do not stem from desires directly or spontaneously, but the individual learns values and gains them. These integrity values change into behaviours gradually through learning and social interaction constituting the mental component. Then, the individual interacts with them emotionally and gives them more value than others to constitute the emotional component. The interaction takes place among the cognitive, emotional and behavioural components to be shown in the individual's behaviour. The cognitive component involves the selection of criteria. That is, to choose the value with complete freedom from various alternatives. Thus, the individual considers the consequences of choosing each alternative, such as rationality, accuracy and objectivity. The emotional component is the appreciation that is reflected in an attachment to values, being proud of them, feeling happy for choosing them and desiring to declare them publicly. This component exemplifies honesty, equality, honesty worthiness and good citizenship. As for the behavioural component, its measure is practice and work. It includes the mental exercise of values such as sincerity in work, mastery and taking responsibility (Al-Masry, 2013).

1.1.3. The school's role in instilling integrity values

As the school is an educational, scientific and developing institution, it always seeks to prepare students and qualify them scientifically and practically to avail themselves and the community around them, forming positive attitudes towards them. It is because they are the nation's wealth and a means of comprehensive development. Their integrity values are strengthened through the environment that helps them gain these values and the concepts associated with them. This is done by doing several things, including informing students of international standards for proper behaviour within the school. Also, it is to create friendly relationships between teachers and students and between the students

themselves. Besides, it is to explain to them how cheating in exams harms students themselves, warning them about some dishonest behaviours while practicing the profession. It is developing the spirit of cooperation and volunteer work, too. It is by raising awareness of corruption, dangers and punishment, creating various incentives, listening to students and teachers and allowing them to express their views freely (Al-Hakami, 2011).

1.2. Related research

Al-Sherbiny and Hassanin (2019) conducted a study in the Saudi universities of King Khalid, Hail, Taiba, Qassim and Umm Al-Qura. It showed how to identify the extent of the faculty members' commitment to practicing the values of academic and professional integrity. It was to develop a proposed vision to activate the degree of that practice. The researchers used the questionnaire as the study instrument, adopting the descriptive approach to collect data related to the study objectives and questions. The questionnaire included three hubs. The first hub focused on individual integrity values. The second hub focused on social integrity values. The third hub focused on organisational and administrative integrity values. The questionnaire was applied to 302 faculty members in Saudi universities as the study sample. The study results showed that there was a difference in the degree of practicing academic and professional integrity values following the difference among gender and academic degree variables.

The researchers Engelbrecht and Heine (2017) also conducted a study to identify how the integrity of a leader and ethical leadership can influence confidence in the leader's participation, the employee at work. The researchers used the descriptive method. The data were collected using a web-based electronic questionnaire. The sample of the study comprised 204 employees from different business institutions. An important study result showed high levels of reliability were found. This study is the first to analyse the common relationships between the integrity of the leader and the participation of the work. It is clarified through the intermediary role of ethical leadership (i.e., ethical management) and honesty in the leader. The results of the study emphasise the key role played by principals who are fair in providing an ethical working environment conducive to employee participation.

Bader Khan (2017) conducted a study to identify the role of Jordanian universities in promoting integrity values and national belonging among students of public and private universities. The study sample comprised 846 students from the University of Jordan and the National Amman University. They were chosen by the stratified random method. The researchers prepared a questionnaire comprising two parts: the first part measured the university's role in promoting integrity values of transparency, accountability and participation. The second one measured national belonging. The study results showed that the university's role in promoting integrity values of transparency, accountability and participation got an average rating degree. The nationality got a high rating degree.

Cronan and Douglas (2016) conducted a study to identify the great interest in academic integrity in higher education institutions. Universities and colleges are concerned with integrity and work. They are to provide students and faculty staff with administrative units to combat corruption, maintain integrity values and respect their institution, despite the importance of integrity values. Academic integrity receives little attention in academic literature. The study sample comprised students of higher education at the university. The researchers used the descriptive curriculum. The questionnaire was used as an instrument to collect data from the study sample members. One of the most important results of the study is that academic integrity is necessary to preserve the value of academic institutions. It must carry the principles of academic integrity to the workplace and the community at large.

Macfarlane and Zhang (2014) conducted a study to review the literature on academic integrity in Australia, including the values and behaviour of academics in all aspects of their practice. The researchers used the descriptive and analytical method by using 115 articles from Western and Chinese literature. The review indicated that much of the literature is directed at misconduct or academic corruption with an emphasis on research ethics. Researchers, who searched for academic integrity, often relied on multivariate analysis via using surveys, questionnaires, documentary analysis and interviews. Among the most important findings of the study, there was a rapid growth in the literature on misconduct or academic corruption. Also, there was a need to focus a lot on identifying 'ethical' and 'unethical' practices.

