

King Khalid University EFL Students' Perspectives on Teaching Professional Ethics: A New Ethical Pedagogical Review

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Abstract—This study was carried out to discover King Khalid University EFL students' perspectives on teaching professional ethics from an ethical and pedagogical perspective. To attain the three objectives of the study, the two authors adopted the descriptive survey method because of its suitability. For collecting data, a 15-item questionnaire was distributed to a purposive, randomly selected sample containing 100 male and female EFL students from various colleges of King Khalid University during the first semester of 2023. The findings of this study showed that both male and female participants had a higher number of positive responses concerning teaching professional ethics for teaching and learning. Moreover, the majority of participating EFL students at King Khalid University had a positive perspective on teaching professional ethics in education. It was also apparent that, in the areas of teaching, training and learning, there are various fields of teaching professional ethics. This is due to the significant impact of academic settings of universities in general and King Khalid University in particular on the future of their university students. Moreover, it is both the fundamental role and primary responsibility of universities to offer education that will make communities more urbane. The results of the present study also indicated that the character of EFL staff members which includes self-esteem, presence of mind, intelligence, and level-headedness, adapting based on the ability to adapt lesson plans based on students' interests, needs, and preferences are the underlying factors that influenced the participants' perspectives on teaching professional ethics at King Khalid University.

Index Terms—teaching professional ethics, ethical pedagogical, perspective, EFL students, King Khalid University

I. INTRODUCTION

Professional ethics is a truly rational thought approach that aims to understand what ethics should be taught in educational institutions. It also entails a set of recognized ethical conduct and moral actions that offer appropriate social relationships for employees as they go about their daily work responsibilities (Dehghani, 2020; Sobhani Nejad et al., 2015). Ethics teaching and learning look inevitably interconnected. Moreover, the moral perspectives of teaching and the good nature and ethical character of the instructor are often taken for granted in educational institutions and the communities in which educators live and work. Outshined by behavioral theories associated with teaching and learning, using effective teaching strategies to grade and evaluate, classroom discipline, classroom conduct and other considerations, though inherently important, are scarcely viewed from a moral viewpoint (Campbell, 2008).

As a result, rules of professional conduct must be developed and used by the teaching community. An ethical code, when properly imposed, raises the power, position, and reputation of the educational institution in general and the instructor in particular (Carr, 2005; Strike & Soltis, 2015; Hargreaves & Goodson, 2002). Professional ethics is really a rights charter and is responsible for the protection of having the authority to make decisions and the freedom to act in accordance with one's professional knowledge base. Furthermore, professional ethics is a term that refers to fixed standards of behavior within the teaching profession (Begley, 2012; Hariparsad, 2008; Jensen, 2013). For any profession to be respected and have self-esteem, its staff must have and meet certain professional ethics. A profession can only grow when its staff has self-respect and respect for their contribution as a professional to their community.

Professional ethics play a pivotal role in promoting the field of education and enhancing ethics in different educational institutions, especially when it comes to teaching and learning English as a Foreign Language (EFL), thereby creating an upbeat atmosphere for raised efficiency and output (Jensen, 2013; Beck, 1992; Banks, 2020; Biesta, 2015).

Today, English courses mainly focus on language skills, linguistics, literature, and translation. Meanwhile, ethical growth and the teaching of professional ethics have been ignored and disregarded, especially concerning interaction with EFL students (Din, 2023; Ilyas, 2015). However, giving heed to teaching professional ethics and moral improvement in education leads to higher-quality education as classes are taught by highly qualified and ethical

educators (Hansen, 2008; Campbell, 2003). Apart from linguistic skills, language knowledge, and skill functions, EFL students have tremendous potential and significant capacity for critical thinking, ethical decision-making, ethical thought, and moral logic (Birch, 2009; Cam, 2012). Moreover, EFL students are anticipated to have the expertise necessary to perform their work in a trustworthy, appropriate and accurate manner.

