THE EFFECTIVENESS OF TEACHING EDUCATIONAL RESEARCH COURSE ON THE DEVELOPMENT OF SCIENTIFIC RESEARCH SKILLS , ACADEMIC AND PERSONAL INTEGRITY AMONG FEMALE STUDENTS OF AL-QASSIM UNIVERSITY

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ABSTRACT

The present study aims to explore the effectiveness of teaching educational research course on the development of the scientific research skills as well as the academic and personal integrity among the female students of Al-Qasim University, department of family and childhood sciences. The sample of the study consists of (45) female students who study the educational research course at the department of family and childhood science, the first term of the academic year 2016/2017CE. To achieve the aims of the current study, three measures have been designed. 1) an integrity questioner consisting of (37) items.2) a questioner consisting of (51) items to measure the personal integrity.3) an achievement test consisting of (34) items in form of multiple choices that cover the main dimensions of the scientific research skills in the educational research :collecting data, steps of scientific research implementation , writing of scientific research . The three measures have been applied before and after teaching the course at the end of the first term. The outcomes of the study have shown that there are statistically significant differences between the two mean scores of students on the test of the scientific research before and after teaching the course in favor of the post- test. The mean scores of the pre-application has reached (10.87), whereas the mean scores of the post-application stand at (25.82). The outcomes also have revealed that there are statistically significant differences at the (0.01) level between the two averages of students grades on the post and pre- test of the academic integrity values in favor of the post- test due to the educational research course , the amount of effect is (0.802). Additionally, there are significant differences at the (0.01) level between the two mean scores of students in the post and pre- test of the personal integrity values in the favor of the post- test, the amount of effect is (0.782). Pearson Correlation Coefficient has been used to reveal the relation significance between student's grades on the post- test of the academic integrity values and the personal integrity values. The value of correlation coefficient equals (0.588), which is a value of statistical significance at (0.01) level. This confirms that the development of the academic integrity values is associated with the development of the personal integrity values, and vice versa.

Contribution/ Originality: This study is one of very few studies which have investigated the effectiveness of teaching educational research course on the development of the scientific research skills as well as the academic and personal integrity among the female students of Al-Qasim University , department of family and childhood sciences for the aim of spreading the culture the academic integrity values among the university of students in Kingdome of Saudi Arabia.

1. INTRODUCTION

The world in general and the Arab, Islamic world in particular are witnessing significant changes as a result of the *information revolution* and the *global openness via the advanced communication means which* have played a vital role in dissolving the national and religious particularities and transmitting global economic material values that have left an impact on the community values and culture of peoples. However, Individuals values system varies according to their cultural and social frameworks. It also differs according to their education levels , mentality ,social status and the orientation of group to which they belong. A person who has been brought *up by* a family emphasizes the physical and economic values has a value system which differs from the system of a person who has been grown up by a family emphasizes the religious and moral values (Rokeash, 1973). To make their missions and orientations achievable , communities lean on the educational institutions to achieve this goal, therefore, these institutions preserve and strength the nation's identity through the values and principles which are instilled in the following generations , so it is very dangerous if corruption spreads in the educational sector whether in developing or developed countries. For example, a doctor or an engineer who lacks a good training , but has a license to practice his job may expose people's life to danger .The same could be said about corrupted researchers in the educational institutions who produce and add fake output to the scientific equilibrium .Accordingly, prevent and follow up corruption in the educational sector is not only an integrity issue, but also it is a fundamental guarantee for sustainable development (Walter and Jonas, 2010). Ignoring rights and violating integrity are signs of the weakness of the religious and moral *scruples* , absence of social control and bad educational level , which in turn spreads the corruption phenomena and the existing social system becomes unable to achieve the desired goals (Malaak, 2014). Integrity is one of the key and active topics in society since it prevents corruption among individuals , mainly students who represent the educated elite , future leaders , and who are responsible for the progress of their community.

Since Universities are considered as the most important institutions of training and socialization in most countries of the world as well as the main engine for progress , they play a vital role in the lives of nations and they are one of the main pillars of the modern state (Badran, 2001). Accordingly such institutions should educate students about the concept of integrity. This goal can be achieved through the various courses taught to students at the study halls , via outdoor activities, or via the application of academic research outcomes which conducted by faculty members within the community .The university curriculum plays a key role in rooting and strengthening values , contributes to the benefit of the society and plays a role in achieving the values that the university seeks such as , integrity values, equality , honesty, fairness and academic freedom (Kezar and Associates, 2005). Accordingly , universities are responsible before the authorities for achieving balance between the provision of general benefit to society ; the enhancement of the academic level and market needs (Burke, 2005).

The course content has to raise many issues inside the study halls through the attitudes that support the values to be instilled in students, and which can be explained by the values of the course that aims at instilling and promoting specific values, modifying or deleting other values. Therefore, the promotion of student's values is important, and such values should represent the main objective of the educational process which may help in planning the educational programs in the educational institutions.

Although the study courses play a great importance in instilling values in students , the reality of such courses create a lot of problems which may hinder students' values promoting inside study halls such as , the scientific

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content of study courses is theoretical which does not give the teacher the chance to apply it or add the social impact to it . In addition, the current content of courses does not make it easy for teachers to a achieve the desired goals and the values he wishes to instil in students . Accordingly, to a achieve a real development of values in the educational institutions , we should design educational courses in accordance with the general values orientation which helps show the social and moral values among the people of community and promote the values of integrity and responsibility. Moreover, we should prepare and qualify specialists who have the ability to address problems through the practical scientific research.