Al-Ta'ani (2010) conducted a study to examine integrity values among school principals. It was to uncover the value system of school principals in Jordan and its relationships to gender, academic qualification, experience and study level. The study sample comprised a random sample of school principals in Kerak Governorate. They were 120 principals. The Jordan scale was applied to them after their development in the Jordanian environment, taking into consideration, support, independence and leadership values. The results of the study revealed that arranging organisational values following their average is the values of belonging, compliance, charity, support, independence and leadership. The results also revealed the existence of statistically significant differences attributed to the school level to be in favour of high school principals. They showed the absence of statistical differences attributed to gender, educational qualification and experience variables.

1.3. Purpose of the study

The study aims to achieve the following objectives: identify the degree of commitment of high school principals in Jordan to the values of integrity from the teachers' viewpoints. It detects the differences in the responses of the study sample individuals following the gender, academic qualification and experience variables.

2. Method and materials

The researchers used the descriptive survey method due to its suitability for the study in achieving its objectives.

2.1. Research model

The study population comprised all high school teachers in Jordan, for the first semester of the academic year 2020–2021. They were 1,395 teachers, including 900 male teachers and 495 female teachers, following the statistics of the Planning Department in the Ministry of Education in Jordan.

2.2. Participants

The study sample comprised 300 male and female high school teachers in Jordan. Those teachers were chosen by a simple random method from the study population, including 140 male teachers and 160 female ones. Tables 1–3 shows the distribution of the study sample following the variables: gender, educational qualification and years of experience, respectively.

Table 1. Distribution of the study sample following gender variable

Variable	Type	Frequency	Percentage
Gender	Male	140	46.7
	Female	160	53.3
Overall total		300	100

Table 2. Distribution of the study sample following the scientific qualification variable

Variable	Type	Frequency	Percentage
Scientific qualification	Bachelor	241	80.3
	Master	52	17.3
	PhD	7	2.4
Overall total		300	100

Table 3. Distribution of the study sample following the experience years' variable

Variable	Type	Frequency	Percentage
Experience years	Less than 10 years	150	50.0
	10 years or more	150	50.0
Overall total		300	100

2.3. Data collection tools

The study used a questionnaire as an instrument to measure high school principals' commitment degree in Jordan to the values of integrity from the teachers' viewpoints. The study instrument was developed by reviewing the educational literature and previous studies on the values of integrity for the sake of theoretical familiarity with the topic. The researchers also viewed previous questionnaires and the items they contained, such as Al-Ta'ani's (2010) study. In light of this, the main domains of the study instrument were identified, which consisted in its initial form of 5 domains and 50 items, and distributed as follows: sincerity values included 10 items; justice values included 12 items; honesty values included 10 items; chastity values included 9 items; and values of reform included 9 items (Table 4). The researchers adopted a 5-point Likert-type scale to correct the study instrument, by giving each of its items one degree out of five degrees. 'I strongly agree' = 5 points; 'I largely agree' = 4 points; 'I agree to a moderate degree' = 3 points; 'I agree a little' = 2 points; and 'I agree little' = 1 point.

2.4. Data collection process

Item No.	Honesty values		Reform values		Justice values		Chastity values		Sincerity Values	
	Correlation Coefficient with the Same Domain	Correlation Coefficient with the Overall Scale	Correlation Coefficient with the Same Domain	Correlation Coefficient with the Overall Scale	Correlation Coefficient with the Same Domain	Correlation Coefficient with the Overall Scale	Correlation Coefficient with the Same Domain	Correlation Coefficient with the Overall Scale	Correlation Coefficient with the Same Domain	Correlation Coefficient with the Overall Scale
1	0.466**	0.323*	0.569**	0.362*	0.536**	0.369*	0.561**	*0.369	0.421**	0.325*
2	0.598**	0.391*	0.456**	0.355*	0.481**	0.362*	0.423*	*0.356	0.532**	0.369*
3	0.433*	0.455**	0.698**	0.456**	0.493**	0.340*	0.703**	*0.326	0.569**	0.341*
4	0.488**	0.330*	0.608**	0.531**	0.692**	0.421*	0.452*	*0.425	0.623**	0.374*
5	0.698**	0.463**	0.708**	0.354*	0.712**	0.396*	0.611**	*0.326	0.701**	0.361*

6	0.461**	0.345*	0.412*	0.396*	0.584**	0.412*	0.710**	0.345*	0.698**	0.451**
7	0.522**	0.361*	0.436*	0.354*	0.423*	0.364*	0.702**	0.369*	0.703**	0.701**
8	0.481**	0.456*	0.478**	0.329*	0.411*	0.372*			0.457**	0.621**
9	0.503**	0.302*			0.624**	0.369*				
10	0.633**	0.421*			0.672**	0.395*				

Table 4.