Broadly speaking, teaching professional ethics to teachers and other education staff extensively comprises the basic professional responsibility of teachers and educators towards their occupations, academic field, academic work, academic institution, and society as a whole (Light, 1974; Carr, 2005; Darling-Hammond, 1990). This involves conformity to the rules, duties, and ethics in their communication with students, work colleagues, family and the community at large (Hogan, 1973; Alderson & Morrow, 2020). The professional and personal characteristics, capabilities, perspectives, and ethics acquired by educators usually become subjects of educational studies and the modern roles of educators in an improving community highlight the significance of teaching professional ethics (Callahan, 2012; Zipin, 2006; Carroll & Shaw, 2013).

Numerous studies have been conducted that have painstakingly investigated teachers' perceptions about teaching professional ethics; however, to the best of the two authors' knowledge, exploring EFL students' perspectives on teaching professional ethics has gone predominantly unnoticed. Therefore, to have a better picture of the importance and perceptions of ethics, EFL students need to be scrupulously examined. This study is of considerable importance for specific reasons. First, very few studies have been immersed in EFL students' perceptions of teaching professional ethics. Secondly, studies on King Khalid University EFL students' perspectives about teaching professional ethics have gone largely unobserved and the results of the present study can throw light on how these EFL students identify teaching professional ethics. Therefore, it is of crucial importance to investigate the perceptions of teaching professional ethics among Saudi EFL students to set the launching platform for improving academic proficiency and quality of learning in the lecture halls.

A. *Objectives of the Study*

This study, which included male and female EFL students from King Khalid University, has three major objectives. The first objective is to identify EFL students' perspectives on teaching professional ethics. The second objective is to explore the extent to which EFL students appreciate the facets of teaching professional ethics. Finally, the third objective is to determine the factors which impact male and female EFL students' perspectives on professional ethics in teaching.

B. *Questions of the Study*

In accord with the three key objectives of the study, the questions leading this research are:

1. What are the perspectives of EFL students at King Khalid University on teaching professional ethics?
2. To what extent are the teachings of professional ethics elements in education appreciated by EFL students?
3. What are the factors that affect male and female EFL students' perspectives on teaching professional ethics?

II. LITERATURE REVIEW

A. *Concept of Teaching Professional Ethics in a Nutshell*

Wiggins (2006) describes ethics as the thoughtful study of morality. With this description, education in the ethics of teaching should concentrate on the quality of teachers' conduct, its understanding of appropriateness and significance, its true aims, and all of the various types of disputes or opinions for which it makes accommodations (Thompson, 1997; Crigger & Godfrey, 2014). Teaching is an occupation in its own style and one that demands great professional competence and requires its own moral code. Moreover, fostering ethics in the classroom is important for effective technique (Watson et al., 1998; Regan, 2012; Hauser, 2020; Alwadai & Alhaj, 2023). Since teachers play a significant role in their surrounding environments, it is crucial to provide them with ethics and conduct and attempt to make them familiar with the rules of ethics (Hafferty & Franks, 1994; Alwadai & Alhaj, 2023). Consequently, teachers with professional teaching ethics will make attempts to improve the mental, ethical, moral, and socially responsible factors among their students. Accordingly, the moral classroom is a setting that instructors and their students will relish – a place of uniformity, learning, and a place of moral improvement.

Teaching professional ethics is best framed as part of a teacher's professional identity rather than a knowledge base and skills. Most of the central determinants of a teacher's personality operate not within the academic curriculum, but in the more nuanced and less commonly known “non-academic curriculum”. Moreover, teaching professional ethics as a form of “moral education” of which formal ethics teaching is only a minor part, and any endeavor to evolve a general ethics curriculum must recognize the comprehensive cultural circles within which the curriculum must operate (Callahan & Bok, 2012; Hansen, 2019; Lapsley & Narvaez, 2006). Fittingly, to nurture moral maturity in students, both the prescribed curriculum and implicit curriculum must be dealt with by professional educators.

