THE COMMITMENT OF UNIVERSITY OF PETRA STUDENTS TO THE ETHICS OF DISTANCE LEARNING

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ABSTRACT

The study aimed at identifying the degree of commitment of the University of Petra students to the ethics of distance learning from their point of view. Also, this study aimed to identify the differences in the degree of commitment according to variables such as gender, type of college, GPA, and academic level. To accomplish the study objectives, I used a questionnaire consisting of 19 items and verified its validity and reliability. The study sample consisted of 277 students who were enrolled in the University of Petra for the summer semester of 2020/2021. The results of the study revealed that the degree of commitment of the University of Petra students to the ethics of distance learning was generally high in three areas of study: tests and assignments, the relationship of the student to the teacher and colleagues, and commitment and discipline. The results showed significant differences between the mean student responses attributed to the variable of gender in favor of females. Also, observed differences in the students' responses were due to the variable of college type in favor of scientific colleges and to the variable of GPA in favor of the Fair rate. In addition, the results showed that there were no statistically significant differences between the mean student responses attributed to the variable of academic level.

Keywords: *Distance Learning, Ethics, University of Petra*

INTRODUCTION

The Covid-19 pandemic created new pressures on various areas of life, most notably the field of education. Resorting to distance education was an emergency solution to preserve education and find the available means and capabilities of students to continue receiving education. The pandemic cast a shadow over the education sector, and educational institutions, including universities, had to close their doors to reduce the chances of the virus spreading. This aroused great concern among the educational affiliates sector (Bozkurt et al., 2020(.

Because of Covid-19, the educational system was suddenly forced to switch to distance education to ensure the continuity of teaching and learning processes. The new learning system is based on using the internet, smartphones, and computers to communicate remotely with students (Yulia, 2020).

Distance learning, also known by various names such as distance education, elearning, mobile learning, or online learning, is a form of education that requires the physical separation of teachers from students during the instruction and learning processes. (Simonson, 2016).

Elearning is a method developed from distance learning that enhances and facilitates learning at any time and any place, using interactive networking techniques, and in which the internet is used to deliver 80%–100% of educational content (Busikova & Melicheriková, 2013).

The use of modern technology in distance learning and training has led to great flexibility in terms of location and time, and in terms of the wide distribution of learning opportunities Also, the new learning system provides options for accessing information and available resources for training and that can be adapted for all students.

UNESCO defines distance learning as an educational process in which most of the communication is done between teachers and learners through an artificial medium, be it electronically or in print.

Distance education is characterized by some advantages mentioned by Valenti et al. (2019). It allows the student the opportunity to learn at any time that suits them. In addition, it allows the student to progress in the educational process at a pace that suits their ability, and also allows them to learn through success and failure in an atmosphere far from privacy and shame. Distance education can solve some problems faced by traditional education, such as the high costs of traditional learning and overcrowded classes with a large number of learners in a single class, and it provides expanded chances for accepting learners regardless of their nationalities and ages. Also, distance education has many benefits including expanding communication with many learners, improving the effectiveness of learning and teaching through technology, increasing efficiency in learning management email, reducing public spending on education and training, and increasing the quality of research for teachers.

Misman et al. (2021) confirmed that their experience in the field of distance education indicate that the characteristics of distance learners vary, and there are cross barriers between gender and social class. A remote learner may experience a feeling of isolation as they return to study after being away for some time or while working. In this case, the distance educator plays a positive and ethical role by helping the student learn outside the typical classroom situation and can effectively act as a friend, philosopher, and mentor to the learner.

Education is intimately connected with ethics because holistically speaking, education is more than simply passing examinations and acquiring degrees. Education is character-building and lifelong learning. (Urs et al., 2013).