*Function at the level of significance ($\alpha \leq 0.05$)

**Function at the level of significance ($\alpha \leq 0.01$)

2.4.1. The validity of the study instrument

The instrument was presented in its initial form to 10 referees specialised in educational administration, pedagogy, statistics and the Arabic language in Jordanian universities. They were to review the phrases and judge their validity. They reviewed the extent of the linguistic accuracy, the scientific integrity of the phrases and their suitability to measure high school principals' commitment degree to integrity values. Hence, they were modified following the comments of the referees to obtain the ultimate image of the study instrument.

The items of the study instrument in its final form became 43 distributed to 5 areas. Sincerity values included 8 items; justice values included 10 items; honesty values included 10 items; chastity values included 7 items; and reform values included 8 items.

2.4.2. Internal consistency validity

To verify the obtained validity coefficients of the study instrument, the validity of the internal consistency was verified by using Pearson's correlation coefficient. It was used to calculate the extent to which each item relates to the field to which it belongs and to the overall degree of the scale.

Thus, the integrity values scale was achieved with high internal construct validity. The correlation coefficients with the same domains ranged from 0.411 to 0.712. All of them were statistically significant values at the level of 0.01 or 0.05. The correlation coefficients for the domains ranged from 0.302 to 0.701, which are values of high internal construct validity.

2.5. Data analysis

2.5.1. The reliability of the study instrument

To ensure the reliability of the study instrument, the reliability was verified by the test-retest method. The researchers applied the scale and reapplied it after 2 weeks to an outside group of the study population, who comprised 30 teachers. Then we calculated the Pearson correlation coefficient between their estimates of the two times, as it reached 0.90. The reliability coefficient was also calculated by the internal consistency method following Cronbach's alpha equation, as it reached 0.97.

Table 5. Cronbach's alpha results for the detection of the coefficient of internal consistency for the study domains

Domain	Items number	Cronbach's Alpha
Sincerity values	8	0.85
Justice values	10	0.93
Honesty values	10	0.93
Chastity values	7	0.92

Reform values	8	0.95
Integrity values as a whole	43	0.97

After all the necessary conditions for implementing the final application procedures were met, the study instrument was distributed to the study sample members. The study sample members' phones and emails were obtained from the Planning Department in the Ministry of Education. Then, the study instrument was distributed to the study sample members in the directorates of education in the 12 governorates of Jordan. The information, which the researchers obtained, was dealt with strict confidentiality as it was for scientific research only.

The researchers counted the final number of questionnaires returned from the study sample after excluding the questionnaires that were not valid for statistical analysis. They reached 7 questionnaires, and thus, the sample subject to statistical analysis became 293 questionnaires. The data were analysed by using a computer.

2.5.2. Independent variables

Gender: It has two classes – male and female.

Academic qualification: It has three categories – bachelor, master and doctorate.

Years of experience – It has two categories (less than 10 years and 10 years and more).

The dependent variable: It is the degree that expresses the degree of commitment of high school principals in Jordan to the values of integrity from the teachers' point of view.

3. Results and discussion

3.1. Results related to the first question, which stated: What is the degree of commitment of high school principals in Jordan to the values of integrity from the teachers' viewpoints?

The results of the first question showed that the high school principals' commitment degree in Jordan to the integrity values from the teachers' viewpoints was average.

Table 6. The arithmetic means and standard deviations for integrity values and the instrument as a whole in descending order

The rank	Domains	Arithmetic means	Standard deviations	Rating level
1	Honesty values	3.58	0.73	Average
2	Reform values	3.50	0.80	Average
3	Chastity values	3.48	0.77	Average
4	Justice values	3.38	0.82	Average
5	Sincerity values	3.30	0.60	Average
	Integrity values as a whole	3.45	0.67	Average

Table 6 results show the low level of teachers' awareness of the concept of integrity values and the lack of opportunity for them to participate in administrative decisions. These led to their lack of awareness of the extent to which principals adhere to the values of administrative integrity, such as honesty, reform, chastity, justice and sincerity. There could be scepticism about some integrity measures related to principals from the teachers' viewpoints because of the relationships between

teachers and the principal, which affect the teachers' impressions of the principal's integrity. Also, they form a belief that the principal is biased towards some individuals for personal reasons. The reason may be due to the lack of control over them, the lack of exercise of control and their lack of motivation and guidance. They, like other workers, also need someone to support them in their decisions, following the progress of the administrative process in an up-to-date manner.

