



Moral motive of the university professor and his social responsibility towards the student

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Abstract ;

The basic tasks of universities are focused on the basis that they educational institutions raising the level in preparing qualified cadres and preparing scientific research required by the process of scientific research required by the process of scientific and technological progress, in order to understand these great tasks of the university, the role of the university professor emerges as one of the university's pillars, and one of the bases of building it ,as a result of the great role it plays in framing the students personalities and their scientific formation, since its role is no longer merely transfer of knowledge and its scientific contribution to the creation and development of knowledge, but rather it is facing a great responsibility , which is moral education, as their moral motivation gives the meaning of their humanity.

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1. Introduction

The righteousness of a person's actions follows the righteousness of their morals because the branch follows its origin. If the root is righteous, the branch is righteous, and if the root is corrupted, then the branch is corrupted. Allah Almighty said, **"As for the good land, its vegetation cometh forth by permission of its Lord; while as for that which is bad, only evil cometh forth (from it). Thus do We recount the tokens for people who give thanks"** (Quran 7:58). Ethics are a basic pillar in the life of nations, serving as the main guide for human, social, and educational behavior. Every profession in human society has its own ethical rules that were formed and grew gradually over time until they were recognized and became approved. These ethical rules must be observed and adhered to by individuals affiliated with that profession because it helps them move forward towards achieving the desired results efficiently and effectively.

Some Muslim educators are of the view that purifying the soul from defects is a prerequisite for learning sciences, and that morals are acquired through education and habituation. Just as the body is not created perfect but rather is perfected by upbringing, likewise, the soul is not created perfect but is completed by taming and acclamation (Mahdi and others, 1993, pp. 103-106).

Teachers are the leaders of educational institutions, and they are the ones who instill values and morals in the souls of

successive generations of all kinds. They are the example to follow, so their words should not contradict their actions, as they would lose their impact on the learner.

The university professor plays the role of an educator who inculcates the values determined by the prevailing accredited educational curriculum to which they belong. They should adhere to the elements of the educational message they carry and remain clear in their behavior with others, especially with their students who acquire their knowledge and are influenced by their personality (Al-Ghamdi, 2010, p. 158).

The university professor, whose labor fruits society hopes for, is that person who is expected to have a tangible moral influence on all those they come into contact with, and their concern is to lead them towards progress and advancement. Thus, ethics are considered one of the main tools that help them achieve that, as they practice it and make it a method and guide for them. It frames their efforts and makes it pleasing to the beholders and creates through it an educational inspiration with great impact. The profession of a university professor must have ethics that regulate their behavior and control the work of its members and their relationships with each other and with others. These ethics are like the ethics of any other profession, as they are considered principles to which they adhere (Sukar, Nashwan, 2006, p. 567).

2. The problem:

Societies are suffering at the present time from crises in all respects, and among these crises is the moral crisis. The reason for this crisis is due to the educational process practiced by each in their own corner, ignoring the others around them. Those in charge of the educational process are faced with the responsibility of moral education, as their motives give meaning to their humanity, and there is no meaning to morals without these motives. Because of the challenges and problems in society, personal interests must be balanced with the concerns and interests of others, and this cannot be achieved without the presence of moral motivation, as the moral factor is the main pillar to the whole personality. It pushes the individual to follow the rules and keep up with the values of society, so these behaviors must be followed from a strong motive prompted by proper behavior.

Accordingly, morals are considered a necessity of life and a basic requirement for the stability of society. The university in particular is responsible for spreading morals, as it is responsible for the ethical commitment among professors within themselves and between teachers and students. It was stated in the Universal Declaration on Higher Education (for the twenty-first century), vision and action, Article One Among them is the need to maintain and expand the basic tasks and values of higher education, especially the task of contributing to the development and continuous progress of society (Hadi, 2009, p. 16).

Ethics is of great importance because of its impact on the lives of individuals,

groups, and nations. Therefore, the surahs and verses of the Holy Qur'an showed the foundations and honors of morals, and the Sunnah of the Prophet took care of morals and dealings with a care that exceeded all perceptions (Al-Azdi, 2000, p. 7).