Academic integrity is a social responsibility which is share by students , researchers ,teaching assistants , faculty members and other employees in the institution .Protection a against the academic dishonesty is the decisive defense line , so it is not advisable to encourage or urge students to involve in any action leads to academic dishonesty through vague policies , cooperation , unqualified management of teaching halls or lack of honesty in evaluation and assessment. In fact, trained students observe faculty members conduct and values they believe in , therefore, faculty member who ignore or do not pay attention to the importance of academic integrity may send a message that the main academic and social values n general do not deserve the efforts needed to expose them (Askar, 2012).

Academic integrity includes many topics. The most important one is the exam cheating, research stealing, submitting study projects conducting by other people and evading the law. Accordingly, any action violates people rights and contribute to the provision of false information or fake projects is a flagrant violation of the academic integrity. However, many universities have adopted an active role to establish principles and laws to reach an academic integrity a among all faculty members and employees .In addition, universities have built a local and global partnership to spread the culture of integrity and they have established code of conduct and ethics in order to build an academic community that observes the academic integrity .

Paying attention and strengthening the academic integrity have become an important issue which has taken the interest of people working in the learning and training sectors for the aim of achieving the quality . In fact, we are living in the information age which makes it essay to access   information quickly and free, so how can we protect the educational institutions from fraud, cheating and intellectual theft . This can be achieved through   the development of students learning skills on how to benefit and exploit information morally without violating the social values and human rules. Actually, there are a lot of ways that can be used to spread and observe integrity values , such as spreading the culture of intellectual honesty in all stages of education , reviving good human values, establishing channels of discussion between faculty members and all students , supporting role models , varying in teaching methods in accordance with the latest theories, enhancing the philosophy of exams and renewing their aims, seriousness in the application of academic rules,   getting the academic accreditation a soon as possible and establishing an ethic charter for integrity which all employees within the educational institution should abide to (Malaak, 2014).

This study seeks to establish for personal and academic integrity among a sample of female students who belong to the department of childhood and family sciences at Al-Qasim university through studying the course of educational research. Therefore, the researcher who teaches the course of educational research at the department has seen to examine the impact of teaching the course on the promotion of personal and academic values among a sample of female students who are enrolled in the course in the academic year 2016/2017.

1.1. Problem and Questions of the Study

The study tries to answer the main following question:

What is the effectiveness of teaching educational research course on the development of scientific research skills as well as *the academic* and personal integrity among the female students of Al-Qasim University, department of family and childhood sciences in the academic year 2016/2017?

The previous question has the following sub-questions:

1. What is the effectiveness of teaching educational research course on the degree of having female students the skills of scientific research?

2. What is the effectiveness of teaching educational research course on the development of academic integrity among female students?

3. What is the effectiveness of teaching educational research course on the development of personal integrity among female students?

4. What is the relationship between having the academic integrity and personal one among female students?

1.2. Research Hypothesis

1. There are no statically significant differences between the grades of the pre-test and the post-test in respect of the scientific research skills among the sample of the study due to the study of the educational research course.

2. There are no statically significant differences between the grades of the pre-test and the post-test in the degree of having female students the academic values due to the study of the educational research course.

3. There are no statically significant differences between the grades of the pre-test and the post-test in the degree of having female students the personal values due to the study of the educational research course.

4. Using the significance of the post – test for the two scales indicates that there is no relationship between the degrees of female students on the scale of academic integrity and their degrees on the scale of personal integrity

1.3. Importance of the Study

The importance of the current study arises from the need to educate university student about the personal and academic integrity . Accordingly, Both integrities are considered as tools that guarantee the proficiency and quality of the university output . However, the academic honesty is one of the moral standards which should not be ignored and should be observed to achieve success of any educational institution . It is known in the education fundamentals and policy that there the university life has no value unless the academic integrity is accepted as a method ,constitution and application by the university.

To my knowledge, the current study is one of the rare studies which explores the relationship between the personal integrity and academic one among the female students in Al-Qasim University.

The researcher hopes that the results of the current study may help designers, planners and people ,who are responsible for the implementation of the university curriculum , in educating student about the academic and personal integrity . In addition to highlight the extent to which the offered courses work on the development of academic and personal integrity as well as the promotion of the scientific research among them.

The present study may help in providing the chance for the evolutional and analytical studies which work on the assessment of the educational research course and knowing the extent to which the elements and content of the course are appropriate to the general aim of offering such course which seeks to provide students with the scientific reach skills and positive attitudes towards the scientific research as well as the academic and personal integrity.

1.4. Aims of the Study

- The study seeks to achieve the flowing aims:

1. Exploring the effectiveness of the educational research course on the degree of having the skills of scientific research among a sample of female students at Al-Qasim University.

2. Exploring the effectiveness of teaching the educational research course on the academic integrity values among a sample of female students at Al-Qasim University.

3. Exploring the effectiveness of teaching the educational research course on the personal integrity values among a sample of female students at Al-Qasim University

4. Exploring the relationship between the academic integrity and the personal integrity among the sample of the study.

1.5. The Study Terms

The present study involves the flowing terms:

- **Values**
- The word "values" identified by the (American Collage) dictionary as objects which get a special interest from people (Parm, 1965). Lemos (1995) has identified values as abstract concepts ; they are available in the thoughts and beliefs of people , such as fairness, selfishness, cooperation , loyalty and sacrificing .

Personal values

They are the personal decisions and principles of people through which they can see attitudes and relations surrounded them.

