(Original Article)

Investigating the Role of Commitment and Professional Ethics on Primary Teachers' Attitudes toward Personalizing the Learning Process

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Abstract

Background: Paying attention to personalization of learning process in educational systems is of special importance. Therefore, the purpose of this study is to determine the role of commitment and professional ethics on teachers' attitudes toward personalizing the learning process.

Method: The method of the present study was descriptive and correlational that was performed on 195 primary school teachers in Ghaen. Samples were selected by cluster sampling. To collect data from three standard questionnaires; Professional commitment, professional ethics and teachers' attitudes toward personalizing the learning process were used and the data were analyzed using SPSS_18 software and coefficient statistical tests. Multiple regression and Pearson correlation coefficient were analyzed.

Results: The results showed that professional commitment with an average of 3.97 ± 0.098, professional ethics with an average of 5.26 ± 0.082 and teachers' attitudes toward personalizing the learning process with an average of 4.13 ± 0.064 above average. Professional ethics explains 15% of the variance of professional commitment and 25% of the variance of teachers' attitudes toward personalizing the learning process; Professional commitment also explains 37% of the variance changes in teachers' attitudes toward personalizing the learning process.

Conclusion: Commitment and professional ethics improve teachers' attitudes toward personalizing the learning process. On the other hand, professional ethics provides the basis for improving the professional commitment of teachers. Therefore, organizational managers can improve their attitude towards personalization of the learning process by promoting the commitment and ethics of teachers' professions, and thus provide the basis for improving the efficiency of the educational system.

Keywords: Professional ethics, Teachers' attitudes toward personalization of the learning process, Professional commitment

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Introduction

Training is a complex process in which any simplification can lead to wasted resources and efforts. The purpose of education is to facilitate learning (1). Learners' learning methods (2) and their needs for learning are diverse. Adapting teaching materials to meet the different learning needs of students can be beneficial for them (3). Each person in their own learning process has motivations, goals, experiences, interests and other components that differentiate his learning from others (4). In the learning system, learners have different conditions including background knowledge, age and experience (5). Personalization of learning has been proposed as an approach to extensively rebuild 21st century schools (6). Personalization of learning allows learners to engage in activities of interest to them (7). Personalization of learning is learner-centered and provides content tailored to the needs of learners (8). Personalization of learning is guidelines dedicated to the learner's interests, talents, interests, and learning styles (9). In order to improve education and close the gap between the smart and the weak student, it is necessary to pay attention to the personalization of learning and the characteristics of the learner (10, 11).

One of the benefits of personalized learning is optimizing the learning process of learners, acquiring knowledge more effectively (12), activating learners in the learning process and encouraging them to use previous knowledge (13), various research elements Diversity is considered to be effective on personalization of learning, including these factors can be; Attention to learning needs (14); Teaching methods (15); Students' prior knowledge (16); Neural networks (17); Attention to learning content (18); Paying attention to learners' motivation (19); Paying attention to the learner's feelings (20) and teachers' experiences (21); Cited.

Personalization of learning requires a facilitator who determines and supports the individual's learning progress (22). Teachers are the key to successful implementation of personalization of learning for students (23). . This means that the development of the teaching profession should be considered by policymakers as an important priority (23). Among

the skills and competencies of teachers, the professional ethics of teachers and attention to ethics in the job is one of the competencies required by the teaching profession (24) and effective in their teaching process.

Ethics is the guardian of human activities from the desire and tendency to any deviation (25). Researchers refer to ethics as one of the factors of competitive advantage of organizations (26) and defined it as behavior in life (27). In its simplest form, morality is a person's ideas and beliefs about right and wrong (28). Observance of ethics in educational organizations is considered an obvious principle (29). Education programs are based more on ethical considerations than anything else (30). Teachers' implicit beliefs and their ethics in education affect students (31). Addressing the professional ethics of teachers has been considered in most countries of the world in recent decades (29). Professional ethics is one of the new branches of ethics that tries to answer the ethical problems of various professions (32) and causes the balance and agreement of the two material and immaterial dimensions of man (33). Professional ethics is in fact an applied system that tries to identify possible contradictions and provide the right solutions for it (34). Professional ethics is also the expression of principles, rules and ethical rules that each person must follow according to the job (35). Teaching is a moral profession (36). Teachers' implicit beliefs and ethics in education affect students (31).

Education must be for the full development of human personality and the realization of educational goals cannot be done without considering the moral aspects (37). Research and studies on the principles of professional ethics of teachers include; improving the learning situation of learners, paying attention to different attitudes in choosing subjects, impartiality in education, transparency, trust and honesty, discipline processes, moral freedom, legal and responsibilities (38, 39). Among the principles of teachers 'professional ethics, attention is paid to the commitment of teachers' professions.

Today more than ever, schools need hard-working and committed manpower (40); Professional commitment is considered as one of the types of commitment, as one of the most important factors determining a person's work behaviors and is an issue that has attracted the attention of many managers and individuals in educational systems. (41) Professional commitment is known as a sense of identity dependence on a particular job and profession and on the desire and interest to work in a profession (42) In other words, in a person's professional commitment to his profession is felt has strong loyalty (43).