3. The importance of the study:

The study derives its importance from that of the university professor, as he is one of the sources of influence on the student in particular, as well as the society as a whole, and for this he must be a role model, and thus, there is an urgent need to build an ethical system that organizes their work, whether within the knowledge society in which they exercise their academic role or the external community that aspires for their intellectual production and the impact of their awareness of it, as adhering to moral values and practicing them as behavior as stated in the Holy Qur'an and the Sunnah of the Prophet provide radical solutions to the problems that the contemporary world suffers in general and in its educational field in particular.

In view of the importance of the ethics of the university professor, many countries have developed ethical charters that control and explain to the educator their duties and arrange for them their roles with their students, members of their community and colleagues.

4. Definition of concepts:

4.1 Concept of morals:

Doctrines and intellectual and philosophical trends differed in defining the concept of morals. The word morality came to mean appreciation, and it was

used for straight behavior, and its definitions were given in different meanings and close in meaning to many, as some stated that it means character and nature, and some that it is chivalry and religion, and some say that it is good behavior (Balgen, 2004, 103).

They are also known as a set of principles and rules that regulate human behavior that stem from the Islamic religion and include all aspects of life because they define one's relationship with others in a way that achieves the purpose for which they were created (Al-Azizi, 1996, 238).

It is also defined as a set of behaviors that the individual shows in their dealings with the events they encounter or the individuals they deal with in their life, and most of them are acquired through education and the environment in which the individual lived during the different stages of their life (Musharraf, 2009).

4.2 Social Responsibility :

Social responsibility is generally defined as an individual's acknowledgement of their actions and their willingness to bear the consequences of those actions. Therefore, responsibility is a binding action that stems from within the individual, and is not assigned to any person. The individual who enjoys complete freedom is obliged to carry out the work and responsibilities entrusted to them in order to understand the magnitude of the responsibility for which they have been assigned. This is where the importance of social responsibility lies within any society (Lutfi, 1990, p. 35).

Although responsibility is self-formed based on social conscience and represents an internal censor, at the same time it represents a social product. Society is credited with teaching and imparting social responsibility, which is formed through gradual growth through education and socialization (Zahran, 1984, p. 233).

Social responsibility is defined as the conscious feeling of an individual's obligations towards their group and society. It is also defined as a set of obligations that the individual owes, which drives them to work for the collective in order to develop and defend society (Al-Hassan, 1999, p. 51). It is also defined as the social awareness that the individual embodies in their thinking and their relationship with others. This awareness enables them to prioritize the collective interest over their self-interest (Al-Hassan, 1999, p. 52).

4.3 Moral obligation :

Ethics denotes a set of principles, values, and group standards for acceptable behavior, which are derived from the customs and norms that exist in a society. The word "ethics" is derived from the Latin origin "ethos" and means the correct personality or what a normal personality likes to be and how to acquire it. In general, ethics deals with the philosophical foundations of making decisions and choices among several alternatives that bear right and wrong in moral and human matters (Al-Shamayleh et al., 2015, p. 197).

Moral education is training in correct behavior and the formation of good habits. Therefore, its connection with the science

of ethics is close. It is agreed that if the educator knows the rules of ethics and its theories and is able to realize the wisdom behind each of the multiple moral schools, then he can choose from them what is appropriate to the social and natural situation in which he investigates his students (Rashwan, 2008, p. 20).

5. Ethical rules of conduct:

Ethical behavior is governed by three controls or levels of ethical standards: (Kafi, 2014, p. 546-547).

The first level: the laws, which are the statutory controls that frame the ethics of society in written texts and determine for society in general what should happen and what should not happen. The conformity of moral behavior does not necessarily mean acting in accordance with the law, and we must emphasize that many laws are a temporary social luxury.

The second level: the policies and procedures of the project that provide controls and directives to the individuals working in it when they practice the activity and take decisions related to the work.

The third level: the rationality of morals, which are those situations in which individuals act when they do not find a legal basis, but rather their decisions depend on logic in the light of the justifications for that situation.

Rules of ethical behavior: Ethical behavior includes in its content a number of general rules that must be adhered to, including the following: (Abu Al-Nasr, 2009, pg. 380-381)

- Know and understand the value of each individual and the elements that make up the circumstances surrounding the desired behavior and service.
- Informing and developing values, knowledge, and systems for the purpose of the profession and avoiding any method that harms the profession's performance of its functions.
- Interpreting all public statements and procedures, whether on an individual basis or as a representative of an association, institution, or professional organization.
- Recognizing the limits of personal capabilities, encouraging the use of all appropriate information and skills, and applying practical methods of investigation.
- Recognize the limits of personal capabilities and encourage the use of all appropriate information and skills and the application of practical methods.
- Contribute by providing professional expertise in the development of sound policies and programs to improve the quality of life in each of the societies.
- Identifying and interpreting social needs, and defining the nature and characteristics of social problems at the individual and collective levels at the local, national, regional, and international levels.

