

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Impact of Social, Administrative & Demographic Factors on the Compliance of Work Ethics at UNRWA Staff: Education Sector

أثر العوامل الاجتماعية و الإدارية و الديموغرافية على التزام موظفي الأونروا بأخلاقيات العمل: قطاع التعليم

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**The Impact of Social, Administrative & Demographic Factors
on the Compliance of Work Ethics at UNRWA Staff:
Education Sector**

أثر العوامل الاجتماعية و الإدارية و الديموغرافية على التزام موظفي
الأونروا بأخلاقيات العمل: قطاع التعليم

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ محمد فتحي خليل التتري لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال إدارة موارد بشرية وموضوعها:

أثر العوامل الاجتماعية والإدارية والديموغرافية على التزام موظفي الأونروا بأخلاقيات العمل: قطاع التعليم

The Impact of Social, Administrative & Demographic Factors on the Compliance of Work Ethics at UNRWA Staff: Education Sector

وبعد المناقشة التي تمت اليوم الثلاثاء 25 جمادى الآخر 1436 هـ، الموافق 2015/04/14 الساعة الثانية عشرة والنصف ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله و لزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

.....
أ.د. فؤاد علي العاجز



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ
وَرَسُولُهُ وَالْمُؤْمِنُونَ ^ص وَسَتُرَدُّونَ إِلَىٰ عِلْمِ الْغَيْبِ
وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ ﴿١٠٥﴾

التوبة (105)

Dedication

I dedicate this work...

To.....

My parents

My wife

My sons Fadi and Ahmed

My lovely daughter Nour

My brothers, Dr. Imad, Dr. Zeyad and Khaled

My sisters Nisreen and Suad

My best friends especially Zuhair and Mahmoud.....

And finally to all my wonderful teachers and advisors without whom none of this would be possible

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Abstract

This research aimed to identify the impact of social, administrative & demographic factors on UNRWA Staff's compliance with work ethics in the education sector. The first demographic factor consists of the following: gender, marital status, level of education attained, salary, area name and type of work. While the social and administrative factors comprise the degree of holding responsibility, commitment to public interest, the availability of the administrative role models, degree of cooperation, degree of loyalty, staff engagement with department(or school), trust between staff and managers, participation in decision-making, and finally communication among staff.

The study used the descriptive analytical approach to reach the findings. The previous variables - demographic, social and administrative factors - examined their impact on the compliance degree of UNRWA Staff working in the education sector with work ethics. In the light of these variables, a questionnaire was implemented as a study tool and tested by a pilot study and then it was distributed to a sample consisting of 223 employees where 94% of response rate achieved. The collected data was analyzed by statistical methods and manipulated through the SPSS V.22.

The study results showed that there is a positive respond among staff with 76.80% towards the degree of holding responsibility, and a positive respond towards the commitment to public interest with 76.18%. While there was a high positive respond towards the availability of administrative model with 82.83%, where 72.09% of the respondents agreed with trust between staff and management variable. Concerning administrative factors as a whole, the result was 77.04% of the respondents agreed with it, while 82.29% of the respondents highly agreed with degree of cooperation variable and 80.82% of the respondents highly agreed with degree of loyalty at education sector. 82.91% of the respondents agreed with staff engagement with department (or school) variable, while 80.86% of the respondents highly agreed with participation in decision-making variable. In addition, 67.56% of the respondents showed weak percentage of communication among staff and 79.03% of the staff responded to social factors in general.

Regarding UNRWA Staff's compliance with work ethics in the education sector, 86.39% of the respondents agreed with this variable.

The study recommended the necessity of deciding compliance with work ethics subject at universities curriculum depending on Islamic and religious perspectives. Also, training staff on human relations including compliance with work ethics aspects, developing staff skills via disseminating brochures and holding formal and informal meetings. In addition, paying special attention to the selection and recruitment process of the staff members working at the education sector, and creating a proper environment which provides enough space for them to express their feelings and participate in decision-making and specialized training courses that improve their communication skills. Moreover, training schools' principals on how to develop the administrative and behavioral progress to reflect on staff. In addition, encouraging staff who are committed to work ethics and rewarding them in formal occasions to be ideal for others. Forming penal committees for work ethics violators according to law.

ملخص الدراسة

هدفت هذه الدراسة إلى الكشف عن أثر العوامل الاجتماعية و الإدارية و الديموغرافية علي التزام موظفي وكالة الغوث الدولية (الأونروا) بقطاع غزة بأخلاقيات العمل في قطاع التعليم . العوامل الديموغرافية يندرج تحتها اثر كل من الجنس، العمر، الحالة الاجتماعية، الخبرة، متوسط الدخل، مكان العمل، طبيعة العمل. أما العوامل الاجتماعية والإدارية فشملت علندرجة تحمل المسؤولية، الالتزام بالمصلحة العامة، مدى توفر القدوة الإدارية، مستوى التعاون، مستوى الولاء، ارتباط العاملين بالقسم (أو المدرسة)، الثقة بين العاملين والإدارة، المشاركة في اتخاذ القرار و الاتصال والتواصل بين أفراد الطاقم العاملين.

وقد اعتمدت هذه الدراسة علي المنهج الوصفي التحليلي للوصول للنتائج، وتم فحص تأثير عدد من المتغيرات السابقة الذكر وتأثيرها علي درجة الالتزام بأخلاقيات العمل لدى موظفي الأونروا في قطاع التعليم. وعلى ضوء هذه المتغيرات، تم تصميم استبانة كأداة للدراسة وتم عمل عينة استطلاعية ومن ثم توزيعها على 223 موظف مثلوا عينة البحث لمجتمع الدراسة واستجاب 210 موظف ليمثلوا نسبة استجابة تقدر ب 94% وتم تحليل البيانات باستخدام الأساليب الإحصائية من خلال البرنامج الإحصائي SPSS نسخة 22.

أظهرت نتائج الدراسة وجود توجه ايجابي لدي الموظفين بنسبة 76.80% نحو درجة تحمل المسؤولية ووجود توجه ايجابي بنسبة 76.18% نحو الالتزام بالمصلحة العامة واستجابة عالية لمتغير مدى توفر القدوة الإدارية الحسنة بنسبة 82.83%. أما متغير الثقة بين العاملين والإدارة فأظهرت نتائج نسبته 72.09% وفيما يتعلق بالعوامل الإدارية بشكل عام فكانت النتيجة 77.04% . من جهة أخرى أظهرت استجابة الموظفين العالية بنسبة 82.29% لمتغير مستوى التعاون ونسبة 80.82% لمتغير درجة الولاء لدى الموظفين في قطاع التعليم. فيما يتعلق بمتغير الارتباط بالقسم أو المدرسة أظهرت النتيجة 82.91% من الموظفين لديهم ارتباط قوي بالقسم أو المدرسة. أيضا أظهرت استجابة الموظفين العالية بنسبة 80.86% لمتغير المشاركة في اتخاذ القرار. بالإضافة إلي ذلك أظهرت استجابة الموظفين بنسبة 67.56% بمتغير الاتصال والتواصل بين أفراد الطاقم العاملين. وأظهرت النتائج أن 79.03% من الموظفين استجابوا للعوامل الاجتماعية بشكل عام.

فيما يتعلق بمحور الالتزام الأخلاقي أظهرت النتائج أن 86.39% من الموظفين في الأونروا وخاصة في قطاع التعليم لديهم التزام عالٍ بأخلاقيات العمل.

قدمت الدراسة العديد من التوصيات أبرزها ضرورة إدخال مادة الالتزام بأخلاقيات العمل في مناهج الجامعات والتركيز عليها من منظور إسلامي وديني، و تدريب الموظفين علي العلاقات الإنسانية وتضمين عناصر الالتزام بأخلاقيات العمل. تنمية مهارات الموظفين بالعوامل الدينية عن طريق توزيع البرشور واللقاءات الرسمية والغير رسمية. وأوصت الدراسة بضرورة الانتباه لأساليب وعمليات اختيار الموظفين أثناء تعيينهم وخلق بيئة ملائمة ليعبر الموظفين عن مشاعرهم ويشاركوا في اتخاذ القرار. أيضا تدريب الموظفين في التعليم علي مهارات الاتصال والتواصل. بالإضافة إلي تدريب المدراء من أجل تطوير التقدم الإداري والسلوكي لينعكس علي الموظفين. تشجيع الموظفين الأكثر التزاما بأخلاقيات العمل ومكافئتهم عبر احتفالات رسمية ليحتنزي بهم. وأيضا الإسراع في تشكيل لجان من اجل مسائلة منتهكي أخلاقيات العمل والالتزام بها حسب القانون المعمول به.

Chapter One

General Research Framework

1.1 Introduction

Background

Work ethics is considered the most important pillar in our life in general and specially in education sector. Ethics interventions through the education process are said to enhance ethical development.

It is argued that work ethics in education should be an independent course at universities since it is integrated in other subjects and consequently the work ethics components are not adequately covered. The term *ethics* falls of the tongue very easily these days, and many people who use it have not taken the time to consider its true meaning though.

Ethics is a body of principles or standards of human conduct that governs the behavior of individuals and groups. Ethics arises not simply from man's creation but from human nature itself making it a natural body of laws from which man's laws follow.

Philosophers define ethics as the study of the moral rightness or wrongness, which is limited by the human ability to reason. Decisions are only as good as our human reasoning abilities. Whereas philosophers have the luxury of simply studying these issues, as educators we need to be able to apply aspects of philosophical contemplation. Thus, we can think of "public relations ethics" as the application knowledge, understanding and reasoning to questions of right or wrong behavior in the professional as the researcher moves through the research. In practical terms, someone once defined decision making as drawing a black line through that grey area. The area will always remain grey but at some point each of has to draw that line. As we will, there are few clear-cut solutions to ethical dilemmas, but as a professional, it is our responsibility to determine what might be the right place to draw the line (Parsons, P.2008).

Caetano (2009) said in the educational sciences journal

"The ethical dimensions, namely the regulation and creation of a deontological code and the ethical, personal and professional conceptions of teachers, are considered to be important in our educational system and are presented in several legislative documents, both with regard to the education of pupils and to teacher education, and regarded as important for professional performance."

Unfortunately, legislation in this domain has not been satisfactorily accomplished. Such as the opinion of teachers when, within the scope of previous studies and this particular study, they are questioned about the pertinence of training, especially their own experience in this field. As is often the case, what is regarded as being desirable has no correspondence in the present and past reality of teachers. (Tiles,2000)

Actually, a few research studies concerning compliance with work ethics and its factors that impact UNRWA staff were conducted so far.

In this study, the researcher will answer a basic question "What is the impact of social, administrative& demographic factors on UNRWA Staff's compliance with work ethics?"

1.2 Research problem

Teacher in education may be the most important variable to ensure consideration of ethical issues in public schools. However, many teacher preparation programs may not equip teachers with the knowledge, skills, and dispositions to make moral judgments and decisions necessary to provide high -quality education for all students. This study addresses ethical issues and practices that impact teachers of education and their interface with education. Research results indicate that teaching ethical and professional practices is important to teacher compliance with work ethics, and yet, receives little emphasis in most programs. (Caetano, et al. 2008)

Ethical teachers' actions are guided by beliefs, attitudes, and characteristics that reflect courage, empathy, enthusiasm, honesty, humility, imagination, impartiality, open-mindedness, and practical wisdom all of which inform classroom behaviors and practices (Beyer, 1997).

Through holding discussions and meetings –whether formal or informal- the researcher noticed the need of such issue to staff since teachers lack knowledge regarding ethics in UNRWA.

This study will examine the impact of social, administrative& demographic factors on UNRWA staff's compliance with work ethics.

1.3 Importance of the Study

Practical importance

There is ambiguity concerning compliance with work ethics among the staff according to the researcher experience which is 14 years working at UNRWA. There is only one study that was conducted concerning the compliance with work ethics in the government health sector.

UNRWA sector represents more than 55% of the educational field. UNRWA needs to know if the previous factors affect mainly at educators with their compliance with work ethics.

Scientific importance

It is important to provide the human resources department with this study as it will help it to formulate compliance ethical work criteria, especially to computerized work ethics certificates. In addition, it is very essential to the library concerns.

Researcher importance

Researcher needs to know the impact of the social, administrative and demographic factors that affect work ethics in education sector so as to develop my career promotion in UNRWA.

1.4 Study Objectives

General Objective:

This study aims to assess the influence of social, administrative and demographic factors on UNRWA staff compliance with work ethics so as to develop UNRWA`s ethics human resources program in the Gaza strip.

Specific objectives:

- To assess UNRWA staff attitudes toward ethics at work.
- To measure UNRWA staff commitment to ethics work.
- To measure the impact of social, administrative and demographic factors on teachers' compliance with work ethics.
- To identify the effect of UNRWA ethics program on teachers and education.
- To suggest and formulate recommendation to policy and decision makers regarding the opportunity to improve UNRWA Staff's compliance with ethics in the education sector.

1.5 Research Question:**The main question:**

What is the impact of social, administrative and demographic factors on UNRWA Staff's compliance with work ethics? From the main question three sub questions are driven.

The Sub-questions:

- Is there a commitment from UNRWA staff to work ethics?
- What is the impact of social, administrative and demographic factors on teachers' compliance with work ethics?
- Are the education staff members at UNRWA familiar with ethics rules and regulations?

1.6 Research hypothesis:**First Hypothesis:**

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and administrative factors for UNRWA staff.

This hypothesis is divided into the following sub-hypotheses.

First sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and degree of holding responsibility for UNRWA staff.

Second sub-Hypothesis:

There is significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and commitment to public interest for UNRWA staff.

Third sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and the availability of the administrative role models for UNRWA staff.

Fourth sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and trust between staff and managers for UNRWA staff.

Second Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and social factors for UNRWA staff.

This hypothesis is divided into the following sub-hypotheses.

First sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and degree of cooperation for UNRWA staff.

Second sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and degree of loyalty for UNRWA staff.

Third sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and staff engagement with department (or school) for UNRWA staff.

Fourth sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and participation in decision-making for UNRWA staff.

Fifth sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between compliance with work ethics and communication among UNRWA staff.

Third Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between UNRWA Staff's compliance with work ethics and demographic individual characteristic factors.

This hypothesis is divided into the following sub-hypotheses.

First sub-Hypothesis:

There is significant relationship at $\alpha \leq 0.05$ between UNRWA Staff's compliance with work ethics and gender.

Second sub-Hypothesis

There is significant relationship at $\alpha \leq 0.05$ between UNRWA Staff's compliance with work ethics and level of education.

Third sub-Hypothesis:

There is significant relationship at $\alpha \leq 0.05$ between UNRWA Staff's compliance with work ethics and major.

Fourth sub-Hypothesis:

There is significant relationship at $\alpha \leq 0.05$ between UNRWA Staff's compliance with work ethics and area name.

Fifth sub-Hypothesis:

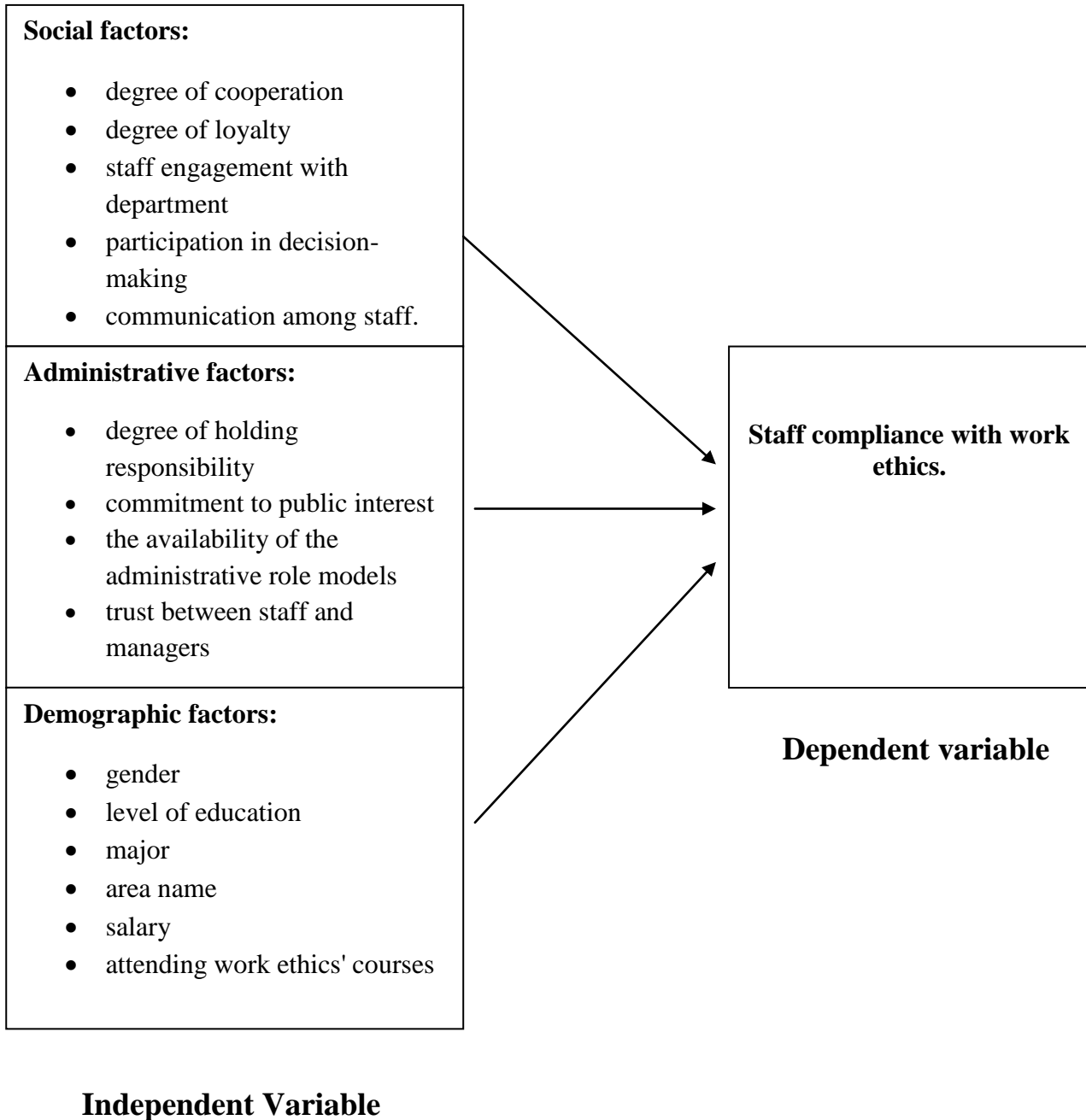
There is significant relationship at $\alpha \leq 0.05$ between UNRWA Staff's compliance with work ethics and salary.

Sixth sub-Hypothesis:

There is significant relationship at $\alpha \leq 0.05$ between UNRWA Staff's compliance with work ethics and whether they attended work ethics' courses or not.

1.7 Study variables:

Figure (1.1) Research Model



1.8 Operational Definition

1.8.1 Work Ethics definition:

Ethics can be defined as “Morality; that part of philosophy (and, more specifically, that part of politics) dealing with morality, especially with questions of good and bad, right and wrong. (Koterski.J, 2001)”

Also another definition for ethics, also known as moral philosophy, is a branch of philosophy that addresses questions about morality-that is, concepts such as good and evil, right and wrong, virtue and vice, justice, etc.

Major branches of ethics include:

- Meta-ethics, about the theoretical meaning and reference of moral propositions and how their truth-values (if any) may be determined;
- Normative ethics, about the practical means of determining a moral course of action;
- Applied ethics, about how moral outcomes can be achieved in specific situations;
- Moral psychology, about how moral capacity or moral agency develops and what its nature is;
- Descriptive ethics, about what moral values people actually abide by. [Electronically accessed in 4thNovember 2014.]

In this study the researcher defined work ethics as the highest degree of holding responsibility, commitment to public interest, the highest degree of cooperation and loyalty, staff engagement with department and the highest level of trust between staff and managers.

1.8.3 Demography Definition:

There are many definitions related to demography, but in this study the researcher defined demography as the study of gender, major whether the study sample are teachers or school principal, salary, marital status, level of education and place of work.

1.8.4 Social and ethical accountability:

Social and ethical accountability is a process that can help businesses to stakeholders, and to improve performance, social, environmental and economic. The process typically links a company's value to the development of policies and performance targets and to the assessment and communication of the performance. In this way and through engagement with stakeholder social and ethical issues are tied into a company's strategic management and operations.

Social and ethical accounting model there is no standard balance sheet or units of currency. Instead, they are defined by company's value and aims by the interests and

expectation of its stakeholders, and by societal norms and deregulations. With the focus on the concerns of society, the social and ethical accounting framework implicitly concerns itself with issues as wide as economic performance working conditions, environment and animal protection, human rights, fair trade and ethical trade, human resource management and community development, and community development and hence with the sustainability of a company's activities.

1.8.5 Compliance Definition:

Compliance is a comprehensive program that helps institutions and their employees conduct operations and activities ethically; with the highest level of integrity, and in compliance with legal and regulatory requirements. To have an effective compliance program, an organization must establish and maintain an organizational culture that "encourages ethical conduct and a commitment to compliance with the law."(Weaver, etal. 1999)

1.8.6 Communications:

Two-way process of reaching mutual understanding, in which a participant not only exchanges information, news, ideas and feelings but also creates and shares meaning. In general, communication is a mean of connecting people or places. In business, it is a key function of management--an organization cannot operate without communication between levels, department and employees. {Electronically accessed 4thNovember 2014}

1.8.7 Employee engagement:

Engagement is the extent to which employees are motivated to contribute to organizational success, and are willing to exert discretionary effort (extra time, brainpower and effort) to accomplishing tasks that are important to the achievement of organizational goals. An engaged employee has pride in, advocates for, is loyal to his/her employer and exerts discretionary effort toward achieving the employer's goals.

1.8.8 Internal compliance monitoring:

An internal compliance system is an arrangement in which a company ensures that it is completing legal transactions, obeying the regulations enacted by the government, and fulfilling company export policies. Internal compliance systems typically include a set of procedures that company officials must satisfy before an item leaves the company. Such procedures include a thorough investigation of the buyer and end-user prior to the shipment of a purchased item off-site.

Figure (1.2) Study framework description

No.	Study description	Study Period	Tool
1.	Study design -Descriptive design through quantitative method.	9 months	Questionnaires
2.	Study population - from the educational administration offices and from teachers and school principals		
3.	Study Setting -It is conducted at UNRWA schools of North Area.		
4.	Sampling methods and size -We selected 223 staff members out of 446 .		

1.9 Study design

The researcher used descriptive design through quantitative method. So the best tool for this study is a questionnaire which was appropriate .This design reflects reality in the field of the situation in a very short time and to save money.

1.10 Study population

The study population is from the educational administration offices and from teachers and school principals working in North Area of Gaza.

1.11 Study Setting

The study is conducted at UNRWA schools of North Area.

