

COMMITMENT DEGREE OF JARASH UNIVERSITY ADMINISTRATION TO THE ACADEMIC PERFORMANCE ETHICS

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Abstract

This study aimed at knowing the degree of commitment to the criteria of Academic Performance Ethics at the Administration of Jerash University. In order to realize this, an instrument has been developed to measure the degree of commitment to the criteria of academic performance ethics at the administration of Jerash University from the teaching faculty point of view. The study consists of 36 items with suitable validity and consistency, then they were distributed to a sample consists of 142 staff members during the second semester 2010/2011 at Jerash University- Jordan. The results of the study revealed that the degree of commitment to the criteria of academic performance ethics at the administration of Jerash University was high. Besides, it showed that there were statistically significant differences in the evaluation of the sample members due to the college specialty variable, and to the behalf of humanity colleges, but there were no statistically- significant difference to the years of experience variable. The study recommended that Jordan Universities should prepare a guide to the ethics of the academic performance system to be used as a basic reference to determine the relationship between the university administration, teaching staff, and students, as one team work.

Keywords: Ethics, academic performance, universities

Introduction

Ethics of the administrative performance is among the basic foundations for running the work efficiently and effectively, and an important issue for the administrative to carry out

his/her duties. With the expansion of the educational institutions and augmentation of their responsibilities and burdens, it requires the management officials' difficult responsibilities and assignments, so every institution will include professional ethical rules and politics different from the other. This is because every function has its unique own functional ethics to be observed by the workers.

The commitment of the educational leaders to the professional ethics motivate them to perform their works according to the rules, regulations, instructions and academic norms, within clear plans of relationships, between those leaders and the faculty members. Accordingly, this relation will be laid on bases governed by the ethical, academic set based on mutual respect, and demonstrating more individual freedom, so everybody will enjoy a personal independence that motivates him/her toward more production.

The professional ethics is the main framework that that controls the individual work in remaining within the rules, regulations and directions. They are matters that cannot be transcended, the surpassing of which represents a clear revocation of the profession requirements and ethics. Therefore, it is clear that the profession ethics are the self-deterrent and controller of the individual's work, the evaluation point of his/her work and setting back to the right track toward performing the required duties faithfully.

Attention is increasing on the administrative work ethics, and there had emerged a bad need for the existence of a benchmark framework, to be observed by the managers for the sake of improving their behaviors, defining their responsibilities, and outlining their commitment to their profession ethics and their contribution to the development of the educational institution, and promoting it to face the emerging challenges (Valock, 2007).

Here arises the need for the presence of the management profession ethics that will delineate its path, illustrates and governs its behaviors. Therefore, attention increased on the ethical aspect of the profession and the development of a code of ethics for the management, to practice the managerial educational work and train the works in this management. Every profession, regardless of its duties assigned to it, has its ethical and professional foundations to be followed by the workers, and observed by the owners as well. Its ethical criteria are extracted through the nature of its activities and objectives. Accordingly, the profession ethics are a number of principles, rules, ethical criteria that should be observed by the profession practitioners (Al-Horani, 2005).

Thus, ethics are a system of values and laws that defined what is right and what is good. It is basically concerned with rightness and goodness, and the oughtness of conduct.

The term "Akhlaq" (in Arabic) is the plural of the single word "Kholoq (conduct) or Kholq", which means habit, quality, nature and religion (Battah, 2006).

Aristotle considered the ethics or conducts as the virtue, which has two sides: the mental side and the moral side. He saw that the mental side could be acquainted by learning, but the moral side could be acquainted by habitual actions. Further, virtue and morals are, in his view, a number of critical characteristics, such as truthfulness, trustfulness, chasteness, justice and sincerity. In Oxford Dictionary, the term "ethics" means the politeness principles and rules of conducts. However, ethics are defined as a number of abstract rules and principles to which the human is subjected in his/her behaviors, and are the criteria for evaluating his/her behaviors. These rules and principles are taken from a comprehensive philosophical image based either on the brain or the religion, or on both of them. Al-Soud and Battah (1996) concluded of this definition and other definitions that:

- Ethics are a number of abstract rules and principles
- These rules and principles are based either upon a mental or religious foundation.