The standards of teaching professional ethics principally include cultural patterns of professional practice mirrored in the workplace (Frick, 2011; Vogel, 2012; Frick & Gutierrez, 2008). Moreover, proper ethics enables teachers to perceive intrinsically ethical characteristics, to evaluate ethical behavior and actions, and to develop one's own system of rules for work.

B. Teaching Professional Ethics at Universities

It is significant to identify the matter of ethics in higher education by realizing that ethics is essential to the core principles of a university as a whole organization. The goal of the university is not only to teach values and morals but it also should strive to be an integrity-driven organization with ethical means. A university without principles or ethics in the way it works as a moral society or organization would be a contradiction of terms (Saat et al., 2004; Ali et al., 2010; Arasteh et al., 2010). In a university, just as it does in a beneficial business society, ethics must play a leading role. The university's role is not merely limited to teaching ethics but must be viewed as a moral establishment, too. With the university concentrating more on enterprising revenue-generating activities to maintain itself, ethics is an overriding factor and essential consideration. Ethics should play a pivotal role in a university and not simply a minor role (Kafi et al., 2018; Petrick & Quinn, 1997; Davis, 2002). The code of ethics of an organization of tertiary education deems a university as a social morality with its ethics, moral code, and regulations. The establishment of ethical codes in the education system is only beginning as there are a myriad of problems that indicate certain difficulties.

To conclude, it is important to note that professional ethics in general and teaching professional ethics in tertiary education, in particular, have a commonly specified decorum between academic faculty and students (Campbell, 2008; Farahani & Farahani, 2014; Gorzin et al., 2017; Alghanmi, 2023). In numerous colleges around the globe, rules improved the codes of teaching professional ethics. In this context, most moral codes, values and ethics have been honored and respected.

C. Previous Studies

Several have been carried out regarding EFL students' perspectives on teaching professional ethics at colleges and universities. These studies have brought great benefits, particularly to the realm of professional ethics. However, up to now and to the best of the two present authors' knowledge, no research paper has been conducted to explore King Khalid University EFL students' perspectives on teaching professional ethics. Therefore, this study will address this research void.

Again, it is important to note that a plethora of research papers have investigated EFL students' perspectives on teaching professional ethics at colleges and universities. For example, in their study, Bahat and Ernas (2023) found that significant disparities were found across different groups regarding their perspectives on curriculum-based information, student protection, and respecting student evaluations depending on their academic year. Moreover, differences were perceived in teacher competence depending on gender. Further, the students' level of education brought about discrepancies in their perceptions of curriculum-based information.

Aki et al. (2021) found that professionalism is the theme that is thought to be the most important in teachers' perceptions toward the principles of teaching professional ethics. Saat et al. (2004) found that students' perspectives about instructors are greater concerning ethics. Furthermore, the study also found that the likeliness of participants committing immoral actions is rather low compared to the likeliness of their counterparts doing so.

Alemi (2020) examined EFL students' perceptions of ethics in the lecture halls. The findings showed that all of the EFL students participating in the study perceive ethics as a central aspect of the classrooms while their viewpoints diverged in ranking some ethics. The findings also demonstrated that the EFL students' consideration of ethics focused on their instructors' behavior and ethics in the classroom.

Rodzalan et al. (2016) found that the levels of ethics of Malaysian undergraduate students were heterogeneous. The results also showed that undergraduate engineering students in Malaysia have a lower level of ethics compared to social science and science students. Relating to gender differences, female students seem to have a higher level of ethics than their male colleagues.