1.12 Study Period

The study is expected to consume 9 months; it started in July, 2014 and expected to be completed by March 2015.

1.13 Sampling methods and size determination

Random selection was used on sampling method for male and female teachers, principals and education officers at preparatory and elementary schools from North Area of Gaza.

We selected 223 staff out of 446 through software sample and size calculated based on " <http://www.raosoft.com/samplesize.html>" and the margin of error is 5% with confidence level 95%, we will add 13 person to compensate withdrawal (7% of sample).

Sample size determination:

Here are the formulas used to determine the Sample Size:

Sample Size

$$n = \left(\frac{Z}{2m} \right)^2 \quad (1)$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)

m = confidence interval (margin of error), expressed as decimal (e.g., .05 = ±5)

Correction for Finite Population:

$$n_{\text{corrected}} = \frac{nN}{N + n - 1} \quad (2)$$

Where: N = Population size

Using Equation (1), the sample size is:

$$n = \left(\frac{1.96}{2 \times 0.05} \right)^2 \cong 384$$

Suppose that the population size is 446, the corrected sample size using equation (2) is:

$$n_{\text{corrected}} = \frac{384 \times 446}{446 + 384 - 1} \cong 207$$

Therefore, the minimum sample size required is at least 207 (Greenberg & Moore, (2003).

Tools:

-Questionnaires.

This tool was used by distributing random questionnaires in North Area of Gaza and collected by the researcher from school principals.

1.14 Ethical Matters (considerations)

- An official letter of approval to conduct the research was obtained from the chief of education program.
- Every UNRWA staff member in the study received a complete explanation about the research purposes, confidentiality, and sponsorship
- Every UNRWA staff member in the study population knew that participation in the research is optional.
- Written consent form was obtained from each UNRWA staff member in the study.
- All the ethical concepts will be considered: respect for people and respect for truth.
- Anonymity and confidentiality will be given and maintained.

1.15 Data entry and statistical analysis

The researcher will use Statistical Package of Social Science (SPSS, version 22) program for data entry and data analysis. Descriptive analysis (frequencies, percentage, cross tabulation) will be applied to describe the main features of our findings. Afterward, we will use inferential statistics (T test or one way ANOVA test) to compare means of numeric variables in order to identify and examine the relationships among independent and dependent variable. Significant association will be considered on p-value < 5% and confidence interval = 95%.

1.16 Description of the Questionnaire

The questionnaire included four fields which are:

1-Demographic factors:

- gender
- level of education
- major
- area name
- salary
- attending work ethics' courses

2- Social factors:

- degree of cooperation
- degree of loyalty
- staff engagement with department
- participation in decision-making
- communication among staff

3-Administrative factors:

- degree of holding responsibility
- commitment to public interest
- the availability of the administrative role models
- trust between staff and managers

4-Compliance with Work Ethics.

This part contained twelve elements which were asked in the questionnaire.

The questionnaire was evaluated and judged by thirteen professional professors and doctors working in several universities and in the Ministry of Economy in Gaza. After executing the 30 questionnaires pilot samples in North Area, it was generalized along North Area of Gaza.

Chapter 2

Theoretical

Framework

2.1 Introduction

Ethics refers to a system of moral principles, a sense of right and wrong, and goodness and badness of actions and the motives and consequences of these actions. As applied to business firms, ethics is the study of good and evils, right and wrong and just and unjust actions of businessmen. (K. Aswathappa, 2005)

In this chapter the researcher addresses the definitions of ethics concept, ethics and its relation to Islamic Sharia, ethics role in organizational life, the importance of ethics in school administration and work ethics sources. Also, the researcher highlights the factors affecting the work ethics of administration. Moreover, the researcher illustrates ethics of school administration in Palestine, demography definition, and compliance definition. Human resource development and work ethics also mentioned here in this chapter with regard to some illustration about UNRWA and education department.

2.2 Definitions

2.2.1 Ethics Concept

Writing a clear and understandable definition to work ethics is very difficult as it depends on principles and behavioral criteria in different environments. Due to the lack of an agreed definition of work ethics that can be applied to various public functions in different environments, the researcher will present some related definitions, then adopt a suitable definition to this study. The definitions are as following:

2.2.2 Ethics meaning in dictionaries:

Longman dictionary defined ethics as:

1. "A general idea or belief that influences people's behavior and attitudes."
2. "Moral rules or principles of behavior for deciding what is right and wrong."
(<http://www.ldoceonline.com/dictionary/ethic>)

While Oxford dictionary defined ethics as:

1. "Moral principles that govern a person's behavior or the conducting of an activity."
2. "The branch of knowledge that deals with moral principles"
(<http://www.oxforddictionaries.com/definition/english/ethics>)

2.2.3 Ethics meaning in management literature.

"A set of rules and the foundations that control individual and group behavior, these rules and principles connected to what is right and what is wrong in specific situation."(Al Tarawni, 1990)

While(Al Masri, 1986) defined ethics as" A set of rules and principles that the professional must adhere and act upon them, to be successful in dealing with people and

successful in his career as long as able to gain the confidence of his customers his colleagues and heads of subordinates."

While (Nazzal, 2001) saw that man has a capacity that produces actions in spirit without delay, without thought and without pretending. If you add ethic word to another word, this will show a group of behaviors bases related to thing denoted in that word. Then we can say they are benefit ethics, delighting ethic and duty ethic. Also, if you relate this ethic to a specific group, this will denote specific behavior bases to this group.

Hence, we can say professional ethics, tolerance ethics, and if we connected the word ethics to principles of behaviors, this denotes the corresponding values to ethics supreme and if we say practical behavior, this denotes the corresponding of this behavior to these principles.

While (Almediani, 1992) defined ethics as "A merit stable in spirit-innate or acquired) with effects of behavior, praise worthy or blame worthy".

The researcher noticed that there are two dimensions in the previous definitions:
- One related to social relations, and the other related to man himself and guiding to man behavior from society that determines good or evil, justice or injustice. Also society determines these judgments to ethical principles and bases that control individual's behavior. (Al mazro'i, 2003)

The researcher believes that ethics is as approved by Sharia law, principles, legislation, passed by society and values, customs and traditions that cover relations between mankind.

2.4 Ethics role in organizational life

Commitment in work ethics contributes in improving and developing society in general, and in decreasing the injustice practices which lead to equity among people`s opportunities, as well as people harvest their efforts deeds and deviate their shortening penalties.

Good deeds belong to professionalism and resources that guide to better benefits and widen the opportunities in front of hard-working. This leads to:

- Supporting self-satisfaction and social stability between most people, justice prevailing and the rights to everyone so as people are self-satisfied and stable.
- Providing suitable environment for team work and increasing productivity which leads to beneficiary to all.
- Increasing individual`s self-confidence and confidence in the organization and in the society that leads to decrease worry and tense between individuals.
- Decreasing the amount of risk to organization as offences, crimes and disputes decreases in case everyone follows law which is part of ethics values.
- Existence of ethics code provides a reference that evokes people to decide the right behavior or to judge any behavior that really occurred (Balqees & Maraee, 1993).

Any community in human societies member can't live happy in harmony unless there is a strong connection of precious ethics. Assuming that there is a community depending on mutual financial benefits only and there is no other purpose behind that, so there will be trust and honesty at least. And in case there is a loss of ethics, that is the mediator, which is essential to human harmony with their fellow men, community members dissociate. Humankind is in need of ethical system that can achieve their social needs (Forum Sociology, 2008).

Law and regulations are required from all in organizational life. School administration, as a leader, is a good example for all staff members. Also, teachers are good models for students. They deal with a local community with high level of ethics, so public interest is the bases. In addition to that, staff should feel of their self-values and his existence in the organization, and justice equity between all staff members, especially with regard to holidays, promotion, career transferring, participating in management training programs, conference attending and benefiting from other merits afford by organizational system and law (Ghoushah, 1983).

Administrative leadership is considered the first and the most important reference to all staff members who work in any organization. It is also an ideal to all staff members during daily dealings with each other and with the local community. Therefore, administrative leadership should be ideal with high efficiency from financial point of view and productive capacity at work beside its perfect behavior. We look to accurate leadership position through staff views that monitor the movements of the activities of the administrative leadership. For example, if leaders commit to daily time work hours, it will reflect on work conditions and vice versa. It is expected members of an administrative leadership will be honestly acting towards the organization and to the public interests. All this leave their marks and effects on work procedures, and general atmosphere in the administrative organization (Ghoushah, 1983).

In case there is a conflict between the organization's interests and personal managers' interests, there must be a deviation towards organization interests. Robert Austin provides us with evidence to managers calling for alert to support ethics inside organizations. These three principles are:

- 1- Managers should put institutions interests before their own interests.
- 2- To give the priority of the community before the interests of their organization and before their own personal interests.
- 3- To speak the truth only in all situations.

Leadership in any organization is a basic variable in order to push the organization forward and to motivate staff members so as to perform well and to be creative. If the successful leadership is missed, good production will be missed and also administration will not achieve its goals. Wise and creative, administration and leadership, are the spirit of public administration.

Any success of any organization depends on the efficiency of its leadership and compliance of ethics. Being at the top of hierarchy, leadership is a good model to staff members (Tishori, 2005).

For example, if administrative leadership committed behavioral practices that violate the law and regulation, this will encourage staff to do similar offences. For instance, in case a senior official leaves work before the end of working hours frequently, this behavior will spread among his staff and may become a daily practice among them.

2.5 The importance of ethics in school administration

Ethics behavior, with commendable effects on life, regulates humankind relationships with others in the community. These good behaviors such as truthfulness, honesty, justice, duties and rights, and dealing with others are used to show best influences in the community.

The traditional ethics are developed to become bases to deal with surrounding people and they give them special appreciation and consideration. It allows expressing work ethics by good behavior and by specific professions, as all jobs participate in popular ethics. Ethics are considered as a group of values that are connected to work, whether they are social values, economic values or religious values which perform ethics bases to people in their deeds (Nazzal, 2001).

The most important element in school administration is the existence of ethical values, but the real situation in lots of educational organizations systems based on non-religious bases and separation of ethics values and education (Al bashari, 2006).

School principle is ought to give great concerns to staff members and to local community. Also, he is required to take great considerations to his staff profession. So he should have ethical values which help him in his work (Al Masroui`, 2003).

It is clear that studying ethics of school administration in supporting ethical practices which should be reflected positively in administration methodology and in educational relation between various components of the school community. Also, school principle should have positive attitudes towards their career with great insight, ethical commitment and be aware of administrative and educational dimensions` mission that they are carrying toward the community and to individuals. In addition to that, administrative ethics career regulates social relationships and train them how to deal with different members of local community, as well as their knowledge of rules and ethical principles. This issue provides them with professional conscious and stay away from suspicion. So as to be aware of the importance of ethical dimension especially in education filed, as well as it develops communication skills, cooperation spirits as work team between local communities (Ihsaneiat, 2001).

It is essential and basic to provide work ethics for a school principle in order to succeed in his administrative practices which is considered the noblest career in the world. If there is any ethical deficiency the preparation of principles, this will lead to shortenings of those principles in the educational duties and in teaching the individuals of the community. And this will also lead to a shortening of teacher`s performance.

Work ethics is one of the most important entries at any educational system which guide staff's behavior and control it.

Work ethics in school administration is one of the most important guidelines affecting on school principals and teachers, as it form internal observation to them, and provide a feedback frames to them which will guide them at work and evaluate their performance with their relation with others. This will help them to take wise decision in order to become more harmonious and more consistent with themselves at work. Compliance with such ethics is a very necessary matter, as it is determined by amount of belongings to profession under compliance level with rules of work ethics (UNESCO, 2007).

The most important basic is the existence of ethics constitution which any career depends on it and a requirement to save the existence of its independence. Career is distinguished by the existence of its own work ethics group which is supposed to comply by everyone inside any organization (Beni Khaled, 2007).

Ethics constitution for any profession includes guiding rules for any work practices in any career to improve its mission, despite its importance in determining the priorities of practices inside particular work. However, we can't impose it but we can ask staff to comply with it. The only way to judge the members' behavior of this job is to keep trust, respect, and dignity and efficiency values.

As (Alawi, 2007) determined, ethics constitution must be distinguished by:

- Abbreviation - Clarity and easiness
- Be reasonable practically accepted.
- Positive - Comprehensive.

Finally, ethics compliance which is derived from Islamic principles leads to improvement of education efficiency and productivity improvement that contributes to upgrading Arab society to happiness and prosperous in our world. Education is considered a necessity of modern life as science is a way to development and improvement. For example, lots of societies that are based on science gained excellence in science which gave their societies abilities to provide people all their needs because they gave great concerns to science which led them to development.

2.6 Work ethics sources

There are groups of sources that are considered as bases for work ethics which reflect reality of the community in various fields. Researchers summarized five sources of work ethics as follows: (Al Saudi & Batah, 1996)

2.6.1 Religion source:

This source plays an important role especially in Islamic communities for work ethics resources, as it provides to work ethics internal control to individual. Professionals may escape from political control, social control or legal control, but they can't escape from God's control. Also, our Prophet Muhammad (peace be upon him) is a good example of ethics for human beings (Al Horani, 2005)

This source involves principles and system that lead to happiness to humankind and to communities in all fields. It also organizes people's life in any time and in any place. Religious source includes law of the land which is orders and prohibitions law that people decided themselves in order to organize their life by preserving human rights and determining their duties to spread justice and equity between humankind. So legislation, law and regulations, which are used in any organization, are ethics sources. For example, time compliance, keeping away from favoritism and public interest have more priority than personal interest, work secrets discourse and bribe refusal (Al Bashari, 2006).

2.6.2 Social source

Every community has its own culture which organizes its movements, decides its traditions, customs values and people's relationships. It is popular that the most important factor, which included in community culture, is the social factor. This factor contains, value, traditions, customs, believes, life style and social life practices.

Professionals may transfer community traditions to their organization whether these customs and traditions are positive or negative values. If individual gives priority to their personal interests, this will affect on their career behaviors and will transfer bad traditions to his organization (Al Horani, 2005).

We come to a conclusion that if a school principle left negative traditions which he acquired from the community; this will be reflected on his behaviors inside the organization, on work performance and on his relations inside and outside school. Also it will affect the whole school, school staff's productivity and their loyalty towards school. Thus, this will be reflected negatively in the target objectives' achievements.

2.6.3 Economical source

Economic conditions control community and its individuals. Hard economic conditions mostly push community individuals to do negative practices far away from ethics criteria (Al Horani, 2005).

If a person lives in high economic conditions, he can live in dignity with his family, and it is expected that he has unique morals and ethics with unique compliance. But if his economic conditions are hard and he can't provide all the requirements to his family and to his community, he may cheat, get bribe and use his post for his personal interests. Economy factor is quite significant these days as technology discourse lots of tempts and prevailing consumption attitudes between people (Bani Khaled, 2007).

2.6.4 Political source

It means the political system that guides community and its reflected attitudes towards individual's ethics. If the political system believes in multiparty, participation, dialogue and respect other views, this will affect positively in individuals values and career content. And if political regime is dictatorial and spoiled which doesn't fear, cheat and encourages negative values, it will affect negatively individual's attitudes in any organization (Bani Khaled, 2007).

When a professional does his duties under specific political conditions, his behavior will be affected by these conditions and with its features. If political system has a public interests aim, it has to believe in freedom, transparency, democracy and accountancy which will lead to prosperous work ethics. But if the political regime lacks administrative control and tends to be despotism, this will lead to negative ethics behavior on individual and in general on their work particularly (Al Horani, 2005).

2.6.5 Organizational administration source

Law, regulations and legislations are basic sources that control administration in any organization, that is to say, organizational environment which individual works in including rules, regulations, customs, traditions and values. These regulations specify staff behaviors and guide them which will affect individual's values, on his compliance and on his practices of work inside organization. Also, these regulations and administrative sources specify work shifting, work break, awards, control forms and penalty forms.

We have to be conscious of the strong connection between organizational environments and social environments, as regulations inside the organization and law are derived from country law, from value, and behavior prevailing inside the organization. This sample represents value codes and public behavior inside the community (Bani Khaled, 2007).

Administrative environment specifies work system procedures and provides efficient administrative leadership in all level. Leaders must believe in democracy, justice, equity, direct dialogue, guarantee rights to everyone inside the organization and encourage compliance with the duties.

2.6.6 Customs, traditions and values sources

Community is considered an important source that affects n work ethics of individuals. Individuals live and interact with people inside and outside school. Examples for interactions are teachers` relations, students` relations and local community relations (parents, visitors and public figures) (Hamadna, 2012).

2.6.7 Educational literature source

There are lots of educationalist views, scientist's views, and university instructor's views about education work ethics or ethics that teachers should gain and comply with. Al Masri (1986) denoted that any person who works at education field should have educational ethics. Any teacher, educational staff and officers should have some physical features, mental features and ethical features, such as passion to students, patient, tolerant, firm, respect his religion and be nature with his behavior with students and his colleagues (Hamadna, 2012).

2.7 Factors affecting work ethics of administration

Many factors that can't be counted affect work ethics inside administration, because administration doesn't work haphazardly and it works inside a community. Also, it is affected by political factors, social factors and economic factors. Staff member is a person who lives in the same administrative environment and transfer values, customs and traditions to this administration. So, it has clear effects inside organizations despite regulations and rules` existence that play a great role to specify staff behaviors (Ghousha, 1983).

2.7.1 Factors affect work ethics:

1- Social Environment

Social environment can be defined as the environment which connects between house, suburb, work and community that individual lives in, with all its customs, traditions, believes, economic conditions, social conditions and political conditions. It contributes greatly in forming individual`s behavior and in forming his attitudes. These attitudes grow and develop during individual growth level from his environment (Yaghi, 1995).

So we find out social environment contributes directly and affecting social growth procedures by developing human behavior. This also helps individual to be more aware to people and to thing, and acquire knowledge to him and to others. In addition to that, it grows and develops lots of senses such as fear, passion and respect feelings towards parents (Al Ghazzawii et al, 1997).

Asabagh (1985) referred bias and intermediary are examples that show social environment that affects administrative staff behavior. So we find out staff, especially from Arabic regions, put considerations when dealing with his colleagues and may exceed regulations in the organization, especially to his relatives and friends. Why a staff member does such unethical administrative behavior? The reason is that, they are loyal to their families and to their relatives which they belong to. This is basically their priority than public interests. No doubt this behavior transfers badly to administrative system via staff behaviors when dealing with others.

2-Economical environment

Economic environment plays an important ethical role in staff community that they live in. For instance, richness, poverty, wages scale and rising standard of living. Also economic environment leads to multiple economical varies inside the same community (Yaghi, 1995).

We have to confirm the effect of economic factor on staff ethics. This situation appeared in developing countries and it has a historical background, as an individual has ambitions and needs that the country couldn't provide to him. Also a staff member has ambitions and hopes to increase their wages and to increase means of comfort, so probability of deviating is increasing from staff and from customers.

Economic factors have an important effect on spreading the administrative financial corruption, especially in developing and poor countries. Law of wages and salaries encourages lots of people to abuse his position, as those poor staff members

misuse the money and the resources of the country. Also, they will think to get money by different means in order to achieve their personal interests. They may also accept bribe to compensate their salaries` shortenings so as to provide life needs and requirements.

3-Political environment

No doubt political environment plays an important role in staff life to form their attitudes and behavior patterns. Political means the political climate that community lives in as a form of political regime and the individual rights of speaking freely (Zewalf, 1982).

Also, the extend effectiveness of control and observation- administrative, legislative and political- on administrative behavior patterns of staff, as it encourages ethical administrative behavior and punish unethical administrative behavior (Yaghi, 1995).

So lack of observation, weakness of justice system, politician's corruption and country`s lacks of questioning leads to deviation of staff behavior and increase law violation. Also this lead to ethical corruptions and loyalty absenteeism to any organization (Zewalf& Al-lawzi, 1993).

Under the absent of legislative control and administrative observation, staff show sometimes administrative behavior to executive authority so as to get satisfaction. This reason happens if staff afraid from others who have the right of firing, nominating and promoting (Al Mazroui`, 2003).

2.8 Ethics of school administration in Palestine

School administration is considered the most important educational organization in Palestine and in the world in general. It provides basic guidance services by school principal`s administration who pays special interest to the compliance with work ethics and developing school.

Palestinian Ministry of Education and Higher Education and UNRWA give a remarkable concern to schools' principals, whether the old or newly appointed principals. Both UNRWA and the Ministry of Education and Higher Education coordinate between their areas to conduct different courses for principals so as to support their professional development. These courses include principal`s features and successful leader. These features of successful leader and school principal are (Ministry of Education, 2010):

- Good model in all fields of life and in behaviors such as honest, loyal and committed.
- Avoid grouping, fair in dealing with teachers and students.
- Avoid bureaucracy, act of over forgiving style and working with staff and teachers in team work spirit.
- Respect and appreciate teachers, and consider humanitarian circumstances.

- To work in law spirits without any objection of UNRWA education department, law violation and regulations.
- To be brave in decision making and execute them with harmony of law and regulations.
- To avoid personal interests and egoism.
- To be in the front, in case of danger and hard conditions.
- To follow up teachers and their career rights.
- To be dynamic in improving learning and teaching processes. Also to observe, evaluate and to give feedback to teachers sophisticatedly.
- To consolidate students to learn and enhance them to participate in non-curriculum activities to feed their attitudes.
- To distribute different duties and missions to staff members according to their abilities and their efficiency.
- To give staff members delegation and power with observation, guidance and evaluate their deeds.
- To increase local community role inside school.
- To deal wisely with problems and crises and analyze these problems.
- Don't criticize staff members among their colleagues.

In brief, a successful leader, as UNRWA and Palestinian Ministry of Education and Higher Education mentioned, is the one who provides comfortable environment for teachers and students with great benefits of learning and teaching. He is also who wins trust and respect from teachers, students, parents and local community (Ministry of Education, 2010)

Also, there are five golden bases to achieve positive behavior to ethical principal and they are:

- 1- Be professional- efficient- - effective
- 2- Have perfect foresight- one clear sight to one objective. Be positive with your goals and answer the following questions:
 - What are your specific objectives in short term?
 - What are your specific objectives in medium term?
 - What are your specific objectives in long term?
 - What are your objectives to this world?
- 3- Be careful to be fit mentally and physically. This can be done by giving yourself best opportunities to follow positive route in order to feel fit physically and mentally.
- 4- Working in team work spirits.

You are whether a leader to a team work or a member of a team work. If you have a look for a while to an active and effective team work, you will notice how positively performing the golden factors to the team. Remember that your behavior affects the whole team.
- 5- Be fair – That means to follow a rule called equal opportunity.

Factors that prevent you to be unfair:

-Sympathy – awareness- sensitivity- mutual understanding- thinking of results- desire to work.

Avoid to :

- Unfair selection- separation- harassment-jealousy.