The international literature on this topic indicates that the current trend in the management-related ethical values is based upon many axles such as: importance of citizenship, prevalence of democracy and freedom. The American Principals Association defined the ethical dimensions that are indicative in the educational administrative behavior, which were summarized by Al-Taweel (2001) as follows:

- To make the students' welfare and interests the principal pivot of his/her decisions and acts.
- To achieve his/her professional and humanitarian responsibilities, faithfully, truthfully and sincerely.
- To support and safeguard the civil and humanitarian rights of all the workers.
- To respect and obey the constitution, laws and applicable rules in the university.
- To apply the prescribed educational policies and observe the laws, regulations and instructions of their educational system.
- To pursue appropriate and suitable was to develop and improve educational laws and policies.
- To avoid utilization of his/her position to obtain personal gains or interest, whether in political, social or economical domains.
- To seek obtaining academic degrees or vocational qualification from accredited institutions.

- To maintain the professional level and work toward improving its effectiveness through research, and professional growth continuity.
- To respect all the effectively valid contracts and agreements, and be committed to all whatever concerns them.

Administrative thinkers paid attention to the ethical dimension. Barnard, for instance, indicated that the objective of the administrative organizations should be ethical. Dessler saw that administrative personnel practice their managerial works in conformity with their ethical values and convictions, even though these ethical values and criteria are clearly affected by the higher management ethical criteria. In this concern, the specialists in this area, such as Dalven (2010) see that the administrative states can be assorted within two categories:

- A- Category One: that includes the ideal cases governed by laws, regulations and directives. Normally, the administrative here deals with these cases according to the law, and he presumes that the ethics of the decision taken in this state stems from the ethics of the law per se.
- B- Category Two: that includes un-ideal cases, which are not covered by law, regulations and directives, and needs the administrative to base his decision on a certain ethical foundation.

It is clear that there is an urgent need to develop an ethical constitution and design training programs for the university administrators, through which they should be taught to be wakeful about the concepts of the professional academic behavior and its necessary features. Of course, prior this, efforts should be spent toward upgrading the scientifically established administration profession, through theoretical enrichment and continuous research carried out by the academics under cooperation with the field practitioners.

The importance of ethical commitment here is significant through availing a climate for the administrators to practice and improve their profession. This will lead to promote the educational criteria and attract trustworthy people for this profession. However, commitment here alone does not suffice, unless it had been springing from the self conviction of the importance of ethics at work and society (Al-Hadban, 2009).

The ethics principles and rules are the most important foundations of life, and are closely related to the educational process for the purpose of organization of the human behavior. Virtuous morals are the main support for the maintenance of the community. All the Divine religions and capitularies as well as positive laws urged to adhere to the virtuous morals, because the humanity of the human is realized through these morals. And relating the

individuals' behaviors with the principles and rules of the conduct leads to make this behavior characterized by: reliability, consistency and harmony. It forms one of the social discipline components with the individual, and the motive for achieving his purposes; releases him of fears and instincts; and it depends in him a feeling of belonging and adaptation to his community (Abdel Hamid & Al-Hiyyari, 1985).

The importance of ethics of the university administration is based on being a part of that humanitarian and dynamic interaction among the university population members, which aims to implant the values of discipline, perseverance and sincerity in work, trustfulness and cooperation. These are values of high concern of the community that the individuals should observe. This is particularly important since the university teaching is responsible for preparing the thought, scientific, literary and professional leaders of different levels, and for all the community organizations and facilities. It also aims at development of the educational organizations and upgrading them to face the emerging responsibilities and problems (Al-Sayyid, 1978).

Each profession has its ethical criteria which usually taken out from the nature of their activities and objectives. The profession ethics are a number of principles, rules, criteria, heuristics and values that delineate the behavior that all the profession practitioners should adhere to. Therefore, professionals are committed to abide by these principles, rules and criteria and avoid derail off their provisions. The profession ethics are represented in these controls and special directions about the utilization of these authorities and powers by the professional, which are delegated by his profession concerning his dealing with others who required and need his professional services (Al-Yousufi, 2011).