Al-Jalad (2005) identifies personal values as" principles , main beliefs and measurements that guide our conduct ; preferable points in making decisions or evaluating actions and beliefs" (Al-Jalad, 2005).

Integrity

As a value, it means honesty and moderation

Ishikawa (1985) away from any moral reference , he identifies integrity as a comprehensive application for rules and principles .

The word integrity is derived from the Latin word (Integritas) which means safety (Intactness) ,integrity (Uprightne) and reliability (reliable) (the origin of the word gives us integer) . Integrity also refers to a person who has a specific profession, in case he faces different situations, he has to focus on knowledge values and work in general. Sometimes, honesty is used as a synonym for integrity, but the link between them is not direct. For example, when we lie, we lack trust, therefore, integrity is more comprehensive than honesty .It includes beside honesty: proficiency, respect and maintaining responsibilities. Integrity may sometimes match with personal interest, so no problem may appear in making decision or doing some actions. On the other hand, an integrity that goes against personal interest may make us experience a real personal integrity (Tabrah,p:35:20910).

Personal Integrity

It is the commitment that abides to the sound, integrated moral principles that do not accept indivisibility. It can be simply identified as performing the right action for the right reason even with the absence of an eye, (http://kenanaonline.com/users/DrNabihaGaber).

Procedurally, The researcher identifies it as the degree the student get on the personal integrity scale that has been designed for the purpose of the current study.

Academic Integrity

It is defined as a moral charter, a set of values and mechanisms that aim to create a proper culture and conduct which are associated with the academic and scientific research (http://academic integrity). Procedurally, the researcher identifies it as the degree the student achieve on the academic integrity scale that has been designed for the purpose of the current study.

1.6. The Study Limitation

1. Objective limitations: the effectiveness of teaching the course of educational research on the development of scientific research skills as well as personal and academic integrity among the female students of Al-Qasim University.

2. Place limitations: Kingdome of Saudi Arabia, Qasim University, Faculty of Art and Sciences at Alrous city.

3. Personal limitations: Female students who are enrolled in the educational research course ,Qasim University, Faculty of Art and Sciences at Alrous city, department of childhood and family sciences .

4. Time limitations: The first term of the academic year 2016/2017.

2. LITERATURE REVIEW

2.1. Studies Related to the Academic Integrity

A study conducted by Al-Dajani (2013). The study aims to identify the most important reasons that lead students to cheat at Al-Qudus University .In addition to recognize their attitudes towards cheating phenomena and the most common kind of cheating among students. The population of the study involves all the university students and disciplines .The number of population who involved in the study is about 11.000 students enrolled in the second term of the academic year 2008/2009.The sample of the study consisting of 144 students, 76 male and 64 female whom are selected randomly . The researchers design a questioner consisting of two sections: the first section includes the initial data for the study variables and the second one involves 60 items to measure the cheating phenomena among students .The outcomes of the study have shown that cheating as a personal virtue has occupied the first rank of the reasons that lead students to commit cheating. The outcomes also shown that 50.7% of students have a high attitude towards cheating. Moreover, the outcome shown that exam cheating is the most common type of cheating among students . 78.1% of students have stated that they commit cheating at least once during their study years , and 46.3% of students committed cheating more than five times during their study years. The study shown that the variable of place is the only one that predicts the cheating behavior among the university students , where the value of R^2 equals (0.042) , the significance level at 0.029. The outcomes shown that there is a statistically significant relationship at level (α=0.05) between the attempts of school cheating and the students attitudes towards the university cheating .It has been discovered a positive statistically significant correlation between the two variables, where the value of R^2 has reached (0.225), which is a value of statistical significance at level (0.008).This indicates that when the attempts of school cheating increases ,the students behavior towards university cheating increases .The study has revealed that there is no astatically significant differences at level (α=0.105) in respect of students cheating behavior due to the variables of : gender, family raising, place of living , area of living and the degree of religion . The outcomes have also revealed that there is a statistically significant differences at level (α=0.05) in respect of the averages of cheating conduct due to the previous attempts of cheating (Dajani, 2013).

A study conducted by Lucas and Friedrich (2005) entitled as "Individual Differences in Workplace Deviance and Integrity as Predictors of Academic Dishonesty". Lucas and Friedrich (2005) looked at individual differences in workplace deviance and integrity as predictors of academic dishonesty. They theorized that, to the extent that academic cheating is a form of counterproductive work behavior (with the work role being that of "student"), integrity tests should be a strong predictor of academic dishonesty. Outcomes indicated that integrity test scores were moderate to strong correlates of self-reported academic dishonesty, even after controlling for item format similarity, concurrent assessment, and socially desirable responding

A study conducted by Devlin and Gray (2007) aims to investigate why Australian students plagiarise. This qualitative study has gathered the views of 56 Australian students. The results indicates a wide range of contributing reasons for plagiarism. One reason is that higher education institutions do not have adequate admission criteria and will admit students with no background for the courses they are doing. Most of these students have no understanding of what constitutes plagiarism and what it means in practice. A large percentage of the students have no academic

writing skills. They were unable to demonstrate, for example research, writing, referencing and time management skills. If assessment methods for students are poorly designed, students may feel that they have too many assignments, most of them due at the same time. Lack of adequate subject knowledge can force students to rewrite exactly from sources. Because tertiary education fees are expensive, students will rather spend money on buying assignments online than risking failure.