Professional commitment is a mechanism that causes consistent behaviors in human beings (44) and is adherence to the ethical principles and values of the profession (45). Professional commitment is described by three characteristics: the belief and acceptance of the goals and values of the profession, the desire to work hard based on one's own beliefs, and the desire to retain members in that profession (46). Professional commitment is based on a sense of responsibility and interest in the profession that a person has and is a sense of commitment to the tasks that he / she is obliged to perform by taking on a role; Commitment is the practical and social dimension of morality (45). So, commitment to work can be expressed as a kind of positive emotional desire to respect the rights of others in the form of accepted moral rules of work (47) Professional commitment can be related to many concepts of organizational interest (48) and affect job performance and how to act.

Material and Methods

The method of the present study is descriptive and correlational according to the nature, goals and hypotheses of the research. This research is one of the applied researches in terms of purpose. The statistical population studied in this study included all primary school teachers in Ghaen, whose number was estimated at 397 people. The sample size was estimated using 195 people from the Georgian and Morgan community; In order to save time, cost and prevent the dispersion of schools, they were selected by multi-stage cluster sampling method, in which several areas were randomly selected from among the city areas and then sampling from within each area. Random selection was made for teachers. The demographic characteristics of the study sample are given in Table 1.

Table 1: Demographic information of research

Type	Groups	No(Percent)
Gender	Female	76(39%)
	Male	119(61%)
Education	Under B.A	8(4%)
	B.A	168(86%)
	M.A and upper	19(10%)
Years of service	1 to 10ys	41(21%)
	11 to 20ys	63(32%)
	Up to 21ys	91(47%)

To measure professional ethics, the standard C-Petty questionnaire (2000 AD) was used (56). This questionnaire has 23 items that measure professional ethics in 4 dimensions: interest in work, perseverance in work, human relations and participation in work. And is graded on a 5-point Likert scale. While confirming the validity of the questionnaire by the professors, the reliability of the instrument by Cronbach's alpha method in the present study was 0.89. The Meyer et Al (1993) Professional Commitment Questionnaire was used to assess professional commitment. (39) This questionnaire has 18 items and is scored based on a four-point Likert scale. This questionnaire has three subscales of commitment. Emotional careers are normative careers and continuous careers. In the present study, the reliability of the instrument by Cronbach's alpha method in the present study was 0.81. To prepare teachers' attitudes toward personalization of learning, the prepared et al. (2018) questionnaire was used (40). This questionnaire has 56 items and 7 components with titles; valid learning is student ownership, flexible teaching methods, the role of technology, collaboration, data usage and classroom culture, and is graded on a 5-point Likert scale. While confirming the validity of the questionnaire by the professors, the reliability of the instrument by Cronbach's alpha method in the present study was 0.76. Data were analyzed using SPSS 18

software, multiple regression analysis and Pearson correlation coefficient.

Results

To check the normality of the data, the elongation and skewness of the data were examined as reported in Table 2. Since the elongation and skewness indices for all variables are between +2 and -

2, it can be concluded that the data are normal (Table 2). The results also showed that professional commitment with an average of 3.97 09 0.098; Attitude towards learning personalization with an average of 4.13 06 0.064 and professional ethics with an average of 5.26 08 0.082 was higher than average.

Table 2: Descriptive indexes of variables

Variables	Mean	SE	Skewness	kurtosis
Professional commitment	3/97	0/098	0/94	-0/67
Personalizing the learning	4/13	0/064	0/72	-0/58
Professional ethics	5/26	0/082	-0/48	-0/32

Hypothesis 1: Components of professional commitment play a predictive role in teachers 'attitudes toward personalizing teachers' learning.

Table 3: Results of correlation coefficient

Model	CC	R²	R² adjusted	F	Sig.
1	0/61	0/37	0/36	29/51	0/001

In Table 3, the multivariate correlation coefficient is 0.61 and the square of the multivariate correlation coefficient is 0.37. Thus, professional commitment explains 37% of teachers' attitudes toward personalizing the teaching-learning process. The table shows that the calculated F is equal to 29.51 with a significance level of less than 0.01. Therefore, the null hypothesis, which states that there is no linear relationship between the variable of professional commitment and teachers' attitudes toward personalization of the teaching-learning process, is rejected. (F = 29.51, Sig = 0.00).

In Table 4, the results of multiple regression analysis show the standardized beta coefficients between the components of professional commitment and teachers' attitudes toward personalization of the teaching-learning process. Beta-coefficients in the components of continuous and emotional commitment are positive and statistically significant, so teachers with higher scores in these components pay more attention to teachers' attitudes toward personalizing the teaching-learning process, in other words, teachers who Have positive career experiences and develop their professional skills (emotional career commitment) or feel they need to stay in their profession because of the accumulation of capital (continuous commitment). They have to personalize the learning process.

However, as the results show, the normative commitment component is not able to predict teachers' attitudes toward personalizing the teaching-learning process. (T= 1/27, P>0/05).