Thinking of the importance of academic ethics is propelled by the possibility of the existence of unlimited chances for the misuse of the estimation powers and authorities while practicing the university administration. The legislations that organize the works, in general, provide for the importance of the duties and responsibilities that should adhered to by the administrator. They are partially related to the personal estimation responsibility based upon the rules of ethics, education training processes and good ability (Rose, 2009).

Efficiency to perform a certain work must be built on the academic ethical bases, as the academic bases alone are insufficient to achieve this work, unless it was combined with an ethical commitment, because this commitment is the framework or the style under which all the university administrative works and practices will be carried out. Employees or workers may have a high degree of knowledge and skill in work, yet they need a party to control their behaviors, increase their effectiveness and elicit morale in their selves, this could

be only achieved through their commitment to the ethical rules at the work they perform (Abdel Hamid, 1985).

The academic performance ethics cannot be realized by any administrator, simply through his reading of a number of ethical rules. Rather, they are crystallized through educational means that implant in him/her values and trends toward the ethical commitment. Recently, interest in the administrative work ethics and leading conduct increased. This may be due to the irresponsible acts of some people, such as bribe, favorableness, and authority misuse. Thus, there appeared a need to create a code of ethics/conducts to be a reliable benchmark when assessing the work of administrators. It is established that it possible to find the creative university administration unless it is of a high ethical degree in its behaviors. This especially true as such an administration is the good ideal of the faculty members and workers, which called the management sciences, with cooperation of the psychologists and sociologists, to think of setting a system by which the behavior criteria are scaled, based on administrative foundations such as surveillance, inspection, regulations, legislations, awards and punishments (Al-Shuraiqi, 2011).

If we agree on the importance of the ethical commitment of every member of the society, then we have to agree on its vital importance for the university administrator, as this administrator is addressing a certain responsibility which requires him to burden it. Needless to say that the higher the position rank the administrator occupies, the more important the ethical commitment is. In addition, this general ethical commitment produces a limited ethical commitment; that is the "academic ethical commitment", since the educational administrator is asked to follow a certain occupational professional behavior which construct is: integrity, honesty and transparency, which is supposed to lead him to an organized, productive, and incentive institutional work.

Many of the aforementioned field studies had been conducted in a number of the Arab and foreign countries on the ethics domain in the higher education institutions. Here below I present some of these studies:

Dahel (2006) conducted a study aimed at identifying the commitment degree of the university professors to the education profession ethics, from the students' point of view. The study population consisted to the students of Rigbies University for vocational students in Colorado State, USA. The study sample consisted of (601) students. The results indicated the possibility of defining nine principles in the university education, which can inform the professors about the effective and successful education methods. These principles included: ability to understand the students' conditions; appreciation and respect of their feelings;

ability to manage the curriculum and lesson planning; technology use in lectures has its key role in the success of the educational process. Furthermore, the accurate and effective method of the professors performs a large role in changing the academic track and taking it far off tedious indoctrination to the wide space of creation and progress.

Al-Horani's (2005) study aimed at defining the ethical behavior of the university professor in the academic field as viewed by the faculty members and students in the University of Jordan. It also aimed at coining the academic code of academic conducts of the professor, which is agreed upon by the faculty members. The study population consisted of all the faculty members with the ranks of professor, associate professor and assistant professor (n=741), and the BA degree students (n=30953).

The results showed an agreement among both the faculty members and students over (14) behaviors which were the most non-ethical behavior styles. The results also showed the existence of statistically significant differences attributed to the gender, college, and academic rank variables regarding the faculty members; as well as the existence of statistically significant differences attributed to the gender, educational level, place of residence of the student's family and achievement level regarding the students. Finally, the study concluded in the developing of an academic code of conduct for the university professor, which further included (87) unethical behavior styles that gained agreement by both the faculty members and students.

