



The Relationship between RIGHT Ethical Behavior Perspective, Demographic Factors, and BEST Ethical Performance

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ABSTRACT

Current research aimed the low level of ethical behavior by many university leaders, despite the prevalence of the term ethical leadership in recent years, and determine the relationship between RIGHT ethical behavior perspective, demographic factors, and BEST ethical performance. We used the multiple regression analysis to estimate the linear relationship between best ethical and right ethical, but structural equation modeling was used to test for mediation, the hypothesis that Best Ethical may influence the best ethical, through demographic variables. The surveyed data was analyzed and carried out with STATA 9 software. the study shown that Best Ethical has a positively and significantly effect on the right ethical. Also, Best Ethical may affect demographic variables in terms of an experience only. Gender, age, and education seem do not be influenced by best ethical since the statistical probability is higher than the significance level. And it is concluded that gender, age, and experience have a positively and significantly effect on right ethical, however, education has a negative and significant effect on right ethical. Another important result is that right ethical depends on demographic variables in terms of Age; although, this dependence is no significantly since the statistical probability is higher than the significance level.

Keywords: RIGHT Ethical Behavior, Demographic Factors, BEST Ethical Performance

JEL Classifications: M5, M12

1. INTRODUCTION

Ethical behaviors of leadership at universities work are important issues in educational organizations. As it is confirmed by the administration because it represents self-censorship of the individual. Therefore, universities attract individuals with ethical and higher values, On the grounds that these people bring morality to the organization, or the organization derives ethics from them. Ethical leadership has become a hot issue recently, especially in the fields of university education and management of human resources in organizations, leadership and followers. Ethical behavior of leadership refers to values that distinguish between wrong and right. These values have evolved over time during several stages, beginning with primitive civilizations, through industrial societies and their flexible ethical standards, Access to global knowledge societies and their association with relative

ethical standards. Researchers in this field have shown different meanings of ethical behavior, where some of them expressed as standards that govern the behavior of the individual and the community. This concept is linked to the right and wrong of individuals, This view is in line with other points of view, The ethical behaviors of leadership are defined as a set of ethical rules that govern the behavior of individuals And controls these standards in the conduct and actions, Some see it as a reflection of the values that one believes in. It must be borne in mind that the behavior of ethical leadership is influenced by several external and internal factors. The researcher chose a number of demographic factors, to study its impact on the ethical conduct of leadership, after reviewing a number of previous studies. This relationship will be examined according to the scientific method to be followed in analyzing the questionnaire data that has been built for this purpose.

Current research aimed the low level of ethical behavior by many university leaders, despite the prevalence of the term ethical leadership in recent years, the reasons for this low level have varied because of the decline in ethical performance in these institutions. It has been shown through the review of several global studies, there is a lack of interest in ethical behavior practices by university leadership, and therefore, its negative impact on the performance of faculty in the universities of Saudi Arabia. The researcher found no studies on the impact of demographic factors on the ethical behavior of leadership in the university environment, and the effect of their performance, In particular in Saudi Arabia. Based on the above, the researcher tries to answer the question: What is the effect of ethical performance and the ethical perspectives of faculty members at the University of Jeddah - Khulais and what the role of demographic factors of faculty members in this relationship.

2. LITERATURE REVIEW

Pierce and Sweeney (2010) examined the impact of a range of demographic variables (gender, firm size, and degree type, length of experience level of education, age and work area) on ethical intentions, ethical judgment, perceived ethical intensity and perceived ethical culture. The findings suggest that gender, firm size and degree type had a significant association with ethical decision making. These variables also had a significant association with perceived ethical intensity as did work area. Gender, firm size, level of education and length of experience showed evidence of a significant association with perceived ethical culture. Implications of the findings and areas for further research are discussed. Mujtaba et al. (2009) surveyed managers and employee to see if age, education, and management experience makes a difference in making more ethical decisions. The results of this research suggest that while age and management experience are significant factors, higher education may also play a role in the ethical developments of associates and managers. Since older workers, more highly educated workers, and those with more years of management experience have a higher level of ethical maturity.