These results agree with the findings of Badr Khan (2017) study, which indicated the existence of an average degree of integrity values in Jordanian universities. The present result complies with the findings of Ba'ii and Al-Jubouri (2013) study, which showed that integrity values came in small percentages and did not affect the primary school curricula in Iraq.

The most prominent averages of the values of integrity were the values of honesty and reform, with an average commitment degree. This result may be due to a decrease in the interest and consideration of school principals for the application of the value system. Besides, it may be the absence of the responsible authorities in monitoring them, the administration's practice of withdrawal (Tzipi) pattern and not interfering with some issues or school affairs related to teachers and students.

The multiple tasks of the school administration and the responsibilities imposed on the principal may show weakness in other tasks. These tasks exemplify the lack of participation of parents in decisions related to their children and the ability to communicate and consult with teachers regarding school matters.

The field of sincerity included eight items that got an average rating. The degree of commitment to the values of sincerity as a whole was average. This results from principals' preoccupation with several important administrative issues and other exceptions or postponements, which may result in teachers looking at them. However, they are less committed and loyal to administrative tasks.

3.1.1. First: Sincerity values

Table 7. The arithmetic means and standard deviations for the study sample respondents' responses to the items of the sincerity values domain in descending order

The rank	Number	Item	Arithmetic means	Standard deviations	Rating level
1	1	The principal respects his or her appointments with the teachers.	3.48	0.84	Average
1	7	The principal strictly adheres to his duties.	3.48	0.84	Average
3	4	The principal does his best at work.	3.45	0.95	Average
4	8	The principal assumes functional responsibility effectively.	3.42	0.89	Average
5	6	The principal uses pedagogical expressions in his or her conversation with	3.39	0.99	Average

6	2	the teachers. A principal is willing to take responsibility for his or her actions when he steps in.	3.12	0.97	Average
7	3	The principal apologises for negligence in some of the tasks assigned to him or her	3.11	1.08	Average
8	5	The principal asks teachers for permission before entering the classroom.	2.96	1.20	Average
Sincerity values as a whole			3.30	0.60	Average

It is noticed from Table 7 that item 1, 'The principal respects his appointments with the teachers', came first with an arithmetic mean of 3.48 and an average rating. This result can be explained by the large number of tasks assigned to the principal, which would weaken his or her role in communication with teachers. Some teachers explain that being respected less than the time and deadlines is sometimes necessary, as their time is sometimes full of appointments and urgent tasks. Thus, teachers must appreciate the administration's efforts in developing educational science. They are to take a positive approach to explain management behaviours and not take them personally.

Item 5 came in the last place: 'The principal asks teachers before entering the classroom', with an average of 2.96 and an average rating. This results from the administration's keenness to monitor the extent of teachers' compliance with educational ethics and not being preoccupied with other matters apart from scholastic lessons. The principal is responsible for any failure or defect of the teachers, or any weakness or inferiority of the students. Hence, the principal makes a surprise inspection tour to see how the lessons are going in his absence and the extent of the teachers' commitment to their performance.

The rest of the items got an arithmetic mean ranging from 3.11 to 3.48 and an average degree. The reason is the school principals' adoption of the bureaucratic and authoritarian administrative style. Also, they do not seek to form good relationships with their surroundings, teachers and students. This can be explained by the pressures that the principal is exposed to in the work environment. These pressures may distract him from practicing his basic work, and his devotion to matters of teachers, students and school affairs.

3.1.2. Second: Justice values

Table 8. The arithmetic averages and standard deviations of the study sample respondents' responses to the items of the justice values domain in descending order

The rank	Number	Item	Arithmetic means	Standard deviations	Rating level
1	7	The principal adjusts the distribution of the	3.83	0.97	Average

		school schedule among the teachers.			
2	5	The principal applies the regulations, laws and instructions to everyone.	3.67	1.03	Average
3	8	The principal uses his position to achieve his interests.	3.66	1.21	Average
4	1	The principal deals with students fairly.	3.65	0.93	Average
5	2	The principal deals with defaulters assertively.	3.62	0.96	Average
6	6	The principal rewards outstanding teachers and works to motivate them.	3.53	0.97	Average
7	9	The principal rates teachers by performance without bias.	3.52	1.02	Average
7	4	The principal is democratic in dealing with the teachers.	3.52	1.08	Average
9	3	The principal treats teachers with fairness and patience.	3.41	1.02	Average
10	10	The principal is keen on fairness in his dealings with teachers.	3.35	1.02	Average
Justice Values as a Whole			3.38	0.82	Average

Table 8 shows that the field of justice comprised 10 items and the justice values as a whole got an average degree. It is possible to explain this result with regard to the difference in the concept of justice values in school administration among teachers and administrators. The results showed that the principal's consideration of some teachers' capabilities leads to the rest of the teachers' doubt regarding the principal's integrity extent in applying school administrative systems.