D'Errico et al. (2016) indicated that students' participation is affected by the feelings of their experience during different learning activities and the regulation of those feelings during the different elearning environments. They noted the impact of those feelings on the student's integration in the learning process. Learning includes a set of emotions that affects participation in a student's learning and behavior in academic situations. Students may experience negative feelings when they are embarrassed if the teacher criticizes their answer, or when the teacher asks their colleagues to check the correctness of their answer. The student may experience positive emotions when interested in the task at hand and enjoying the educational activities.

Veiga, et al. (2016) stated that the extent to which students adhere to the values and goals of the educational institution affects their motivation to learn, and this includes specific educational dimensions such as cognitive, behavioral, and emotional.

The meaning of the ethics of distance learning refers to a set of ethical standards that must be adhered to by both educational and practical institutions and those affiliated with them, such as teachers and students and including every profession or job holder, and violating these standards is unethical behavior.

Salmela (2005) defined distance learning as including affective aspects such as feelings, emotions, and concepts towards the educational environment and the relationship with the teacher and peers. It also includes responses to the emotional and positive feelings of the students towards the university, teachers, and peers. Emotions increase the desire for and motivation to do academic work.

Farahani (2012) conducted a study aimed at discussing the most important ethical issues related to distance education, including those related to the student-teacher relationship, research ethics, subject matter experts, teaching designers, faculty members, and teaching assistants. However, the focus should be concentrated on ethical principles in four areas: commitment to the student, commitment to the distance education system, commitment to the profession and ethics, and commitment to educational designers in the distance education system. The Code of Ethics applies to all members of distance education, including referees, faculty, academic staff, students, volunteers, contractors, agents, and others associated with the distance education institution. It is very important to create an ethical relationship between the learner, instructor, and institution in the distance learning process.

The study by Toprak et al. (2010) showed respect and tolerance among third- and fourth-year learners in the distance education program regarding learner diversity and behavioral regulations.

A study, by Bušíková, and Melicheríková (2013) showed that online students committed more academic fraud than everyday students. The most common way of breaching school honesty is incorrect citation or paraphrasing. A key recommendation to combat academic fraud is to improve teacher-student communication in online programs.

Charron and Fuss-Reineck's (2020) qualitative study focused on fostering a successful learning community within the digital classroom in two phases. The first phase of research focuses on the students' experience as online learners and develops a doctrine. Through surveys and discussion boards, they provide strategies that help in the development of interactive online learning environments. The second phase applies the doctrine to enhance awareness of the ethics of communication and its impact on virtual learning. The research resulted in five ethical principles that support effective online learning behaviors. For example, Principle 2 states that members of online classes demonstrate integrity and show respect for themselves.

A study was conducted by Muksin and Makhsin (2021) in Malaysia on the effectiveness of elearning among school students and IPT students where elearning has a positive impact on IPT students. This quantitative descriptive study was conducted to find out the level of self-discipline of secondary school students in the elearning world during the Covid-19 lockdown in Malaysia and its relationship with gender and academic performance. The study sample was randomly selected and consisted of 165 high school students in the fourth and fifth grades at SMK Syed Sirajuddin, Perlis. To achieve the objectives of this study, a questionnaire was used to collect research information and the data were analyzed with the help of statistical packages for the social sciences (SPSS version 26). In general, the results of averaging found that the students' level of self-discipline was moderate. The results of the *t*-test revealed that there was no significant difference between the students' levels of self-discipline based on gender.

Sekartaji et al. (2022) investigated the effects of online learning on student behavior and morals. The researchers used a literature review and questionnaire to collect data and qualitative descriptive research to analyze the data. Various data were collected and linked to each other, and they proved that online learning gave more freedom to students to do rude and inappropriate actions.

The Covid-19 pandemic forced the traditional education system in schools and universities in Jordan to switch to distance education and integrated learning to sustain the educational process. Education contributes to the building of the individual by their acquiring many skills, applications, educational concepts, values, and ethics that help them interact with society.

Since Distance Education has become a reality, the current study came to reveal the degree of commitment of University of Petra students to the ethics of distance learning from the point of view of the students themselves.