Shamsa (2006) aimed to identify the reality of organizational justice and the impact of demographic factors in organizational justice. The results of the study showed intermediate grades for estimating the practice of organizational justice in Jordanian public universities, there were no statistically significant differences in the degree of exercise of organizational justice due to the variables (type, experience, type of college), and showed significant differences due to the variable (qualification) for the benefit of the doctoral degree, and showed that (favoritism, moderation, low transparency, and not putting the right person in the right place) is one of the main reasons for the failure of the application of organizational justice. Zahrani study (2007) aimed to identify the degree of practice of school principal's general education for boys in the city of mecca for the ethics of administrative work. The results of the study showed a high level in the ethical behavior of managers, and there were statistically significant differences in the level of responses due to demographic variables, in favor of secondary school teachers according to type of school, and for teachers aged over 45 and older according to the age variable, and for the benefit of the master's degree according to the scientific

qualification, and the absence of statistically significant differences due to the variable experience.

Al-Omari (1999) aims to identify the leadership style of the heads of departments at King Saud University and its relation to the organizational loyalty of faculty members and the impact of variables (scientific degree, age, social status, income and experience). The results of the study showed that the democratic pattern is the most common pattern in the study sample of the heads of departments followed by the serial and then the autocratic, There was a negative relationship between the pattern and the organizational loyalty and the existence of a significant relationship between the democratic pattern and organizational loyalty, And that there were no significant effects on independent variables due to demographic factors. Watson (2010) aimed to identify the perspectives of the employees about the ethical behaviors of the leader and the reflection of these perspectives on the extent of the commitment of individuals towards the organization and identify the impact of factors (gender, gender, and experience) on independent and dependent factors. The results of the study showed a positive relationship between the ethical behavior of the working and organization commitment, and the absence of traces of demographic factors on independent and dependent factors. Study of Joseph et al. (2010) aimed to examining the impact of several factors on ethical behavior. The study showed statistical differences in the level of ethical behavior due to gender, and the absence of differences in the level of ethical behavior due to experience, age and income.

Sweeney et al. (2010) aimed to identifying the impact of ethical culture and demographic factors in organizations on the ethical evaluation and ethical intentions of auditors in the organizations under study. The results of the study showed general differences between men and women, where women have a higher ethical assessment than men, and a lower level of ethical intentions in terms of reliability and timely reporting, and a positive relationship between experience and ethical intentions in terms of over-reliance on customers, and an inverse relationship between experience and ethical intentions in terms of lack of timely reporting, and an inverse relationship between age and ethical intentions in terms of reactiveness, and there was no relationship between age or experience on the one hand and ethical evaluation on the other. The Haines and Leonard study (2007) aimed to empirical testing and providing a model for ethical decision making, the model included demographic and personal factors and their impact on beliefs and judgments and their impact on the relationship between beliefs and ethical judgments. The study showed significant differences between the responses to the study questions between men and women. As women have shown more acceptance, and commitment than men about ethical behavior. The Ozturk study (2012) aimed to developing a measure of ethical and administrative behavior and determining the role of demographics in shaping this scale. The results of the study showed differences in the level of ethical behavior due to the administrative level in favor of the higher level, and the absence of differences in the level of ethical behavior due to age, experience or type of education. The results of the study also showed a weak inverse relationship between the same workplace experience and the ethical conduct of the management

from the employees' point of view. Fu study (2014) aimed to identify emotional intelligence, organizational commitment and job satisfaction on ethical behavior. The results of the study showed that elders have lower levels of ethical behavior, where it was found that there is a positive relationship between age and ethical behavior in favor of young people, and there was no relationship between other demographic factors and ethical behavior. Suar and Gochhayat (2016) aimed to identifying the impact of the biological type and gender roles that people play on ethical behavior and social responsibility. The results of the study showed no statistical differences between men and women in ethical attitudes, but women have a high level of social responsibility, since men have a high level of ethical behavior, social responsibility and ethical attitudes in the case of recruits and their performance of female roles during work.

3. THEORETICAL FRAMEWORK AND DEVELOPMENT OF HYPOTHESES

3.1. Ethical Best Performance

The definition of ethical performance is culturally and globally complex, because some believe that the culture of the organization describes the ethical performance from its point of view. But the demographic characteristics of faculty members have a role in determining the performance from their point of view and hence what must be the ethical performance of the leadership towards work and organization and towards the faculty members of the university. The actual ethical performance of faculty members and their perception of the ethical conduct of the leadership determines the degree of agreement between them on the ethical behaviors required at the university. Certainly, some of the researcher believes in the universality of ethical elements which are not subject to discussion. But this view is ignored by the different cultures from which faculty members come to work in the Saudi environment.