Also team member will affect themselves (Ministry of Education, 2010)

Ethical principles as mentioned in UNRWA and Ministry of Education and Higher Education, listen to teachers and respect their opinion. Also, they are characterized by seriousness and loyalty of work. Ethical principles have to modify or maintain teachers` and students` performance as they should believe in ethical values and support them. In addition to that, he should support teachers` feelings and be conscious of consolidating team work among teachers and students.

2.9 Why organizational compliance programs

Compliance programs are very essential for fiduciary responsibility, for federal financial reporting and internal control standards, and for legal and regulatory requirements and organizational policies. (<http://www.corporatecompliance.org/>)

2.9.1 Business reasons for developing compliance programs

- Foster a culture of ethics and compliance that is central to all of the institution's operations and activities.
- Understand the nature of risks and potential exposures.
- Identify and manage risks that impact the institution's reputation.
- Integrate the compliance program into Enterprise Risk Management Programs(ERM) Framework

Compliance programs are very important in any organization. These programs promote greater accountability for risk management, seeking assurance on stewardship of donated funds and seek enhanced visibility into the risks of the institution. (<http://www.corporatecompliance.org/>)

2.9.2 Factors affecting organizational context for compliance

- Board and Audit Committee
 - Independent and engaged.
 - Management's Philosophy and Operating Style
 - Communicates by word and action there is support for compliance and commitment to ethics

- Code of Conduct
- HR Practices and Policies: Recruitment and hiring; orientation; evaluation, promotion and compensation; disciplinary actions
- Organizational Structure
 - Centralized vs. Decentralized
 - Assignment of Authority and Responsibility
- Risk Culture (Appetite and Tolerance)

2.9.3 Eight Elements of an Effective Compliance Program. (Brown, et al.2011)

1. High level company personnel which exercises effective oversight and has direct reporting authority to the governing body or appropriate subgroup (e.g. Audit Committee);
2. Written policies and procedures;
3. Training and education
4. Lines of communication
5. Standards enforced through well-publicized disciplinary guidelines
6. Internal compliance monitoring
7. Response to detected offenses (including remediation of harm caused by criminal conduct) and corrective action plans (including assessment and modification of the compliance and ethics program); and
8. Periodic Risk Assessments.

2.10 Standards of Conduct

Ethical challenges are commonly faced by all organizations in a way or another. Standards of ethical conduct promote common values and define the behavior and performance expected of UNRWA's staff members.

Standards of conduct are linked to all elements of the framework because they are inherently part of the overall human resources management strategy.

The Procurement and Logistics Division in Headquarters Amman and the Procurement and Logistics Departments in the Fields should seek the acceptance and commitment of their staff members to these standards of conduct.

All procurement and logistics staff members are encouraged to raise any matter of concern of an ethical nature with their immediate supervisor, irrespective of whether it is explicitly addressed in the standards of conduct. (<http://www.unrwa.org/procurements/standards-conduct>)

These standards of conduct should:

- Be brought to the attention of the staff members on a recurring basis.
- Enjoy demonstrated commitment on the part of the leadership.

- Be reinforced through the management and human resources practices that are transparent.

2.11 Principles

All procurement and logistics staff members shall always seek to uphold and enhance the standing of the procurement and logistics profession and will always act professionally and selflessly by:

1. Maintaining the highest standards of integrity in all their business relationships both inside and outside the Agency.
2. Not participating in any outside activity or business which might reasonably be deemed improper and never using their authority for personal gain, and seeking prior approval from the Agency before participating in any outside activities.
3. Enhancing their proficiency by acquiring and maintaining current technical knowledge and the highest standards of ethical behavior.
4. Optimizing the use of resources which they influence and for which they are responsible, to provide the maximum benefit to the Agency and its mission.
5. Complying both with the letter and the spirit of the:
 - United Nations standards of conduct;
 - UNRWA's rules and regulations;
 - Contractual obligations.

Staff members should never allow themselves to be deflected from these principles. (<http://www.unrwa.org/procurements/standards-conduct>)

2.12 Guidance

In applying these principles, staff members should follow the guidance set out below:

1. **Declaration of conflict of interest:** Any personal interest which may affect any staff member's impartiality in any matter relevant to his or her duties should be declared.
2. **Transparency and fight against corruption:** Staff members should work against corruption in all its forms, including extortion and bribery. All staff members should raise any matters concerning corruption to their supervisors.
3. **Confidentiality and accuracy of information:** The confidentiality of information received in the course of duty should be respected and should never be used for personal gain.
4. **Competition:** The nature and length of contracts and business relationships with suppliers should always be constructed to ensure deliverables and benefits. Arrangements which might in the long term prevent the effective operation of fair competition should be avoided.
5. **Business gifts:** Business gifts, other than items of very small value such as business diaries or calendars, should not be accepted.

6. **Hospitality:** Staff members should not allow themselves to be influenced in making a business decision as a consequence of accepting hospitality.
7. **Environment:** Environment protection shall be considered during the procurement decision. Staff members should preferentially purchase products that do not harm the environment. (<http://www.unrwa.org/procurements/standards-conduct>)

2.13 Education for Palestinian Refugees

UNRWA has been the main provider of basic education to Palestinian refugee children since 1950. Basic education is available to all registered refugee children free of charge up to around the age of 15. By 31 December 2009, there were close to 482,000 students enrolled in 691 schools. UNRWA schools follow the curriculum of their host countries. This allows UNRWA pupils to progress to further education or employment holding locally-recognized qualifications and fits with the sovereignty requirements of countries hosting refugees.

In the 1960s UNRWA schools became the first in the region to achieve full gender equality. Overcrowded classrooms containing 40 or even 50 pupils are common. Almost all of UNRWA's schools operate on a double shift - where two separate groups of pupils and teachers share the same buildings. Not all refugee children attend UNRWA schools. In Jordan and Syria children have full access to government schools and many attend those because they are close to where they live. UNRWA also operates eight vocational and technical training centers and three teacher training colleges that have places for around 6,200 students.

2.13.1 Education in the Gaza Strip

In Gaza, 245 UNRWA schools serve over 225,000 students. These children grow up in bleak conditions, frequently surrounded by poverty and violence. School provides them with one place where they are able to learn the skills for a better future. Years of underfunding have left the education system in Gaza overstretched, with 94 per cent of schools operating on a double-shift basis, hosting one 'school' of students in the morning and a different group in the afternoon. As a result, children's education is severely truncated. In 2006 examinations, nearly 80 per cent of students failed mathematics, and more than 40 per cent failed Arabic.

To reverse this alarming trend, UNRWA introduced a 'schools of excellence' initiative, which includes:

- A dedicated human rights curriculum.
- The promotion of respect and discipline in violence-free schools.
- The provision of basic snacks to help students focus on their schoolwork and encourage them to attend school.
- Support materials for low achievers and enrichment materials for gifted and talented students.
- Assistance to vulnerable and low-achieving students, including summer learning programs, after-school classes and comprehensive health assessments.
- Additional class time in Arabic and mathematics.

- Summer Fun, a program of recreational activities that provides children with much-needed relief.

Given the particularly challenging context in Gaza, UNRWA introduced a standard human rights course based on materials developed through our human rights, conflict resolution and tolerance program. To further enhance its effectiveness and depth in Gaza, we introduced a dedicated curriculum for weekly human rights classes for students in the first through sixth grades in 2009. The Agency is now developing a dedicated human rights curriculum for higher grades. Along with primary education services, UNRWA also provides technical and vocational training opportunities to about 1,300 students each year at its training centers in Gaza and Khan Younis, targeting the poorest and most vulnerable low-achieving students. The training provides students with space to develop themselves and their skills, which can help them, find their way out of poverty. (<http://www.unrwa.org/activity/education-gaza-strip>)

Chapter 3

Previous Studies

3. Literature review

3.1 Introduction

The third chapter of the previous studies includes twenty-one studies that are relative to the research topic from the researcher point of view; ten of which are English studies while eleven studies are written in Arabic, three of them are masters theses prepared at the Islamic university in Gaza, while the other eight Arabic studies were written in Arab countries. The Arabic studies have been published in the recent and old years where one of them published in 2013, two were published in 2009, two were published in 2007 while the rest of them published during the years 1994 up to 1983.

Unfortunately, the Arabic papers that were available to the researcher couldn't be satisfied since none of them covered the compliance with work ethics at UNRWA. Most of previous studies were cited from English Journals.

Regarding the foreign and English studies, one of them has been published in 2013, one was published in 2010, three were published in 2008 and four were published during the years 2005 up to 2003.

3.2 Local and Arabic Studies

3.2.1 Ali, (2013): "Rethinking Work Ethics"

The purpose of this paper was to present a comprehensive meaning of work ethics that encompasses its spirit in a changing world. It also reflects on the historical evolution of work ethics in the Western world. The paper briefly discussed the concept of work ethics and identifies reasons that make it imperative that the paper move beyond simply equating work ethics with hard work. The deepening of the economic crises in current years demands a rethinking of the cultural/national elements that are essential for regaining initiatives that can profoundly change economic directions and reverse economic recessions. In a knowledge economy, work ethics takes on a new meaning of being adaptive to the changing nature of economic activities and the never ending search for improving one's welfare and that of societies'. The paper offered a genuine reflection on the historical evolution of work ethics. It set the stage for an effective argument that recognizes a new meaning of work ethics, thus offering a hope that espousing the new meaning will profoundly change the way people relate to and engage in work.

3.2.2 Alhyasat, (2012) "The role of Islamic work ethics in developing organizational citizenship behavior at the Jordanian Press Foundations"

The purpose of this study was to explore the effect of Islamic work ethics on the organizational citizenship behavior in Jordanian press organizations, and single out the most significant element of Islamic work ethics. The study adopted the descriptive analytical approach based on field survey. The population of the study consists of seven daily newspapers in Jordan in 2010. A stratified random sample of the top management and executive management was taken, proportionate to the size of each organization. In total, 66 questionnaires were distributed to 30 per cent of the 218 targeted managers, and 175 questionnaires were distributed to 15 per cent of the employees, who totaled 1,163. Frequencies and percentages were used to identify the characteristics of the community, while means and standard deviations were used to answer the questions, along with the multiple regressions and the single-factor analysis of variance. The study found that the level of commitment on the part of workers in Jordanian press foundations to Islamic work ethics was high. In addition, there was a statistically significant effect of abidance by Islamic work ethics (kindness and forgiveness in dealing with employees and clients, obedience to the people in power and respecting job ethics in organizational citizenship behavior among employees in these organizations. Meanwhile, there was no statistically significant effect of abidance by the Islamic work ethics (proficiency, giving advice to Muslims, sense of responsibility, justice and fairness, integrity and teamwork) in organizational citizenship behavior. The paper involved a set of components of organizational citizenship behavior derived from Islamic work ethics. These ethics can be integrated into the human resources systems in media organizations, and other types of entities. These ethics can be incorporated into any code of conduct, stating the behaviors expected from every employee. The researcher conducted a comparative study based on related literature. Obviously, previous studies addressed work ethics generally, but they did not address the specific components of ethics which this study did). It is also worth indicating that all previous studies were conducted in foreign contexts, whereas this study has been conducted in an Arab context. Additionally, there are studies on organizational citizenship behavior, but this one linked between Islamic work ethics and organizational citizenship behavior.

3.2.3 Yahya, (2010) "Palestinian Secondary Public Schools' Principals' Commitment Degree to Professional Ethics from Their Teachers' Perspectives"

This study aimed to identify the degree of Palestinian secondary schools' principals' commitment to professional ethics from their teachers' perspective, according to gender, qualifications, working years and the directorate location. The study population was (12056), consisted of all secondary governmental schoolteachers in the west bank during the first semester of (2009/2010). To achieve the study's goals, a stratified random sample of (1349) teachers (=11% of the whole population) was selected, a questionnaire of (64) items was built and distributed covering all public secondary schools in the west bank. The researcher used the averages, standard deviation, frequencies, independent T- test Samples), One Way ANOVA) and Tukey test.

The study concluded that the principal's ethics towards his job, followed by his ethics towards homeland, then comes towards learners, followed his ethics towards local community, after that, the domain of his ethics towards himself. The last domain is the principal's ethics towards teachers. Also, there were significant differences at ($\alpha=0.05$) in Palestinian secondary public schools' principals' commitment degree to professional ethics from their teachers' perspective due to gender variable leaning towards male teachers, and to working years variable leaning towards (1-5) category, and for the sake of the directorate location variable leaning towards the following directorates sorted in descending order: Tubas, Qabatyia, Qalqilia, Huwwara, and Tulkarm. In addition to that there were no significant differences at ($\alpha=0.05$) in Palestinian secondary public schools' principals' commitment degree to professional ethics from their teachers' perspective due to qualifications. The researcher recommended that the Ministry of Education give the teachers a chance to evaluate their principals which may strengthen the ties between them and training courses addressing teachers to increase awareness pertaining the importance of educational research in promoting schools and educational services in a way to reach the best situations for both learners and staff.

3.2.4 Al-Roumi, (2009): "The Degree of Commitment of Educational Supervisors in the Governorates of Gaza, the Ethics of the Profession from Their Point of View and Ways of Development"

This study aimed to identify the degree of commitment of educational Supervisors, in the Governorates of Gaza, to the ethics of the profession and whether there were differences in function of appreciation for the degree of their commitment to professional ethics from their point of view due to the following variables: years of service in the educational supervision, years of service in the teaching specialization, Qualified Scientific Affiliation?, and ways to develop the commitment of educational supervisors in the Governorates of Gaza, to the ethics of the profession?. The researcher chose, the analytical approach, and prepared a questionnaire of (62) items. It has been used (T. test) and analysis of variance and the single data processing by statistical software (SPSS - 15) .The study found several of the most important results such as There were no statistical significant differences between the average ratings of educational supervisors in the Governorates of Gaza to the degree of their commitment to professional ethics from their point of view due to the variable of years of service in educational supervision - or Years of service in teaching - or Specialization [science - ethics] - or Scientific qualification - or Point of action . Also, there were statistical significant differences attributable to the variable in the first domain of specialization only towards teachers in favor of the Arts, and differences attributable to the variable on the third domain of work in only towards colleagues in favor of the UNRWA.

The most important recommendations are to deliver specialized training courses in education ethics for supervisors, to increase in the number of supervisors to reduce the quorum for educators to supervise the number of teachers and the need to adopt system of ethical standards in the supervision of the educational as section of and the quality of education.

3.2.5 Tabash, (2009): "The Extent of Work Ethical Commitment for the Staff of (MOH) in the Gaza Strip"

This study was conducted to recognize the extent of work ethical commitment for the staff of (MOH) in the Gaza Strip, and the impact of each of the sex, age, marital status, the nature of the work, academic qualifications, work place, the average monthly income and experience on the main work ethics (bearing responsibility, public interest, self-control, Administrative idol, cooperation, performance, and loyalty. The research population consisted (7693) employees who carried several job description.

The researcher used a stratified random sample accounted of (382) employees and he also designed a questionnaire accounted of (66)items for collecting data from the sample, the questionnaire consisted of three parts : firstly, personal and position data, Secondly ,the extent of the employees commitment to the work ethics , Finally suggestions for increasing the commitment of work ethics. Frequencies, percentage, means and one-way ANOVA and Scheffe test were employed to analyze the data. The results of the research study elicited that there is no statistical differences among the variables of study except the variable of work place, the results also showed the weakness in level of work ethics from the sample point of view. The study suggested some recommendations such as:-Insert work ethics as basic course in university curriculums , Activating the role of the regulatory agencies and give them more authorities, Bridging the gap between formal, informal organization , The ministry must encourage the employees who have the most commitment of work ethics.

3.2.6 Al Qarni, (2007):" The values of work in the Islamic education and the mechanism of its application by teachers"

The objective of this study was to recognize the work values mentioned in the charter of the ethics of the profession of a teacher and to suggest the techniques and styles of its being developed by teachers. The researcher chose the descriptive approach for his study.

The most important results were teacher is one of those who affect the behavior of the pupil especially in the primary stage, the good education that Islam adopted is the basis for progress, reformation, welfare and the evidence of civilization. When the workers at any field of work adopt positive attitudes towards work, the quality of performance and the increase in production will be definitely improved and the call for work and earning a living doesn't negate the principle of submission to God. The researcher recommended to find out a variety of progress that can achieve a kind of association between the educational and non-educational institutes, the educational institutions that qualify teachers should find the distinctive programs that contribute to boost the values and moral level of the teachers. And the experts of curricula should select the work values that suit every stage of study and thus they can design the suitable curricula that match a comprehensive educational plan till the university stage.

3.2.7 Ali, et al, (2007): "Islamic work ethic in Kuwait", Cross Cultural Management"

The purpose of this study was investigating the centrality of Islamic work ethic (IWE) in the lives of managers in Kuwait and provided a useful insight into the nature of work environment and organizational culture.

The participants were 762 managers randomly selected from government and private sectors. Among participants 50 per cent were female; 73 per cent were Kuwaitis. Two measures were used: IWE and Loyalty scales. Correlation analysis and one-way multivariate analysis along with frequency distribution were used to analyze the data.

The results indicated that managers scored high on IWE and loyalty scales. There was a positive high correlation between the two measures. Demographic and organizational variables had significant influence on managerial orientations. In particular, it was found that expatriates scored higher than Kuwaiti managers on both IWE and loyalty and men scored relatively higher than women on IWE.

Based on findings specific implications related to work environment, strengthening work involvement, and enhancing organizational loyalty were identified. Furthermore, the interplay of tradition and economic prosperity and their impact on IWE were briefly examined.

The paper highlighted not only the importance of work ethics in a relatively rich country but also provides a useful insight into the linkage between IWE and loyalty and the changing nature of work in a country that has recently experienced profound social and economic changes.

3.2.8 Al Sawaaf, (1994):"Ethics of public job and administrative factors affecting the violating of application in the Kingdom of Saudi Arabia"

The study aimed to analyze and discuss the factors and data management and organizational differences that contribute to the appearance of unethical behavior for public employee used method of desktop search based on comparative analysis and relayed on references from various studies and research, documentation and legal rules and provisions of the Administrative Justice in Saudi Arabia and Egypt. The study recommended to reduce this behavior will not be achieved only through the imposition of sanctions on violators, but through the development of an accurate system for disciplining violators. In addition to that, there are other administrative factors; including the degree of centralization and decentralization affect the behavior of a high degree of public employee and that there is interaction and integration between these factors, which requires comprehensive view when you want treatment. Finally, the searcher found that there is a relationship between the ethics of public office and the nature of government activity to clarify the extent of the correlation between the successes of this activity is to achieve its goals and stuck to the employee in this ethics. Also on the ethics of public office in Saudi Arabia as defined by the civil service system and the decisions of the Board of Grievances, and identify the most important public assets that govern the Disciplinary Kingdom

3.2.9 Yaghi, (1991):“Measuring Managers` Attitude for Some Non-behavioral Aspects: Empirical Study”

This study was an attempt to link public ethics and management behavior-by classifying responses of public managers in the public sector of Saudi Arabia in Riyadh- to a series of short cases which are advantage-taking of people`s expense or the public at large, personal integrity, acceptance of authority, mediation of favoritism, information leak, and training in public ethics.

The findings of this study showed that public managers were motivated to behave right. Consequently, their concern was not deceitful or dishonest but, on the contrary, they are trying to behave ethically, by different methods. Finally, we concluded that the results considered as a positive sign for public managers attempting being committed in linking management behavior to public ethical principles.

3.2.10 Othman, (1984): "Administrative responsibility within the framework of values and ethics of public employee"

He started with a principle that Public employee is the product of the process of social and environmental adaptation according to social needs and different value such as honor, survival, freedom, community orientation, religious and ideological beliefs, experiences and different situations experienced by the individual.

The study showed that the employee has two roles one is positive when public policy consistent with the values and principles, and the other is negative when the policy is not consistent with the principles and values and ethics. The study concluded some of the therapeutic ways and means that can be used to solve ethical problems and administrative responsibility that some of them related to organization and how to develop methods of administrative and others related to society and how guidance and awareness to get what he wants from public administration.

3.2.11 Ghousha, (1983):"Studying the ethics and values of public responsibility in Arabian public administration"

This study aimed to find out the components of ethical behavior for staff working in Jordan and the extent of impacts on organizational behavior and values that prevail in the environment surrounding public institutions, the study found that there is a relationship between organizational behavior and values.

The study suggested some policies and procedures in which they can support the ethical rules in the public administration. They are, for example, job classification, performance evaluation and active participation in management.

3.3 Foreign and English Studies

3.3.1 Kuntz et al., (2013): "Characterizing Ethical Cases: A Cross-Cultural Investigation of Individual Differences, Organizational Climate, and Leadership on Ethical Decision-Making"

The primary purpose of this study was to explore the unique impact of individual differences (e.g. gender, managerial experience), social culture, ethical leadership, and ethical climate on the manner in which individuals analyze and interpret an organizational scenario. Furthermore, we sought to explore whether the manner in which a scenario is initially interpreted by respondents (i.e. as a legal issue, ethical issue, and/or ethical dilemma) influenced subsequent recognition of the relevant stakeholders involved and the identification of intra- and extra-organizational variables significant to the scenario depicted. Data for this study were anonymously collected from professional samples in Russia (Moscow region) and in New Zealand. Findings show a strong effect of social culture (i.e. working in New Zealand or working in Russia) on the manner in which respondents characterized the scenario, on the experience of ethical climate and ethical leadership in their organizations, and on the ability to identify intra- and extra-organizational variables responsible for the situation presented in the scenario, above and beyond other individual and contextual factors.

3.3.2 Becker, (2010): "Ethics in Human Resources: An Exercise Involving New Employees"

This study introduced the concept of an ethical dilemma – a situation in which two or more values are in conflict. Ethical dilemmas in business concern four major areas: human resources, customer confidence, conflicts of interest, and the use of corporate resources (Treviño& Nelson, 2010). Ethical dilemmas are most difficult to identify when they combine several different areas. New employees are especially vulnerable because they are often overwhelmed with information and have not yet been socialized into the company's organizational and ethical culture. Human Resource Management can play a critical role fostering an ethical culture by providing orientation and training for all employees. The following case challenges students by placing them in the midst of a realistic business ethics situation.

3.3.3 Capurro, (2008): "Intercultural Information Ethics: Foundations and Applications"

This study aimed to examine the present status of the research field intercultural information ethics (IIE) including the foundational debate as well as specific issues. A critical overview of the recent literature of the field is given. The present IIE debate focused on a narrow view of the field leaving aside comparative studies with non-digital media as well as with other epochs and cultures. There was an emphasis on the question of privacy but other issues such as online communities, govern mentality, gender issues, mobile phones, health care and the digital divide are on the agenda. The paper addressed basic issues of IIE that may open new vistas for research and practice in this field.