Davis and Welton (1991) found that students' perceptions of decent good behavior develop toward society's expectations during academic life and college culture. Naaz (2015) found that the professional ethics of all three teacher-training institutions in the study have a medium ethics score. The study also showed that there is no significant difference in the professional ethics of student teachers at chosen institutes in terms of gender and discipline. In another study carried out in 2017, Naaz also found that student teachers in public institutions have stronger, more positive attitudes toward professional ethics while student teachers in private schools have moderately positive attitudes toward professional ethics. The study also revealed that there is a significant difference in the professional ethics as viewed by student-teachers in public and private schools.

Ozcan et al. (2013) found that teacher students' considerations are negative in terms of teachers' behaviors inside the classroom and teachers' professional ethics. Sheveleva (2020) found that students mostly observe teachers' professional behavior as it relates to their own career aspirations. Students observe the complacency of teachers' personal traits with ethical standards and gauge the employment instruction and job directives to be the groundwork for the content of the ethical rules of teachers.

III. METHODOLOGY

A. Investigative Approach

The descriptive research method was employed for this research paper as it was the most appropriate approach given the three objectives and the three research questions. It supported the gathering of King Khalid University EFL students' perspectives on teaching professional ethics.

B. Study Sample and Ethics Approval Standards

Given the purposes of this research paper and its questions, a descriptive survey method was regarded as the most proper for attaining the viewpoint of King Khalid University EFL students' perspectives on teaching professional ethics. Moreover, written informed consent was collected from all the participants before the study was conducted by the two authors.

C. Study Sample

A random sampling technique was adopted whereby 100 EFL King Khalid University students were chosen from the English Language Center (Abha), Dhahran Al-Janoub Applied College, The Colleges of Sciences and Arts (Dhahran Al-Janoub), and the Faculty of Languages and Translation.

TABLE 1
DISTRIBUTION OF STUDY SAMPLE ACCORDING TO COLLEGE

The College	Frequency	Percentage
English Language Center (Abha)	30	30.0
College (Dhahran Al-Janoub) Applied	30	30.0
Colleges of Sciences and Arts (Dhahran Al-Janoub)	20	20.0
Faculty of Languages and Translation (Abha)	20	20.0
Total	100	100

D. Study Instrument

The required data was gathered through a questionnaire, the items of which were applicable to the three objectives of this research paper. The initial version of the questionnaire was distributed to five specialists in teaching English as a foreign language to verify the suitability of the questionnaire items and the extent to which they were appropriate for the participants. The last version of the questionnaire was improved after considering the criticisms, remarks and assessments given by the EFL experts. Moreover, the questionnaire was piloted by a group of 25 EFL students. The two authors conducted a pilot study before distributing the questionnaire to all of the study participants; furthermore, they also submitted the questionnaire to a randomly selected sample of 25 respondents. They reported that the items were clear and easy to comprehend. Also, the pilot study allowed the two authors to identify the difference in the time between when the first participant completed the questionnaire and when the last participant completed theirs which was 20 minutes. The reliability coefficient (Cronbach's alpha) of 0.83 showed a good degree of reliability.

TABLE 2
CRONBACH'S ALPHA FOR THE RELIABILITY OF THE QUESTIONNAIRE (ALL SAMPLES: N=100)

Statement	No. of Items	Alpha
The overall reliability of the questionnaire	15	0.83

E. Data Analysis

The analysis of the survey data enabled the two authors to reach a conclusion regarding the participants' perspectives on teaching professional ethics. A total of 100 EFL King Khalid University students participated in the survey. Statistical assessment was utilized to compute the percentages of each item. Responses to the questionnaire items were recorded on a five-point Likert scale (i.e., Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree); the highest grade (Strongly Agree) was given a five while the lowest grade (Strongly Disagree) was given a one. The range calculated for the scale was $5-1 = 4$. Dividing this by the number of categories (five) gave $4/5 = 0.80$ which was the length of each category of the five scales. Finally, the length of the category was added to the lowest grade of the scale, which was 1. Thus, the first category was calculated to be 1 to 1.80. And by adding (0.80) for the next category (which starts with the first category) to produce the second category, and so on for the rest of the categories. The following criteria were defined to analyze the results:

TABLE 3
DISTRIBUTION ACCORDING TO THE GRADIENT OF THE CATEGORIES USED IN THE SEARCH TOOL

Description	Range of Mean
Strongly Agree	4.21-5.00
Agree	3.41-4.20
Neutral	2.61-3.40
Disagree	1.81-2.60
Strongly Disagree	1.00-1.80

IV. RESULTS AND DISCUSSIONS

After the reliability and validity of the questionnaire had been verified, the findings for each questionnaire item were carefully examined.