Quzuq (2005) conducted a study aimed to identify the commitment degree of the academic departments of the Jordan public universities to the professional ethics. Study population comprised all the faculty members of the Jordanian public universities (n=8) during 2004/2005 academic year, which total number was (2780) faculty members. The study results showed statistically significant differences in the commitment degree of the heads of the academic departments in the Jordanian public universities regarding the professional ethics attributed to the two variables of specialization and academic rank, from the view of the faculty members.

Morgan & Korescggen (2001) conducted a study which sought to examine the differences between the faculty members and the students on the ethical behavior degree of the faculty members in one of the American public universities. The study sample consisted of (115) faculty members and (157) students of the BA degree level. A 16-item questionnaire had been constructed, each of which concerns the ethics of the faculty member behavior. The study concluded to that there are differences in the images made by the faculty members and the students for the ethics of the following behavior styles: they seek popularity through

holding easy examinations; he/she accepts a financial commission when printing a university textbook; he/she uses the reinforcement method during lectures. Such styles are viewed as more unethical from the faculty members' point of view than viewed by the students. On the other hand, students consider some behavior styles are more unethical than seen by the faculty members, which included: he/she uses old notebooks and remarks in his/her lectures; violates the trust the student aspire to; and teaches a subject/course that he/she does not scientifically master it in general.

Schulte (2001) conducted a study sought to identify the images of the faculty members and students of the ethical climate in the Faculty of Education in one of the American universities, as well as the effect of this ethical climate on the study continuity of the students in this faculty. The study sample consisted of (37) faculty members and (281) students of the BA degree level. The results indicated statistically significant differences the images of the faculty members and students on t he ethical climate in the university professor's behavior domain. Yet, it showed that there were not statistically significant differences on these images that may be ascribed to the role, major and academic specialization of the respondent. Furthermore, the study showed that the faculty members see that the most influencing behavior styles of the university professors on the ethical atmosphere are: his/her recognition of the serious contribution of the students; he/she shows interest in the vocational development of the students; reinforces and encourages students; and keeps the students confidentialities.

Finally, Ismail (2000) conducted a study aimed at identifying the commitment degree of the faculty members of the education colleges to the ethics of the education profession, from the view of the students. The study population consisted of all the faculties of education students at three Jordanian universities (University of Jordan, Al-Yarmouk University and Hashemite University) during the 1999/2000 academic year (n=2600 students). The study sample consisted of (620) male and female students. A questionnaire was prepared and distributed over the study sample, which results were processed using the means and multivariate analysis of variance (MANOVA). The results showed a commitment degree of the profession ethics with the faculty members. It further showed that there are no statistically significant differences attributed to the gender variable, but there are statistically significant differences attributed to the educational level on the commitment degree of the education profession ethics. Further, there was a significance of the university variable, but no significance of the residency place variable concerning the commitment degree of the profession ethics.

Accordingly, the academic performance ethics are an important requirement of the quality control in the universities. In fact, a deep examining of the international universities classification will clearly indicate that their advancement and prosperity were related to their academic ethical principles commitment and maintenance.

Studying the academic performance ethics is among the basics upon which the administrative and academic functions in the universities are laid. It is the controller of the workers' behavior in directing the individual workers in these universities toward defining the acceptable and unacceptable conduct. It further aims at maintenance of the educational ethics criteria and principles, which contribute to achieve the university administrative work objects.

Accordingly, this study was made to illustrate the commitment degree of Jarash University administration to the academic performance ethics, hoping to identify the weaknesses in order to handle them, as well as the strengths in order to reinforce and poster them.

The Study Problem

It is the identification of the commitment degree of the administration of Jarash University to the academic performance ethics.

Study Objective

The study aimed at identifying the commitment degree of the administration of Jarash University to the academic performance ethics, as viewed by its faculty members, in the light of the (major, years of experience) variables.