As Capurro found, IIE endeavors to draw out both the philosophical and applied differences between what might be considered the technological confluence of international concerns and the technological confluence of intercultural concerns, whereby the crossroads of the digital with environment and ecology, global politics and economies, and cultural and ethnic tradition calls for an address of how ICTs are altering localized ways of being-in-the-world. As has been noted by the founders of IIE, the task of realizing an Intercultural Information Ethics outside of the so-called developed world remains open, inadequately attempted, or at the very least undefined.

3.3.4 Lucas, and Mason, (2008): "A Survey of Ethics and Regulation within the ICT Industry in Australia: Ethics Education"

The purpose of this study was to present a preliminary analysis of age and gender across a number of questions asked in a survey of ethical attitudes of professionals in the information and communication technology (ICT) industry in Australia. While a large number of demographic questions regarding ethics and regulation, only those concerning age and gender were examined here. An online survey was conducted of the ICT workplace in Australia. The results were analyzed using SPSS.

There were some significant differences across the generations as well between the genders. Gen Y is different when compared to the others on how important ethical regulations ought to be. Gen Y thinks that ethical regulations ought to be less important. When gender was examined it was clear that males thought that ethical regulations ought to be significantly less important when compared with what females thought. While a larger sample size was desired, the consistency of the replies, when compared against a number of comparative populations, indicated that the replies we received were representative of the ICT workforce. This paper raised many issues that demand greater care and attention be given when constructing new models of governing ethics within the Australian ICT workplace.

3.3.5 Ardichvili, (2008):" Characteristics of Ethical Business Cultures"

The purpose of this study was to identify general characteristics attributed to ethical business cultures by executives from a variety of industries. Our research identified five clusters of characteristics: Mission- and Values-Driven, Stakeholder Balance, Leadership Effectiveness, Process Integrity and Long-term Perspective. We proposed that these characteristics can be used as a foundation of a comprehensive model that can be engaged to influence operational practices in creating and sustaining an ethical business culture.

This study was designed based on the grounded theory approach (Creswell, 1998). Grounded theory studies are focused on discovering a theory or a framework, describing or explaining a phenomenon under investigation, by analyzing data collected via field investigations. In grounded theory approach, researchers are not making an attempt to develop a set of testable hypotheses or propositions. Instead, only a general question about the phenomenon is formulated with a goal of leaving sufficient space for emergence of patterns, which could be used in formulating a new explanation of the

phenomenon (Grbich, 2007). While grounded theory provides a general framework for designing studies, specific data collection and analysis methods can vary depending on preferences and expertise of individual researchers.

In this particular study, data collection was based on qualitative key informant interview method, proposed by Jain et. al. (1993), and the data analysis was based on qualitative data clustering method, developed by Miles and Huberman (1994). According to Kumar et al. (1993), key informant interviews are used when the researchers intend to obtain the data not from a random sample, but from a purposefully selected sample of individuals, who are likely to possess the most relevant information due to their key positions, experience, or expertise in industries or organizations of interest to the researcher. For the purposes of this study, the key informants were defined as top-level business executives, who were likely to have in-depth knowledge of practices (including ethics-related practices) of a variety of business organizations.

The reported findings are based on a limited in size sample of respondents, identified through a convenience sampling procedure. Therefore, to provide recommendations applicable to a wide variety of businesses, the logical next step would be to develop a survey instrument that can be used in a large-scale quantitative study. The purpose of this next stage would be to validate the list of characteristics of ethical business cultures and to confirm validity of five identified clusters. The study would involve a statistically representative sample of business executives and managers from a cross-section of industries.

3.3.6 Hill, (2005):" Work Ethic and Employment Status: A Study of Jobseekers"

The purpose of this study was to examine differences in work ethic as measured by the OWEI (Occupational Work Ethic Inventory) for respondent jobseekers grouped by employment status, age, and gender of jobseekers. Levels of the first independent variable, employment status, were (a) unemployed (both long and short term), (b) employed full-time, and (c) employed part-time. The second independent variable, age, included groupings for (a) 16-29 year olds, (b) 30-39 year olds, (c) 40-49 year olds, and (d) those 50 years old and older. The dependent variable was work ethic, operationally.

The research design was ex-post facto and involved the use of a Web-based survey. The sampling unit consisted of jobseekers who utilized the services of a county employment center in a southeastern state. At the employment center, a publicly funded program matched employers with qualified employees and prepared workers to meet employer qualifications. Employment counselors asked all jobseekers using the center to complete an online version of the OWEI (Occupational Work Ethic Inventory).

To collect the data for this study, the researcher initiated the study contacted the Webmaster for The Work Ethic Site (<http://www.coe.uga.edu/workethic>) for advice and assistance with online administration of the OWEI (Occupational Work Ethic Inventory). The Webmaster had worked with school systems and other researchers since developing this Web site as part of a research project funded in 1996 and had facilitated data collection using Common Gateway Interface (CGI) scripts on the Web site. For purposes of this study, a special entry section was provided and hyperlinked from the research Web page. The entry section was password-protected and provided instructions

and human subjects' information prior to displaying the online OWEI (Occupational Work Ethic Inventory). As the online instruments were completed and submitted, data was compiled in a file on the Web server. This data file was then shared with the researchers involved with the project and used for data analysis.

The key finding revealed by this study was that jobseeking individuals employed full-time had significantly lower work ethic scores than jobseekers unemployed less than 3 months and then jobseekers unemployed due to layoff. Variance was not so great as to be deemed significantly different between workers who had part-time employment and those who had been unemployed for more than 3 months. This reveals an interesting dynamic for those seeking to assist jobseekers in their search for new employment opportunities.

Findings in this study also provided insights for employers and supervisors. Good supervision plays a role in encouraging or suppressing behaviors associated with a strong work ethic. By praising workers' expressions of positive work ethic attributes, supervisors can encourage productive work in their employees and at the same time help accomplish organizational goals. When seeking new hires, employers should keep in mind that jobseekers recently unemployed or recently laid off have likely resolved challenges associated with family and personal responsibilities, and combined with a strong work ethic, they are prime candidates for employment. Employers should be on the lookout for recently unemployed or laid off jobseekers, and supervisors should encourage and support these persons when they are hired.

3.3.7 Bowen, (2004): "Expansion of Ethics as the Tenth Generic Principle of Public Relations Excellence: A Kantian Theory and Model for Managing Ethical Issues"

The researcher aimed to provide a theory and model for ethical issues management based on the principles of excellence in public relations. Excellence in Public Relations and Communication Management (J. E. Grunig, 1992b) assumed an ethical approach but omitted ethics as one of the generic principles of excellence in the public relations function. In 1996, the researchers added ethics as the 10th generic principle of excellence, but the concept deserves further exploration. This research expands on ethics as the 10th generic principle by using the deontological philosophy of Immanuel Kant (1724-1804). Issues management, as the highest decision-making function of public relations, is discussed in relation to ethical decision making. Based on this conceptual theory, a normative model of ethical decision making is proposed. That model allows for rational, symmetrical, and consistent analysis of ethical dilemmas.

The theory findings should allow the organizations that employ it to make more ethically responsible decisions than if their approach employs a conglomeration of personal experiences or "seat-of-the-pants" management. The decisions made by issues managers using this theory should be more thoroughly considered than decisions made otherwise. Those decisions should result in more enduring and satisfactory outcomes for the organization and its publics. This theory gives the issues managers solid ground on which to base an ethical decision. It allows her or him to conduct issues management according to individual, rational autonomy rather than on a basis of subjective norms.

This freedom results in a truly ethical decision that should enhance organizational effectiveness. Some of the findings are more practitioners have little training in ethical analysis or decision making. All issues managers bring a set of personal values they normally apply ethical consideration of a decision and, therefore, believe they have effectively addressed ethical components of an issue.

3.3.8 Brauchle, et al, (2004): "Relationships between Selected Demographic Variables and Employee Work Ethics as Perceived by Supervisors"

This study investigated the relationships between demographic variables (i.e., gender, age, level of education, and length of full-time employment) and manufacturing employees' work attitudes as rated by their supervisors.

The data for this study were derived from the supervisors of information and non information employees of six randomly selected manufacturing industries in the central Illinois area. Supervisor perceptions of work attitudes of these employees were recorded using the OWEI (Occupational Work Ethic Inventory)... The OWEI has been found to be a highly reliable instrument with recorded Cronbach's coefficient alphas above 0.90 for different groups of participants. For this study, the OWEI (Occupational Work Ethic Inventory) was used without modification to collect responses from the employees. A slightly modified OWEI was used to collect responses from the supervisors.

3.3.9 Sanders, (2003): "Playing truant within organizations Informal relationships, work ethics and absenteeism"

This study focused on the relationship between informal relationships, work ethics and (short-term) absenteeism. According to self-categorization theory, which elaborates on the social identity theory, hypotheses were formulated for the relationship between consensus in work ethics within teams, informal relationships (cohesiveness) and short-term absenteeism. The hypotheses were tested within two Dutch organizations: study 1 concerns a housing corporation (n = 53, eight teams), and study 2 concerns a nursing home (n = 97, nine teams). As expected, consensus in work ethics and cohesiveness within a team were positively related. Results from multi-level analyses showed as expected, a negative relationship between cohesiveness within a team and short-term absenteeism of employees. Furthermore, an interaction-effect was found in the first study, but not in the second: the more cohesive the team, the stronger the relationships between work ethics and short-term absenteeism. Findings are discussed in terms of recommendations for further research and practical implications.

3.3.10 Hill, (1997):" Demographic Differences in Selected Work Ethic Attributes"

The purpose of this study was to investigate whether data gathered from a diverse sample of working individuals would reveal differences for group comparisons based on demographic categories. Selection of the grouping variables for this study stemmed from recognized tenets of sociology as well as previous work ethic research. Two of these variables, sex and age, are universal distinctions evident in any culture (Roberson, 1989) and were conspicuous components for a study of a cultural norm such as work ethic. Three additional grouping variables, consistent with sociological theory and utilized in previous work related research, were level of education, occupational classification, and years of full-time work experience.

The population for this study consisted of workers employed by public and private businesses and industries in one community in the southeastern United States. The boundaries of the study were confined to a single geographic area due to limited resources and need for accessibility.

The instrument used to collect data in this study was the Occupational Work Ethic Inventory (OWEI), developed in 1990 by Dr. Gregory C. Petty of the University of Tennessee, Knoxville. Building on extensive prior research related to work ethic, the value of work, and affective work competencies, the OWEI was constructed to provide concise but accurate measure of work ethic endorsement of workers.

3.4 General Commentary on Previous Studies

All the previous studies highlighted topics relevant to work ethics. Most of them revealed important facts and results of work ethics and its impact on work's productivity and efficiency if staff members comply with work ethics. Ghousha, (1983), Othman, (1984), Tabash (2009) and Al Sawaaf (1994) revealed how work ethics and values affect public administration and public employees. While Kazemi (2007) investigated the Islamic work ethics in Kuwait with another researcher called Al Qarni (2007) who confirmed the values of work in the Islamic education.

Al Roumi (2009), Yahya (2010) aimed, in their studies, to identify the impact of work ethics on school principals, teachers and educational supervisors and ways of development.

Regarding foreign studies, Hill (1997) investigated the demographic differences in selected work ethics attribute in general, while Sanders (2003) mentioned work ethics and its relation with absenteeism. Capurro (2008) examined the status of intercultural information ethics with its foundations and applications. But Becker (2010) talked about ethics in human resources with an exercise of involving new employees.

The studies presented the importance of work ethics among human beings in general and among professionals in particular, but they didn't illustrate and give more concern to education sector. This study, however; attempts to highlight the impact of social, administrative and demographic factors on UNRWA staff's compliance with work ethics.

A flaw in the previous studies could be recognized that there weren't many empirically measurable studies about work ethics at UNRWA and that there is no mentioning or indication of any factor affecting UNRWA staff's compliance with work ethics or affecting education sector specifically.

3.5 The most important distinguishable things in this study from the previous studies

- 1- The first study that focused on compliance with work ethics at UNRWA organization.
- 2- It included three distinctive factors that affected compliance with work ethics. The three factors are social factors, administrative factors and demographic factors.
- 3- It is distinguished by showing the positive side of UNRWA staff at the education sector.

Chapter 4

Methodology

4.1 Introduction

This chapter describes the methodology that was used in this research. The adopted methodology to accomplish this study uses the following techniques: the information about the research design, research population, questionnaire design, statistical data analysis, content validity and pilot study.

4.2 Research Design

The first phase of the research thesis proposal included identifying and defining the problems and establishing the objective of the study and developing the research plan.

The second phase of the research included a summary of the comprehensive literature review. Literatures on claim management were reviewed.

The third phase of the research included a field survey which was conducted inside UNRWA at education department.

The fourth phase of the research focused on the modification of the questionnaire design, through distributing the questionnaire to pilot study. The purpose of the pilot study was to test and prove that the questionnaire questions are clear to be answered in a way that helps to achieve the target of the study. The questionnaire was modified based on the results of the pilot study.

The fifth phase of the research focused on distributing the questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective.

The sixth phase of the research was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to perform the required analysis. The final phase includes the conclusions and recommendations.

4.3 Data Collection Methodology:

In order to collect the needed data for this research, we use the secondary resources in collecting data such as books, journals, statistics and web pages, in addition to preliminary resources that are not available in secondary resources through distributing questionnaires to the study population in order to get their opinions about compliance with work ethics. Research methodology depends on the analysis of data on the use of descriptive analysis, which depends on the poll and uses the main program (SPSS).

4.4 Population and sample size:

The study population contained educational administration offices, teachers and school principals working in North Area of Gaza.

4.5 Pilot Study

A pilot study for the questionnaire was conducted before collecting the results of the sample. It provides a trial run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents.

This section presents the pilot study and tests the reliability and validity of questionnaire, and finally tests the process of data analysis.

4.6 Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method /s that can be applied and not others. In this research, numerical scale 1-10 is used, where "1" indicates a weak answer while "10" indicates a strong answer. American research uses this type of scaling recently as it is more accurate and modern method in the last few years

So-called "10-point" rating scales are one of most commonly used measurement tools in research and have been used successfully with many types of constructs including items that ask respondents to rate their satisfaction with political leaders, the economy, and with their overall quality of life. However, the exact format of the 10-point response scales used has varied widely with some researchers using scales that run from 1-10 and others using scales that run from 0-10. In addition, the number of scale points assigned labels varies with some researchers labeling only the endpoints, others labeling the endpoints and scale midpoint, and still others labeling all of the scale points.

Previous research has sought to understand how response scales can influence the distribution of survey data and how the labeling and design of response scales influence the validity and reliability of survey data. Although the literature on response scales and their effects on survey data is extensive, scholars have yet to report investigations of the linkages between response scales and resulting item non response. In particular, little is known about the impact of the format of the 10-point response scale on levels of item-non response in survey data.

4.7 Test of Normality:

Table (4.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (4.1), the p-value for each field is greater than 0.05 level of significance, and then the distribution for each field is normally distributed. Consequently, Parametric tests will be used to perform the statistical data analysis.

Table (4.1): Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Administrative Factors	0.435	0.992
Social Factors	0.574	0.897
Administrative and Social Factors	0.506	0.960
Compliance with Work Ethics at work	0.581	0.889
All paragraphs of the questionnaire	0.496	0.966

4.8 Classification of the questionnaire items

1- Administrative Factors

- **Degree of holding responsibility and the questionnaires items in this group are:**

- 1- Staff members are keen to perform their work accurately and faithfully.
- 2- Staff members have sufficient capacity to do the work assigned to them well.
- 3- Staff have the ability to hold responsibility.
- 4- Staff members are keen to perform work honestly and in responsible manner.
- 5- Staff members are keen to obey their superiors in carrying out their missions.
- 6- Staff members avoid responsibility while carrying out the work entrusted to them.
- 7- Staff are committed to the maintain of the institution's resources and use them in best use.

- **Commitment to public interest and the questionnaires items in this group are:**

1. Staff members are keen to give priority to public service to the personal interests.
2. Staff members serve the public and students neutrally away from partisanship and intolerance.
3. Staff use official working hours to perform the work in order to achieve the public and students` interest.
4. Staff members utilize the resources to achieve the overall objectives of UNRWA.
5. Staff members are keen to favor and bias in the provision of services.
6. Staff members know their rights and duties.

- **The availability of the administrative role models and the questionnaires items in this group are:**

- 1- A staff member complies with regulations and instructions which stimulate him to be a good model for his colleagues.
- 2- A staff member is keen to be a good model for his colleagues.
- 3- Managers encourage their subordinates to express their opinions and innovation at work.
- 4- Staff members have the ability to view the facts without delay or distortion.
- 5- Staff`s respect for the regulations and instructions increases the confidence of their citizens.

- 6- Work ethics plays an important role in providing a good model.
- 7- There is equity in dealing with staff by superiors.
- 8- Senior management highly respects and appreciates staff.

• **Trust between staff and Managers and the questionnaires items in this group are:**

- 1- Managers and workers work with each other.
- 2- Management abandons employees when they commit mistakes.
- 3- I enjoy working under the current management.
- 4- I prefer to gain experience from department (or school) management.
- 5- When I commit a mistake I speak frankly with the management to learn from my mistakes.
- 6- I fear disagreements in opinion with management.
- 7- I accept instructions and criticism from management with an open mind.
- 8- Administration respects the privacy of the staff with all its forms.

2- social factors

• **Degree of cooperation and the questionnaires items in this group are:**

- 1- There is interaction and cooperation among staff.
- 2- Work inside the organization is based on consultation.
- 3- Staff is committed to teamwork.
- 4- There is a concern among staff of brotherly relations inside the organization.
- 5- Work ethics affects the degree of cooperation among staff.
- 6- Administration is characterized by a high level of cooperation at work.

• **Degree of loyalty and the questionnaires items in this group are:**

- 1- I feel proud and loyal to the place where I work.
- 2- I feel very motivated to work in this post.
- 3- I feel happy to work in this post.
- 4- Staff members have willingness to maximize their effort for the success of the work.
- 5- I feel I am in the right place that fits my qualifications and abilities.
- 6- I agree to work outside official working hours if required.

• **Staff Engagement with Department(or school) and the questionnaires items in this group are:**

- 1- I trust the coworkers at this department (or school).
- 2- I have the chance to innovate during work.
- 3- This department (or school) appreciates my work.
- 4- I have a clear goal in my job.
- 5- I have the chance to invest all my skills.
- 6- I know and realize the department (or school) goal.
- 7- I can take a suitable decision in my work.

• **Participation in Decision-making and the questionnaires items in this group are:**

- 1- I have clear responsibilities and practice them without any opposition from managers.
- 2- Management is ready to discuss any suggestions or harassment concerns of the employees.
- 3- It is encouraged to learn other skills to increase my responsibilities in the department.
- 4- New tasks are explained professionally and suggestions are welcomed to facilitate the acceptance of these tasks.
- 5- I have the chance to solve work problems in my department.
- 6- Administration takes decisions after listening to the opinions of others.

• **Communication among Staff and the questionnaires items in this group are:**

1. There is an exchange of information at specific times to suit all crew members working in the department or at school.
2. Staff members at the department or at school receive suggestions and criticisms with no qualms.
3. There are formal channels that enables each employee to transfer any information or data that concerns any employee.
4. I feel that employees working in the department have willingness to listen and concentrate when addressing them.
5. Some employees speak with technical terms that are not understandable to others
6. There are difficulties in understanding new rules or regulations when issued by the management.

• **Compliance with Work Ethics at work and the questionnaires items in this group are:**

1. Compliance with work ethics affects the degree of holding responsibility of staff.
2. Compliance with work ethics affects the degree of commitment to public interest.
3. Compliance with work ethics affects the degree of self-censorship of staff.
4. Compliance with work ethics plays a major role in the degree of cooperation.
5. The availability of the administrative role models corresponds with compliance with work ethics.
6. Compliance with work ethics concern with level of cooperation between staff.
7. Level of loyalty is encouraged by compliance of work ethics.
8. Compliance with work ethics affects staff degree of engagement with work.
9. Compliance with work ethics promotes trust between staff and administration.
10. Compliance with work ethics plays a major role in staff participation of decision-making.
11. Compliance with work ethics affects raising communication among Staff.
12. Compliance with work ethics affects raising productivity and work.

4.9 Statistical analysis Tools:

The researcher will use data analysis both qualitative and quantitative. The Data analysis will utilize (SPSS 22). The researcher will utilize the following statistical tools:

1. Kolmogorov-Smirnov test of normality.
2. Pearson correlation coefficient is used for Validity and examine the relationship between two numerical variables.
3. Cronbach's Alpha for Reliability Statistics.
4. Frequency and Descriptive analysis.
5. Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance).
6. Stepwise regression.

T-test is used to determine if the mean of a statement is significantly different from a hypothesized value 6 (Approximately the middle value of numerical scale 1-10). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$ then the mean of a statement is significantly different from a hypothesized value 6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$ then the mean of a statement is insignificantly different from a hypothesized value 6.

The Independent Samples T-test is used to examine if there is a statistical significant difference between two means among the respondents toward the impact of social, administrative & demographic factors on UNRWA staff's compliance with work ethics due to gender, area name and due to their participation in work ethics' courses.

The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents toward the impact of social, administrative & demographic factors on UNRWA staff's compliance with work ethics due to age, level of education attained, major, years of experience within education and salary.

4.10 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which includes internal validity and structure validity.

4.10.1 Face validity

The questionnaire was subjected to judgment committee members, 13 members, who are working in different universities and ministries in Gaza (see Appendix A –

Questionnaire Judgment Committee) to confirm that the questionnaire is efficient to measure the study variables that need to be measured. . Some sentences were modified according to their recommendations and they agreed that it will measure what it is designed to measure.