TABLE 4

Ser No.	Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation	Rank
1	I view that teacher-student relationships are extensively known as an important factor in student motivation.	Freq.	53	35	9	2	1	4.37	0.81	4
		%	45.0	34.0	8.0	7.0	6.0			
2	I view most EFL staff members are not conversant with the notion of professional ethics in the classroom as much as they know about different teaching methods.	Freq.	62	34	4			4.58	0.57	1
		%	60.0	36.0	4.0					
3	Professional ethics play a key role in promoting EFL staff members' and students' perception of pedagogical ethics in classrooms or lecture rooms.	Freq.	12	25	17	28	18	2.85	1.31	15
		%	27.0	26.0	14.0	14.0	19.0			
4	EFL staff members should be punctual and on time for online or offline classes.	Freq.	35	31	19	9	6	3.80	1.19	13
		%	34.0	32.0	18.0	8.0	8.0			
5	EFL staff members should foster, support and motivate students to follow the rules and regulations of King Khalid University in classrooms, examination rooms and on campus.	Freq.	38	38	24			4.14	0.78	10
		%	37.0	39.0	24.0					
6	EFL staff members should devote particular attention to developing the poor language performance of students.	Freq.	42	31	8	11	8	3.88	1.29	12
		%	43.0	32.0	8.0	12.0	5.0			
7	EFL staff members should not intentionally make deceptive statements and fraudulent statements about their colleagues.	Freq.	34	34	12	11	9	3.73	1.29	14
		%	33.0	35.0	12.0	11.0	9.0			
8	EFL staff members' professionalism impacts the role of their pedagogy which, in turn, positively affects their students' ability to learn efficiently.	Freq.	49	30	18	2	1	4.24	0.89	5
		%	48.0	31.0	16.0	3.0	2.0			
9	It is part of EFL staff members' responsibility to keep an eye on students' behavior and ethics in addition to teaching, and training them.	Freq.	41	40	18		1	4.20	0.80	7
		%	40.0	41.0	17.0		2.0			
10	I view improving the professional ethical behavior of the University students must be consistent with enhancing the professional ethical behavior of its EFL staff.	Freq.	61	30	9			4.52	0.66	2
		%	59.0	32.0	9.0					
11	I view teaching like other professions has professional ethical norms and standards. Therefore, EFL staff members should commit to professional ethics in their work.	Freq.	48	35	4	10	3	4.15	1.09	9
		%	46.0	37.0	4.0	10.0	3.0			
12	I view by the increase of commitment of EFL staff members to professional ethics, their students' self-esteem has increased too.	Freq.	47	34	13	3	3	4.19	0.98	8
		%	45.0	36.0	12.0	5.0	2.0			
13	EFL staff members should be free from bias against male and female students.	Freq.	44	34	22			4.22	0.79	6
		%	42.0	36.0	22.0					
14	EFL staff members should adapt their lesson plans based on students' interests, needs, and preferences.	Freq.	63	23	14			4.49	0.73	3
		%	60.0	25.0	15.0					
15	EFL staff members should not accept gifts from their students.	Freq.	36	31	23	8	2	3.91	1.15	11
		%	35.0	35.0	20.0	8.0	2.0			
Mean* for total								4.08	0.38	

* The mean of 5 degrees

In response to the statement “I view most EFL staff members are not conversant with the notion of professional ethics in the classroom as much as they know about different teaching methods”, 36.0% of respondents agreed and 60.0%

strongly agreed (ranking first in order of importance). This finding suggests that EFL staff members are not conversant with the notion of professional ethics in the classroom as much as they know about different teaching methods.