This study seeks to determine the relationship between BEST ethical performance and the ethical RIGHT Behavior perspectives of faculty members in the university environment in Saudi Arabia, especially that the university is characterized by multiculturalism for faculty members due to their multiple nationalities and culture background.

3.1.1. Ethical binding

In recent years, human resources management is always an important problem and low level of the faculty membership binding toward the current job is new issue for today's managers (Khoun and Dung, 2015. p. 235). Harter et al. (2002) defines Employee binding as an "individual's involvement and satisfaction with as well as enthusiasm for work." Contingent reward, the fair, ethics can enhance the level of faculty members binding in their job (Khoun and Dung, 2015. p. 235). In addition, binding play important role as a mediating variable for the relationship between work conditions and work various outcome and lower performance, job satisfaction, and commitment (p. 236). According to Saks (2006) defining faculty members binding is a "distinct and unique construct consisting of cognitive, emotional, and behavioral component, which associated with individual role

performance." Number of popular views of binding suggest that faculty member binding not only contribute more but also more loyal and therefore less likely to voluntarily leave the university (Macey and Schneider, 2008. p. 4). Wellins and Concelman (2005. p. 1) suggest that binding in an amalgamation of commitment, loyalty, productivity and ownership. The ethical binding of a faculty member is the workplace approach that leads to the right conditions for all faculty members to do their best every day. Committed to the goals and values of their university and have the motivation to contribute to organizational success while enhancing their sense of well-being. And how to create the conditions in which the teacher can best offer his or her potential. The affiliation of the members of the teaching process is based on trust, integrity, commitment and communication between the university and its members. An approach that leads to greater success of the educational process, contributing to organizational and individual performance, productivity and well-being.

3.1.2. Ethical efficiency

Things are different if social norms are taken into consideration (Klundert, 1999. p. 147). Shleifer (2004. p. 418) conclude that the ethics of cooperation are much more likely to coincide with objective notion of efficiency. Some universities are not aware of the importance of ethical competence in the work environment because the faculty members will join another group of members with their culture and their psychological general. It is more important, more difficult, and more sensitive if this employee (the candidate) is a leader. And here begins the story because this leader must be worthy of this function ethically before he or she is worthy of scientific or administrative because the employee or leadership, which is characterized by qualities such as narcissism, suspicion and emotional and personal disgruntled and adoration of institutional paralytic causes the work of large risks and large losses. And threaten the reputation of work and make the work environment an expelling of resource competencies, And It does not help to bring happiness to its employees. Lovett et al. (1999. p. 245) Conclude that circumstances under which such systems are more efficient, and there is reason to believe that this circumstance reflect the condition of progress coupled with uncertainty that r likely to dominate the coming century.

3.1.3. Ethical strong efforts

Very important question: Are faculty members making strong efforts towards ethical issues or are they just committed to the procedures and instructions? The faculty members shall undertake the work efforts stipulated in the university regulations and laws. To achieve the objective of the education process faculty members according to Oliverio (1989. p. 373) should practices what they believes and should have clear vision of the ethical behavior and more, internal auditor can make a valuable contribute in monitoring the process but they cannot assure that the university maintain high ethical behavior without a philosophy and operating style that supported by the university leadership. Efforts will have to be made to a certain someone reputation, or in some way to gain insights into his characters (Klundert, 1999. p. 141). To improve ethical behavior Lutcovich et al. (2003. p. 202) suggest that faculty members can take distinct function for example, general education and professional development function that establish

opportunities for professional education, advisement function that offer guidance and advice to those facing ethical dilemmas, and enforcement function that mediates claim of ethical violation and enforce ethical standard. then viability and legitimacy of the role that they play will depend on their ability to be in touch with the exiting condition and the changing social and political context which in members work is conducted (p. 205).