6. *Professional Ethics* :

Professional ethics includes moral values and behavioral standards that must be taken into account when making business decisions and solving problems. Ethical standards arise from a commitment to doing what is right or good, and ethical behavior is doing what is right and good as opposed to wrong or bad in the business field. This means that behavior must be in line with the ethical standard of the community, and therefore attention must be paid to ethical practices (Kafi, 2014, p. 544).

Professional ethics is defined as "the set of principles, values, and ideals that professionals adhere to when practicing their profession, in order to maintain the level of the profession and the rights of those affiliated with it" (Batah, 2006, pp. 92-94).

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8. *Ethical Standards for Teaching*:

The modern scientific and technological advancements have helped to transfer the concept of standards to the education sector, where the educational process has become responsible for preparing the frameworks of the future in a world that requires comprehensive quality in all aspects of life. Therefore, countries have begun to develop precise descriptions to regulate what each field of the educational process should be like. These descriptive phrases serve as the standard levels that education officials strive to reach, as they are the criteria used to measure the level of progress achieved by any nation in education. Therefore, they are symbolic indicators formulated in specifications and conditions that define the ideal image that should be available to the teacher or sought to be achieved. They are models and measurement tools that are agreed upon (locally and globally) and controlled in order to reach a clear vision of the inputs and outputs of the educational system, in order to achieve its desired goals and reach comprehensive quality (Al-Shahri, 2015, p. 01).

Ethics represents the philosophy of human behavior with a focus on determining right and wrong. It is one of the normative sciences and represents a set of theoretical principles and practical rules that are closely related. Ethics, according to researchers, is a collection of principles and values that individuals hold and

believe in, and they act accordingly, whether in dealing with others or dealing with their profession. These values and principles are the result of the interaction of the individual's culture, social, professional, and religious environment, directing them towards what is right and wrong. International covenants have called for the necessity of clear references for a set of ethical principles and standards that effectively contribute to the educational movement, inspiring the behaviors and actions of members of the educational system, including teachers, students, administrators, and social partners. Educational literature has divided ethical standards into various areas, including general ethics such as honesty, integrity, loyalty, truthfulness, respect, and competency development, as well as teaching ethics such as mastering the material, good preparation, taking into account quality standards, defining the general framework of the course and its objectives. In addition, ethics of dealing with students includes the need for the teacher to be honest and advising the learner, to be fair in dealing with students with compassion, taking into account individual differences, patience, self-control, and avoiding arrogance, as well as having a smiling face, soft manners, and a balanced sense of humor. The teacher must be a role model for his/her students and must adhere to ethical values and higher standards that he/she calls for and urges his/her students to adhere to.

9. University professor and teaching ethics:

Regarding teaching ethics and the university professor, science alone is not

sufficient for a person to become virtuous, as a person may know evil and commit it, and know good and not do it. Therefore, science must be based on the power of faith and persuasion to be effective in teaching ethics, and the university professor must be a role model in implementing ethical principles and values in his/her work and dealing with his/her colleagues, students, and all those involved in the educational process.

Characteristics of a university professor:

The university professor in education is characterized by several general characteristics, including:

- Natural commitment to the laws and requirements of the teaching profession. This commitment leads the teacher to produce regular, purposeful, and effective education. It also encourages the teacher to devote their full effort to teaching as a profession that they have chosen out of their own desire to satisfy their humanity and instincts, which are represented in cooperation, care, altruism, and innovation.
- Natural desire to teach. The professor who possesses this desire is passionate about their subject and students, fully engaged in teaching both intellectually and emotionally. Teaching is not just a job for them; it is a humanitarian task that requires honest effort, sound thinking, and precision in planning and production.
- Skill in social relations. Teaching is a social and humanitarian

profession, which requires the teacher to be fair and cooperative with their colleagues in the school, sharing their knowledge and opinions whenever necessary, and maintaining positive and productive relationships and mutual respect with all members of the educational institution, including students, workers, teachers, and administrators.