In response to the statement "I view improving the professional ethical behavior of the University students must be consistent with enhancing the professional ethical behavior of its EFL staffs", 32.0% of respondents agreed, and 59.0% strongly agreed, ranking this statement second. This positive finding is evidence that EFL students feel that improving the professional ethical behavior of university students must be consistent with enhancing the professional ethical behavior of its EFL staff.

In response to the statement "EFL staff members should adapt their lesson plans based on their students' interests, needs, and preferences", 25.0% of respondents agreed, and 60.0% strongly agreed, thereby ranking third. This positive finding indicates that EFL staff members should adapt their lesson plans based on students' interests, needs, and preferences.

Ranking fourth is the response to the statement "I view that teacher-student relationships are extensively known as an important factor in student motivation" where 34.0% of respondents agreed, and 62.0% strongly agreed. This positive finding revealed that EFL students feel that teacher-student relationships are extensively known as an important factor in student motivation.

In response to the fifth highest ranking statement "EFL staff members' professionalism impacts the role of their pedagogy which, in turn, positively affects their students' ability to learn efficiently", 31.0% of respondents agreed, and 48.0% strongly agreed. This finding demonstrated that EFL staff members' professionalism impacts the role of their pedagogy which, in turn, affects positively their students' ability to learn efficiently.

In response to the statement "EFL staff member should be free from bias against male and female students", 42.0% of the respondents agreed, and 36.0% strongly agreed, ranking the statement in sixth place. This positive finding showed that EFL staff members must be free of bias against male and female students.

In response to the seventh-ranked statement, "It is part of EFL staff members' responsibility to keep an eye on students' behavior and ethics in addition to teaching and training them", 41.0% of the respondents agreed, and 40.0% strongly agreed. This positive finding showed that it is part of the EFL staff members' responsibility to keep an eye on students' behavior and ethics in addition to teaching and training them.

In response to the statement, "I view by the increase of commitment of EFL staff members to professional ethics, their students' self-esteem has increased, too", 36.0% of respondents agreed and 45.0% strongly agreed ranking the statement in eighth place. This finding indicated that EFL students see that because of the increase in commitment of EFL staff members to professional ethics, their students' self-esteem has increased as well.

In response to the ninth-ranked statement "I view teaching, like other professions, has professional ethical norms and standards. Therefore, EFL staff members should commit to those professional ethics in their work", 37.0% of respondents agreed, and 47.0% strongly agreed. This finding showed that EFL teaching, like other professions, has professional ethical norms and standards. Therefore, EFL staff members should commit to professional ethics in their work.

In response to the statement "EFL staff members should foster, support, and motivate students to follow the rules and regulations of King Khalid University in classrooms, examination rooms and on campus", 39.0% of respondents agreed, and 37.0% strongly agreed, ranking this statement tenth. This finding showed that EFL staff members should foster, support and motivate students to follow the rules and regulations of King Khalid University in classrooms and examination rooms and on campus.

In response to the statement that ranked in 11th place "EFL staff members should not accept gifts from their students", 35.0% of the respondents agreed, and 35.0% strongly agreed. This finding showed that EFL staff members should not accept gifts from their students.

In response to the statement "EFL staff members should devote particular attention to developing the poor language performance of students", which ranked 12th, 32.0% of respondents agreed, and 43% strongly agreed. This finding showed that EFL staff members should devote particular attention to developing poor language performance of students.

In response to the 13th ranking statement "EFL staff members should be punctual and on time for online or offline classes", 32.0% of respondents agreed, and 34.0% strongly agreed. This finding revealed that EFL staff members should be punctual and on time for online or offline classes.