The study attempted to answer the following questions:

- What is the degree of commitment of University of Petra students to the ethics of distance learning?
- Are there statistically significant differences ($\alpha = 0.05$) in the degree of commitment of University of Petra students to the ethics of distance learning that can be attributed to gender, type of college, GPA, and level of study?

The current study aimed to achieve several goals, most notably:

- Learning the degree of commitment of University of Petra students to the ethics of distance learning from the point of view of the students themselves.
- Detecting differences in the degree of commitment of University of Petra students to the ethics of distance learning according to the variables of gender, type of college, GPA, and academic level.

Due to the importance of ethics and the role it plays in the lives of individuals and communities, ethics relies on cohesion that provides it with the principles and ideals for which it aspires and helps individuals to be harmonious with their society to raise their behavior to high levels.

The importance of this study shows that distance learning ethics is a pedagogical direction to ensure the success of the entire educational process. Its importance is also highlighted by the paucity of studies on the ethics of distance

learning for university students. I am almost convinced that it is the first study to examine this topic in Jordanian universities, and it can serve as the nucleus for more general and comprehensive studies in this framework.

METHODOLOGY

Research Design

The current study used the descriptive method to examine the degree of commitment of university students to the ethics of distance learning. The descriptive method aims to study reality and is concerned with describing it accurately and expressing it quantitatively or qualitatively. The qualitative expression describes the phenomenon and clarifies its characteristics, while the quantitative expression gives a numerical description that shows the amount of a phenomenon, or its size, and the degrees of its association with various other phenomena, and then reaches conclusions that contribute to understanding and developing this reality. This makes the descriptive method more widely used in Humanities studies (Obaidat et al., 2004).

Sample and Data Collection

Employing purposive sampling yielded (N = 277) undergraduate students (172 females and 105 males), enrolled in various educational programs offered by the University of Petra. All members of the study sample participated in answering the questionnaire items. Consequently, 277 responses were returned. Table 1 shows the participants' demographic information.

Table 1. Participants' Demographic Information

Variable	Category	Frequency	%
Gender	Male	105	37.9
	Female	172	62.1
Type of College	Scientific	151	54.5
	Humanities	126	45.5
GPA	Excellent	25	9
	Very Good	48	17.3
	Good	91	32.9
	Fair	80	28.9
	Weak	33	11.9
Academic Level	1st Year	34	12.3
	2nd Year	98	35.4
	3rd Year	90	32.5
	4th Year	55	19.8

I used the Distance Learning Ethics Scale to achieve the study's goals and answer the two questions. I included the ethics of distance learning for University of Petra students and took the following steps in developing the tool:

- Accessed educational literature related to distance learning and previous studies related to the subject of the study.
- Developed a list of ethics in the following areas: tests and assignments, the student's relationship with the teacher and colleagues, and discipline.
- Presented it to a committee of arbitrators who specialized in distance learning, e-education, and computer learning to verify its credibility and stability.
- Distributed the final survey electronically through Google drive to the study members for them to answer it at the end of the summer semester of 2020/2021.
- Performed the necessary statistical analyses using SPSS.

The tool consisted of 19 items divided into three areas: tests and assignments, the student's relationship with the -teacher and colleagues, and discipline. The data were collected through an electronic questionnaire that was distributed via Google Drive.

To answer these items, sample participants were asked to rate their degree of agreement with each item using a five-point Likert scale: *very high* (5), *highly* (4), *neutral* (3), *low* (2), *very low* (1).

To ensure the credibility of the content of the Distance Learning Ethics Compliance Scale, it was reviewed by a group of arbitrators specialized in education, psychology, and distance education curricula at the University of Petra and the University of Jordan. Their role was to study the measurement tool and convey their opinions regarding the suitability of the item to the content and the suitability of the tool overall in terms of the number of paragraphs, their coverage, and their diversity. Also, the group was asked to provide any feedback or comments related to modifying, deleting, or changing the tool. Each item was adopted if it received 85% of the arbitrators' votes. As a result of the review,

four paragraphs were omitted, and 19 were recommended for the instrument.