Study Questions

The study sought definite answers to the following questions:

- 1) What is the commitment degree of the administration of Jarash University to the academic performance ethics, as viewed by its faculty members?
- 2) Are there statistically significant differences at the ($\alpha 0.05 \geq$) level in the commitment degree of the administration of Jarash University to the academic performance ethics, as viewed by its faculty members, concerning the major/specialization variable?
- 3) Are there statistically significant differences at the ($\alpha 0.05 \geq$) level in the commitment degree of the administration of Jarash University to the academic performance ethics, as viewed by its faculty members, concerning the years of experience variable?

Importance of the Study

The following parties are anticipated to make benefits of this study:

- The academic and administrative cadres of the Jordanian universities. Thereby they may identify the commitment degree of the university management to the performance ethics criteria, through the results of this study and addressing them in a manner that may upgrade their work efficiency.
- Rectors of the Jordanian universities and top managements, through the information this study provides about commitment to the academic performance ethics, due to their importance in the advancement and excellence of the university.
- Administrative and educational researchers, who may benefit the results of this study, and make further administrative, educational research in this domain.

Study Terms

Academic Performance Ethics Commitment: is the commitment degree of Jarash University administration to the academic work ethics, such as the values and principles that they ought to observe, as viewed by the faculty members, which will be defined through the accredited criteria in this study.

Faculty Member: is the person who has MA or Ph.D. degree, and is performing an academic work at the university.

Limits of the Study

The study was confined to all the faculty members of Jarash University during the 2010/2011 academic year. The researches accepted their views in defining the commitment degree of the university administration to the academic performance ethics. The results are prescribed according to the validity and reliability degrees this study enjoys, as well as the validity if the responses of the study sample individuals.

Methods and Procedures

Study Methodology

This study utilized the descriptive analytic methods.

Study Population

The study population consisted of all the faculty members of Jarash University (n=251) distributed over the different university faculties.

Study Sample

The study sample was chosen by the stratified random method out of the study population according to the (faculty specialization and years of experience). The sample consisted of 142 faculty members (56% of the total study population). Table (1) illustrates this.

Table (1) : Frequencies and percentages of Jarash University Faculty Members according to the (Faculty Specialization and Years of Experience).

Variable	Categories	Frequency	Percentage
Faculty Specialization	Humanitarian Faculties	84	59%
	Scientific Faculties	58	41%
Total		142	100%
Years of Experience	Less than 5 years	35	25%
	5-10 years	64	45%
	More than 10 years	43	30%
Total		142	100%

Each individual responds to all the questionnaire items by selecting a single one scale out of the multiple choices. For the purpose of analyzing the sample in terms of judging the commitment degree of Jarash administration to the academic performance ethics commitment, as viewed by the faculty members, the following grading was used:

- Means (3.66-5) represent high commitment degree.
- Means (2.33 - less than 3.66) represent medium commitment degree; and
- Means (1- less than 2.33) represent a low commitment degree.

Study Instrument

Researchers developed a questionnaire based on the theoretical literature and related former studies, as well as the university ethics inventory issued by the general secretariat of the Arab Universities, to measure the commitment degree of Jarash University management to the academic performance ethics criteria, as viewed by the faculty members. The final form of the questionnaire consisted of two parts: first, illustrating the objectives of this study, its nature, instructions of how to use, and method of response to the items. The second part comprised the items of the instrument (n=36) read with a response grading designed using the 5-graded scales of Likert model (very high, high, medium, little, too little).

Validity of the Instrument

Tool validity was realized by presenting it to a committee of arbitrator (n=10) specialized in educational management at the Jordanian universities. According to their remarks and comments, some items were rephrased in terms of language, composition and amendments of some items, bringing about the final number of the items to (36).

Reliability of the Instrument

The researchers verified the study instrument reliability by applying to a random sample other than the study sample, consisted of (15) faculty members. Test-retest method was applied with a two-week interval between the test and retest times. Pearson correlation coefficient was calculated and amounted (0.84), and Chronbach Alfa was also used on the internal consistency, which brought about the overall questionnaire reliability to (0.93), values that are sufficiently good of the purpose of applying this study instrument.