Item 3, 'The principal adjusts the distribution of the school schedule among teachers', came first, with an arithmetic mean of 3.55 and an average rating. The reason for this result can be the weak ability of principals to distribute tasks and roles among teachers.

Item 10 came in the last place: 'The principal is keen on fairness in his dealings with teachers', with arithmetic mean of 3.16 and an average rating. This result may be attributed to the principal's assessment of some of the situations that teachers are exposed to in the school environment. These situations exemplify the work delay due to illness or as a result of circumstances. The life that the teacher goes through is beyond his capacity and may cause the rest of the teachers to question the

principal's integrity in applying organisational justice to everyone. The rest of the items got arithmetic mean ranging from 3.51 to 3.33 with average degrees of commitment. This result is because of the severity of the decisions taken by the principal against some employees and his leniency with new teachers. These may affect the teachers' evaluation of the degree to which the principle applies justice among them.

3.1.3. Third: Honesty values

Table 9. The arithmetic averages and standard deviations of the study sample respondents' responses to the items of the honesty values domain, in descending order.

The rank	Number	Item	Arithmetic means	Standard deviations	Rating level
1	3	The principal protects the school property from tampering and vandalism.	3.83	0.85	High
2	9	The principal hears the complaints of parents that their children face.	3.67	0.90	High
3	8	The principal respects parents, regardless of their economic levels and social status.	3.66	0.87	High
4	2	The principal keeps business secrets.	3.65	0.85	Average
5	7	The principal respects the time and keeps it.	3.62	0.89	Average
6	4	The principal takes teachers seriously in the situations that require it.	3.53	0.88	Average
7	5	The principal participates with the parents in the decisions regarding their children.	3.52	0.89	Average
7	10	The principal urges teachers to communicate and consult with him about school matters.	3.52	0.99	Average
9	6	The principal accepts personal gifts.	3.41	1.05	Average
10	1	The principal punishes the defaulters without distinction	3.35	1.01	Average
Honesty Values as a Whole			3.58	0.73	Average

Table 9 shows that the honesty values included 10 items. Seven items received an average level of commitment. This result can be explained from researchers' viewpoints to the globalisation that has occurred in the administrative strategies of schools to meet the need for change and development. It resulted in several negative intellectual trends to preserve the role they play. These include maintaining the position of the job while neglecting other administrative aspects; the principal's respect to the parents of the students regardless of their economic levels and social status. Also, they include the principals' respect for time, preservation of work secrets, personalisation of positions and administrative systems. The formation of support groups is to maintain his position as a principal regardless of integrity values related to dealing with other teachers.

This result can be due to the absence of the authorities responsible for controlling principals and the poor control of the Ministry of Education of Jordan on the performance of principals, i.e., following up their commitment and honesty in their performance regularly and progress in the administrative process exemplifies the absence of authorities. Therefore, the principals fail to get recognition, strengthen their weaknesses and conduct educational seminars with similar periods to keep them informed of the progressive developments. This failure hinders their readiness to face the problems that will challenge them or even deal with them. The absence of clear regulations and the spread of favouritism in the school environment lead to the dissatisfaction of the teachers with the principal's commitment to integrity values.

This result also differed from the findings of Engelbrecht and Heine's (2017) study. It noted that the key role played by principals with integrity values in providing a moral climate conducive to staff participation and high levels of reliability among them.

Item 3, 'The principal keeps the school property from tampering and vandalism', came in the first place. This result can be attributed to the fact that principals have a high functional responsibility for the school's property. Also, the material needs within the school are provided for balancing the school. The principal, therefore, ensures that they are not compromised for personal purposes, especially since schools rely on themselves to finance material needs. Item 5, 'The principal listens to the complaints of parents facing their children', came in second place. Item 8, 'The principal respects parents, regardless of their economic levels and social status', came in third place. This finding can be explained by the fact that principals seek to achieve a kind of familiarity and satisfaction within the community. They have a desire to listen to some parents' observations, learn about the performance of the school and the problems facing their children, as part of the educational process.

Item 10, 'The principal is held accountable without distinction', came in the last place with an arithmetic mean of 3.55. This result may be because the principal considers the circumstances of some teachers and his distribution of daily tasks. Thus, they can be interpreted negatively by teachers as a decrease in adherence to integrity values. They thought that he was receiving gifts or services in exchange for taking into account certain situations that required appreciation. Teachers may conduct their lessons with compassion due to the different views of justice among teachers in administrative decisions rather than with the principals. They are more experienced and appreciative of the attitudes of teachers because they are exposed to them frequently in the educational environment. Teachers had to appreciate the decisions the principal made towards some teachers, and not take them personally.