To ensure consistency of measurement, the tool was applied to a test sample from outside the study sample that consisted of 36 male and female students from Jerash University. Then, the scale was reapplied to the same sample three weeks later using the test-retest method. The consistency coefficient was calculated using Cronbach's alpha formula, and its value was found to be 0.962.

RESULTS AND DISCUSSION

Results Related to the First Question

What is the degree of commitment of University of Petra students to the ethics of distance learning?

To answer the first question, the degrees of commitment were divided into three categories: *High*, *Moderate*, and *Low* as follows:

- Less than 2.33 = Low Degree
- From 2.34 to 3.67 = Moderate Degree
- From 3.68 to 5.0 = High Degree

The arithmetic mean and standard deviation were calculated for each of the three domains of distance learning ethics as shown in the following table.

As shown in Table 2, the overall arithmetic mean of distance learning ethics was 4.10. This means that students at the University of Petra showed a High Degree of commitment to distance learning ethics.

The student's relationship with the teacher and colleagues ranked first in the High Degree category with an arithmetic mean of 4.63. Tests and assignments ranked second with an arithmetic mean of 3.98, and discipline was the third with an arithmetic mean of 3.96. This indicates a high degree of respect and appreciation for the student, their teachers, and their colleagues. This may be due to the good education and the prevailing positive relationship, which is reflected in the motivation for learning and academic achievement.

The Arithmetic Mean and Standard Deviation for distance learning ethics of each area were calculated as shown below.

FIELD ONE: TESTS AND ASSIGNMENTS

Table 3 shows that the degree of commitment of University of Petra students to the ethics of distance learning in the field of "Tests and assignments" was high, as the arithmetic mean was 3.906 with a standard deviation of 0.727. All the items in this field were at a High Degree, except for the

Table 2. The Arithmetic Mean and Standard Deviation for Each of the Three Distance Learning Ethics Areas

Field No.	Field	M	S. D	Rank	Commitment Degree
1	Tests and assignments	3.98	0.727	2	H*
2	Student's relationship with the teacher and colleagues	4.63	0.453	1	H
3	Discipline	3.96	0.762	3	H
	Total	4.10	0.550		H

*High Degree

Table 3. Arithmetic Mean and Standard Deviations for Distance Learning Ethics Related to Tests and Assignments

No.	Item	M	S. D.	Rank	Commitment Degree
1	I document the source of the information in my assignments and research.	3.671	1.065	5	M*
2	I do assignments and projects on my own without asking for help from my colleagues.	3.95	0.982	3	H
3	I depend on myself to answer the questions of the electronic exam.	4.11	1.055	1	H
	I don't browse the internet to find the right answers while taking an electronic test. 4	3.76	1.536	4	H
5	I try to solve any technical problem during the exam by communicating with my teacher.	4.043	1.276	2	H
	Total	3.906	0.727		H

*Moderate

first item, which was a Medium Degree. The arithmetic means for this field ranged between 4.11 and 3.671. The highest ranked item was "I depend on myself to answer the questions of the electronic exam" with an arithmetic mean of 4.11 and a standard deviation of 1.055. The second ranked item was "I try to solve any technical problem during the exam by communicating with my teacher" with arithmetic mean of 4.043, and a standard deviation of 1.276. The last ranked item was "I document the source of the information in my assignments and research" with an arithmetic mean of 3.671 and a standard deviation of 1.065.

This result is different from Bušíková and Melicheríková (2013), which showed that online students committed more academic fraud than everyday students. The most common way of breaching school honesty is through incorrectly citating or paraphrasing.