Statistical Processing

To answer the first question, means and SD's were used for the responses of the faculty members of Jarash University to the questionnaire items. To answer the second question, (Z) scale was used, and to answer the third question, ANOVA was used as well as Sheffee test was used for the post comparisons.

Results and Discussion of the Study Questions:

First: Results and Discussion of the First Question:

The texts of this question were: What is the commitment degree of the administration of Jarash University to the academic performance ethics, as viewed by its faculty members?

For answering this question, the means and SD's of the estimations of the faculty members of Jarash University of the University management commitment to the academic performance ethics criteria on each item of the study instrument, and on the overall items as a whole. The results were as shown in Table (2).

Table (2): Means and SD's of the estimations of the faculty members of Jarash University of the University management commitment to the academic performance ethics criteria on each item of the study instrument, and on the overall items as a whole

Rank	No	Item	M	SD	Commitment Degree
1	3	The university publishes the accurate and reliable information about the university objectives, mission, programs, modules, academic degrees, tuition fees, financial situation and admittance requirements.	4.54	0.73	High
2	2	The university owns the clear instructions for the students to urge them adhere to the academic impartiality, honesty in the university ethical behavior.	4.51	0.84	High
3	4	The university administration reviews the regulations and directions to ensure its independency within the questionability and transparency framework.	4.49	0.81	High
4	6	The University provides transparency climates in the administrative and financial dealings.	4.42	0.75	High
5	17	The University uses the ethical scientific method in evaluating the faculty members by the students.	4.36	0.54	High
6	13	The University provides rules that guarantee the right of complaining to every individual.	4.31	1.00	High
7	12	The University considers the ethical dimensions in the community service.	4.30	1.02	High
8	18	The University Rector, administrative units manager and deans deal fairly with the employees without bias.	4.27	0.92	High
9	1	The University is committed to credibility and fairness in all its policies, decisions and both internal and external transactions.	4.27	0.87	High
10	27	The University follows the selection and consultation chance with the beneficiaries of the institution for purposes of development.	4.26	0.64	High
11	29	There are announced mechanisms in the University to receive and respond to complaints and suggestions.	4.22	0.72	High
12	14	The University seeks to ensure fairness and impartiality among students in terms of education opportunities and evaluation.	4.21	0.79	High
13	11	The University makes sure that the scientific research works are adhering to the required research ethics.	4.21	0.54	High
14	32	The University seeks truthfulness in the published advertisements and information.	4.19	0.49	High
15	26	The control systems of the University adopt modern methods in surveillance aspects.	4.13	0.65	High

Rank	No	Item	M	SD	Commitment Degree
16	22	The University takes care of the safety and welfare of the workers, students and faculty members.	4.07	0.48	High
17	21	The University provides legal guarantees to safeguard the rights of the workers, faculty members and students.	4.02	0.78	High
18	33	The University observes the intellectual property and copyrights.	3.99	0.95	High
19	24	The University takes action to remedy unfair practices just upon discovering such practices.	3.97	0.99	High
20	34	The University maintains the intellectual property and publishing rights	3.95	0.79	High
21	31	The University supervises application of the functional ethical practices at all levels (commitment, honesty, dealing with colleagues, supervisors and subordinates, and respect of the others' rights).	3.95	0.68	High
22	28	The University offers awards to the affiliated units and faculties for their excellence in the qualities of the services provided, and promotion of their systems and work procedures.	3.91	1.08	High
23	30	The University is concerned to follow-up decisions taken about the complaints and notifies the complainants the results of the follow-up.	3.87	0.94	High
24	20	The University edits fair reports about its administrators and faculty members.	3.85	0.58	High
25	5	The University provides a system for rewards and punishment based on defined criteria.	3.81	0.42	High
26	9	The University provides a system for ethical controls on the use of the modern technologies.	3.78	0.95	High
27	8	All the University evaluation systems emphasize the ethical dimensions	3.72	0.45	High
28	15	The University places high attention to ensure justice, impartiality among its faculty members (distribution of supervision, teaching burdens, incentives, rewards, scholarships and luxuries).	3.70	0.57	High
29	35	The University had certain and announced procedures to ensure justice and impartiality among the faculty members, students and workers.	3.70	0.78	High
30	26	The surveillance systems of the University adopt modern trends in the control fields.	3.68	0.91	High
31	23	The University grants the access right to all the workers in the information, and knowledge about the mechanisms of the institutional decision taking.	3.67	1.05	High
32	25	The University reveals the administrative malpractices through open dialogue seminars.	3.63	0.84	Medium
33	19	The University provides organizational climates that encourage excellence in the academic performance, and deepen the feeling of the work ethics.	3.60	0.54	Medium
34	16	The University provides the academic freedom climates to the faculty members through availing them chances to freely express their personal views on the different university issues and matters.	3.47	0.68	Medium
35	10	The University provides a system that guarantees equal opportunities and justice, whether in appointment, selection, grants or incentives.	3.41	0.74	Medium
36	7	The University emphasizes the ethical dimensions in the study courses	3.35	0.85	Medium
Overall Performance			3.99	0.88	High