4.11 Internal Validity

Internal validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 30 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

4.11.1 Internal Validity for Administrative Factors

Table (4.2) clarifies the correlation coefficient for each paragraph of the "Degree of holding responsibility "and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.2): Correlation coefficient of each paragraph of "Degree of holding responsibility" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Staff members are keen to perform their work accurately and faithfully.	.890	0.000*
2.	Staff members have sufficient capacity to do the work assigned to them well.	.818	0.000*
3.	Staff members have the ability to hold responsibility	.776	0.000*
4.	Staff members are keen to perform work honestly and in responsible manner.	.874	0.000*
5.	Staff members are keen to obey their superiors in carrying out their missions.	.823	0.000*
6.	Staff members avoid responsibility while carrying out the work entrusted to them.	.550	0.001*
7.	Staff members are committed to maintain the institution's resources and use them wisely	.775	0.000*

* Correlation is significant at the 0.05 level

Table (4.3) clarifies the correlation coefficient for each paragraph of the "Commitment to public interest" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.3): Correlation coefficient of each paragraph of "Commitment to public interest" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Staff members are keen to give priority to public service to the personal interest.	.785	0.000*
2.	Staff members serve the public and students neutrally away from partisanship and intolerance.	.861	0.000*
3.	Staff members use official working hours to perform the work in order to achieve the public and students` interests.	.776	0.000*
4.	Staff members utilize the resources to achieve the overall objectives of UNRWA.	.652	0.000*
5.	Staff members are keen to favor and bias in the provision of services.	.540	0.001*
6.	Staff members know their rights and duties.	.568	0.001*

* Correlation is significant at the 0.05 level

Table (4.4) clarifies the correlation coefficient for each paragraph of the "The availability of the administrative role models "and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.4): Correlation coefficient of each paragraph of "The availability of the administrative role models" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	A staff member complies with regulations and instructions which stimulate him to be a good model for his colleagues.	.696	0.000*
2.	A staff member is keen to be a good model for his colleagues.	.587	0.000*
3.	Managers encourage their subordinates to express their opinions and innovation at work.	.745	0.000*
4.	A staff member has the ability to view the facts without delay or distortion.	.631	0.000*
5.	Staff members' respect for the regulations and instructions increases the confidence of their citizens.	.716	0.000*
6.	Work ethics plays an important role in providing a good model.	.539	0.001*
7.	Equity in dealing with staff by their superiors is available.	.680	0.000*
8.	Senior management highly respects and appreciates staff members.	.794	0.000*

* Correlation is significant at the 0.05 level

Table (4.5) clarifies the correlation coefficient for each paragraph of the "Trust between staff and Managers "and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.5): Correlation coefficient of each paragraph of "Trust between staff and Managers" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Managers and workers work beside each other.	.397	0.015*
2.	Management abandons employees when they commit mistakes.	.485	0.003*
3.	I enjoy working under the current management.	.489	0.003*
4.	I prefer to gain experience from department (or school) management.	.541	0.001*
5.	When I commit a mistake, I speak frankly with the management to learn from my mistakes.	.488	0.003*
6.	I fear disagreements in opinion with management.	.360	0.025*
7.	I accept instructions and criticism from management with an open mind.	.554	0.001*
8.	Administration respects the privacy of the staff with all its forms.	.415	0.011*

* Correlation is significant at the 0.05 level

4.11.2 Internal Validity for Social Factors

Table (4.6) clarifies the correlation coefficient for each paragraph of the "Degree of cooperation "and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.6): Correlation coefficient of each paragraph of "Degree of cooperation" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	There is interaction and cooperation among staff.	.858	0.000*
2.	Work inside the organization is based on consultation.	.934	0.000*
3.	Staff members are keen to teamwork.	.789	0.000*
4.	There is a concern among staff of friendly relations inside the organization.	.857	0.000*
5.	Work ethics affect the degree of cooperation among staff.	.848	0.000*
6.	Administration is characterized by a high level of cooperation at work.	.822	0.000*

* Correlation is significant at the 0.05 level

Table (4.7) clarifies the correlation coefficient for each paragraph of the "Degree of loyalty" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.7): Correlation coefficient of each paragraph of "Degree of loyalty" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I feel proud and loyal to the place where I work.	.653	0.000*
2.	I feel very motivated to work in this post.	.870	0.000*
3.	I feel happy to work in this post.	.805	0.000*
4.	Staff members have willingness to maximize their effort for the success of the work.	.689	0.000*
5.	I feel I am in the right place that fits my qualifications and abilities.	.686	0.000*
6.	I agree to work outside official working hours if required.	.692	0.000*

* Correlation is significant at the 0.05 level

Table (4.8) clarifies the correlation coefficient for each paragraph of the "Staff Engagement with Department (or school)" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.8): Correlation coefficient of each paragraph of "Staff Engagement with Department (or school)" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I trust the coworkers at this department (or school).	.547	0.001*
2.	I have the chance to innovate during work.	.755	0.000*
3.	This department (or school) appreciates my work.	.482	0.003*
4.	I have a clear goal in my job.	.722	0.000*
5.	I have the chance to invest all my skills.	.659	0.000*
6.	I know and realize the department (or school) goal.	.504	0.002*
7.	I can take a suitable decision in my work.	.683	0.000*

* Correlation is significant at the 0.05 level

Table (4.9) clarifies the correlation coefficient for each paragraph of the "Participation in Decision-making "and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.9): Correlation coefficient of each paragraph of "Participation in Decision-making" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I have clear responsibilities and practice them without any opposition from managers.	.487	0.003*
2.	Management is ready to discuss any suggestions or harassment concerning employees.	.873	0.000*
3.	It is encouraged to learn other skills to increase my responsibilities in the department.	.831	0.000*
4.	New tasks are explained professionally and suggestions are welcomed to facilitate the acceptance of these tasks.	.853	0.000*
5.	I have the chance to solve work problems in my department.	.882	0.000*
6.	Administration takes decisions after listening to the opinions of others.	.534	0.001*

* Correlation is significant at the 0.05 level

Table (4.10) clarifies the correlation coefficient for each paragraph of the "Communication among Staff "and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.10): Correlation coefficient of each paragraph of "Communication among Staff" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	There is an exchange of information at specific times to suit all crew members working in the department or at school.	.682	0.000*
2.	Staff at the department or at school receives suggestions and criticisms with no qualms.	.731	0.000*
3.	There are formal channels that enable each employee to transfer any information or data that concerns any employee.	.654	0.000*
4.	I feel that employees working in the department have willingness to listen and concentrate when addressing them.	.783	0.000*
5.	Some employees speak with technical terms that are not understandable to others.	.634	0.000*
6.	There are difficulties in understanding new rules or regulations when issued by the management.	.700	0.000*

* Correlation is significant at the 0.05 level

4.11.3 Internal Validity for Compliance with Work Ethics at work

Table (4.11) clarifies the correlation coefficient for each paragraph of the "Compliance with Work Ethics at work" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.11): Correlation coefficient of each paragraph of "Compliance of Work Ethics at work" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Compliance with work ethics affects the degree of holding responsibility of staff.	.411	0.012*
2.	Compliance with work ethics affects the degree of commitment to public interest.	.460	0.005*
3.	Compliance with work ethics affects the degree of self-censorship of staff.	.535	0.001*
4.	Compliance with work ethics plays a major role in the degree of cooperation.	.770	0.000*
5.	The availability of the administrative role models corresponds with compliance with work ethics.	.663	0.000*
6.	Compliance with work ethics concern with level of cooperation between staff.	.809	0.000*
7.	Level of loyalty is encouraged by compliance with work ethics.	.563	0.001*

8.	Compliance with work ethics affects staff degree of engagement with work.	.651	0.000*
9.	Compliance with work ethics promotes trust between staff and administration.	.751	0.000*
10.	Compliance with work ethics plays a major role in staff participation indecision-making.	.769	0.000*
11.	Compliance with work ethics affects raising communication among Staff.	.726	0.000*
12.	Compliance with work ethics affects raising productivity and work.	.705	0.000*

* Correlation is significant at the 0.05 level

4.12 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of Likert scale.

Table (4.12) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to measure what it was set for to achieve the main aim of the study.

Table (4.12): Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Degree of holding responsibility	.857	0.000*
2.	Commitment to public interest	.746	0.000*
3.	Commitment to public interest	.835	0.000*
4.	Trust between staff and Managers	.743	0.000*
	Administrative Factors	.955	0.000*
1.	Degree of cooperation	.833	0.000*
2.	Degree of loyalty	.581	0.000*
3.	Staff Engagement with Department(or school)	.840	0.000*
4.	Participation in Decision-making	.884	0.000*
5.	Communication among Staff	.886	0.000*
	Social Factors	.974	0.000*
	Administrative and Social Factors	.988	0.000*
	Compliance with Work Ethics at work	.592	0.000*

* Correlation is significant at the 0.05 level

4.13 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is

repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George and Mallery, 2003).

4.13.1 Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.13) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.523 and 0.955. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.956 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table (4.13): Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	Degree of holding responsibility	0.828
2.	Commitment to public interest	0.742
3.	Commitment to public interest	0.809
4.	Trust between staff and Managers	0.523
	Administrative Factors	0.883
1.	Degree of cooperation	0.923
2.	Degree of loyalty	0.794
3.	Staff Engagement with Department(or school)	0.739
4.	Participation in Decision-making	0.844
5.	Communication among Staff	0.779
	Social Factors	0.938
	Administrative and Social Factors	0.955
	Compliance with Work Ethics at work	0.842
	All paragraphs of the questionnaire	0.956

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable and ready for distribution for the population sample.

Chapter 5

Data Analysis and Discussion

5.1 Demographic Data

5.1.1 Gender

Table (5.1) shows results about "Gender".

Table No. (5.1) shows that 53.8% of the samples are females and 46.2% of the sample is males.

This result indicates that females are more than males with nearly 3.8% and the reason for this is that UNRWA started to recruit females in boys school in 2008. In addition, the percentage of females working is high as our society thinks that education is the best job for them as they work almost separately from male work.

<https://www.devex.com/jobs/unrwa-gender-equality-strategy-2016-2021-external-consultant-hq-amman-391357>

Also, UNRWA is committed to equal opportunities for both sexes as it is international organization and depends on standard criteria.

Table (5.1): Distribution of " Gender "

Gender	Frequency	Percent
Female	113	53.8
Male	97	46.2
Total	210	100.0

5.1.2 Level of Education Attained

Table (5.2) shows results about "Level of Education Attained".

Table No. (5.2) shows that 1.4% of the sample are "secondary school certificate or lower", 5.7% of the sample are of " Diploma ", 82.40% of the sample are " Bachelor's Degree ", 9.0% of the sample are of " High study " and 1.4% of the sample are "other".

The highest percent is the sample of the bachelor's degree and this is because UNRWA decided the necessity of studying BA degree so as a minimum degree for teaching.

It is noticed that participants of the study had a good academic education and this supports the results of the study. It is also noticed that employees who have a Bachelor's degree are most prominent in the sample as it is preferable for education sector to have a bachelor's degree to enable them to deal with students and staff members. In addition, for teachers, a bachelor's degree is the minimum educational level in regards to teaching at UNRWA schools. And this gives the contentment to the researcher that the study sample has the ability to understand the questionnaire, to answer it and to provide the required information. Also, high level of education indicates positively to their qualifications. This study totally agrees with the study of Tabash, (2009).

Table (5.2): Distribution of "Level of Education Attained"

Level of Education Attained	Frequency	Percent
Secondary school certificate or lower	3	1.4
Diploma	12	5.7
Bachelor's Degree	173	82.4
Master or above	19	9.0
Other	3	1.4
Total	210	100.0

5.1.3Major

Table (5.3) shows results about "Major".

Table (5.3) shows that 89.0% of the sample is "Teachers", 3.3% of the sample is "School principal", and 4.8% of the sample is "Deputy School principal" and 2.9% of the sample is "Other"

The result of this table indicates that the number of teachers is the most prominent number. This is normal due to schools needs as every school needs one school principal and one deputy school principal at most. Other means secretary, attendant and school social worker.

Table (5.3): Distribution of "Major"

Major	Frequency	Percent
Teacher	187	89.0
School principal	7	3.3
Deputy school principal	10	4.8
Other	6	2.9
Total	210	100.0

5.1.4The Department You Work in

Table (5.4) shows results about "The Department You Work in".

Table (5.4) shows that 97.6% of the sample is "school" and 2.4% of the sample is "School/Education office"

It is noticed that participants' responses indicate that the majority of the employees worked at school as the school / education office consists of the least number of working staff. Also, this distribution is normal because of schools' needs.

Table (5.4): Distribution of "The Department You Work in"

The Department You Work in	Frequency	Percent
School	205	97.6
School/Education office	5	2.4
Total	210	100.0

5.1.5 Area Name

Table (5.5) shows results about "Area Name".

Table No. (5.5) shows that 54.3% of the sample are working at "Jabalia Area" and 45.7% of the sample are working at "Beit Hanoun and Beit Lahai Area".

Participants' responses indicate that most of the staff work in Jabalia area as there are more schools and the number of the population in Jabalia area more than Beit Hanoun and Beit Lahai Area. This totally agrees with Palestinian central bureau of statistics PCBS 2010 which indicates that Jabalia area is the most crowded area in Palestine; as a result, this area needs more schools to meet this requirement.

Table (5.5): Distribution of "Area Name"

Area Name	Frequency	Percent
Jabalia Area	114	54.3
Beit Hanoun and Beit Lahai Area	96	45.7
Total	210	100.0

5.1.6 Salary

Table (5.6) shows results about "Salary".

Table No. (5.6) shows that 9.5% of the sample receives "1-500\$", 30.0% of the sample receives "501-900\$", 40.0% of the sample receives "901-1150\$" and 20.5% of the sample receives "More than 1150\$".

The result of this table indicates that nearly half of the education staff members receive forms 901-1150\$ salary which is almost of the staff receives the salary at UNRWA.

Table (5.6): Distribution of "Salary"

Salary	Frequency	Percent
1-500\$	20	9.5
501-900\$	63	30.0
901-1150\$	84	40.0
More than 1150\$	43	20.5
Total	210	100.0

5.1.6 Marital Status

Table (5.7) shows results about "Marital Status".

Table No. (5.7) shows that 92.4% of the sample is "Married" and 7.6% of the sample is "Non Married".

These results indicate that the vast majority of the sample is with age average more than 30 year. In addition, UNRWA staff conditions and salary of the Gaza Strip contributed in increasing the rates of marriage for both sexes.

Table (5.7): Distribution of "Marital Status"

Marital Status	Frequency	Percent
Married	194	92.4
Non Married	16	7.6
Total	210	100.0

5.1.8 Attending Work Ethics' Courses

Table (5.8) shows results about "**attending work ethics' courses**".

Table No. (5.8) shows that 83.3% of the sample attended work ethics' course and 16.7% of the sample didn't attend work ethics' courses.

These results indicate that the vast majority of the sample attended work ethics' courses which mean UNRWA gives the priority and great concerns to work ethics' courses for its staff as it follows international regulations standards. Also, UNRWA concerns with continuous staff development during their work to improve their capacities and qualifications.

Table (5.8): Distribution of "attending work ethics courses"

Did you attend work ethics' courses?	Frequency	Percent
Yes	175	83.3
No	35	16.7
Total	210	100.0

5.1.9 Courses attended

Table (5.9) shows results about "**Courses attended**".

Attend work ethics' courses ranges between 1 and 9 courses with mean 1.54 courses and standard deviation of 1.00 courses

Table No.(5.9) shows that 65.1% of the sample attended "1" work ethics' course, 24.0% of the sample attended "2" work ethics' courses, 6.9% of the sample attended "3" work ethics' courses, 1.7% of the sample attended "4" work ethics' courses, 1.7% of the sample attended "5" work ethics' courses and 0.6% of the sample attended "9" work ethics' courses.

These results indicate that the majority of the sample attended work ethics' courses once only which means UNRWA has a negative signal and needs more concerns for ethics' work courses especially to education sector.

Table (5.9): Distribution of "Courses attended"

Courses attended	Frequency	Percent
1	114	65.1
2	42	24.0
3	12	6.9
4	3	1.7
5	3	1.7
9	1	0.6
Total	175	100.0

5.2 Analysis for each field

• Administrative Factors

1. Degree of holding responsibility

Table (5.10) shows the following results:

Firstly, the mean of paragraph number one “Staff are keen to perform their work accurately and faithfully” equals 8.43 (84.29%), Test-value =23.33, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

Secondly, the mean of paragraph number six “Staff avoid responsibility while carrying out the work entrusted to them” 3.70 equals (36.95%), Test-value =-12.12, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. We conclude that the respondents disagree to this paragraph.

The mean of the field “Degree of holding responsibility” equals 7.68 (76.80%), Test-value =25.24, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of “Degree of holding responsibility ”.

This result indicates that staff working at education sector are keen to hold responsibility. Also, Islamic ethics has a major role in staff behavior. However, , some staff members need more courses for holding responsibilities so as to raise their awareness in this regard.

The result of this study agrees with Alhyasat, (2012) who implemented his study at the Jordanian Press Foundations.

Table (5.10): Means and Test values for “Degree of holding responsibility”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Staff members are keen to perform their work accurately and faithfully.	8.43	1.51	84.29	23.33	0.000*	1
2.	Staff members have sufficient capacity to do the work assigned to them well.	8.40	1.40	84.05	24.92	0.000*	3
3.	Staff have the ability to hold responsibility	8.30	1.50	83.00	22.27	0.000*	5
4.	Staff members are keen to perform work honestly and in responsible manner.	8.42	1.55	84.19	22.59	0.000*	2
5.	Staff members are keen to obey their superiors in carrying out their missions.	8.36	1.67	83.57	20.47	0.000*	4
6.	Staff members avoid responsibility while carrying out the work entrusted to them.	3.70	2.76	36.95	-12.12	0.000*	7
7.	Staff are committed to the maintain of the institution's resources and use them in best use.	8.16	1.51	81.61	20.52	0.000*	6
	Degree of holding responsibility	7.68	0.96	76.80	25.24	0.000*	

* The mean is significantly different from 6

2. Commitment to public interest

Table (5.11) shows the following results

Firstly, the mean of paragraph number six “Staff know their rights and duties” equals 8.80 (87.99%), Test-value =28.56, and P-value = 0.000 which is smaller than the level of significance $\alpha=0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

Secondly, the mean of paragraph number five “Staff are keen to favor and bias in the provision of services” equals 3.65 (36.46%), Test-value =-12.05, and P-value = 0.000 which is smaller than the level of significance $\alpha=0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. We conclude that the respondents disagree to this paragraph.

So, the mean of the field “Commitment to public interest” equals 7.62 (76.18%), Test-value =23.34, and P-value =0.000 which is smaller than the level of significance $\alpha=0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of “Commitment to public interest ”.

This result indicates that staff members working at education sector are almost concerned with the commitment to public interest.

The result of this study agrees with Al Qirawi, (2005) who implemented his study on members of security training courses in Riyadh on Saudi Arabia Kingdom and the average was 66.6%.

Table (5.11): Means and Test values for “Commitment to public interest”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Staff members are keen to give priority to public service to the personal interest.	8.05	1.57	80.52	18.96	0.000*	5
2.	Staff members serve the public and students neutrally away from partisanship and intolerance.	8.34	1.76	83.38	19.23	0.000*	4
3.	Staff members use official working hours to perform the work in order to achieve the public and students` interests.	8.40	1.78	84.00	19.51	0.000*	3
4.	Staff members utilize the resources to achieve the overall objectives of UNRWA.	8.45	1.22	84.52	29.09	0.000*	2
5.	Staff members are keen to favor and bias in the provision of services.	3.65	2.82	36.46	-12.05	0.000*	6
6.	Staff members know their rights and duties.	8.80	1.42	87.99	28.56	0.000*	1
	Commitment to public interest	7.62	1.00	76.18	23.34	0.000*	

* The mean is significantly different from 6

3. The availability of the administrative role models

Table (5.12) shows the following results:

Firstly, the mean of paragraph number six “Work ethics plays an important role in providing a good model” equals 8.95 (89.52%), Test-value =34.93, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

Secondly, the mean of paragraph number seven “There is fair in dealing with staff from superiors” equals 7.53 (75.33%), Test-value =11.87, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

The mean of the field “The availability of the administrative role models” equals 8.28 (82.83%), Test-value =28.92, and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of “The availability of the administrative role models ”.

It can be concluded that staff at UNRWA of education sector highly appreciate and concern the availability of the administrative role models. They see that this can be implemented by respecting rules and regulations that UNRWA adopts.

This study result agrees with Tabash, (2009) study who implemented his study on the Ministry of Health in Gaza that showed 70.09% of the staff confirmed the availability of the administrative role models in the ministry.

Table (5.12): Means and Test values for “The availability of the administrative role models”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	A staff member complies with regulations and instructions which stimulate him to be a good model for his colleagues.	8.60	1.34	86.00	28.08	0.000*	3
2.	A staff member is keen to be a good model for his colleagues.	8.82	1.37	88.24	29.94	0.000*	2
3.	Managers encourage their subordinates to express their opinions and innovation at work.	7.99	1.92	79.86	15.00	0.000*	6
4.	Staff members have the ability to view the facts without delay or distortion.	8.01	1.46	80.14	20.05	0.000*	5
5.	Staff's respect for the regulations and instructions increases the confidence of their citizens.	8.53	1.12	85.29	32.83	0.000*	4
6.	Work ethics plays an important role in providing a good model.	8.95	1.22	89.52	34.93	0.000*	1
7.	There is equity in dealing with staff by their superiors.	7.53	1.87	75.33	11.87	0.000*	8
8.	Senior management highly respects and appreciates the staff members.	7.82	1.87	78.24	14.10	0.000*	7
	The availability of the administrative role models	8.28	1.14	82.83	28.92	0.000*	

* The mean is significantly different from 6

4. Trust between staff and Managers

Table (5.13) shows the following results:

The mean of paragraph number one “Managers and workers work beside each other” equals 8.40 (84.00%), Test-value =21.16, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of paragraph number six “I fear of disagreements in opinion with management” equals 5.96 (59.57%), Test-value =-0.23, and P-value =0.408 which is greater than the level of significance $\alpha = 0.05$. Then the mean of this paragraph is insignificantly different from the hypothesized value 6. We conclude that the respondents are "neutral" to this paragraph.

The mean of paragraph number two “Management abandons employees when they commit mistakes” equals 4.05 (40.48%), Test-value =-9.21, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. We conclude that the respondents disagree with this paragraph.

The mean of the field “Trust between staff and Managers” equals 7.21 (72.09%), Test-value =16.44, and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree with the field of “Trust between staff and Managers ”.

It is believed that a great place to work in is the one where people trust their employers, feel proud of what they do, and feel enthusiastic about the work they do. The result of this study indicates that there is, to some extent, an acceptable level of trust between employee and manager and the reason of which is related to the political, economic and social conditions of the people in the Gaza Strip which affect everyone’s level of trust towards one another. It is also noticed that managers and employees do their best to overcome these annoying conditions in order to have a good relationship of trust that promotes proper interaction and cooperation which leads to an acceptable work ethics on social environment. This study disagrees with Tabash, (2009) study on the Ministry of Health in the Gaza strip.

Table (5.13): Means and Test values for “Trust between staff and Managers”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Managers and workers work beside each other.	8.40	1.64	84.00	21.16	0.000*	1
2.	Management abandons employees when they commit mistakes.	4.05	3.06	40.48	-9.21	0.000*	8
3.	I enjoy working under the current management.	7.99	1.60	79.86	18.02	0.000*	3
4.	I prefer to gain experience from department (or school) management.	7.94	1.70	79.42	16.44	0.000*	4
5.	When I commit a mistake, I speak frankly with the management to learn from my mistakes.	8.07	1.77	80.67	16.92	0.000*	2
6.	I fear disagreements in opinion with management.	5.96	2.68	59.57	-0.23	0.408	7
7.	I accept instructions and criticism from management with an open mind.	7.49	2.21	74.86	9.75	0.000*	6
8.	Administration respects the privacy of the staff with all its forms.	7.76	2.13	77.56	11.91	0.000*	5
	Trust between staff and Managers	7.21	1.07	72.09	16.44	0.000*	

* The mean is significantly different from 6

In General "All Paragraphs of Administrative Factors ":

Table (5.14) shows the mean of all paragraphs of Administrative Factors equals 7.70 (77.04%), Test-value =27.89, and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The mean of all paragraphs is significantly different from the hypothesized value 6. We conclude that the respondents agree with all the paragraphs of Administrative Factors.