FIELD TWO: STUDENT RELATIONSHIPS WITH THE TEACHER AND COLLEAGUES

Table 4 shows that the total degree of commitment of University of Petra students to the ethics of distance learning from their point of view in the field of "Student's relationship with the teacher and colleagues" was high. The arithmetic mean was 4.36 with a standard deviation of 0.453, and the arithmetic means ranged between 3.59 and 4.79. The highest ranked item was "Not to hack students' and teachers' computers" with an arithmetic mean of 4.79 and a standard deviation of 0.721. The second ranked item was "I respect the opinions of my colleagues during the virtual classes" with an arithmetic mean of 4.70 and a standard deviation of 0.568. The last ranked item was "I do not try to influence the course of the lecture electronically or influence my colleagues for a personal purpose" with an arithmetic mean of 3.59, a standard deviation of 1.067, and a moderate degree of commitment.

One of the pillars of correct teaching is that it is based on the right relationship between the teacher and the student, in which the student knows their duties well, achieves their human dignity, preserves the teacher's high position, and maintains their distinction. The standards of the relationship between the teacher and the student are based on mutual respect between each. Establishing a solid relationship based on public morals will benefit the student by learning, and the teacher by performing, the message in the best and most complete manner.

FIELD THREE: DISCIPLINE

Table 5 shows that the degree of commitment of University of Petra students to the ethics of distance learning from their point of view of discipline items was high, with an arithmetic means of 3.96 and a standard deviation of 0.762. The items of this field came in High and Moderate Degrees, and the arithmetic means ranged between 3.59 and 4.24. The highest ranked item was "Choosing a suitable place for distance learning that is free from noise and distractions" with an arithmetic means of 4.24 and a standard deviation of 1.031. The second ranked item was "Prohibition of sharing immoral digital content" with an arithmetic means of 4.21 and a standard deviation of 1.254. The last ranked

Table 4. Arithmetic Mean and Standard Deviations for Distance Learning Ethics Related to Student Relationships with the Teacher and Colleagues

No.	Item	M	S. D.	Rank	Commitment Degree
6	Communicate with the teacher respectfully.	4.62	0.621	3	H
7	I respect the opinions of my colleagues during the virtual classes.	4.70	0.568	2	H
8	Not to hack students' and teachers' computers.	4.79	0.721	1	H
9	Taking responsibility and respecting others and not offending them or violating their rights.	4.44	1.103	5	H
10	Communication with colleagues within the educational process only.	4.55	0.817	4	H
11	Participation and interaction during the lecture.	3.79	1.131	6	H
12	I do not try to influence the course of the lecture electronically or influence my colleagues for a personal purpose.	3.59	1.067	7	M
	Total	4.36	0.453		H

Table 5. The Arithmetic Mean and Standard Deviations for Distance Learning Ethics Related to Discipline

No.	Item	M	S. D.	Rank	Commitment Degree
13	Prohibition of sharing immoral digital content.	4.21	1.254	2	H
14	Attending the virtual classes at the appointed time for the lecture.	3.80	1.166	5	H
15	Attending virtual lessons to gain as much knowledge as possible.	3.60	1.27	6	M
16	Choosing a suitable place for distance learning that is free from noise and distractions.	4.24	1.031	1	H
17	Attending the full lecture with permission in case of needing to leave the lecture.	4.00	1.039	4	H
18	Not using the phone and other websites and being busy with the lecture.	3.59	1.158	7	M
19	Adhere to the rules and instructions during distance learning.	4.11	1.019	3	H
Total		3.96	0.762		H

item was "Not using the phone and other websites and being busy with the lecture" with an arithmetic means of 3.59 and a standard deviation of 1.158.

Everyone agrees that higher discipline can improve students' academic performance. In this study, some students knew how to manage their study time well, but they often surfed social media while in online classes, but that does not mean that they are not interested in elearning at all. Students interested in elearning have high access skills. In this study, although the students had access to online social media, they still used the internet for lessons because the majority of them showed that their academic performance was not at a low level. Some of them were still interested in surfing elearning (Muksin & Makhsin, 2021).