- Objectivity and fairness in judgment and treatment. It has been observed that our public and educational life is usually guided by personal whims, relationships, and individual knowledge, without regard for objectivity, fairness, or logic. This often results in negative impulses that affect the general educational atmosphere. Therefore, the teacher must strive for objectivity and fairness in their treatment and judgment.
- Mental and physical health. The professor's balance, general control of their emotions and attitudes towards others, good mental and physical health, and vitality, represent important conditions for producing successful teaching.

Appropriate intelligence. The modern education professor is distinguished by at least above-average intelligence, which helps them to create educational declarations of various types and take appropriate measures to address educational problems, guide and lead their students towards continuous improvement.

10. Work ethics and its importance:

Morality plays an important role in the life of nations, despite their different structures and philosophies. Its impact is reflected in the behavior of individuals, characterized by stability, cohesion, and harmony. Morality constitutes one of the aspects of social control for individuals, providing a motivation and driving force for them to free themselves from their desires and instincts and to deepen their sense of belonging to their community. It also helps to adapt to the reality of the society in which they live. Therefore, advanced societies do not always rely on their material and technological capabilities, as much as they rely on their human potential to adhere to a set of professional ethics and behaviors. The services provided by any party are subject to the extent of the official's adherence to these ethics (Yaghi, 2012, p. 105).

Morality is of great importance in the life of the individual, the community, and institutions, regardless of their types. It has occupied a great place in the Islamic religion, and the Holy Quran has mentioned it in several noble verses, explaining its virtues and merits. The Sunnah of the Prophet Muhammad, peace be upon him, also took great interest in it. The Prophet was an example of such morality and its virtues, and he called for its adoption, so much so that Allah, the Almighty, praised him by saying: **"Surely, you (Prophet Muhammad) are of a great morality."** (Al-Qalam, verse 4), and in another verse, He says: **"Keep to forgiveness (O Muhammad), and enjoin kindness, and turn away from the ignorant."** (Al-A'raf, verse 199).

Morality is considered the first pillar for the preservation of nations and communities. It is closely related to the educational process as one of the most important principles and rules that regulate human behavior. Morality is reflected in the individual's commitment to their profession, which is a means for the individual to achieve psychological and social harmony, benefiting both the individual and the community (Tashitush & Mazahra, 2012, p. 582).

The importance of work ethics is determined at several levels, including:

At the individual level: wherever the individual is, they must formulate their behavior and actions within a specific framework that agrees with the principles and values that the rest of the individuals believe in.

The importance of work ethics is determined on multiple levels, including:

Importance at the individual level: The individual, wherever they may be, must formulate their behavior and actions within a defined framework that is consistent with the principles and values that the rest of the community believes in. Therefore, there is a need for behavioral patterns that the community approves of, which serve as a justification for all the actions and behaviors that individuals engage in, whether they are managers or employees, as they form the ethical foundation for business conduct.

According to Al-Sakarna (2011, p. 381), the importance of the profession on the individual can be highlighted in the following points: It helps the individual

build their life and shape their professional personality, which governs a person's actions in their daily life, regulates their behavior, and directs them.

At the societal level: Virtuous conduct, along with the positive behavior and good deeds that stem from it, represent the cornerstone of social life. Adherence to work ethics supports social satisfaction and stability among the majority of people.

At the workplace level (education sector): Effective education is one that produces active learning, resulting in lasting effects and results that learners can benefit from in their lives and apply in reality.

11. CONCLUSION

Social responsibility is a moral commitment between an individual and their community, through which they seek to strengthen the bonds between themselves and the community in which they operate. This, in turn, reflects on their future success and improves their future performance. There is a close relationship between business ethics and social responsibility, where social responsibility has a formal legal dimension and an ethical dimension represented by the commitment to voluntary social initiatives that express ethical inclinations more than compliance with imposed laws.

The ethical commitment of a university professor raises the level of their professional performance, as it generates a professional and functional behavior. Therefore, we find that the ethics of this profession reflect accumulated values,

experience, and continuous development. On the other hand, they reflect the realities of life and society. Hence, it is necessary to develop ethics for higher education professions to be in harmony and responsive to the spirit of the times and its requirements.

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