This study agrees with Al-Roumi (2009) study which was entitled "The Degree of Commitment of Educational Supervisors in the Governorates of Gaza, the Ethics of the Profession From Their Point of View and Ways of Development" and disagrees with the study of Tabash, (2009) which was implemented on the Ministry of Health in Gaza which indicated that there was a lack of commitment on the administrative factors. He, the researcher, found out that there are statistical results which confirmed the ministry`s staff commitment, but practically there is a lack of commitment to work ethics.

Table (5.14): Means and Test values for "All Paragraphs of Administrative Factors"

Item	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)
All Paragraphs of Administrative Factors.	7.70	0.88	77.04	27.89	0.000*

*The mean is significantly different from 6

- **Social Factors**

1. Degree of cooperation

Table (5.15) shows the following results:

The mean of paragraph number five “Work ethics affects the degree of cooperation among staff” equals 8.57 (85.71%), Test-value =23.87, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of paragraph number two “Work inside the organization is based on consultation” equals 7.53 (75.29%), Test-value =10.38, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of the field “Degree of cooperation” equals 8.23 (82.29%), Test-value =24.86, and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree with the field of “Degree of cooperation”.

It can be concluded that it is necessary for the UNRWA staff and especially who work in the education sector to have a degree of cooperation so as to overcome obstacles that face them during work. Thus, staff at education department must function in a teamwork climate that is as good as possible because the nature of education and schools requires this issue. As a result, education sector at UNRWA must encourage more degree of cooperation inside the organization.

This study result agrees with Yahia, (2010) study who found out that there was a strong degree of cooperation among school principals in governmental school from the views of their teachers.

This study result doesn't agree with Tabash, (2009) study who found out that the Ministry of Health staff lacks the degree of cooperation which was 55.2%.

Table (5.15): Means and Test values for “Degree of cooperation”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	There is interaction and cooperation among staff.	8.39	1.41	83.86	24.57	0.000*	4
2.	Work inside the organization is based on consultation.	7.53	2.13	75.29	10.38	0.000*	6
3.	Staff members are committed to teamwork.	7.98	1.63	79.81	17.60	0.000*	5
4.	There is a concern among staff of brotherly relations inside the organization.	8.46	1.44	84.62	24.70	0.000*	2
5.	Work ethics affects the degree of cooperation among staff.	8.57	1.56	85.71	23.87	0.000*	1
6.	Administration is characterized by a high level of cooperation at work.	8.45	1.62	84.50	21.86	0.000*	3
	Degree of cooperation	8.23	1.30	82.29	24.86	0.000*	

* The mean is significantly different from 6

2. Degree of loyalty

Table (5.16) shows the following results:

The mean of paragraph number four “Staff members have willingness to maximize their effort for the success of the work.” equals 8.53 (85.33%), Test-value =25.35, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of paragraph number six “I agree to work outside official working hours if required” equals 7.13 (71.30%), Test-value =7.88, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of the field “Degree of loyalty” equals 8.08 (80.82%), Test-value =21.41, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$.

The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree with the field of “Degree of loyalty”.

The results show the respondents agree with the field of degree of loyalty and that can be noticed at the emergency time in the last war against Gaza when they volunteered to work in the danger and in to work outside official working hours if required. Also, staff remembers have a high degree of loyalty because of the hard conditions prevailing in the Gaza strip.

This study result agrees with Yahia, (2010) study who found out that there was a strong degree of loyalty among school principals in governmental school from the views of their teachers.

This study result agrees with Tabash, (2009) and Hamouda,(2013) study who found out that 71.81% of the Ministry of Health staff members were keen to be loyal specially in emergency time.

Table (5.16): Means and Test values for “Degree of loyalty”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I feel proud and loyal to the place where I work.	8.45	1.72	84.48	20.59	0.000*	2
2.	I feel very motivated to work in this post.	8.20	1.69	81.95	18.82	0.000*	4
3.	I feel happy to work in this post.	7.94	1.77	79.38	15.90	0.000*	5
4.	Staff members have willingness to maximize their effort for the success of the work.	8.53	1.45	85.33	25.35	0.000*	1
5.	I feel I am in the right place that fits my qualifications and abilities.	8.25	1.96	82.52	16.69	0.000*	3
6.	I agree to work outside official working hours if required.	7.13	2.07	71.30	7.88	0.000*	6
	Degree of loyalty	8.08	1.41	80.82	21.41	0.000*	

* The mean is significantly different from 6

3. Staff Engagement with Department (or school)

Table (5.17) shows the following results:

The mean of paragraph number four “I have a clear goal in my job” equals 8.87 (88.67%), Test-value =28.69, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of paragraph number three “This department (or school) appreciates my work” equals 7.94 (79.43%), Test-value =16.12, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of the field “Staff Engagement with Department (or school)” equals 8.29 (82.91%), Test-value =25.94, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree with the field of “Staff Engagement with Department (or school)”.

This result indicates that staff working in the education sector are moderately engaged in their work. This is acceptable because working in the education is difficult and stressful and the nature of the education and schools prohibits creativity and innovation in the work field. In addition, it is noticed that management does not make the required effort to maintain an environment that promotes innovation that enables employees to be more engaged in their work.

This result partly agrees with Hamouda, (2013) study on the Ministry of Health in Gaza who assures that there is a critical need for the employees to be engaged in their respective departments which results in a willingness to adopt rules, policies and decisions concerning the department.

Table (5.17): Means and Test values for “Staff Engagement with Department (or school)”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I trust the coworkers at this department (or school).	8.21	1.54	82.11	20.81	0.000*	3
2.	I have the chance to innovate during work.	8.10	1.67	81.00	18.19	0.000*	5
3.	This department (or school) appreciates my work.	7.94	1.75	79.43	16.12	0.000*	7
4.	I have a clear goal in my job.	8.87	1.45	88.67	28.69	0.000*	1
5.	I have the chance to invest all my skills.	7.99	1.70	79.90	17.00	0.000*	6
6.	I know and realize the department (or school) goal.	8.75	1.40	87.48	28.44	0.000*	2
7.	I can take a suitable decision in my work.	8.19	1.59	81.88	19.83	0.000*	4
	Staff Engagement with Department(or school)	8.29	1.28	82.91	25.94	0.000*	

* The mean is significantly different from 6

4. Participation in Decision-making

Table (5.18) shows the following results:

The mean of paragraph number one “I have clear responsibilities and practice them without any opposition from managers” equals 8.30 (83.05%), Test-value =20.89, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of paragraph number six “Administration takes decisions after listening to the opinions of others” equals 7.83 (78.29%), Test-value =14.20, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of the field “Participation in Decision-making” equals 8.09 (80.86%), Test-value =21.72, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed with the field of “Participation in Decision-making ”.

Participation in decision-making is one of the most important aspects of an effective management system because it gives a chance to every employee to express his feelings and make suggestions that lead to early detection of work problems and to suitable solution which are accepted by everyone in the organization.

Participants' responses indicate that employees working in education are effectively participating in decision-making and this is related to the delegation of authority at schools which increases the chance for managers and employees to adequate time for proper decision-making. In addition, to some extent, the manager does not have the required knowledge, experience, authority and resources to meet the employees' requirements.

This result partly disagrees with Hamouda, (2013) study on the Ministry of Health in Gaza who found out 62.12% of the staff participates in decision- making.

Table (5.18): Means and Test values for “Participation in Decision-making”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I have clear responsibilities and practice them without any opposition from managers.	8.30	1.60	83.05	20.89	0.000*	1
2.	Management is ready to discuss any suggestions or harassment concerning the employees.	8.15	1.64	81.48	19.01	0.000*	2
3.	It is encouraged to learn other skills to increase my responsibilities in the department.	8.05	1.60	80.48	18.57	0.000*	4
4.	New tasks are explained professionally and suggestions are welcomed to facilitate the acceptance of these tasks.	8.14	1.52	81.38	20.34	0.000*	3
5.	I have the chance to solve work problems in my department.	8.05	1.58	80.48	18.75	0.000*	4
6.	Administration takes decisions after listening to the opinions of others.	7.83	1.87	78.29	14.20	0.000*	6
	Participation in Decision-making	8.09	1.39	80.86	21.72	0.000*	

* The mean is significantly different from 6

5. Communication among Staff

Table (5.19) shows the following results:

The mean of paragraph number four “I feel that employees working in the department have willingness to listen and concentrate when addressing them” equals 8.06 (80.57%), Test-value =21.62, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of paragraph number six “There are difficulties in understanding new rules or regulations when issued by the management” equals 4.40 (43.99%), Test-value =-8.61, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. We conclude that the respondents disagree with this paragraph.

The mean of the field “Communication among Staff” equals 6.76 (67.56%), Test-value = 10.24, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree with the field of “Communication among Staff”.

This result indicates that there is an unacceptable level of communication among employees working in education field as the mean of the field “Communication among Employees” equals 6.76 (67.56%), Test-value = 10.24, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. It is concluded that employees in education field do not have an effective communication pattern or clear communication channels to promote an effective exchange of information regarding employees and the departments as a whole. In addition, there is a problem with the pattern of communication related to the workload, stressful education environment and an unacceptable level of trust among employees and their managers.

This study is in agreement with the results of the study of Hamouda, (2013) which shows a lack of openness in regards to communication amongst teachers, school principals and education office staff.

Table (5.19): Means and Test values for “Communication among Staff”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	There is an exchange of information at specific times to suit all staff members working in the department or at school.	8.04	1.54	80.38	19.18	0.000*	2
2.	Staff at the department or at school receives suggestions and criticisms with no qualms.	7.51	1.70	75.14	12.90	0.000*	4
3.	There are formal channels that enable each employee to transfer any information or data that concerns any employee.	8.02	1.64	80.19	17.77	0.000*	3
4.	I feel that employees working in the department have willingness to listen and concentrate when addressing them.	8.06	1.38	80.57	21.62	0.000*	1
5.	Some employees speak with technical terms that are not understandable to others	4.50	2.95	44.95	-7.39	0.000*	5
6.	There are difficulties in understanding new rules or regulations when issued by the management.	4.40	2.68	43.99	-8.61	0.000*	6
	Communication among Staff	6.76	1.07	67.56	10.24	0.000*	

* The mean is significantly different from 6

In General "All Paragraphs of Social Factors ":

Table (5.20) shows the mean of all paragraphs of Social Factors equals 7.90 (79.03%), Test-value = 25.19, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The mean of all paragraphs is significantly different from the hypothesized value 6. We conclude that the respondents agree with all paragraphs of Social Factors.

This study nearly agrees with the study of Tabash, (2009), Al-Roumi, (2009) and Hamouda, (2013), which indicated that there was a lack of commitment to the social factors. They found out that there were statistical results which partly confirmed the ministry staff in compliance, but practically there is a lack of commitment to work ethics.

Table (5.20): Means and Test values for "All Paragraphs of Social Factors"

Item	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)
All Paragraphs of Social Factors	7.90	1.09	79.03	25.19	0.000*

*The mean is significantly different from 6

In General "All Paragraphs of Administrative and Social Factors"

Table (5.21) shows the mean of all paragraphs of Administrative and Social Factors equals 7.81 (78.07%), Test-value = 27.29, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The mean of all paragraphs of Administrative and Social Factors is significantly different from the hypothesized value 6. We conclude that the respondents agree with all paragraphs of Administrative and Social Factors.

Regarding administrative factors, this study results do not agree with the study of Tabash, (2009) which was implemented on the Ministry of Health in Gaza which indicated that there was a lack of commitment to the administrative factors. He found out that there are statistical results which confirmed the ministry staff commitment, but practically there is a lack of commitment to work ethics.

Regarding social factors, this study nearly agrees with the study of Tabash, (2009) and Hamouda, (2013) which were implemented on the Ministry of Health in Gaza which indicated that there was a lack of commitment to the social factors. They found out that there were statistical results which partly confirmed the ministry staff in compliance, but practically there is a lack of commitment to work ethics. So, this study result indicates that the vast majority of the staff members have a very good commitment regarding the administrative factors and social factors which affects work ethics compliance.

Table (5.21): Means and Test values for " All Paragraphs of Administrative and Social Factors"

Item	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)
All Paragraphs of Administrative and Social Factors	7.81	0.96	78.07	27.29	0.000*

*The mean is significantly different from 6

5.2.3 Analysis of the dependent variable " UNRWA Staff's Compliance with Work Ethics: Education Sector."

Table (5.22) shows the following results:

The mean of paragraph number twelve "Compliance with work ethics affects raising productivity and work." equals 8.98 (89.76%), Test-value =30.84 and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of paragraph number seven "Level of loyalty is encouraged by compliance with work ethics" equals 8.46 (84.57%), Test-value =23.06, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree with this paragraph.

The mean of the field "UNRWA Staff's Compliance with Work Ethics" equals 8.64 (86.39%), Test-value =32.82, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree with the field of "UNRWA Staff's Compliance with Work Ethics".

Generally speaking, the study indicates that 86.39% of the sample are complied with work ethics at UNRWA specially in the education field for many reasons, such as rules and regulations that UNRWA adopts, standard international criterion, custom and traditions of the staff, staff members religion and periodical UNRWA's instructions to staff.

The study results agree with Tabash, (2009), Al-Roumi, (2009), Yahia, (2010) and Hamadna, (2012) study suggestions to work ethics which were implemented on the Ministry of Health in Gaza and on governmental schools.

Table (5.22): Means and Test values for “Compliance of Work Ethics at UNRWA Staff”

No.	Paragraph	Mean	Standard Deviation	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Compliance with work ethics affects the degree of holding responsibility of staff.	8.66	1.66	86.62	23.18	0.000*	5
2.	Compliance with work ethics affects the degree of commitment to public interest.	8.65	1.65	86.52	23.24	0.000*	6
3.	Compliance with work ethics affects the degree of self-censorship of staff.	8.46	1.78	84.62	20.07	0.000*	11
4.	Compliance with work ethics plays a major role in the degree of cooperation.	8.61	1.43	86.14	26.54	0.000*	9
5.	The availability of the administrative role models corresponds with compliance with work ethics.	8.75	1.49	87.48	26.79	0.000*	2
6.	Compliance with work ethics concern with level of cooperation between staff.	8.62	1.24	86.17	30.44	0.000*	8
7.	Level of loyalty is encouraged by compliance with work ethics.	8.46	1.54	84.57	23.06	0.000*	12
8.	Compliance with work ethics affects staff degree of engagement with work.	8.63	1.51	86.33	25.21	0.000*	7
9.	Compliance with work ethics promotes trust between staff and administration.	8.70	1.36	86.95	28.80	0.000*	3
10.	Compliance with work ethics plays a major role in staff participation of decision-making.	8.47	1.50	84.71	23.93	0.000*	10
11.	Compliance with work ethics affects raising communication among Staff.	8.69	1.30	86.90	30.09	0.000*	4
12.	Compliance with work ethics affects raising productivity and work.	8.98	1.40	89.76	30.84	0.000*	1
	Compliance with Work Ethics at UNRWA Staff	8.64	1.17	86.39	32.82	0.000*	

* The mean is significantly different from 6

5.3 Research hypothesis:

First Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Administrative Factors for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and Administrative Factors equal 0.695 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Administrative Factors.

The second hypothesis shows that there is a strong correlation between the compliance with work ethics and administrative factors. Factors such as degree of holding responsibility, commitment to public interest, the availability of administrative models and trust between staff and management are suitable examples for administration which affects the compliance with work ethics.

Table (5.23) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Administrative Factors

Field	Correlation Coefficient	P-Value(Sig.)
Administrative Factors	0.695	0.000*

* Correlation is statistically significant at 0.05 level

This hypothesis is divided into the following sub-hypotheses.

First sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Degree of Holding Responsibility for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and degree of holding responsibility equals 0.600 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Degree of holding responsibility.

The results indicate the great influence of holding responsibility on the compliance with work ethics at education field which derived from administrative factors. This result agrees with Yahia, (2010) study which confirmed that there is a quite relation between the compliance with work ethics and the degree of holding responsibility.

Table (5.24) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Degree of holding responsibility

Field	Correlation Coefficient	P-Value(Sig.)
Degree of holding responsibility	0.600	0.000*

* Correlation is statistically significant at 0.05 level

Second sub-Hypothesis:

There is significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Commitment to Public Interest for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and Commitment to public interest equals 0.589 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Commitment to public interest.

This result assures the role of commitment to public interest in the compliance with work ethics and this commitment from Islam religion and from the rules and regulations of UNRWA.

This study result disagrees with Tabash, (2009) and Al louzi, (1997) who found out there is no correlation between compliance with work ethics and commitment to public interest.

Table (5.25) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Commitment to public interest

Field	Correlation Coefficient	P-Value(Sig.)
Commitment to public interest	0.589	0.000*

* Correlation is statistically significant at 0.05 level

Third sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and the Availability of the Administrative Role Models for UNRWA Staff.

The correlation coefficient between UNRWA staff's compliance with work ethics: education sector and the availability of the administrative role models equals 0.659 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude that there is a significant positive relationship between UNRWA staff's compliance with work ethics at: education sector and the availability of the administrative role models.

The result hypotheses indicate that there is a positive relationship between work ethics and the availability of the administrative role models due to the customs and traditions in Gaza. In addition, administrative models try to act their best so as to take them as a best example for commitment and to get high respect among staff.

The result hypotheses disagree with Tabash, (2009) and Al Qairwi, (1997) study hypotheses on the Ministry of Health in Gaza.

Table (5.26) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and The availability of the administrative role models

Field	Correlation Coefficient	P-Value(Sig.)
The availability of the administrative role models	0.659	0.000*

* Correlation is statistically significant at 0.05 level

Fourth sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Trust between Staff and Managers for UNRWA Staff.

The correlation coefficient between UNRWA staff's compliance with work ethics: education sector and trust between staff and Managers equals 0.491 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Trust between staff and Managers.

Organizations that are recognized as great place to work put great emphasis on the quality of relationship between employees and their leaders; between employees and their jobs, and among employees. The centrality of these three relationships influences employees' loyalty, commitment, and willingness to materialize organizational goals and priorities. If leaders are seen as transparent, acting according to espoused values, and not displaying self-protective motives then they develop trusting relationship with their employees which in turn contributes to positive employee work outcomes such as work engagement. (Hassan and Ahmed, 2011)

This result shows the importance of trust between management and the employee at the education sector in UNRWA and asserts the role of manager to take care of their employees and maintain a safe environment to report their incidents and pay attention to the employee suggestions. It also allows for the halving of clear rules and regulations to organize the relationship among the education team.

This study partly agrees with the study of Hamouda, (2013) who stated that there is a good correlation coefficient between the trust that exists between the healthcare provider and the management and employee attitude toward safety culture.

Table (5.27) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Trust between staff and Managers

Field	Correlation Coefficient	P-Value(Sig.)
Trust between staff and Managers	0.491	0.000*

* Correlation is statistically significant at 0.05 level

Second Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Social Factors for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and Social Factors equal 0.669 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Social Factors.

Social factors include degree of cooperation, degree of loyalty, staff engagement with department (or school), participation in decision-making and communication among Staff which influences compliance with work ethics.

Regarding this hypotheses, the researcher confirmed that there should be cooperation according to the education nature work. Also, the researcher noticed that there is a strong loyalty among the respondents due to Islam religion, customs and relation of the respondents. In addition to that, this result assures that there is a critical need for the employees to be engaged in their respective departments which results in a willingness to adopt rules, policies and decisions concerning the department. In addition, employee engagement helps increase employee satisfaction so the employee has the chance to be creative and innovative. (Sakovska, 2012).

Finally, this result stresses the role of human resource managers to have the appropriate selection method and the environment that enables the employee to be engaged in his department with the above social factors that influence staff performance inside education department.

Table (5.28) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Social Factors

Field	Correlation Coefficient	P-Value(Sig.)
Social Factors	0.669	0.000*

* Correlation is statistically significant at 0.05 level

This hypothesis is divided into the following sub-hypotheses.

First sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Degree of Cooperation for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and Degree of cooperation equals 0.583 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Degree of cooperation.

The researcher attributes this hypotheses according to the in need cooperation among education department staff at UNRWA which varies in its degree. UNRWA confirms this cooperation among staff especially during the last war against Gaza.

Table (5.29) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Degree of cooperation

Field	Correlation Coefficient	P-Value(Sig.)
Degree of cooperation	0.583	0.000*

* Correlation is statistically significant at 0.05 level

Second sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Degree of Loyalty for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and A Degree of loyalty equal 0.557 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Degree of loyalty.

This result assures that there is a critical need for the staff loyalty during work which affects work ethics. The result agrees with Tabash, (2009) study which found out that there is a significant positive relationship between compliance with work ethics at the Ministry of Health in Gaza staff and degree of loyalty.

Table (5.30) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Degree of loyalty

Field	Correlation Coefficient	P-Value(Sig.)
Degree of loyalty	0.557	0.000*

* Correlation is statistically significant at 0.05 level

Third sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Staff Engagement with Department (or school) for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and Staff Engagement with Department (or school) equal 0.692 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Staff Engagement with Department (or school).

This result assures that there is a critical need for the staff to be engaged in their respective departments which results in a willingness to adopt rules, policies and decisions concerning the department. In addition, employee engagement helps increase employee satisfaction so the employee has the chance to be creative and innovative.

Finally, this result stresses the role of human resource managers to have the appropriate selection method and the environment that enables the employee to be engaged in his department. This study also agrees to a certain degree with Hamouda (2012) who indicated that there is a positive effect of staff engagement toward patient safety culture.

Table (5.31) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Staff Engagement with Department (or school)

Field	Correlation Coefficient	P-Value(Sig.)
Staff Engagement with Department(or school)	0.692	0.000*

* Correlation is statistically significant at 0.05 level

Fourth sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Participation in Decision-making for UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and Participation in Decision-making equals 0.620 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Participation in Decision-making.

There is an assumption held by many scholars and managers that if employees are adequately informed about matters concerning them and are afforded the opportunity to make decisions relevant to their work, then there will be benefits for both the organization and the individual as it strengthens employee's morale, job satisfaction and enhances productive efficiency as well as participation in decision making that contributes to greater trust and a sense of control on the part of the employees. Kuyea and Sulaimon (2011)

This asserts that the management role in regards to encouraging employee participation in decision-making is to listen to their comments and suggestions and take them into consideration. In addition, as a result of this study, the ideas partly agree with those brought up in the study of Widerszal-Bazyl and Warszewska-Makuch (2008) which conclude that employee direct participation had a positive influence upon workplace safety, even if involvement was not directly related to safety. It also raises positive correlation with Wadesango (2012) who concluded that insignificant teacher participation in critical school issues resulted in low staff morale and this culminated in stressful school governance. Finally, Jaafarpour and Khani (2011) which demonstrates the importance of participation in the decision-making process among Iranian nurses.