The rest of the items got arithmetic mean ranging from 3.65 to 3.52 and an average degree of commitment. This result may be due to the lack of time among principals. Thus, it is not allowed to

perform all tasks, considering that it is more appropriate for them and what the work requires to solve the big problems. This requires only administrative intervention and the exclusion or postponement of certain matters. This management pattern may affect the beliefs of teachers as to the extent to which the principal is committed to performing his role with all honesty and credibility.

3.1.4. Fourth: Chastity values

Table 10. The arithmetic averages and standard deviations of the study sample respondents' responses to the items of the Chastity value domain in descending order

The rank	Number	Item	Arithmetic means	Standard deviations	Rating level
1	6	The principal respects his job and does not engage in any acts or actions that harm it.	3.71	0.93	High
2	5	The principal works to arouse students' interest in the value of the nation and its capabilities.	3.64	0.89	Average
3	2	The Mir shows high levels of commitment to chastity and a departure from reproach.	3.59	0.85	Average
4	4	The principal is a role model for teachers and students in his commitment to integrity values.	3.51	0.93	Average
5	3	The principal rejects favouritism and nepotism.	3.41	0.97	Average
6	1	The principal contributes to shaping the students' personalities and defining their goals within the framework of integrity values.	3.24	0.92	Average
7	7	The principal accepts constructive criticism from the teachers without emotion or fanaticism.	3.23	1.02	Average
Chastity values as a whole			3.48	0.77	Average

Table 10 shows that the field of chastity values included 7 items, of which 6 got average degrees of commitment and 1 item got a high score. It is possible to attribute the average degree of commitment

to chastity values. These values result from the poor supervision of principals by the departments concerned with educational supervision, the lack of exercise of control and the lack of motivation and guidance. Like other employees, they also need someone to support them in their decisions, and the administrative process continues first. This finding is in line with the findings of Badr Khan (2017), which indicated that there was an average degree of integrity in Jordanian universities.

Table 10 noted that item 6, 'the principal respects his job, does not engage in any acts and acts that offend her', came first with an arithmetic mean of 3.71 and a high rating degree. The researchers attribute this result to high levels of commitment in chastity. The principal is to be a model for teachers and students in their commitment to integrity values. His or her commitment represents the commitment of all educational staff, as well as the desire to follow the ideal behaviour. The principal's commitment maintains the customs practiced by the community as a leader of the school and a role model. The last place was for item 7, 'The principal accepts constructive criticism from teachers without emotion or intolerance', with an arithmetic mean of 3.23 and an average rating. This result can also be explained by the authoritarian pattern of school management in administrative leadership and the lack of devolution of powers to school staff. They do not allow them to express their opinions. This result may be attributed to the lack of time as a result of their backlog. It is sometimes difficult for them to find enough time to hear and discuss the teachers' views. Thus, teachers interpret it as negligence and a failure to comply with integrity values in administrative tasks.

The rest of the items got an arithmetic mean of 3.24–3.64 and an average degree of commitment. This result may be due to teachers' different views about principals in some of the behaviours related to chastity. The principal's consideration of certain cases for teachers or parents of students is viewed from a narrow perspective due to the difference of experience and work. The principal behaves as he sees fit regardless of what some teachers and the communities think. This result can be due to the pressures that principals are subjected to in several respects. Postponing and delaying some issues, at the expense of others, leads teachers to believe that there is a decrease in adherence to labour values, including chastity.

3.1.5. Fifth: Reform values

Table 11. The arithmetic averages and standard deviations of the study sample respondents' responses to the items of the reform values domain in descending order

The rank	Number	Item	Arithmetic means	Standard deviations	Rating level
1	4	The principal instils among students respect for laws and regulations.	3.62	0.92	Average
2	8	The principal directing students towards charity, goodness and sincerity.	3.61	0.88	Average
3	3	The principal encourages teachers to keep up with everything new	3.59	0.90	Average
4	7	The principal works to spread reform values	3.54	0.90	Average

5	2	among students The principal encourages cooperation among teachers to accomplish the duties assigned to them.	3.52	0.88	Average
6	6	The principal pushes teachers and students to improve (their thoughts and perceptions) so that they have a clear vision of integrity values.	3.43	0.95	Average
7	5	The principal allows teachers to express themselves and assert themselves.	3.38	0.96	Average
8	1	The principal resolves conflicts among teachers in objective and sound ways.	3.26	0.96	Average
Sincerity values as a whole			3.50	0.80	Average