3.1.4. Ethical teamwork

Teamwork entail opportunities to overcome some ethical shortcomings of rational organization which dealing with the issue of workplace or faculty member's participations, resulting in lower rates of absent leave, employee turnover, accident, or stress (Hummels and Leede, 2000. p. 81). Together work is a necessity of teamwork because it addresses the problem of lost skills. And faculty members disabled energies to eliminate self-love and to enlarge the ego and deny the other. According to Hummels and Leede (2000) the rationale for a strengthened moral awareness and behavior in a team structure if found in the discretion of the team to regular its own process and thereby to foster moral reflexivity as the main criteria for ethical interaction (p. 76). In collaboration, different capacities and different talents stand out and will be used to achieve the work and achieve the target. Arce and Gunn (2005. p. 127) Conclude that a substantial of work is done in team, and the possibility of self-management changes the principal-agent framework in ways that have not been formally recognize.

3.2. Right Ethical Behaviors

In the 21st century, with the emergence of globalization and increasing complexity in the business environment, there has been an increased interest in ethical management, leadership and discussion of perspectives about these concepts. This may be due to the fact that the study of these ethical perspectives may help shape the ethical culture of the organization (Lam and Siu, 2009. p. 167). Leadership ethics and ethical behaviors can be defined in organizations from different perspectives of researchers, but they eventually meet at specific angles. Daft (2003) views ethical behavior as a set of behavioral principles and values that govern the behavior of an individual or group, in order to distinguish between what is wrong and what is right. Sekaren (2002) defines it as correct behavior and misconduct in the behavior of the leader, individuals or group. In general, the ethics of work can be based on two main pillars: the system of social and ethical values and prevailing norms in society, and the subjective value system associated with the personality of the individual and the beliefs he believes in, as well as previous cumulative experiences (Al-Sakarna 2009). Leadership is defined as the art of influencing subordinates and is the most important type of influence for the leader, which leads to the shift in the values of subordinates to what the leader believes in, and then the individuals under the influence of internal drives them to work without hesitation or control leader, for example, values and beliefs based on self-censorship Individuals at work (Tarawneh, 2012).

The behaviors of the leader are all what the leader says or decides or does ethical leaders in the organizations and is characterized by ethical characteristics such as (honesty, honesty, integrity, altruism and compassion). It is also recognized as a process by leaders to

motivate others to achieve goals by using and promoting ethical behaviors in the workplace (Al-Karim, 2012). Brown et al. (2005) defined ethical behavior as the ability of the leader to demonstrate ethical behavior through acts and relationships with subordinates and encourage them to behave through communication and decision-making. Ethical leadership highlights not only the most important traits and behaviors of the ethical leader, but also encourages these behaviors among subordinates to improve the quality of work performance by promoting ethical issues and supporting ethical behaviors within the organization (2012. p. 1030).

Despite the many writings of researchers on the ethical side of the administrative leadership, but the experimental descriptive interest was only blooming with the growing ethical scandals in the organizations, And began attempts to identify the reasons for the increase in these behaviors in some organizations and decrease in others, In light of this, many researchers have attempted to identify the factors that influence ethical behavior in order to increase and enhance ethical aspects within organizations through several approaches, each focusing on a specific aspect (Erwin, 2011. p. 9) from these entries.

3.2.1. Social learning approach

Brown et al. (2005) sees that this theory explains the concept of ethical leadership, since the followers behave like a leader through imitation, simulation and observation. These are the most important means of learning for the staff of organizations, and therefore the leader has the ability to demonstrate an ethical model to his staff to influence them (Philipp 2012. p. 48).

3.2.2. Social exchange approach

This interpretation explains the impact of the leader on the staff employee feel the commitment when it is handled with confidence and integrity by the leader (Brown and Mitchell, 2010). They are willing to reciprocate if they are treated with fairness and attention by the leadership.

3.2.3. Social responsibility approach

It is considered that the leader responsible for the direction of the organization and society and individuals, and the qualities related to social responsibility (ethical behavior, self-assertion, feeling of others), and the more these qualities in the leader became the application of ethical leadership easier (De Hoogh and Den Hartoge, 2008).

Mayer et al. (2009) presented specific results for key roles played by the leader in the organization, such as behavior modeling and policy implementation, which lead to behaviors that are both non-functional and positive for individuals. In order to distinguish ethical and unethical behaviors, it is necessary to look at the approaches used in this, including the entrance of the benefit and the focus of the manager on work and delivery of the benefit for all. And the entrance of moral rights in which the administration is responsible for the harmony of the organization's conduct and management with the rights of workers such as freedom, respect and occupational safety. And finally, the entrance to justice and focuses on several important concepts including justice, agreement and integrity while pursuing the goals of the organization.

