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Analysis Of Primary School Teachers' Awareness Of The Fundamental Reform Document And Its Impact On Professional Ethics In The Context Of Cultural And Social Changes

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Abstract

This study examines the level of awareness among primary school teachers regarding the Fundamental Reform Document of Education and its impact on their professional ethics within the context of cultural and social changes. The aim was to analyze the relationship between awareness of the document and components of professional ethics, including educational justice, professional commitment, and ethical upbringing. A mixed-method (qualitative and quantitative) approach was employed. The statistical population included primary school teachers and principals in Malayer during the 2024–2025 academic year. In the qualitative phase, 12 participants were selected through purposive sampling for semi-structured interviews, and the data were analyzed using MAXQDA software. In the quantitative phase, 225 teachers were selected through simple random sampling and completed a researcher-developed questionnaire. The quantitative data were analyzed using SPSS and Smart PLS software, employing t-tests, ANOVA, and structural equation modeling. The results revealed that awareness of the document had a significant positive effect on educational justice ($\beta=0.546$), professional commitment ($\beta=0.338$), and ethical upbringing ($\beta=0.651$), but no significant effect on social interactions ($\beta=0.102$). Therefore, enhancing teachers' awareness of the Fundamental Reform Document can improve their professional ethics and contribute to the overall quality of education.

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Extended Abstract

Introduction

In primary education, which lays the foundation for students' character development, social skills, and academic structure, the role of teachers as key agents in achieving educational goals becomes particularly critical. In this context, teachers' awareness of and adherence to top-level educational documents—especially the Fundamental Reform Document of Education, regarded as the roadmap for the national education system—plays a pivotal role in enhancing educational quality and institutionalizing professional ethics. However, evidence suggests that many primary school teachers lack sufficient familiarity with this document, which may lead to shortcomings in their educational roles, diminished ethical commitment, and reduced instructional quality. In light of these concerns, analyzing the relationship between teachers' level of awareness of the Reform Document and their adherence to principles of professional ethics—particularly in the face of cultural and social transformations—is an essential step toward reconstructing the education system and formulating effective strategies for shaping the future generation.

Methodology

This study employed a mixed-method approach to examine primary school teachers' awareness of the Fundamental Reform Document of Education and its impact on their professional ethics in Malayer during the 2024–2025 academic year. In the qualitative phase, 8 to 12 teachers and principals with relevant expertise and experience were selected using purposive sampling to participate in semi-structured interviews. The data were coded and analyzed thematically using MAXQDA software. In the quantitative phase, the statistical population consisted of all primary school teachers in Malayer, from which a sample was selected through simple random sampling based on standard statistical formulas. Data were collected via standardized questionnaires measuring awareness and professional ethics and analyzed using SPSS. Additionally, the conceptual model was evaluated using Smart PLS software and the partial least squares (PLS) method. Instrument validity was confirmed through expert review and Cronbach's alpha, while the reliability of qualitative analyses was ensured through independent coding. By integrating qualitative and quantitative data, this mixed-method approach offered a comprehensive understanding of how teacher awareness influences professional ethics in the context of cultural and social change.

Results and Discussion

The findings of the study indicate that primary school teachers' awareness of the Fundamental Reform Document is significantly and positively related to key components of their professional ethics, especially educational justice, professional commitment, and the ethical upbringing of students. Thematic analysis of the qualitative data showed that teachers placed strong emphasis on the educational goals outlined in the document and the realization of educational justice, while challenges such as lack of specialized training and workload pressure were identified as major obstacles to full implementation. Structural analysis of the quantitative data using Smart PLS confirmed a direct and significant effect of awareness on professional ethics (e.g., path coefficient of 0.691 for the overall effect of awareness on professional ethics). Among the dimensions assessed, only the relationship between awareness and social interactions was not statistically significant ($p = 0.059$). Model fit indices (SRMR = 0.05, NFI = 0.93, GFI = 0.96) indicated a good fit between the conceptual model and empirical data. The results of this study suggest that teachers' awareness of the Fundamental Reform Document serves as a key factor in enhancing their professional ethics within the primary education setting. The high level of teacher engagement with the document's overarching goals—particularly in areas such as educational justice, professional commitment, and ethical role-modeling—demonstrates that increased awareness correlates with more structured and responsible professional behavior. Nevertheless, obstacles such as insufficient capacity-building programs and systemic pressures negatively affect the full realization of the document's objectives. Therefore, strengthening support structures, designing targeted training programs, and addressing the professional needs of teachers can pave the way for the effective implementation of the document's transformative goals and elevate the quality of education in primary schools.