This result is different from Muksin and Makhsin (2021), which showed that the student's level of self-discipline is moderate in the elearning world. Also, it is different from Sekartaji et al. (2022), which proved that online learning gave more freedom to students and the students themselves used it to do rude and inappropriate things.

Results Related to the Second Question

Are there statistically significant differences ($\alpha = 0.05$) in the degree of commitment of University of Petra students to the ethics of distance learning attributed to gender, type of college, GPA, and academic level?

The answer to this question is given according to each variable.

GENDER

The arithmetic means and standard deviations of the degree of commitment of University of Petra students to the ethics of distance learning were calculated according to the gender variable, and a test (T) of two independent samples was used and the results are shown below.

Table 6 shows significant differences between the means of student responses to distance learning ethics according to the gender variable in the overall score of the combined fields.

The fields include "Tests and assignments," "Student's relationship with the teacher and colleagues," and "Discipline" based on the calculated *t*-test values. Getting the total score of −9.038 for the level of indication 0.00, and −8.987 for the field of "Tests and assignments" at the level of indication of 0.00, and −6.106 for the field of "Student's relationship with the teacher and colleagues" at the level of indication 0.00, and −6.946 for the field "Discipline." The differences were in favor of females with evidence of higher arithmetic means than those of male participants. This indicates that among the members of the study sample, females are more interactive with the distance learning process and followed up all the activities of lectures, duties, and positive relations with teachers and colleagues.

This result can be explained by the fact that the Jordanian family is interested in raising their sons, with an increased focus on instilling moral values in girls because they believe that they need virtues and morals more than males to ensure a good reputation for their daughters in society, especially in Arab-Muslim settings. Also, this result may be explained by the fact that females are more committed to distance learning ethics because of the

Table 6. Arithmetic Means, Standard Deviation, and T-Test for Two Independent Samples of the Degree of Commitment of University of Petra Students to the Ethics of Distance Learning According to the Gender

Field	Gender	No.	Means	S. D.	t-Value	Sig. *
Tests and assignments	M	105	3.54	0.718	-8.987	0.00
	F	172	4.25	0.589		
Student's relationship with the teacher and colleagues	M	105	4.16	0.496	-6.106	0.00
	F	172	4.48	0.376		
Discipline	M	105	3.59	0.737	-6.946	0.00
	F	172	4.19	0.683		
Total	M	105	3.76	0.558	-9.038	0.00
	F	172	4.30	0.433		

*Indicative at the level (α = 0.05).

seriousness with which females learn compared to males.

COLLEGE

The arithmetic means and standard deviations of the degree of commitment of University of Petra students to the ethics of distance learning were calculated according to the type of college variable. The *t*-test of two independent samples was used and the results are shown below.

Table 7 shows significant differences between the means of student responses to distance learning ethics according to the variable of the type of college in the overall score of the combined field.

The fields are "Tests and assignments," "Student's relationship with the teacher and colleagues," and "Discipline" based on the calculated values of *t*-test. The total score was 3.036 at the level of indication 0.00 and 1.930 at the level of indication 0.05 for the field of tests and assignments. The student's relationship with the teacher and colleagues got a score of 2.879 at the level of indication 0.00 and discipline was 2.855 at the level of indication 0.00. The differences were in favor of the Scientific colleges in the evidence of higher computational means than the means of the Humanities colleges, which indicates that the degree of commitment of the students of the Scientific colleges to the ethics of distance learning is higher than that of the students of the Humanities colleges in terms of ethics related to tests and assignments, the student's relationship with the teacher and colleagues, and discipline.

This result can be explained by the fact that students of scientific colleges are more committed and serious than students of humanities colleges due to the nature of the courses they study and scientific laboratories that force them to stay longer in commitment and discipline, especially in distance learning, and this makes them closer to their teachers and more connected to them, which reflects on human communication.