Table 11 shows that the field of reform values included 8 items. All of them were at an average level of commitment. The researchers explain the existence of an average degree of commitment to the reform values among principals from teachers' viewpoints. The multiplicity of tasks of school management and the many responsibilities of the principal can show weakness in other tasks. However, the administration considers that some issues related to teachers and students do not require administrative intervention. This can be done by authorising another person to replace the administration in making decisions. It depends relatively on the extent to which teachers cooperate with the department. The principal distances himself from some educational issues within the school because he does not have real and realistic solutions. From the teachers' viewpoint, he or she is not sufficiently knowledgeable in dealing with these issues, which weakens his or her integrity values. The principal may provide an opportunity for the teacher to demonstrate his ability to solve problems and reform. Principals are to develop a spirit of cooperation and engagement for teachers with management. It is to appreciate the significant role played by the school's management. Its preoccupation with some high issues is only time-limited because of teachers' involvement in the educational process.

Table 11 shows that item 4, 'The principal instils among students' respect for laws and regulations', came first with an arithmetic mean of 3.62 and an average rating. The weakness or failure of the curriculum to include the concepts of integrity values has led to poor application in school administration among students and teachers. The last place was for item 1, 'The principal works to resolve conflicts among teachers in objective and sound ways', with an arithmetic mean of 3.26 and an average rating. This finding may explain why the principal's quest to resolve these problems and conflicts among teachers can be a burden when pursuing other educational and school issues. Or that

the principal's defence of a particular teacher can be taken as a personal bias, questioning his compliance with the values of administrative integrity.

The rest of the items got an arithmetic mean ranging from 3.38 to 3.61 with an average degree of commitment. The principal may use this to provide the teachers with the opportunity to demonstrate their abilities to solve problems and develop a spirit of cooperation and engagement in management. The principals are to appreciate the significant role played by the school management.

3.2. *Discussion of the results related to the answer to the second question, which stated: Are there statistically significant differences at the level of indication ($\alpha \leq 0.05$) among high school principals' commitment degree to integrity values in teachers' viewpoints following the gender, scientific qualification and years of experience variables?*

Table 12. The arithmetic averages and standard deviations of the study sample respondents' responses to integrity values domains following the gender, academic qualification and years of experience variables

Variable	Category	Domain	Arithmetic means	Standard deviations
Gender	Male	Sincerity values	3.18	0.62
		Justice values	3.25	0.85
		Honesty values	3.37	0.77
		Chastity values	3.31	0.81
		Reform values	3.30	0.84
		Overall average	3.28	0.72
		Sincerity values	3.40	0.56
	Female	Justice values	3.49	0.78
		Honesty values	3.76	0.64
		Chastity values	3.62	0.71
		Reform values	3.67	0.73
		Overall average	3.59	0.60
		Sincerity values	3.32	0.60
		Justice values	3.42	0.83
Scientific qualification	Bachelor	Honesty values	3.63	0.72
		Chastity values	3.52	0.77
		Reform values	3.55	0.80
		Overall average	3.49	0.66
		Sincerity values	3.21	0.58
		Justice values	3.24	0.72
		Honesty values	3.35	0.72
	Master	Chastity Values	3.30	0.75
		Reform values	3.24	0.75
		Overall average	3.27	0.66
		Sincerity values	3.32	0.92
		Justice values	3.07	1.08
		Honesty values	3.41	0.90
		Chastity values	3.24	0.82
PhD	Reform values	3.55	0.95	
	Overall average	3.32	0.90	

Years of experience		Sincerity values	3.30	0.61
Less than 10 years		Justice values	3.34	0.80
		Honesty values	3.56	0.73
		Chastity values	3.44	0.76
		Reform values	3.46	0.82
		Overall average	3.42	0.67
		Sincerity values	3.31	0.60
10 years and more		Justice values	3.42	0.84
		Honesty values	3.60	0.73
		Chastity values	3.51	0.78
		Reform values	3.53	0.78
		Overall average	3.47	0.68

Table 12 shows that there were statistically significant differences at the level of indication ($\alpha \leq 0.05$) of the domains of integrity values; sincerity, justice, honesty, chastity and reform, following the gender variable. All differences were in favour of females, with an average rating. This may be because female principals are more committed to instructions, voluntary instructions and qualities of integrity. Besides, they are more willing to homogenise, adapt, accept and socially accept, being more cooperative than male principals by exercising integrity values in schools. Thus, the female principals achieved higher levels of integrity values of honesty, sincerity and justice than males did. Females are also more committed, in the long term than males, to most administrative procedures that promote their integrity values. This can be due to the psychological composition of the desire of men to be independent, accepting belonging and dependency among females.