2.2. Previous Studies Related to the Personal Integrity

A study conducted by Al-Jasha'ami entitled as, "Moral Integrity and its Relation with Social Belonging among University's Students". The study aims to identify 1) The moral integrity among the students of the university. 2) The differences in moral integrity among the students of the university due to the variables of gender (male- female) and specialization (humanities science), and grade (second-fourth). 3) The level social belongingness with the university students. 4) The differences in the level social belongingness with the university students due to the variables gender (male- female) and specialization (humanities science) and grade (second- fourth). 5) The correlation between moral integrity and social belongingness of the university students. 6) The differences in the relationship between moral integrity and social Belonging due to the variables gender (male-female) and specialization (humanities science), and grade (second- fourth. The study outcomes have shown that the University students have moral integrity, there are no differences in the moral integrity among the students of the university depending on the gender variables (male-female) and specialization (scientific- Humanities) and grade (second- fourth) ,the University students have social belongingness, there are no differences in the social belonging with the university students, depending on the gender variables (male- female) and specialization (scientific- Humanities) and grade (second- fourth), there is a positive correlation between moral integrity and social of belongingness reached 0.33 and there are no differences in the relationship between moral integrity and social belongingness depending on the type variables (male- female), specialty (scientific- Humanities), and grade (second- fourth).

A study conducted by Daniel et al. (2009) entitled as " Plagiarism, Integrity, and Workplace Deviance". In their study ,the researchers have used actual plagiarism behavior to establish its prevalence as well as relationships between integrity-related personal selection and workplace deviance measures. The research covers new ground in two respects: a)That the academic dishonesty literature is subject to revision using criterion variables to avoid self bias and social desirability issues and (b) we establish the relationship between actual academic dishonesty and potential workplace deviance/white-collar crime.

2.3. Previous Studies Related to Teaching Skills of Scientific Research at University

A study conducted by Frazer   et al. (2006). The study aims at mapping skills of scientific research in Undergraduate Curricula by using an audit tool. The tool is an electronic program that aims to enable users recognize the skills of scientific research skills in an easy and familiar way, and provide them with feedback about the skills that they need to improve in future. The outcomes of the study shown that the tool has been well received by students and faculty members. They have stated that the tool has helped them in teaching and assessing the skills of the scientific research .Moreover, it saves time and efforts .It is fast and easy to use and it can provide quality data.

Perlman and McCann (2005) ,conducted a survey study to know the experience gained in the field of the scientific research among the students of psychology department in a number of educational institutions which grant bachelor degree , and offer at least one course about the scientific research. The outcomes shown that 83% of surveyed institutions have requested students to do project or senior thesis as a basic condition of graduation. The study also has revealed that the curricula and the offered study programs do not meet students ' needs .Moreover, they do not provide students with the needed skills for doing the scientific research.

Harrington and Charies (2003) conducted a survey study to analyze the current situation of the programs concerning the scientific research in the institutions that grant bachelor degree in business administration in the

United Kingdome . The study aims to assess such programs and recognize the scientific skills that they provide to trained students .The study has shown that the institutions use these models to teach the scientific research course: learning via work, application and criticism .The study has recommended that the scientific research skills course should be compulsory for all students and should be added to the study plan in order to develop the students research skills.

3. METHOD AND PROCEDURES

3.1. Study Population

Female students of Al-Qasim University, Faculty of Art and Science at Al-Rous city, Childhood and Family Scie nces Department. The number of female students is (600) in the academic year 2016/2017.

3.2. Sample

The number of enrolled students in the course of educational research in the academic year 2016/2017 is (60) . The random sample consisting of (45) as an audit sample and (15) for application purposes , that is , to detect the reliability and validity of tools . It is worth mentioning that the researcher has taught the same course.

3.3. Study Variables

The independent variable (audit) : teaching of educational research course.

Dependent variables: the degree of having the skills of scientific research, level of academic integrity and personal in tegrity .

Controlled variables: gender (female)

3.4. Methodology and Design of the Study

To verify the hypothesis of the study, the researcher has used the comparative experimental method , a design of one group method .The experiment has been conducted on one group of enrolled students in the educational research course in the first term of the academic year 2016/2017. This design does not need to re-organize or distribute the st udents. Theoretically, control would be better by using the same group in the two case as long as all dependent varia bles associated with traits of the group have been controlled.

Table-1. Methodology and Design of the Study

Dependent veritable	Pre-test	Group exposure to the experimental variable	Post-test
Achievement test	First week application	Teaching the educational research for one term	Achievement test at the 14 week
Academic integrity scale	Second week application	Teaching the educational research for one term	Application of test at the 13 week
personal integrity scale	Third week application	Teaching the educational research for one term	Application of test at the 13 week

Calculating the difference between the pre and post test, then experience the significance of this difference statistically.

3.5. Study Tools: Preparing and Building the Research Tools

To verify the hypothesis of the study and to achieve the aims of the experimental field study ,the researcher has designed three tools: 1- an achievement test to detect the students achievement level for the scientific research skills .2-an academic integrity scale according to Likert scale , where the individuals of the sample give their response by

choosing one of the following : agree ,   somewhat *agree*, disagree (provided that their responses give the relative weights for the positive items (3-2-1), and the negative items(1-2-3). 3- a personal integrity scale according to Likert scale , where the individuals of the sample give their response by choosing one of the following : never, sometimes, often , always(provided that their responses give the relative weights for the positive items (3-2-1), and the negative items(1-2-3). The academic and personal integrity scales have been designed on a form of questioner in addition to the achievement test as follows:

3.5.1. The Achievement Test

To measure the achievement level of students in the scientific research skills, the researcher has prepared the test according to the following steps:

3.5.1.1. Determining the Objective of the Test

Measuring the student's degree of having the scientific research skills in terms of the content of the educational research course.