In response to the statement "EFL staff members should not intentionally make deceptive and fraudulent statements about their colleagues", 30.0% of respondents agreed, and 49.0% strongly agreed which ranked 14th. This finding revealed that EFL staff members should not intentionally make deceptive and fraudulent statements about their colleagues.

Finally, in 15th place, in response to the statement "Professional ethics play a key role in promoting EFL staff members and students' perception of pedagogical ethics in classrooms or lecture rooms", 26.0% of respondents agreed, and 27.0% strongly agreed. This finding revealed that professional ethics play a key role in promoting EFL staff members' and students' perception of pedagogical ethics in classrooms or lecture rooms.

To answer research question 1, "What are the perspectives of EFL students at King Khalid University on teaching professional ethics?" the qualitative data showed that the majority of EFL students had positive attitudes towards the role of teaching professional ethics in learning and teaching because the success of any academic institution depends on

teaching and learning them. Moreover, improving the professional ethical behavior of university students must be consistent with enhancing the professional ethical behavior of its EFL staff. The findings of the study revealed that the EFL staff members' professionalism impacts the role of their pedagogy which, in turn, positively affects their students' ability to learn efficiently. The results also confirmed the findings of previous studies which explored the importance of involving teaching professional ethics in both teacher and student curricula while also including various dimensions of teaching professional ethics for staff, and code of professional conduct, all of which have the prospective to impact the ethics of both staff members and students (Naaz, 2017; Bahat & Ernas, 2023; Aki et al., 2021; Alemi, 2020).

To answer research question 2, "To what extent is the teaching of professional ethics elements in education respected by EFL students?" the qualitative evidence showed that EFL students feel that teacher-student relationships are extensively known as an important factor in student motivation. The participants' positive responses showed that EFL students also see an increase in the commitment of EFL staff members to professional ethics, and their students' self-esteem has increased, too. Moreover, they see that teaching, like other professions, has professional ethical norms and standards. Therefore, EFL staff members should commit to professional ethics in their workplace.

To answer research question 3, "What are the factors that affect male and female EFL students' perspectives on teaching professional ethics" the qualitative evidence indicated that the personal characteristics of EFL staff members such as self-esteem, presence of mind, intelligence, cool-headedness, adapting lesson plans based on their students' interests, needs, and preferences are the underlying factors that influence the participants' perspectives on teaching professional ethics at King Khalid University.

V. CONCLUSION

The purpose of this investigation was to find out the perspectives of male and female EFL students at King Khalid University concerning teaching professional ethics. This is because, in the learning and teaching process, professional ethics are the obvious choice to teach to both EFL staff members and EFL students because of its effect on the learning, teaching, and training processes. Today, addressing the subject of teaching professional ethics in teaching, learning, and training typically parallels that of teaching moral standards. Determining how EFL students view professional ethics learning at King Khalid University helps staff members and their students to enhance their teaching and learning appropriately. Therefore, teaching professional ethics is important to fostering professional ethics in the classroom. However, teaching professional ethics must be predicated on the ethical pedagogical and instructional cornerstone. The findings of this study revealed that the majority of both male and female EFL students at King Khalid University had a positive perspective on the facets of teaching professional ethics in education. It was also apparent that in the areas of teaching, training, and learning, there are various fields of teaching professional ethics because of the significant effect of academic settings of universities in general and King Khalid University in particular on the future of their university students, and because of their fundamental role and primary responsibility to offer education that will make communities more cultivated.

Pedagogical Implication

The findings of this study make a significant contribution to the teaching professional ethics literature and educational attainment, particularly in the Kingdom of Saudi Arabia because it appears to be fully in line with Saudi Arabia's Vision 2030 in the field of education. It offers perspectives on how EFL students will cope when faced with moral situations. It also demonstrates EFL students' morality in Saudi Arabia and serves an indicator of what extent they have prepared to enhance the ethicality of the Saudi community at large.

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