Table (2) illustrates that the means of the study sample individuals' estimations on all the questionnaire items as a whole were 3.99, with a high commitment degree of Jarash University administration to the academic performance ethics. The means ranged between 3.35 and 4.54, and with high and medium rankings. Looking into this result, we find that the commitment degree of Jarash University administration to the academic performance ethics was high. This high level of commitment to the academic performance ethics at Jarash University may be a positive, strong indicator, as, normally, it should be high level. This is because we are examining the academic performance criteria in the community most advanced organizations in terms of scientific degrees and academic qualifications. In this regard, universities are the brain of the community and contain the elite members of the community. The results further reflect the adherence of the University to the University laws, regulations and instructions, as well as the application of transparency and questionability. It further emphasizes the work course and performance through observing the directions of the Ministry of Higher Education and quality assurance agency, to ensure both general and special accreditation of the University. This will be achieved by the development of the academic performance ethics criteria to maintain the University identity, support its existence and influence in its workers' activities, through promulgation of the trustworthy information about the University objectives and mission. Therefore, the information available in the University is characterized by accuracy and objectivity. In addition, academic facts are presented objectively without overstating. Furthermore, there must be the access to the information sources and get them quickly and easily. This will assist in using the scientific academic method in learning. The abovementioned result may be attributed to the high qualification level of the faculty members, in addition to the training courses held by the University management, such as "Faculty Members Development Center", to increase the academic awareness on the morals concept, and commitment thereto. This will implant the work performance spirit as a one teamwork through their sharing criteria, values, beliefs and traditions that govern their behavior, conduct and trends inside the University. This may be assured through the results stated in Table (2). Item 3 stating "The University publishes the accurate and reliable information about the university objectives, mission, programs, modules, academic degrees, tuition fees, financial situation and admittance requirements" ranked first, with highest mean (4.54). In the second rank, came item 2, stating " The university owns the clear instructions for the students to urge them adhere to the academic impartiality, honesty in the university ethical behavior", with a (4.51) mean. Meanwhile, third rank was for item 4 stating: " The university administration reviews the regulations and

directions to ensure its independency within the questionability and transparency framework", with a (4.49) mean. On the other hand, the low ranks were for items (7, 10, 16, 19 and 25, respectively). They state: (The University emphasizes the ethical dimensions in the study courses), (The University provides a system that guarantees equal opportunities and justice, whether in appointment, selection, grants or incentives), (The University provides the academic freedom climates to the faculty members through availing them chances to freely express their personal views on the different university issues and matters), (The University provides organizational climates that encourage excellence in the academic performance, and deepen the feeling of the work ethics), and (The University reveals the administrative malpractices through open dialogue seminars), respectively. Their means are: 3.45, 3.41, 3.47, 3.60 and 3.63, respectively, with a medium degree. Therefore, work is required to reinforce the study plans with courses concerning the professional administrative works proportional to the different specializations of the faculties, and further supported with academic performance ethics criteria in the University. The results of this study agreed with that of Ismail (2001) and Quzuq (2005).