3.5.1.2. Preparing the Initial Component of the Test

(36) items have been formulated on a form of multiple choices that cover the main themes of the scientific research skills involved in the educational research course, data collection , steps of scientific research and writing of the scientific research . Four choices has been chosen for each item. In addition, the test instruction and question paper have been prepared. The researcher has taken into consideration the conditions of formulating objective questions.

3.5.1.3. Reliability Test Verification

The validity has been evaluated by a number of arbitrators who are experts and specialists in the field. They have been requested to study the tool and give their point of view in terms of the extent to which each item is connected to the aim of the questionnaire. Then, the final component of the test has been approved with (34) items.

3.5.1.4. Experimental Test

The test has been applied on (15) female students in accordance with the average time needed to do the test, (60) minutes.

3.5.1.5. Validity Test

Table (1) shows the test *internal* consistency

Table-2. Correlation *Coefficient between the degree of each domain and the total degree of the test*

Domain	*Correlation* Coefficient
Collecting data	874.**
steps of doing scientific research	796.**
writing of scientific research	817.**
statistically significant at level 0.01**	

As shown in table (1) , *Correlation* Coefficient between the degree of each domain and the total degree of the test is statistically significant , which indicates that the domains are consistent and valid to be applied on the sample of the study .

Also, the reliability of the test has been calculated by using Kuder – *Richardson* 20 as it matches with the test that gives one point for each right answer and zero for the wrong one , as shown in table (2)

Table-3. Reliability Coefficient between the degree of each domain and the total degree of the test

(N)Number of test items	Total test variance	Total of (r) and (w) R: right answers W: wrong answers	KR-20
34	14.85	4.07	0.75

As can be seen in table (2), the reliability coefficient is (0.75), which is a proper degree for the test reliability and consistency.

3.5.1.6. Calculating the Easiness and Difficulty Index as Well as the Discrimination One of the Test

The easiness and discrimination indexes of the test questions have been calculated through the results of the experimental sample which consists of (15) female students. The values of easiness and difficulty index range between (0.33- 0.67) , the discrimination index has reached (0.67- 1) , which is statistically accepted.

Now, we can say that the final component of the test consists of (34) items, and the degree ranges between (0) and (34).

3.5.2. Academic Integrity Scale

Based on the theoretical previous literature, the researcher has designed a questioner consisting of (37) items. The students have been requested to state their responses by selecting one of the following: agree, somewhat agree, disagree. To achieve the test purposes, the researcher has verified the validity and reliability of the test and the possibility of implementation

3.5.2.1. Face Validity

A number of arbitrators who are experts and specialists in the field *of education fundamental, psychology and sociology have been requested to give their views on the test items in terms of :*
1. *The clearness of the test items formulating.*
2. *The appropriateness of the test items to measure the social responsibility of students.*
3. *Any suggested modification or comments.*

All arbitrators have approved the test items, but they call for some items modification. The final component of the test consists of (37) items.

The total number of the tool items is (37-111). The paper (first page) that explains the aim of the test has been attached with the test, including the instructions that explain how to response to the test .

The validity of the test has been verified by the validity of the internal consistency .This has been achieved by calculating the correlation coefficient between the degrees of the test items and the total degree of the test in order to assure the harmony and consistency of the test items with each other. The results as shown in table (3)

Table-4. Correlation coefficient between the degrees of the academic integrity test items and the overall degree

Item	correlation	Item	correlation	Item	correlation	Item	correlation
1	0.498*	10	0.581*	19	0.568*	28	0.494*
2	0.593*	11	0.623**	20	0.758**	29	0.636**
3	0.661**	12	0.527*	21	0.766**	30	0.715**
4	0.653**	13	0.688**	22	0.639**	31	0.572*
5	0.683**	14	0.533*	23	0.544*	32	0.602*
6	0.503*	15	0.668**	24	0.584*	33	0.630**
7	0.632**	16	0.692**	25	0.653**	34	0.782**
8	0.781	17	0.735**	26	0.667**	35	0.714**
9	0.712	18	0.709**	27	0.783**	36	0.721**
						37	0.809**

As can be seen in table (3), the correlation coefficients between the items of the academic integrity test and the total degree of the test are statistically significant at the level 0.01. This confirms the harmony and consistency of the test items.

3.5.2.2. Test Reliability

Cronbach's *alpha* has been used to verify the reliability of the academic integrity test items .In addition to re-applying the test after two weeks. The reliability of Cronbach's *alpha* has reached 0.791, whereas the reliability of re-application has reached 0.905. It becomes clear that the test has good and acceptable psychometric pproperties which assures the test validity to be used in the current study.

3.5.3. Personal integrity scale

Understanding the concepts and indicators of the personal integrity, the researcher has designed a tool consisting of (55) items to measure the personal integrity among students. The students respond by choosing one of the following: never, sometimes, often, always. The researcher has verified the validity and reliability of the test and the possibility of application to achieve the test purposes.

3.5.3.1. Face Validity

A number of arbitrators who are experts and specialists in the field *education fundamentals, psychology and soci ology have been requested to give their opinions on the test items in terms of :*

1. *The clearness of the test items formulating.*
2. *The appropriateness of the test items to measure the social responsibility of students.*
3. *Any suggested modification or comments.*

All arbitrators have approved the test items, but they call for some items modification. The final component of th e test consists of (51) items, four items have been deleted.

The total number of the tool items is (51-204). The paper (first page that explains the aim of the test has been att ached with the test , including the instructions that explain how to response to the test .