Table (5.32) Correlation coefficient between Compliance of Work Ethics at UNRWA Staff and Participation in Decision-making

Field	Correlation Coefficient	P-Value(Sig.)
Participation in Decision-making	0.620	0.000*

* Correlation is statistically significant at 0.05 level

Fifth sub-Hypothesis:

There is a significant relationship at $\alpha \leq 0.05$ between Compliance with Work Ethics and Communication among UNRWA Staff.

The correlation coefficient between UNRWA Staff's Compliance with Work Ethics: Education Sector and Communication among Staff equals 0.320 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is smaller than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there is a significant positive relationship between UNRWA Staff's Compliance with Work Ethics: Education Sector and Communication among Staff.

Communication is very important for employees who work in any organization anyplace on the earth; as communication gives a feeling of belonging and sense of partnership amongst employees working in the same organization. In addition, when employees feel that they have been heard and that they can communicate with their supervisors at any time they feel as part of a group and are more motivated to work.

This result demonstrates that the role of the employees to develop their communication skills and the role of the manager to develop an effective communication system with clear communication channels, and clear job descriptions partly agreed with the study of Hamouda, (2013) and Puntillo, (2006): which showed that increased collaboration and communication can result in more appropriate care and increased physician/nurse, patient, and family satisfaction.

Table (5.33) Correlation coefficient between UNRWA Staff's Compliance with Work Ethics and Communication among Staff

Field	Correlation Coefficient	P-Value(Sig.)
Communication among Staff	0.320	0.000*

* Correlation is statistically significant at 0.05 level

Building the Regression Model

Assessing the Assumptions of the Regression Model (Ordinary Least Squares (OLS) Assumptions)

a. The Residuals have constant variance

Figure (5.1) plots the standardized residuals versus fitted values. The plot shows that there is no systematic pattern, and then we conclude that the standardized residuals have constant variance.

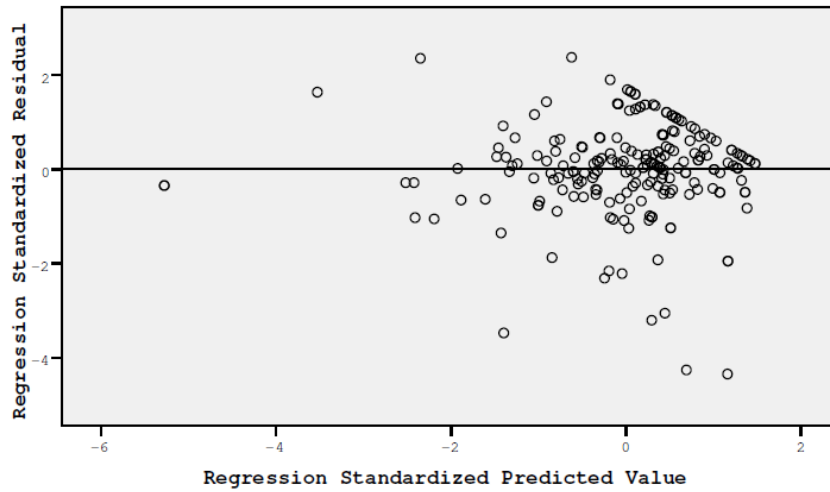


Figure (5.1): Standardized Residuals versus Fitted Values

b. The Residuals are normally distributed.

Figures (5.2) and (5.3) show the Normal Probability plot and histogram of the residuals. The plot shows that the points fall very close to the normal line, and the histogram shows the standardized residuals are bell-shaped. This means the residuals are normally distributed.

Dependent Variable: Compliance of Work Ethics

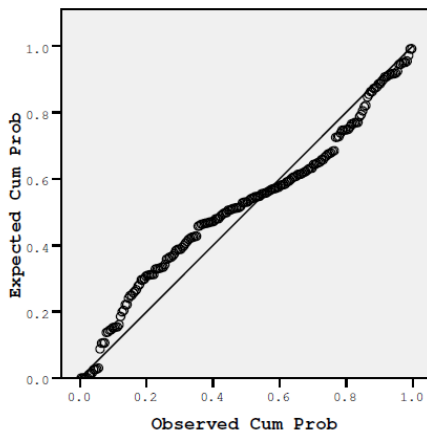


Figure (5.2): Normal P-P Plot of Regression Standardized Residual

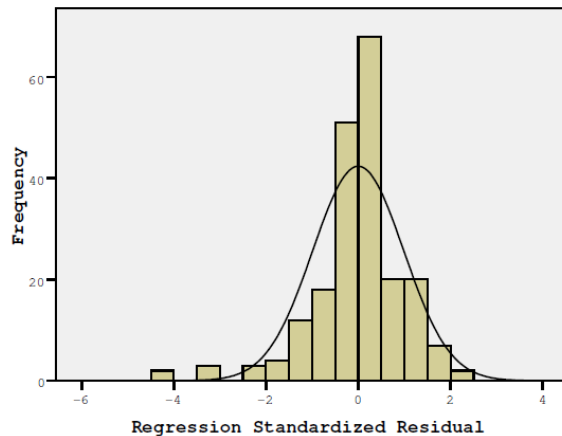


Figure (5.3): Histogram of Regression Standardized Residual

c. The disturbances are independent.

We use Durbin-Watson test to check if the disturbances are independent, the test statistic (DW) is scaled so that it is around 2 if no autocorrelation is present and near 0 if it is very strong.

DW= 2.032, by using Durbin-Watson table, $d_L=1.718$, $d_U = 1.820$, since DW is greater than d_U , we conclude there is no autocorrelation.

d. Multicollinearity

We use Variance Inflation factor (VIF) to check the Multicollinearity among the independent variables. Multicollinearity exists if VIF is greater than 10. Table (5.34) shows that the value of VIF for each independent variable is smaller than 10, so the problem of Multicollinearity does not exist.

Table (5.34): VIF results

Variable	Collinearity Statistic
	VIF
Degree of holding responsibility	2.042
The availability of the administrative role models	4.662
Degree of cooperation	4.283
Staff Engagement with Department(or school)	5.113
Participation in Decision-making	3.241

Therefore, the OLS assumptions are satisfied.

We use backward regression, and obtain the following results:

Multiple correlation coefficient $R = 0.737$, R-Square = 0.542, and adjusted R-Square = 0.531. This means 53.1% of the variation in Compliance with Work Ethics is explained by "Participation in Decision-making, Degree of holding responsibility, and the availability of the administrative role models, Degree of cooperation, Staff Engagement with Department (or school)"

Table (5.35) shows the Analysis of Variance for the regression model. Sig. = 0.000, so there is a significant relationship between the dependent variable " Compliance with Work Ethics "and all of the independent variables "Participation in Decision-making, Degree of holding responsibility, The availability of the administrative role models, Degree of cooperation, Staff Engagement with Department(or school)

Table (5.35) ANOVA for Regression

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	153.983	5	30.797	48.369	0.000*
Residual	129.886	204	0.637		
Total	283.869	209			

* The relationship is statistically significant at 0.05 level

Table (5.36) shows the regression coefficients and their P-values (Sig.). Each of the independent variables is statistically significant since the P-value (Sig.) is smaller than 0.05. In addition, based on the standardized coefficients, the most significant independent variable is Degree of holding responsibility, then Participation in

Decision-making ,the availability of the administrative role models, staff engagement with department(or school), and degree of cooperation.

Note the other independent variables are statistically insignificant.

We noticed here that commitment to public interest, Degree of loyalty, Trust between employee and managers and Communication among employees are statistically insignificant since the P-value (Sig.) is greater than 0.05.

This is due to the customs, traditions and Islamic ethics of the staff commitment toward their work and toward their people whom they belong to In addition to that, the rule and regulations of UNRWA effect staff commitment to their wok ethically as it is an international organization that follows standard criterion.

The regression equation is:

Compliance with Work Ethics = 1.771+ 0.275* (Degree of holding responsibility) + 0.073* (Commitment to public interest) +0.265* (The availability of the administrative role models) -0.128* (Degree of cooperation) -0.080* (Degree of loyalty)+ 0.274*(Staff Engagement with Department (or school)) +0.178*(Participation in Decision-making)

Actually, as seen in the above regression equation, there are negative relations between the degree of cooperation and degree of loyalty with the compliance with work ethics.

Table (5.36): The Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.771	0.483		3.667	0.000
Degree of holding responsibility	0.275	0.098	0.227	2.817	0.005
Commitment to public interest	0.073	0.091	0.063	0.804	0.422
The availability of the administrative role models	0.265	0.106	0.260	2.506	0.013
Degree of cooperation	-0.128	0.090	-0.142	-1.410	0.160
Degree of loyalty	-0.080	0.073	-0.097	-1.098	0.274
Staff Engagement with Department (or school)	0.274	0.104	0.300	2.621	0.009
Participation in Decision-making	0.178	0.072	0.212	2.454	0.015

* The variable is statistically significant at 0.05 level

- **There are significance differences among the respondents to the impact of ethical compliance on the dependent variables due to individual characteristics at ($\alpha \leq 0.05$).**

This hypothesis is divided into the following sub-hypotheses.

- **There are significance differences among the respondents to the impact of ethical compliance on the dependent variables due to Gender**

Table (5.37) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the field “Communication among Staff”, then there is insignificant difference among the respondents regarding to this field due to Gender. We conclude that the respondents’ Gender has no effect on this field.

Table (5.37) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the other fields, then there is significant difference among the respondents regarding to this fields due to Gender. We conclude that the respondents’ Gender has significant effect on these fields.

That is to say, there are no differences between respondents' response regarding the compliance with work ethics among UNRWA staff in the education sector due to gender.

This agrees with Al Louzi, (1997) study which concluded that there are no differences in statistical correlation among the mean of work ethics behavior of staff members in the public sector in Jordan due to gender.

Table (5.37): Independent Samples T-test test of the fields and their p-values for Gender

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Degree of holding responsibility	7.45	7.95	-3.99	0.000*
2.	Commitment to public interest	7.38	7.90	-3.96	0.000*
3.	The availability of the administrative role models	7.81	8.83	-7.34	0.000*
4.	Trust between staff and Managers	6.87	7.60	-5.35	0.000*
5.	Administrative Factors	7.38	8.08	-6.56	0.000*
6.	Degree of cooperation	7.89	8.62	-4.32	0.000*
7.	Degree of loyalty	7.64	8.59	-5.32	0.000*
8.	Staff Engagement with Department(or school)	7.89	8.76	-5.45	0.000*
9.	Participation in Decision-making	7.61	8.64	-5.86	0.000*
10.	Communication among Staff	6.78	6.73	0.34	0.735
11.	Social Factors	7.58	8.28	-5.12	0.000*
12.	Compliance with Work Ethics	8.14	9.22	-7.85	0.000*

* The mean difference is significant a 0.05 level

- **There are significance differences among the respondents to the impact of ethical compliance on the dependent variables due to Level of Education Attained.**

Table (5.38) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to Level of Education Attained. We conclude that the personal characteristics’ Level of Education Attained has no effect on each field.

This hypothesis agree with Al Qairwi, (2005) which concluded that there are insignificant differences among the means of work ethics of staff in security training courses due to level of education.

In contrary, these hypotheses disagree with Al lauzi, (1997) study which concluded that there is significant difference between the means among the respondents toward work ethics in Jordan due to level of education as these differences go to diploma degree more than to bachelor degree.

Table (5.38): ANOVA test of the fields and their p-values for Level of Education Attained

No.	Field	Means					Test Value	Sig.
		secondary school certificate or lower	Diploma	Bachelor's Degree	Master or above	Other		
1.	Degree of holding responsibility	8.05	7.89	7.67	7.67	7.43	0.313	0.869
2.	Commitment to public interest	7.39	7.94	7.61	7.61	7.22	0.473	0.755
3.	The availability of the administrative role models	8.58	9.01	8.27	7.91	7.88	1.887	0.114
4.	Trust between staff and Managers	7.33	7.60	7.20	7.08	6.92	0.538	0.708
5.	Administrative Factors	7.86	8.13	7.69	7.56	7.37	0.957	0.432
6.	Degree of cooperation	8.00	9.14	8.21	7.91	8.22	1.818	0.127
7.	Degree of loyalty	8.06	8.40	8.15	7.35	7.39	1.755	0.139
8.	Staff Engagement with Department(or school)	8.05	8.51	8.32	7.81	8.86	0.955	0.433
9.	Participation in Decision-making	7.83	8.93	8.08	7.59	8.22	1.772	0.136
10.	Communication among Staff	6.22	7.03	6.76	6.77	6.11	0.657	0.622
11.	Social Factors	7.65	8.41	7.92	7.50	7.80	1.377	0.243
12.	Compliance with Work Ethics	7.94	9.08	8.65	8.38	8.50	0.944	0.439

- **There are significance differences among the respondents to the impact of ethical compliance on the dependent variables due to Major.**

Table (5.39) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to Major. We conclude that the personal characteristics' Major has no effect on each field.

This hypothesis agrees with Al Qairwi, (2005) study and Tabash, (2009) study which concluded that there is insignificant difference between the means of work ethics among the respondents of security training courses due to major.

Table (5.39): ANOVA test of the fields and their p-values for Major

No.	Field	Means				Test Value	Sig.
		Teacher	School principal	Deputy school principal	Other		
1.	Degree of holding responsibility	7.74	7.00	7.29	7.24	2.435	0.066
2.	Commitment to public interest	7.66	7.12	7.20	7.53	1.294	0.278
3.	The availability of the administrative role models	8.27	8.18	8.38	8.71	0.325	0.807
4.	Trust between staff and Managers	7.23	7.26	6.95	7.03	0.272	0.845
5.	Administrative Factors	7.73	7.43	7.48	7.64	0.503	0.681
6.	Degree of cooperation	8.21	8.36	8.32	8.44	0.101	0.959
7.	Degree of loyalty	8.10	7.67	8.00	8.00	0.234	0.873
8.	Staff Engagement with Department(or school)	8.29	8.51	8.54	7.64	0.707	0.549
9.	Participation in Decision-making	8.04	8.95	8.45	7.83	1.266	0.287
10.	Communication among Staff	6.74	6.33	6.87	7.53	1.469	0.224
11.	Social Factors	7.89	7.99	8.05	7.88	0.083	0.969
12.	Compliance with Work Ethics	8.63	8.70	8.64	8.71	0.015	0.998

- **There are significance differences among the respondents to the impact of ethical compliance on the dependent variables due to Area Name.**

Table (5.40) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to Area Name. We conclude that the personal characteristics' Area Name has no effect on each field.

This hypothesis result agrees with Tabash, (2009) study that concludes there is insignificant difference among the respondents of the Ministry of Health in Gaza toward each field due to Area Name.

Table (5.40): Independent Samples T-test test of the fields and their p-values for Area Name

No.	Field	Means		Test Value	Sig.
		Jabalia Area	Beit Hanoun and Beit Lahai Area		
1.	Degree of holding responsibility	7.79	7.54	1.884	0.061
2.	Commitment to public interest	7.67	7.55	0.858	0.392
3.	The availability of the administrative role models	8.16	8.43	-1.747	0.082
4.	Trust between staff and Managers	7.33	7.06	1.829	0.069
5.	Administrative Factors	7.74	7.66	0.666	0.506
6.	Degree of cooperation	8.17	8.30	-0.708	0.480
7.	Degree of loyalty	7.99	8.19	-1.066	0.288
8.	Staff Engagement with Department(or school)	8.23	8.36	-0.735	0.463
9.	Participation in Decision-making	8.01	8.18	-0.906	0.366

10.	Communication among Staff	6.87	6.62	1.654	0.100
11.	Social Factors	7.87	7.95	-0.540	0.590
12.	Compliance with Work Ethics	8.55	8.75	-1.208	0.229

- **There are significance differences among the respondents to the impact of ethical compliance on the dependent variables due to Salary.**

Table (5.41) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the fields “Degree of holding responsibility and Trust between staff and Managers”, then there is insignificant difference among the respondents regarding to this field due to salary. We conclude that the respondents’ salary has no effect on this field.

Table (5.41) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the other fields, then there is significant difference among the respondents regarding to this fields due to salary. We conclude that the respondents’ salary has significant effect on these fields.

This hypothesis agrees with AlQirawi, (2005) and Tabash, (2005) which concluded that there is insignificant difference among the respondents regarding to this field due to salary in security training courses.

Table (5.41): ANOVA test of the fields and their p-values for Salary

No.	Field	Means				Test Value	Sig.
		1-500\$	501-900\$	901-1150\$	More than 1150\$		
1.	Degree of holding responsibility	7.42	7.86	7.63	7.64	1.338	0.263
2.	Commitment to public interest	7.40	7.90	7.57	7.40	2.780	0.042*
3.	The availability of the administrative role models	7.97	8.74	8.10	8.13	5.085	0.002*
4.	Trust between staff and Managers	7.14	7.31	7.13	7.24	0.388	0.762
5.	Administrative Factors	7.49	7.96	7.61	7.61	2.679	0.048*
6.	Degree of cooperation	7.88	8.70	7.93	8.28	5.020	0.002*
7.	Degree of loyalty	7.87	8.53	7.82	8.03	3.357	0.020*
8.	Staff Engagement with Department(or school)	7.76	8.60	8.16	8.34	2.739	0.044*
9.	Participation in Decision-making	7.94	8.46	7.78	8.21	3.151	0.026*
10.	Communication among Staff	6.83	6.90	6.50	7.03	3.055	0.029*
11.	Social Factors	7.66	8.25	7.66	7.99	4.137	0.007*
12.	Compliance with Work Ethics	8.36	8.98	8.56	8.43	2.855	0.038*

* The mean difference is significant a 0.05 level

- There are significance differences among the respondents to the impact of ethical compliance on the dependent variables due to the question if they attended work ethics courses.

Table (5.42) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to the question if they attended work ethics' courses. We conclude that the personal characteristics' due to the question if they attended work ethics' courses has no effect on each field.

So the researcher concluded that there is no effect of the work ethics 'courses attending on the underneath 24 fields which means rejecting this hypotheses.

Table (5.42): Independent Samples T-test test of the fields and their p-values for “Did you attend work ethics courses?”

No.	Field	Means		Test Value	Sig.
		Yes	No		
13.	Degree of holding responsibility	7.71	7.53	1.011	0.313
14.	Commitment to public interest	7.62	7.60	0.109	0.913
15.	The availability of the administrative role models	8.33	8.04	1.362	0.175
16.	Trust between staff and Managers	7.24	7.06	0.877	0.381
17.	Administrative Factors	7.73	7.56	1.080	0.281
18.	Degree of cooperation	8.25	8.14	0.431	0.667
19.	Degree of loyalty	8.11	7.95	0.593	0.554
20.	Staff Engagement with Department(or school)	8.36	7.95	1.753	0.081
21.	Participation in Decision-making	8.11	7.99	0.465	0.642
22.	Communication among Staff	6.74	6.86	-0.610	0.542
23.	Social Factors	7.93	7.78	0.708	0.480
24.	Compliance with Work Ethics	8.71	8.30	1.893	0.060

Chapter 6

Conclusions &

Recommendations

Conclusion and Recommendations

6.1 Conclusion

This research investigates the impact of social, administrative & demographic factors on the UNRWA Staff's Compliance with Work Ethics: education sector. Three factors are considered which are demographic factor, social factor and administrative factor.

Concerning sample personal characteristics, the statistics show that 53.8% of the sample are males and 46.2% are females due to UNRWA`s equal opportunities criteria, 82.4% are with bachelor`s degree, 89% of the sample are teachers, 97.6% work at schools, 54.3% of the sample works in Jabalia camp, 38.1% of the sample have an experience of 15 years and above, 92.4% are married which the vast majority and 83.3% of the sample attended work ethics courses. In light of the findings that were presented in the previous chapter, the most notable conclusions are:

- 1- UNRWA`s education staff members respondents agreed that, there is a positive statistical significant effect of holding responsibility which means staff are keen to perform their work accurately and faithfully, staff have sufficient capacity to do the work assigned to them well and staff have responsibility while carrying out the work entrusted to them. These findings reveal the great internal commitment from the staff towards their work as they are serving their people and their country. Also, these findings reveal how much UNRWA, especially education department, recruits staff members who are holding responsibility and qualified of morals and ethics.
- 2- UNRWA`s education staff members respondents agreed that, there is a positive statistical significant effect of commitment to public interest. This finding shows the quite commitment of the education staff members who are keen to serve their people honestly. This finding shows the great commitment to: Staff members use official working hours to perform the work in order to achieve the public and students` interest, Staff utilizes the resources to achieve the overall objectives of UNRWA and Staff serves the public and students neutrally away from partisanship and intolerance. On the contrary, staff members aren`t keen to favor and bias in the provision of services as UNRWA is an international organization which has no bias, no political activities and helps refugees only. So, the clear rules and regulations have great effects on staff commitment in general. In addition to that, Islam religion has a great effect role of commitment to public interest as it assures to preserve the public resources and to be committed to Islam ethics which influence work in general.
- 3- The respondents agreed that, there is a positive statistical significant effect of the availability of the administrative role models; this reveals that UNRWA staff members of education sector highly appreciate and concern with the availability of the administrative role models. They see that this can be implemented by respecting

rules and regulations that UNRWA adopts. Also, they see that work ethics plays an important role in providing a good model for them.

- 4- UNRWA`s education staff members respondents agreed that, there is a statistical significant effect of the trust between staff and managers; this reveals that UNRWA staff members of education sector trust each other as there is, to some extent, an acceptable level of trust between employee and manager and the reason of which is related to the political, economic and social conditions of the people in the Gaza Strip which affects everyone`s level of trust towards one another. It is also noticed that managers and employees do their best to overcome these annoying conditions in order to have a good relationship of trust that promotes proper interaction and cooperation which leads to an acceptable work ethics on social environment.
- 5- The respondents agreed that, there is a positive statistical significant effect of the degree of cooperation; this reveals that it is necessary for the UNRWA staff members and especially who work in the education sector to have a degree of cooperation so as to overcome obstacles that facing them during work.
- 6- Staff members are in favor of the degree of loyalty as vast majority of the sample are teachers who are characterized by loyalty, great concern to work, great concern to students and great concern to UNRWA standards.
- 7- There is a statistical relationship between employee engagement at a significant level of ($\alpha = 0.05$) and employee attitudes toward compliance with work ethics. 82.91%of UNRWA`s education staff members respondents agreed that, there is a positive statistical significant effect of their engagement at work.
- 8- There is a statistical relationship between participation in the decision-making process at a significant level of ($\alpha = 0.05$) and employee attitudes towards work ethics.
- 9- The respondents agreed that, there is a fair statistical significant effect of the communication among Staff; this reveals that employees in education field do not have an effective communication pattern or clear communication channels to promote an effective exchange of information regarding employees and the departments as a whole.
- 10- UNRWA`s education staff members respondents agreed that, there is a positive statistical significant effect of compliance with work ethics; this reveals that many reasons affect the compliance of the staff members , such as rules and regulations that UNRWA adopts, standard international criterion, custom and traditions of the staff, staff members religion and periodical UNRWA`s instructions to staff.