Second: Results and Discussion of the Second Question

The question stated: "Are there statistically significant differences at the ($\alpha 0.05 \geq$) level in the commitment degree of the administration of Jarash University to the academic performance ethics, as viewed by its faculty members, concerning the major/specialization variable?"

To answer this question, (Z) measurement was used to identify the statistically significant differences among the estimations of the faculty members of the commitment of the University administration to the academic performance ethics criteria according to the faculty major (specialization) (humanitarian, scientific). The results were as shown in Table (3).

Table (3): (Z) Measurement to identify statistically significant differences among the estimations of the faculty members of the University administration commitment to the academic performance ethics criteria according to the faculty major (specialization) (humanitarian, scientific).

Faculty Major	No.	Mean	SD	Z Value	Significance
Humanitarian	84	4.13	0.732	-295	0.003
Scientific	58	3.81	0.698		

Results of table (3) indicate that there are statistically significant differences among the estimations of the faculty members of Jarash University administration to the academic performance ethics criteria attributed to the faculty major (specialization) in favor of the humanitarian specializations. This could be interpreted through the fact that faculty members

of the humanitarian specializations are dealing with the human and his issues and life related behaviors directly, especially concerning the set of ethics criteria of the academic performance that form his/her work and behavior in the University, as compared to the faculty members of the faculties of scientific specialization. The latter members are less accepting the interaction with the humanitarian behaviors due to the nature of their specializations, which impose dealing with materialist issues rather than behaviors. This study disagreed with that of Al-Horani (2005) and Schulte (2001).

Third: Results and Discussion of the Third Question

The texts of this question are: "Are there statistically significant differences at the (α 0.05 \geq) level in the commitment degree of the administration of Jarash University to the academic performance ethics, as viewed by its faculty members, concerning the years of experience variable?"

To answer this question, ANOVA test was used to identify the significance effect of the years of service variable of the faculty members on the overall performance. Table (4) illustrates this.

Table (3): Analysis of the single variance effect of the years of experience variable of the estimations of faculty members of the instrument items, as a whole, of the commitment of Jarash University Administration to the academic performance ethics criteria

Source	Freedom Degrees	Squares Total	Mean of the Squares	F Value	Significance
Inter-groups	2	2.544	1.346	3.641	0.038
Intra-groups	139	50.843	0.431		
Total	141	53.387	-		

Table (4) indicates that there are statistically significant differences at the significance level (0.038), between the mean of the estimations of the faculty members of Jarash University administration to the academic performance ethics criteria as a whole, attributed to the years of experience of the faculty members. In order to define the sources of the differences in the means, we employed Scheffe test for the post comparisons, as shown in Table (5).

Table (5): Results of the Scheffe Test of the post comparisons of the effect of the years of experience variable on Jarash University Administration commitment to the academic performance ethics, to all the items as a whole.

Years of Experience Category	Mean	Less than 5 years	5-10 years	More than 10 years
Less than 5 years	3.79			
5-10 years	3.95	*		
More than 10 years	4.20	*		

It is clear from Table (5) that the difference in the means of the commitment degree of Jarash University administration to academic performance ethics criteria, as viewed by the faculty members, on the performance items level, as a whole, was in favor of the more experienced faculty members (10 years and more), then those of 5-10 years of experience, and finally those of less than 5 years experience. This may be ascribed to that the longer years of experience (more than 10 years) may open the field for the faculty member to search deeply about the University administration commitment degree to the academic performance ethics criteria, and accurately judge its commitment degree. As such, their thoughts are more informed and convincing, as many of them dealt with many different and various universities. This study agreed with that of Quzuq (2005) and Al-Hourani (2005).

Recommendations

In the light of the results of the study, we recommend the following:

- Preparation of a code of conduct for the academic performance ethics that will be employed to define the relations among the University workers.
- Holding courses and workshops to develop the commitment to the academic performance ethics for the new workers in the University.
- Supporting the compulsory courses of the University with the ethics of the academic performance for each and every department of the administration, the faculty members, and the students.

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