The validity of the test has been verified by the validity of the internal consistency. This has been achieved by cal culating the correlation coefficient between the degrees of the test items and the total degree of the test in order to ass ure the harmony and consistency of the test items with each other. The results as shown in table (4)

As can be seen in table (4) , the correlation coefficients between the items of the personal integrity test and the to tal degree of the test are statistically significant at the level 0.01. This confirms the harmony and consistency of test i tems .

Table-5. Correlation coefficient between the degrees of personal integrity test items and the overall degree.

item	correlation	item	correlation	item	correlation	item	correlation
1	0.645*	14	0.856**	27	0.653*	40	0.806**
2	0.785**	15	0.790**	28	0.775**	41	0.857**
3	0.796**	16	0.766**	29	0.694*	42	0.814**
4	0.777**	17	0.797**	30	0.779**	43	0.773**
5	0.656*	18	0.624*	31	0.824**	44	0.848**
6	0.774**	19	0.820**	32	0.790**	45	0.785**
7	0.691*	20	0.616*	33	0.767**	46	0.762**
8	0.794**	21	0.806**	34	0.882**	47	0.784**
9	0.789**	22	0.717**	35	0.769**	48	0.848**
10	0.786**	23	0.728**	36	0.787**	49	0.816**
11	0.792**	24	0.790**	37	0.830**	50	0.808**
12	0.609*	25	0.735**	38	0.818**	51	0.769**
13	0.617*	26	0.851**	39	0.819**		

3.5.3.2. Test Reliability

Cronbach's *alpha* has been used to verify the reliability of the personal integrity test items .In addition to re-apply ing the test after two weeks. The reliability of Cronbach's *alpha* has reached 0.843, while the reliability of re-applicati on has reached 0.921. It becomes clear that the test has good and acceptable psychometric pproperties which assures t he test validity to be used in the current study.

3.5.4. Used Statistical Techniques

Based on the nature of the present study and the objectives that seeks to be achieved , data have been analyzed by using Statistical Package for the Social Sciences (SPSS) , depending on the following statistical techniques :

First, to verify the statistical properties of the study tool , we use :

1. Pearson Correlation to verify the internal Consistency of tools and to calculate the reliability index by Test-Retest.
2. Alpha Cronbach to verify the reliability of study tools.

Second, To verify the *validity* of *hypotheses* and students responses, we use:

1. Paired Samples T-Test to detect the significant differences between the mean scores of students on the pre and post test in respect of the personal and academic integrity values.
2. Eta Squared (-2)[*] as an indicator to the amount of effect in case of using T-test. It has been used to discover the amount effect and effectiveness of teaching the educational research course as an independent variable on the development of scientific research skills as well as the values of personal and academic integrity among female student of Qasim university as dependent variable.

4. ANLYSIS AND DISCUSSION OF RESULTS

4.1. First Hypothesis

To verify the first hypothesis of the study which hypothesizes << there are no statistically significant differences at level of $\alpha \geq$ (0.05) between the mean scores of students in the achievement test of the scientific research skills of the following themes (data collection, implementation of scientific research steps, writing of scientific research) a nd the overall test for students who are enrolled in the course, before or after teaching it.

To verify this hypothesis, the mean scores of students in the pre and post- test of the scientific research skills ha s been calculated . The standard variation and t-test have been calculated for each one group. In addition, (η^2) has bee n calculated to determine the amount effect of the independent variable (teaching the course) on the dependent varia ble (scientific research skills). Table (5) explains what have been discussed above.

Table-6. Shows results of T-test and (η^2) to know the variances between the mean scores of the scientific research skills at the following themes: data collection, implementation of scientific research steps, writing of scientific research) and the overall test for students before or after teaching the course.

Theme	No. items	Application	Number	Averages	Standard deviation	Degrees of freedom	T-value	signific ance	The mount effect
Data collection	10	Pre-test	45	3.24	0.933	44	50.845	0.001	0.98
		Post-test	45	8.22	1.295				
implementatio n of scientific research steps	18	Pre-test	45	5.38	1.248	44	47.747	0.001	0.98
		Post-test	45	12.47	1.546				
writing of scientific research	6	Pre-test	45	2.24	0.757	44	23.298	0.001	0.93
		Post-test	45	5.13	2.537				
Overall test	34	Pre-test	45	10.87	2.537	44	31.801	0.001	0.96
		Post-test	45	25.82	1.992				

Table (5) shows that teaching the educational research course is effective in enabling students mastering some scientific research skills as T-value shows in the overall test (31,801), which is a significance level at (0,01) . The mean scores of the pre-test as a whole has reached (10.87) ,while the mean scores of the post-test has reached (25.82). This indicates that there are statistically significant variances between the mean scores of students in the overall scientific research skills before and after teaching the course in the favor of pre-test application.

Teaching of the course has provided the sample of the study with comprehensive benefit for the three themes .The value of T for the first theme (data collection) equals 50.84 , which is a significance at (0,01) level . The mean scores of the pre-test for this theme equals (3.24) , whereas for the post-test equals (8.22). This indicates that the increase of the statistical significant differences between the mean scores of students in the theme of data collection skills for the pre and post test of the scientific research skills in the favor of the pre-test. The value of T for the theme of implementation scientific research steps equals (47.747) , which is a significance at (0,01) level . The mean scores of the pre-test for this theme is (5,38) , while for the post –test is (12.74). This indicates that there is statistically significant differences between the mean scores of students in the theme of implementation scientific research steps in the pre and post –test of scientific research skills in favor of the post-test.