6.2 Recommendations:

The recommendations are basically directed to UNRWA `staff education sector. The recommendations weren't suggested to match only the need of the case study (compliance with work ethics at education sector of UNRWA), but also they are acceptable and useful to other organizations and institutes.

1- Communication among staff.

- 1- Specialized training courses that improve staff communication skills.
- 2- Paying special attention to the education staff to determine their needs and to improve their communication skills.
- 3- Effective and clear job description and communication channel that promotes good communication pattern.

2- The availability of the administrative role models

- 1- Encouraging the staff members who are committed to work ethics and reward those who work in the informal working hours.
- 2- Granting a prize to committed work ethic staff annually.
- 3- Celebrating UNRWA staff who are performing higher ethical behavior and outstanding performance.

3- Commitment to public interest

- 1- Paying attention to the selection and recruitment process of the staff members team working at education sector.
- 2- Reviewing continually policies, rules, instructions and regulations that facilitate work requirements.
- 3- Adopting rotation principles periodically.
- 4- Modifying laws and developing accountability regulations so as to improve services for beneficiaries.

4- Trust between staff and managers

- 1- Paying attention to staff's trust toward their managers and trying to improve it.
- 2- Encouraging the staff to express their feeling towards their managers.
- 3- Activating monitoring staff team, intensify their activities and delegate more authorities so as to held accountable for negligent.

5- Participation in decision-making

- 1- Bridging the gap between the formal and informal organization and working on decentralization of the power of authority.
- 2- Maintaining a proper environment which makes staff express their feelings, participate in decision-making and make comments and suggestions regarding problems concerning them.

- 3- Maintaining a creative, innovative environment to more engagement to staff team and to be more loyal to their department.
- 4- Encouraging the staff to make comments and suggestions regarding rules and policies inside departments.

6- Attending work ethics' courses

- 1- To deliver more training courses to staff members on human relations with concern to involve work ethics elements.
- 2- To increase the developing of staff's religious factors by conducting meetings, brochures and courses that enhance work ethics values.
- 3- Paying special attention to give staff a chance to improve their attitude towards compliance of work ethics by giving special courses and formal and informal meetings.
- 4- Training programs for school principals and managers for the sake of developing their administrative and behavioral perspectives.

7- Staff compliance with work ethics

- 1- Raising the salaries of staff.
- 2- Fastening penal procedures and regulations for work ethics violators.

6.3 Future Researches:

After the discussion of the results of this study, the researcher recommends more studies in these fields to take place for example:

- Studying work ethics in private sector.
- Determining the factors which affect compliance with work ethics among staff at various departments at the governmental and non-governmental institutions.
- Studying work ethics in NGO`s.
- Assessing the relationship among staff, school principals and managers and factors affecting these relationships at governmental and non-governmental institution.
- Studying the impact of work ethics commitment regarding job satisfaction, loyalty and productivity.
- Assessments of the internal and external environments that affect work ethics practice at governmental and non-governmental institutions.
- Studying work ethics commitment in governmental work force in general.
- Assessing the communication system inside and outside institutions and factors affecting the effectiveness of the communication pattern at various departments in the governmental and non-governmental institutions.

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Appendices

Appendix A – Questionnaire Judgment Committee

No.	Name	Working Place
1.	Dr. Bassam Abu Hamad	Al- Quds University (Abu Dis) in Gaza
2.	Dr. Mazen Abu Qamar	Al- Quds University (Abu Dis) in Gaza
3.	Dr. Mohammed Al Madhoun	Management & Politics Academy for Postgraduate Studies
4.	Dr. Mohammed Fares	Al- Azahr University- Gaza
5.	Dr. Osama M. Noufal	Ministry of Economy in Gaza
6.	Dr. RamizBedair	Al- Azahr University- Gaza
7.	Dr. Sami Ali Abu Al Ross	Islamic University of Gaza
8.	Dr. Yaser A. Al Shorafa	Islamic University of Gaza
9.	Dr. Yousef Al Jaish	Islamic University of Gaza
10.	Dr. Yousef Bahar	Islamic University of Gaza
11.	Dr.. Khalil Hajaj	Al- Azahr University- Gaza
12.	Professor Yousif Ashour	Islamic University of Gaza
13.	Professor Samir Safi	Islamic University of Gaza

Appendix B – Questionnaire (Arabic Version)

بسم الله الرحمن الرحيم



الجامعة الإسلامية – غزة

عمادة الدراسات العليا

كلية التجارة

قسم إدارة الأعمال

الأخ/ت.....الفاضل /ة

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بإجراء دراسة بعنوان " أثر العوامل الاجتماعية والديموغرافية والإدارية على التزام موظفي وكالة الغوث الدولية (الأونروا) بأخلاقيات العمل: قطاع التعليم"

حيث سيتم تقديم هذا البحث لنيل درجة الماجستير في إدارة الأعمال- إدارة الموارد البشرية من الجامعة الإسلامية بغزة.

مع تأكيد الباحث أن البيانات والمعلومات التي سيحصل عليها ستحاط بالسرية ولن تستخدم إلا لأغراض البحث العلمي.

برجاء تعاونكم معنا و نشكر لكم جهدكم معنا في إنجاز هذا البحث.

المشرف

د. وسيم اسماعيل الهابيل

الباحث

محمد فتحي التتري

المحور الأول: البيانات الشخصية والوظيفية:-
يرجى وضع إشارة (x) أمام الإجابة المناسبة
1- الجنس:

<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى
------------------------------	-------------------------------

2- المؤهل العلمي:

<input type="checkbox"/> ثانوية عامة فما دون	<input type="checkbox"/> دبلوم
<input type="checkbox"/> بكالوريوس:	<input type="checkbox"/> ماجستير
<input type="checkbox"/> دكتوراه أو ما يعادلها	<input type="checkbox"/> أخرى (حددها).....

3- طبيعة العمل:

<input type="checkbox"/> معلم	<input type="checkbox"/> مدير مدرسة
<input type="checkbox"/> مدير مساعد مدرسة	<input type="checkbox"/> عامل خدمات
<input type="checkbox"/> مسئول مكتب في التعليم	<input type="checkbox"/> أخرى

4- مكان العمل داخل وكالة الغوث:

<input type="checkbox"/> مدرسة	<input type="checkbox"/> مكتب في مدرسة
<input type="checkbox"/> مكتب في التعليم	

5- اسم منطقة العمل:

<input type="checkbox"/> منطقة جباليا	<input type="checkbox"/> مكتب التعليم
<input type="checkbox"/> منطقة بيت لاهيا و بيت حانون	

6- متوسط الدخل الشهري:

<input type="checkbox"/> من 1- 500 دولار	<input type="checkbox"/> من 501-900 دولار
<input type="checkbox"/> من 901-1150 دولار	<input type="checkbox"/> أكثر من 1151

7- الحالة الاجتماعية:

<input type="checkbox"/> متزوج/ة	<input type="checkbox"/> أرمل/ة
<input type="checkbox"/> أعزب/ عذباء	<input type="checkbox"/> مطلق/ة

8- هل حصلت على دورات في أخلاقيات العمل:

<input type="checkbox"/> نعم	<input type="checkbox"/> لا
------------------------------	-----------------------------

9- إذا كانت الإجابة بنعم فاذكر عدد هذه الدورات.....دورة.

فيما يلي مجموعة من العبارات التي تصنف توجهات الموظفين نحو الالتزام **المحور الثاني:**
بأخلاقيات العمل في وكالة الغوث وتشغيل اللاجئين-قطاع التعليم
برجاء وضع علامة من 1-10 أمام العبارة التي تتوافق مع إجابتك حيث يدل اختيارك على رقم (10) على أنك موافق
تماما بينما رقم (1) لا توافق على الإطلاق.

الدرجة من 1-10	1- درجة تحمل المسؤولية
	1. يحرص الموظفون على تأدية عملهم بدقة وإخلاص.
	2. يمتلك الموظفون القدرة الكافية للقيام بالأعمال الموكلة إليهم بشكل جيد.
	3. يوجد لدى الموظفين المقدرة على تحمل المسؤولية.
	4. يحرص الموظفون على تأدية العمل بأمانة ومسؤولية كبيرة.
	5. يحرص الموظفون على إطاعة رؤسائهم في تأديتهم للعمل.
	6. يتهرب الموظفون من المسؤولية عند تكليفهم بالعمل الموكل إليهم.
	7. يلتزم الموظفون بالحفاظ على موارد المؤسسة ويستخدمونها أحسن استخدام.
الدرجة من 1-10	2- الالتزام بالمصلحة العامة
	1. يحرص الموظفون على إعطاء الأولوية للخدمة العامة على المصلحة الشخصية.
	2. يقدم الموظفون الخدمة للجمهور والطلاب بشكل حيادي بعيدا عن الحزبية والتعصب.
	3. يستغل الموظفون أوقات العمل الرسمية لأداء العمل بما يحقق مصلحة الجمهور والطلاب.
	4. يستخدم الموظفون موارد وكالة الغوث لتحقيق الأهداف العامة للوظيفة.
	5. يحرص الموظفون على المحاباة والتحيز في تقديم الخدمات.
	6. يعرف الموظفون ما لهم من حقوق وما عليهم من واجبات.
الدرجة من 1-10	3- مدى توفر القدوة الإدارية
	1. يلتزم الموظف بالأنظمة والتعليمات وتحفزه لأن يكون قدوة حسنة لزملائه.
	2. يحرص الموظف على أن يكون قدوة حسنة لزملائه.
	3. يشجع المدراء مروضيهم على إبداء الرأي والابتكار في العمل.
	4. يمتلك الموظفون القدرة على عرض الحقائق دون تأخير أو تحريف.
	5. يحترم الموظفون الأنظمة والتعليمات مما يزيد من ثقة المواطن بهم.
	6. يلعب الالتزام الأخلاقي دورا كبيرا في توفر القدوة الحسنة.
	7. يوجد عدالة في التعامل مع الموظفين من قبل الإدارة العليا.
	8. تتعامل الإدارة العليا باحترام وتقدير لذاتي.
الدرجة من 1-10	4- مستوى التعاون
	1. يوجد تفاعل و تعاون بين الموظفين.
	2. العمل داخل المؤسسة قائم على التشاور.
	3. يحرص الموظفون على العمل بروح الفريق.
	4. يهتم الموظفون بالعلاقات الأخوية داخل المؤسسة.
	5. يؤثر الالتزام الأخلاقي بمستوي التعاون بين الموظفين.
	6. تتميز الإدارة في العمل بمستوي عال من التعاون .
الدرجة من 1-10	5- مستوى الولاء
	1. يشعر الموظف بالفخر والولاء للمكان الذي يعمل فيه.
	2. يشعر الموظف بدافع كبير للعمل في هذه الوظيفة.

	3.	يشعر الموظف بالسعادة لعمله في هذه الوظيفة.
	4.	يبذل الموظفون أقصى جهد لإنجاح العمل.
	5.	تشعر بأنك وضعت في المكان المناسب الذي يناسب مؤهلاتك وقدراتك.
	6.	يوافق الموظف على العمل في غير أوقات العمل الرسمية إذا تطلب الأمر ذلك.
الدرجة من 1- 10	6-ارتباط العاملين بالقسم (أو المدرسة)	
	1.	يثق الموظف بالعاملين في هذا القسم (أو المدرسة).
	2.	توجد لدي الفرصة للإبداع في هذا العمل.
	3.	يؤمن مجهودي وعملي القسم (أو المدرسة).
	4.	يوجد لدي هدف واضح في العمل.
	5.	يوجد لدي الفرصة لأستثمر جميع مهاراتي.
	6.	يعرف ويدرك الموظف أهداف القسم (أو المدرسة).
	7.	يستطيع الموظف اتخاذ القرار المناسب في عمله.
الدرجة من 1- 10	7- الثقة بين العاملين والإدارة	
	1.	تقف الإدارة والعاملين جنباً إلى جنب.
	2.	تتخلى الإدارة عن العاملين عند الوقوع في خطأ .
	3.	يتمتع الموظف بالعمل في ظل الإدارة الموجودة.
	4.	يجب أن يكتسب الموظف خبراته الإدارية من إدارة القسم (أو المدرسة).
	5.	عندما ارتكب خطأ أكون صريحا جدا مع الإدارة لأتعلم من أخطائي.
	6.	يخشى الموظف عدم الاتفاق في الآراء مع الإدارة.
	7.	يتقبل الموظف التعليمات والانتقادات من الإدارة بصدق رحب.
	8.	تحتزم الإدارة خصوصية الموظف بكافة أشكالها.
الدرجة من 1- 10	8- المشاركة في اتخاذ القرار	
	1.	يعرف الموظف مسؤولياته بوضوح ويمارسها بدون معارضة من الهيئة الإدارية.
	2.	تستعد الإدارة لشرح أي اقتراحات أو مضايقات تخص العاملين.
	3.	يوجد تشجيع لتعلم مهارات أخرى تعمل على زيادة مسؤولياتي في القسم .
	4.	يتم شرح المهام الجديدة بشكل مهني وهناك ترحيب بأي اقتراحات تسهل قبول هذه المهام.
	5.	توجد لدي الفرصة لحل المشاكل داخل عملي.
	6.	تتخذ القرارات الإدارية بعد الاستماع لآراء الآخرين.
الدرجة من 1- 10	9-الاتصال والتواصل بين أفراد الطاقم العاملين	
	1.	تبادل المعلومات في أوقات محددة تتناسب مع جميع أفراد الطاقم العامل في القسم أو المدرسة.
	2.	يستقبل العاملون في القسم أو المدرسة المقترحات والانتقادات بالمعنى الذي يريده المتكلم.
	3.	توفر قنوات رسمية يتمكن من خلالها كل موظف من نقل أي معلومة أو بيانات تخص الموظف .
	4.	يشعر أن أفراد الطاقم العامل في القسم (أو المدرسة) يحسنون الإصغاء والتركيز عند مخاطبتهم.
	5.	يتحدث بعض العاملين بلغة خاصة أو مصطلحات فنية لا يفهمها الآخرون.
	6.	يوجد صعوبة في فهم الأنظمة والقوانين الجديدة حين يتم نشرها من قبل الإدارة.

المحور الثالث: الالتزام الأخلاقي في العمل.

الدرجة من 1- 10	الالتزام الأخلاقي
	1. يؤثر الالتزام الأخلاقي علي مستوي تحمل المسؤولية لدي الموظفين.
	2. يؤثر الالتزام الأخلاقي علي درجة الالتزام بالمصلحة العامة.
	3. يؤثر الالتزام الأخلاقي في العمل علي مستوي الرقابة الذاتية عند الموظفين.
	4. يلعب الالتزام الأخلاقي دورا كبيرا في درجة مستوي التعاون عند الموظفين.
	5. يتوافق الالتزام الأخلاقي مع مدي توفر القدوة الإدارية الحسنة.
	6. يهتم الالتزام الأخلاقي في العمل بمستوي التعاون بين الموظفين.
	7. يشجع الالتزام الأخلاقي في العمل بمستوي عال من الولاء.
	8. يؤثر الالتزام الأخلاقي بمدي ارتباط العاملين بالعمل.
	9. يعزز الالتزام الأخلاقي الثقة بين العاملين والإدارة.
	10. يلعب الالتزام الأخلاقي دورا كبيرا بإشراك العاملين في اتخاذ القرار.
	11. يؤثر الالتزام الأخلاقي في العمل علي زيادة الاتصال والتواصل بين العاملين.
	12. يؤثر الالتزام الأخلاقي في العمل علي زيادة العمل والإنتاج لدي الموظفين.

Appendix C – Questionnaire (English Version)

Questionnaire (English Version)

Islamic University - Gaza
Dean of Postgraduate Studies
Faculty of Commerce
Business Administration



Dear Sir/ Madam,

The researcher is conducting a study entitled: "**The Impact of Social, Demographic and administrative Factors on the Compliance of Work Ethics at UNRWA Staff: Education Sector**" as a partial fulfillment of the requirements for the awarding of a master's degree in Human Resource Management. The researcher would greatly appreciate your participation in completing this questionnaire because your experience in this field would be valuable to the study. All questionnaires will remain anonymous and the data collected will be kept strictly confidential.

Your time and participation are highly appreciated.

Sincerely,

Mohammed Al Tatari

Part One – Personal Information (Demographic Data)

Please select one of the following alternatives:

1- Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male
2- Level of Education Attained	<input type="checkbox"/> Secondary school <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Doctorate	<input type="checkbox"/> Diploma <input type="checkbox"/> Master or above <input type="checkbox"/> Other.....
3- Major	<input type="checkbox"/> Teacher <input type="checkbox"/> Deputy school principal <input type="checkbox"/> Attendant	<input type="checkbox"/> school principal <input type="checkbox"/> Education officer <input type="checkbox"/> Other.....
4- The Department You Work in	<input type="checkbox"/> school	<input type="checkbox"/> school office <input type="checkbox"/> education office
5- Area Name	<input type="checkbox"/> Jabalia Area <input type="checkbox"/> Beit Hanoun and Beit Lahai Area	<input type="checkbox"/> Education office
6- Salary	<input type="checkbox"/> 1-500\$ <input type="checkbox"/> 501-900\$ <input type="checkbox"/> 901-1150\$ <input type="checkbox"/> More than 1150\$	
7- Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widow	
8- Did you attend work ethics courses?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

9- If yes, how many courses did you attend?.....

Part Two: Measuring Employee's Attitudes towards Compliance with work ethics at UNRWA-Education sector

Please answer the following questions on a scale of 1-10, where 1 is Strongly Disagree and 10 is Strongly Agree. Please write the number that represents your best answer.

1st	Degree of holding responsibility	(1- 10)
1-	Staff members are keen to perform their work accurately and faithfully.	
2-	Staff members have sufficient capacity to do the work assigned to them well.	
3-	Staff have the ability to hold responsibility	
4-	Staff members are keen to perform work honestly and in responsible manner.	
5-	Staff members are keen to obey their superiors in carrying out their missions.	
6-	Staff members avoid responsibility while carrying out the work entrusted to them.	
7-	Staff are committed to the maintain of the institution's resources and use them in best use.	
2nd	Commitment to public interest	(1- 10)
1-	Staff members are keen to give priority to public service to the personal interest.	
2-	Staff members serve the public and students neutrally away from partisanship and intolerance.	
3-	Staff use official working hours to perform the work in order to achieve the public and students` interest	
4-	Staff members utilize the resources to achieve the overall objectives of UNRWA.	
5-	Staff members are keen to favor and bias in the provision of services.	
6-	Staff members know their rights and duties.	
3rd	The availability of the administrative role models	(1- 10)
1-	A staff member complies with regulations and instructions which stimulate him to be a good model for his colleagues.	

2-	A staff member is keen to be a good model for his colleagues.	
3-	Managers encourage their subordinates to express their opinions and innovation at work.	
4-	Staff members have the ability to view the facts without delay or distortion.	
5-	Staff's respect for the regulations and instructions increases the confidence of their citizens.	
6-	Work ethics plays an important role in providing a good model.	
7-	There is equity in dealing with staff by superiors.	
8-	Senior management highly respects and appreciates staff.	
4th	Degree of cooperation	(1- 10)
1-	There is interaction and cooperation among staff.	
2-	Work inside the organization is based on consultation.	
3-	Staff is committed to teamwork.	
4-	There is a concern among staff of brotherly relations inside the organization.	
5-	Work ethics affects the degree of cooperation among staff.	
6-	Administration is characterized by a high level of cooperation at work.	
5th	Degree of loyalty	(1- 10)
1-	I feel proud and loyal to the place where I work.	
2-	I feel very motivated to work in this post.	
3-	I feel happy to work in this post.	
4-	Staff members have willingness to maximize their effort for the success of the work.	
5-	I feel I am in the right place that fits my qualifications and abilities.	
6-	I agree to work outside official working hours if required.	

6th	Staff Engagement with Department(or school)	(1- 10)
1-	I trust the coworkers at this department (or school).	
2-	I have the chance to innovate during work.	
3-	This department (or school) appreciates my work.	
4-	I have a clear goal in my job.	
5-	I have the chance to invest all my skills.	
6-	I know and realize the department (or school) goal.	
7-	I can take a suitable decision in my work.	
7th	Trust between staff and Managers	(1- 10)
1-	Managers and workers work with each other.	
2-	Management abandons employees when they commit mistakes.	
3-	I enjoy working under the current management.	
4-	I prefer to gain experience from department (or school) management.	
5-	When I commit a mistake I speak frankly with the management to learn from my mistakes.	
6-	I fear disagreements in opinion with management.	
7-	I accept instructions and criticism from management with an open mind.	
8-	Administration respects the privacy of the staff with all its forms.	
8th	Participation in Decision-making	(1- 10)
1-	I have clear responsibilities and practice them without any opposition from managers.	
2-	Management is ready to discuss any suggestions or harassment concerns of the employees.	
3-	It is encouraged to learn other skills to increase my responsibilities in the department.	
4-	New tasks are explained professionally and suggestions are welcomed to facilitate the acceptance of these tasks.	
5-	I have the chance to solve work problems in my department.	
6-	Administration takes decisions after listening to the opinions of others.	

9 th	Communication among Staff	(1- 10)
1-	There is an exchange of information at specific times to suit all crew members working in the department or at school.	
2-	Staff members at the department or at school receive suggestions and criticisms with no qualms.	
3-	There are formal channels that enables each employee to transfer any information or data that concerns any employee.	
4-	I feel that employees working in the department have willingness to listen and concentrate when addressing them.	
5-	Some employees speak with technical terms that are not understandable to others	
6-	There are difficulties in understanding new rules or regulations when issued by the management.	

Part Three: Compliance with Work Ethics at work.

Please answer the following questions on a scale of 1-10, where 1 is Strongly Disagree and 10 is Strongly Agree. Please write the number that represents your best answer

	Compliance of Work Ethics.	(1- 10)
1-	Compliance with work ethics affects the degree of holding responsibility of staff.	
2-	Compliance with work ethics affects the degree of commitment to public interest.	
3-	Compliance with work ethics affects the degree of self-censorship of staff.	
4-	Compliance with work ethics plays a major role in the degree of cooperation.	
5-	The availability of the administrative role models corresponds with compliance with work ethics.	
6-	Compliance with work ethics concern with level of cooperation between staff.	
7-	Level of loyalty is encouraged by compliance of work ethics.	
8-	Compliance with work ethics affects staff degree of engagement with work.	
9-	Compliance with work ethics promotes trust between staff and administration.	
10-	Compliance with work ethics plays a major role in staff participation of decision-making.	
11-	Compliance with work ethics affects raising communication among Staff.	
12-	Compliance with work ethics affects raising productivity and work.	