Table 4: Predicting teachers' attitudes toward personalizing the learning process based on components of professional commitment

Model	Non-standard coefficients		Standard coefficients	T value	Sig.
	B	SE	Beta		
Stable rate	2/17	0/19		14/29	0/00/1
Normative commitment	0/034	0/01	0/11	1/27	0/091
Continuous commitment	0/051	0/01	0/46	4/87	0/03
Affective Commitment	0/12	0/031	0/57	6/21	0/01

Table8: Predicting teachers' attitudes toward personalizing the learning process based on the components of professional ethics

Model	Non-standard coefficients		Standard coefficients	T value	Sig.
	B	SE	Beta		
Stable rate	2/84	0/22		7/26	0/001
Interest in work	0/21	0/01	0/46	4/19	0/001
Perseverance	0/16	0/031	0/34	3/47	0/02
participation	0/34	0/02	0/39	5/21	0/001
Human relationships	0/19	0/017	0/51	6/11	0/001

Discussion

Personalization of learning is considered to be very important in order to increase the efficiency of education (6); On the other hand, commitment and professional ethics are important and new management variables in educational organizations (29, 41). In this regard, paying attention to the role of these variables in teachers' attitudes toward personalizing the teaching-learning process is of particular importance.

The aim of this study was to investigate the role of commitment and professional ethics on teachers 'attitudes toward personalization of the teaching-learning process. The results showed that the score of professional commitment, ethics-professionalism and teachers' attitudes toward personalization of the learning process above average. The results of regression analysis showed that the components of continuous commitment with standard beta (0.46) and emotional commitment with standard beta (0.57) are able to predict teachers' attitudes toward personalizing the teaching-learning process. Other teachers who have more positive career experiences and have developed their professional skills (emotional career commitment) or feel they need to stay in their careers because of the accumulation of capital (continuous commitment They have a more favorable attitude towards personalizing the teaching-learning process.

As can be seen, the commitment of the emotional profession plays a major role in predicting teachers' attitudes toward personalizing the learning process. The results also showed that the normative commitment component is not able to predict teachers' attitudes toward personalizing the teach-

ing-learning process. Characteristics of professional commitment: Belief in and acceptance of professional goals and values (46) and a person's sense of commitment to the tasks that they consider themselves obliged to perform by assuming a role (45). Important roles of the teaching profession are to pay attention to the students' learning process and make it effective. Hence, the professional commitment of teachers is related to their attitude towards personalization of learning.

The results of regression analysis showed that interest in working with standard beta (0.71), perseverance with standard beta (0.31) and participation with standard beta (0.58) can predict teachers' organizational commitment. Be; In other words, teachers who are interested in their profession, are participatory and persevere in their work, will be more committed to their profession. But as the results show, the human relations component is not able to predict the commitment of teachers' professions. Commitment to the profession and attention to its goals are the moral values of the teaching profession (29) On the other hand, professional commitment is defined as adherence to its ethical principles from the moral values of the organization (45). Justifies the impact of professional ethics on teachers' professional commitment.

Also, the results of regression analysis showed that the components of interest in working with standard beta coefficient (0.46); Persistence with standard beta (0.34); Participation with beta coefficient (0.39) and human relations (0.51) is able to predict teachers' attitudes toward personalization-personalization of the teaching-learning process; In other words, teachers who are interested in their profession, are participatory, persevere in their work, and

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have better human relationships have a more favorable attitude toward personalizing the learning process. One of the dimensions and ethical codes of the teaching profession is paying attention to students' learning and effective teaching (29). This justifies the need to pay attention to personalization of the learning process for teachers.

In the case of the present study, it should be noted that all limitations, which include research in the field of humanities and social sciences; There is also. Among other things, questionnaires were the only data collection tool in this study; Which has a report aspect and there is a possibility of bias in answering questions. Individual special situations such as; Fatigue, anxiety, mental state and school congestion will affect how people respond; Therefore, it is recommended to use semi-structured interviews along with the questionnaire. For example, using the qualitative-phenomenological method, the factors affecting teachers' attitudes toward personalization of the learning process should be examined.

Conclusion

Paying attention to the individual differences of learners in the educational process is of special importance in educational systems. In this regard, teachers are the main agents of educational systems whose attitude is important to pay attention to the individual differences of learners in education. In other words, teachers are the key to the successful implementation of personalized learning for students. This means that attention to the dimensions of the teaching profession should be considered by educational policymakers.

This is especially important for elementary teachers who have a close relationship with students and the personality and educational foundation of learners is laid in this course.

The findings of the present study showed a significant correlation between teachers' commitment and professional ethics and their attitude towards personalization of the learning process. According

to these results, the following suggestions are provided to improve teachers' attitudes toward personalizing the learning process.

1- The managers of educational centers should pay special attention by holding training courses and retraining of teachers' professional ethics.

2- Orbital principals should provide the ground for improving the professional commitment of teachers by providing favorable working conditions and paying attention to their needs.

Ethical Consideration

In order to comply with ethical considerations, study participants could opt out of continuing cooperation at any stage, and the questionnaires lacked first and last names to avoid disclosing their personal information. Also, at the beginning of the study, the researcher mentioned the purpose of the study to the participants and asked them to participate in the study if they wished.

Acknowledgment

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