The third theme of the scientific research skills is statistically significant ,where the value of T is (23.298), which is a significance at (0,01) level. The mean scores of the pre-test for this theme is (2.29)) , while for the post–test is (5.13). This indicates that there is statistically significant differences between the mean scores of students in the pre and post –test of scientific research skills in favor of the post-test.

The previous outcome shows that there is a positive impact for teaching the educational research on the development of scientific research skills among students of the course , and on the themes of data collection , implementation of scientific research steps , writing scientific research and the overall scale , which means the rejection of Null Hypotheses and the acceptance of the alternative hypotheses which hypothesizes that " there are statistically significant differences at ($\alpha \leq 0.05$) level between the means of the scientific research skills degrees in respect of the themes of data collection , implementation of scientific research steps , writing scientific research and the overall scale of the students course before and after teaching it.

To determine the amount effect , (2μ) value has been calculated which shows that there is a high positive effect equals (0.98) for teaching the educational research course on the development of the scientific research skills among student sample , and on the themes of data collection , implementation of scientific research steps , writing scientific research and the overall scale , where the result of (2μ) for all themes and the overall scale shown a high effect according to (Cohen) classification which states that the amount effect will be high if it exceeds (0.8).

4.2. Second Hypothesis

The second hypothesis of the current study assumes that " there are no statistically significant differences between the mean scores of students on the pre- and post scale for the academic integrity values due to the study of educational research course".

To verify the validity of this hypothesis, the researcher has utilized T-test for integrated groups in order to compare the mean scores of students on the pre- and post scale of the academic integrity values . results as shown in table (6) :

Table-7. Shows the significance differences between the students degrees on the pre-and post scale of the academic integrity values.

scale	Average	Standard deviation	Differences average	Standard deviation of differences	Degrees of freedom	T-value	Significant level	*Amount effect*
pre	59.289	8.874	23.511	11.799	44	13.367	0.01	82.800
post	82.800	7.757						

Table (6) shown that

- There are statistically significant differences   at 0.01 level between the mean scores of students on the pre and post scale of the academic integrity values due to the study of educational research course , and in favor of the post scale , the amount effect is (82.800).
- The previous outcomes confirms that there is a high effect of teaching the educational research course on the promotion of the academic integrity values among the students of Qasim university . Kohlberg states that the knowledge growth plays an important role in the morality growth. He sees that changing the individual environment leaves impact on his understanding and interpreting events , which in turn creates a kind of psychological conflict and unbalance , so an individual seeks to cope with his environment via knowledge – re-organizing which leads to organize the previous moral values and establish new moral values, (Rest.1965.571-572).

4.3. Third Hypothesis

The third hypothesis assumes that " there are no statistically significant differences between the mean scores of students on the pre- and post scale for the personal integrity values due to the study of educational research course".

To verify the validity of this hypothesis, the researcher has utilized T-test for integrated groups in order to compare the mean scores of students on the pre- and post scale of the personal integrity values . results as shown in table (7) :

Table-8. Shows the significance differences between the students degrees on the pre-and post scale of the personal integrity values

scale	Average	Standard deviation	Differences average	Standard deviation of differences	Degrees of freedom	T-value	Significant level	*Amount effect*
pre	145.844	8.783	24.401	13.023	44	12.568	0.01	0.782
post	170.245	11.654						

Table (7) shows that

- There are statistically significant differences   at 0.01 level between the mean scores of students on the pre and post scale of the personal integrity values due to the study of the educational research course , and in favor of the post scale , the amount effect is (0.782) .

  The previous outcomes confirms that the effectiveness of teaching the educational research course on the promotion of the personal integrity values among the students of Qasim university .

4.4. Fourth Hypothesis

The fourth hypothesis assumes that " there is   no statistically significant relationship   between the students degrees on the post- scale of the academic integrity values and their degrees on the post scale of the personal integrity values .

To verify the validity of the fourth hypothesis of the study , the researcher has used *Pearson* Correlation Coeffici ent to detect the significant relation between the students degrees on the post –scale of the academic integrity values a nd the personal integrity values, the value of correlation Coefficient is 0.588, which is a statistical significant at 0.01 level. This assures that the development of academic integrity values is associated with the promotion of the personal integrity vales, and vice versa. It is noticed that the R-Squared or *Coefficient* of Determination equals (0.346) , which means that the value of common variance between the personal integrity values and the academic ones is about 34.6%

5. CONCLUSION

The outcomes of the study have shown that:

Teaching the educational research course is effective in enabling students mastering some scientific research skills as T-value shows in the overall test (31,801), which is a significance at (0,01) level . The mean scores of pre-test as a whole reached (10.87), while the mean scores of post-test is (25.82). This indicates that there are statistically significant variances between the averages of students degrees in the overall scientific research skills test before and after teaching the course in the favor of pre-test application, and in all its themes .

- There are statistically significant differences   at 0.01 level between the mean scores of students on the pre and post scale of the academic integrity values due to the study of educational research course , and in favor of the post scale , the amount effect is (82.800).

- There are statistically significant differences   at 0.01 level between the averages of students degrees on the pre and post scale of the personal integrity values due to the study of the educational research course , and in favor of the post scale , the amount effect is (0.782) .

- The development of the academic integrity values is associated with the promotion of the personal integrity vales, and vice versa

6. RECOMMENDATIONS

The researcher has recommended the following:

1. To approve the teaching of the scientific research as a compulsory course in all university study plans since it has a huge effect on the development of scientific research skills among students .