Table 7. Arithmetic Means, Standard Deviation, and T-Test for Two Independent Samples of the Degree of Commitment of University of Petra Students to the Ethics of Distance Learning According to the College

Field	College	No.	Means	S. D.	t-Value	Sig. *
Tests and assignments	Scientific	151	4.06	0.707	1.930	0.05
	Humanities	126	3.89	0.743		
Student's relationship with the teacher and colleagues	Scientific	151	4.43	0.404	2.879	0.00
	Humanities	126	4.27	0.493		
Discipline	Scientific	151	4.08	0.720	2.855	0.00
	Humanities	126	3.82	0.789		
Total	Scientific	151	4.19	0.472	3.036	0.00
	Humanities	126	3.99	0.616		

*Indicative at the level (α = 0.05).

GPA

The arithmetic means and standard deviations of the degree of adherence to distance learning ethics were calculated according to the GPA variable as shown below.

Table 8 shows the existence of apparent differences between the arithmetic means for the answers of the sample members according to the GPA variable and verifies the differences between the arithmetic means for the degree of commitment of students to ethics of distance learning according to the GPA variable. One Way ANOVA analysis was applied, and Table 9 shows the results of this analysis.

The results in Table 9 indicate statistically significant differences at the level of indication ($\alpha = 0.05$) between the computational means in the degree of commitment of University of Petra students to the ethics of distance learning depending on the GPA variable in the overall grade and the "Student's relationship to the teacher and colleagues" field in favor of the Fair rate.

The results showed no significant differences between the computational means in the degree of student commitment to distance learning ethics according to the GPA variable in the field of tests and assignments and ethics related to discipline. This indicates that the students of the University of Petra, regardless of their cumulative scores, have a high degree of commitment to the ethics of distance learning related to tests and assignments and those related to discipline in lecture schedules as an example.

This result can be explained by the fact that students of Fair rates have a desire to increase their level of ethics with their teachers and colleagues, which may mean from their point of view they want to maintain and raise their rates if possible

Table 8. Computational Means and Standard Deviations of the Degree of Adherence to Distance Learning Ethics According to the GPA Variable

Field	GPA	No.	Means	S. D.
Tests and assignments	Excellent	25	4.006	0.821
	Very Good	48	3.781	0.861
	Good	91	3.923	0.690
	Fair	80	4.158	0.617
	Weak	33	3.979	0.732
	Total	277	3.969	0.744
Student's relationship with the teacher and colleagues	Excellent	25	4.325	0.483
	Very Good	48	4.300	0.511
	Good	91	4.273	0.431
	Fair	80	4.498	0.403
	Weak	33	4.368	0.453
	Total	277	4.352	0.456
Discipline	Excellent	25	3.890	0.925
	Very Good	48	3.726	0.912
	Good	91	3.957	0.721
	Fair	80	4.081	0.667
	Weak	33	4.079	0.662
	Total	277	3.946	0.777
Total	Excellent	25	4.074	0.641
	Very Good	48	3.936	0.665
	Good	91	4.051	0.514
	Fair	80	4.245	0.455
	Weak	33	4.142	0.492
	Total	277	4.089	0.553

Table 9. Means, Standard Deviation, and Statistically Significant Differences among GPA Variable

Field	Variance Source	Sum of Squares	Degrees of Freedom df	Mean of Square MS	F-Statistic	Sig
Tests and assignments	Between	4.753	4	1.188	2.289	0.060
	Within	141.200	272	0.519		
	Total	145.953	276			
Student's relationship with the teacher and colleagues	Between	2.415	4	0.604	3.036	0.018
	Within	54.099	272	0.199		
	Total	56.514	276			
Discipline	Between	4.386	4	1.096	1.915	.108
	Within	155.722	272	0.573		
	Total	160.108	276			
Total	Between	3.250	4	0.812	2.754	0.028
	Within	80.244	272	0.292		
	Total	83.494	276			

and avoid going back to a low GPA range.

ACADEMIC LEVEL

The arithmetic means and standard deviations of the degree of adherence to distance learning ethics were calculated according to the variable of the academic level as shown in the next table.