Table 13. The results of the multiple analyses of variance (MANOVA) to reveal the differences in integrity values domains of high school principals from the teachers' viewpoints following the study variables

Variance source \ variable	Dependent variable \ domains	Sum of squares	Freedom scores	Squares averages	F values	Statistical significance
Gender hoteling (0.078) 'F'-value (4.554) (Sig 0.001)	Sincerity values	3.230	1	3.230	9.128	* 0.003
	Justice values	3.795	1	3.795	5.740	* 0.017
	Honesty values	9.183	1	9.183	18.598	* 0.000
	Chastity values	5.702	1	5.702	9.891	* 0.002
	Reform values	8.285	1	8.285	13.651	* 0.000
Scientific qualification Wilkes Lambda (0.966) 'F'-Value (1.014) (Sig 0.430)	Sincerity values	0.126	2	0.063	0.178	0.837
	Justice values	1.155	2	0.577	0.873	0.419
	Honesty values	1.357	2	0.679	1.374	0.255

	Chastity values	1.147	2	0.574	0.995	0.371
	Reform values	1.992	2	0.996	1.641	0.196
Experience years hoteling (0.006) 'F'-value (0.366) Sig (0.872)	Sincerity values	0.083	1	0.083	0.234	0.629
	Justice values	0.877	1	0.877	1.326	0.250
	Honesty values	0.559	1	0.559	1.132	0.288
	Chastity values	0.709	1	0.709	1.230	0.268
The error	Reform values	0.911	1	0.911	1.501	0.221
	Sincerity values	104.383	295	0.354		
	Justice values	195.013	295	0.661		
	Honesty values	145.655	295	0.494		
	Chastity values	170.057	295	0.576		
Total corrected	Reform values	179.053	295	0.607		
	Sincerity values	108.196	299			
	Justice values	201.446	299			
	Honesty values	158.537	299			
	Chastity values	178.660	299			
	Reform values	192.041	299			

*Statistically significant at the significance level (differences in integrity values domains of high school principals from the teachers' viewpoints following the study variables).

Table 14. The results of the triple analysis of variance (three-way ANOVA) to reveal differences of the total score following gender, academic qualification and years of experience variables

Variance source variable	Sum of squares	of Freedom scores	Squares averages	F values	Statistical significance
Gender	5.839	1	5.839	13.592	*0.000
Scientific qualification	0.898	2	0.449	1.046	0.353
Experience	0.577	1	0.577	1.344	0.247

years			
The error	126.721	295	0.430
Total	3700.709	300	
corrected			

*Statistically significant at the significance level ($\alpha \leq 0.05$).

Table 14 shows that the scientific qualifications and experience years variables had no statistically significant differences at the indication level (0.05) on the domains of integrity values study. This indicates a convergence of views for all members of the sample at the level of principals' ownership of integrity values. Scientific qualification and years of experience do not affect teachers' judgments on the degree to which principals comply with integrity values. This result matches the results of Al-Ta'ani's (2010) study. The results showed the absence of statistically significant differences attributed to the changes in scientific qualification and years of experience of the value system of school principals in Jordan.

5. Conclusion

This study aimed to identify the secondary school principals' commitment degree in Jordan to the values of integrity from the teachers' viewpoints. This is because the integrity values have a positive impact on the practices of school principals and workers in the educational realm. Researchers in the educational field are observing the positive impact of adherence to integrity values on the processes of learning, teaching and workers in that field. This is why the researchers are motivated to conduct this study. The study results showed that the secondary school principals' commitment degree in Jordan to integrity values got an average degree. Besides, the results also showed that there were statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) following the gender variable to be in favour of females. There were no statistically significant differences at the significance level ($\alpha \leq 0.05$) following the educational qualification and years of experience variables. The study recommends strengthening the principles and values of integrity (honesty, reform, sincerity, chastity and justice) among secondary school principals in the Ministry of Education in Jordan.

6. Recommendations

In light of the findings of the current study, the researchers recommend the following:

- Promoting the principles and integrity values (honesty, reform, sincerity, chastity and justice) to the management of schools by the Ministry of Education in the Jordan region, in particular, and Jordan, in general.
- Intensifying supervision by the Ministry of Education through supervisory visits to the principals and their follow-up visits to follow-up on the values of integrity in schools, especially concerning justice and reform.
- Conducting studies similar to the current study. These future studies are to reveal the relationships of other variables to the degree of commitment of the principals to integrity values, and by linking them to the level of performance, leadership qualities and degree of teachers' affiliation to the school, and values other than those covered in this study.

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