2. Doing more research to explore the effect of teaching the educational research course on the scientific thinking skills among students.

3. Exploring the relationship between the academic integrity and other variables , such as control site, religious motivation , self-esteem)

- Conducting studies to know the extent to which the knowledge and beliefs contribute to the development of the academic integrity among university students.

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Appendix (1) personal Integrity Scale

Dear student,

I would like you to respond honestly to the items on the personal integrity scale for the purpose of scientific research .I would appreciate it if you respond to all items.

Course title: Dep :   Term / year

No	Item	never	sometimes	often	always
1	I believed that I was right, then I have discovered that I am wrong				
2	I admit and correct my mistake				
3	Prevent others from making mistakes				
4	I have a sense of responsibility towards my university				
5	*I take* full *responsibility for all* of *my actions*				
6	*I take* full *responsibility* for my success and failure				
7	I use all my *full* potential to do my duties				
8	I do actions that praise Allah				
9	I ask other people to perform my duties when I m busy				
10	I do not mind leaning on cheating to succeed in exams				
11	I acknowledge my enemy favor upon *me* if he does well				
12	I acknowledge favor of anyone who gives me constructive criticism				
13	I divulge secrets of people who have hurt me as punishment				
14	I blame myself when I commit a fault				
15	I lied to get out of a difficult situation				
16	Waiting to be paid *back* for previous *favors given* to others				
17	I have to behave against my personal conventions				

18	I have who share me reasons of my failure				
19	I have not responded honestly to the some items of the questioner				
20	Nowadays people are frauding to avoid punishment or to obtain a benefit				
21	I discriminate between people according by their origins				
22	It is necessary to place security cameras on markets				
23	People who are not honest achieve success quickly				
24	I stand on my brother's side even if he is unfair				
25	I fear Allah for everything I do				
26	I neglect my moral conventions if they have negative impact on me				
27	I do the right action even if others do not encourage me				
28	I am planning a plan for people who are plotting a plot against me				
29	I deserve a reward no more than the real work I do				
30	I do not mind using the money put into my trust ,but I have to return it if it is requested by the owner				
31	I do testify against any one of my family member if it hurts him				
32	Dispute with someone frees me from the promise I made to him				
33	I truly believe that my moral conventions are important to others				
34	I prevent my colleges say something bad against others even if they admit mistakes				
35	I keep things put in my trust even if they belong to person who is not honest				
36	Nowadays , cheating is more common in the university than the school years				
37	I do not mind lying to get a better chance				
38	Most people deal with me honestly				
39	I wish to other people as much as I wish for myself				
40	I delivered a false excuse for being absent to avoid denial				
41	I correct my mistakes and I take responsibility for the consequences				
42	I do what I think that it is right before the eyes of others				
43	I think about changing the convictions of others for the better, even if they were more intolerant				
44	I cancel a decision if there are reasonable reasons				
45	Others believe that I have a moral mission				
46	Nowadays, values are getting worse				
47	I work on achieving my personal aims whatever is the method				
48	I appreciate an outstanding action even if it is done by someone I hate				
49	To be honest, it is enough to know the mistake and avoid it				
50	I prefer my own interest on the public interest				
51	I seek someone to speak on my behalf to get a job after graduation				

Appendix-2. Academic Integrity Scale

No	Item	agree	somewhat agree	disagree
1	Borrowing my colleges' homework is more better than not doing it at all			
2	I do not mind cheating on the course exam to pass it			
3	I do not mind getting a similar version of the exam before it is taken			

4	It is a clever idea to Use new methods of cheating			
5	Writing some notes on piece of paper to remind me of the exam's answer is not cheating			
6	I provide new students with my previous assignments and research papers			
7	I like sitting next to my friends during the test			
8	It is mercy and cooperative to help weak students in the exam			
9	I ask Allah forgiveness if I have to cheat on the exam			
10	The kind of penalty depends on the amount of material used on cheating			
11	I am very cautious to cover my exam paper if someone tries to cheat			
12	Paraphrasing ideas of other people using my own language does not oblige me to documentation			
13	Using literal words of others demands documentation			
14	Using three successive words of others does not need documentation			
15	Using ideas of others does not need documentation			
16	Using common saying does not require documentation			
17	I prefer getting a copy of the course instead of buying it			
18	I prefer the teacher who trains me on the exam questions or similar questions			
19	If I found the research related to my topic on line , I would slight changes , then handed it			
20	It is not necessary to mention the reference of the report or assignment that concern one of the courses			
21	I do not mind using only one reference frequently in the report or research			
22	I do not mind re-handing a report or a research in another course			
23	I visit the best libraries to write a report or a research concerning a specific course			
24	I prefer group work to do assignment in order to benefit from efforts of my colleges			
25	I handed the same duty for more than one courses			
26	Some students buy an academic duty or ask others to do it			
27	Submitting the same duty to different classes			
28	I have to provide a fake medical leave to cover my absence in exams			
29	The teacher should make a copy of the students answers before handing them to students to insure that they will change their answers			
30	I may lie to protect my college from cheating penalty			
31	I do not have to take my teacher's permission if I want to make a copy of my own exam paper			
32	Translating a research displayed on the internet into Arabic language gives the translator the right to take credit for it			
33	The successful researcher could estimate the outcomes of the research without applying it			
34	I liked the topic of my colleges research, so I decided to write on			
35	I do not mind letting someone else to take my exam on behalf of me			
36	Some students lie that they participated in a team work			
37	Some students lie that they did a part of other students work			