Table 10 shows that there are apparent differences between the computational means of the answers of the sample members according to the academic level variable. To verify the differences between the arithmetic means of the degree of commitment of university students according to the

Table 10. Computational Means and Standard Deviations of the Degree of Adherence to Distance Learning Ethics According to the Academic Level Variable

Field	Academic Level	No.	Means	S. D.
Tests and assignments	1st Year	34	4.073	0.790
	2nd Year	98	4.027	0.785
	3rd Year	90	3.988	0.682
	4th Year	55	3.827	0.414
	Total	277	3.978	0.667
Student's relationship with the teacher and colleagues	1st Year	34	4.315	0.415
	2nd Year	98	4.411	0.434
	3rd Year	90	4.381	0.422
	4th Year	55	4.257	0.538
	Total	277	4.341	0.452
Discipline	1st Year	34	4.040	0.760
	2nd Year	98	4.016	0.792
	3rd Year	90	3.920	0.744
	4th Year	55	3.881	0.743
	Total	277	3.964	0.759
Total	1st Year	34	4.143	0.588
	2nd Year	98	4.151	0.566
	3rd Year	90	4.096	0.517
	4th Year	55	3.988	0.521
	Total	277	4.094	0.548

Table 11. Means, Standard Deviation, and Statistically Significant Differences among the Academic Level Variable

Field	Variance Source	Sum of Squares	Degrees of Freedom Df	Mean of Square MS	F-Statistic	Sig
Tests and assignments	Between	1.806	3	0.602	1.140	0.333
	Within	144.147	273	0.528		
	Total	145.953	276			
Student's relationship with the teacher and colleagues	Between	0.945	3	0.315	1.548	0.202
	Within	55.569	273	0.204		
	Total	56.514	276			
Discipline	Between	1.007	3	0.336	0.576	0.631
	Within	159.101	273	0.583		
	Total	160.108	276			
Total	Between	0.967	3	0.322	1.067	0.364
	Within	82.526	273	0.302		
	Total	83.494	276			

academic level variable, one Way Anova variance analysis was applied. Table 11 illustrates this.

The results in the table indicate no statistically significant differences between the survey sample response means on the measure of student commitment to distance learning ethics depending on the academic level variable (first year, second year, third year, fourth year), where the calculated value of F ranged from 0.576 to 1.548 and these values were not statistically significant at the level of $\alpha = 0.05$. This result means that the degree of commitment of University of Petra students to the ethics of distance learning does not vary according to their level of study, meaning that the degree of commitment of students is not affected by the level of study, and this result may be explained by the similarity of the distance learning conditions of the four-year students and their exposure to the same platform (Microsoft Teams), in addition to their participation in the same examination conditions, assignments and evaluation methods used that focus on exam results.

CONCLUSION

This research study focused on four variables including gender, type of college, academic performance (GPA), and academic level, to evaluate the commitment of the University of Petra students to the ethics of distance learning. The research results show statistical differences between the commitment of the University of Petra students to the ethics of distance learning and the gender variable in favor of females. In addition, the study results indicate statistical differences between the degree of commitment of the University of Petra students to the ethics of distance learning and the type of college variable in favor of scientific colleges. Also, there are statistical differences according to the GPA variable in favor of a Fair rate. In addition, the study results indicate the nonexistence of statistical differences between the degree of commitment of the University of Petra students to the ethics of distance learning and the academic level variable. In general, the majority of surveyed participants demonstrated a high degree of commitment of the University of Petra students to the ethics of distance learning.

RECOMMENDATIONS

In the light of the study results, I recommend expanding the scope of this research to include other factors that may affect the degree of commitment of university students to the ethics of distance learning, as well as conducting another study to assess the degree of commitment from the point of view of faculty members to make a comparison between these two studies.

LIMITATION

The current study was concerned with revealing the degree of commitment to the ethics of distance learning, and what appeared from the results in this study are from the point of view of the students (sample study).

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