One of the most important characteristics of the ethical conduct of leadership:

- **Credibility:** It means clarity between individuals and leadership (Al-Karim, 2012). When the leader is not honest, he loses the confidence of others and thus loses his influence on the followers (p. 1021). Honesty also means not promising what cannot be done and not giving up obligations and not evading (Northouse, 2013)
- **Integrity and Integrity:** It is the duty of the leader to respect the rights of the leader such as the secretariat in the work (Al-Karim, 2012. p. 1022) (Al-Ghamdi, 2014. p. 11) (Al-Latif, 2012. p. 13)
- **Justice:** It means treating each individual according to his or her personal needs, rights, efforts, social contributions, and justice (Northouse, 2013) (Al-Karim, 2012. p. 1022-1023)
- **Altruism:** It means caring for the interests of others even if the results are reflected to the disadvantage of the leader (Abdullah and Yunus, 2012; Al-Azzam, 2015) (Al-Saud and Sultan, 2008. p. 36)
- **Mercy:** It is defined as the will and desire to deliver good to others. It is sometimes important to overlook some mistakes to the workers as a margin of error for the employer (Kareem, 2012. p. 1024).

From the sources of moral values on which the leader's behavior depends are: Religious beliefs, the ethics of society, the values and ethics of families of workers, legislation and laws (Saqqaf and Abu Sin, 2015). Ethical values play important roles in ethical behavior, showing their importance in prioritizing key action in the organization, helping to attract skilled and efficient individuals, and clarifying the organization's expectations and disseminating them to others (Sobhy and Al-Ghalbi, 2009. p. 69). Abu Bakr (2010) emphasizes the importance of the moral and ethical framework of business organizations, as this framework is a guide to the progress and progress of the organization and is one of the most important elements of efficiency and effectiveness in organizations (p. 46).

Haines and Leonard (2007. p. 6) believe that personal characteristics not only affect beliefs and attitudes, but also affect the processes of making the same ethical stratagems. Casali (2011) believes that in order to reduce immoral behavior, governments, organizations and departments need to look for new ways to gain a better understanding of the organization's administrative guidelines. Management can only start with a culture of ethics which can provide to the employees who believe in and support it and requires management to engage the workers in the processes and encourage them to behave ethically (Trevino and Nelson, 2007). Receiving education on ethics in particular necessarily creates an ethical culture and provides solutions to ethical dilemmas (Ozturk, 2012. p. 300). Suen et al. (2007) believes that the administration bears the greatest responsibility in managing the ethical conduct of the organization. The management does not expect the ethical conduct of the employees if they do not act ethically as role models for the employees and work on developing strategies that encourage ethical behavior in the organization, thus facilitating the early detection of immoral behavior and taking appropriate action. Therefore, the ethical behavior of individuals is influenced by the philosophy of

senior management and accumulated experience of organizations (Al-Galby et al., 2005. p. 170). In general, organizations cannot provide ethical training by type, experience or qualifications. It is important to bear in mind that those who have strengths in this field work to encourage those with low skills and experience. Innovation depends on regulation, and managers dispose of a variable amount of free space to make each business decision ethical and profitable (Barraquier, 2011. p. s40). Current study seeks to develop a new model for linking ethical BEST performance and leadership ethical behavior, by identifying important demographics factor and modern ethical performance and leadership behaviors dimension.

3.2.4. Ethical risk

The ethical risk indicates a negative meaning and it involves deception in the general sense. Particularly in ethical leadership, leadership behaves incorrectly where it does not take into account the personal interests of subordinates. The ethical decision-making process therefore entails losses incurred by specific parties at the expense of other parties. Winston and Saunders (1998. p. 77) point out, making ethical decisions in a multicultural society is even more daunting since concept of "good" and "right" are embedded in common life experience and worldwide related to race socioeconomic status, professional identity, or gender. Education must also be thought of as requiring the assumption of certain level of risk if its purpose is to promote learning. And the only sure way to universities to avoid risks is to close its doors to faculty, staff and visitors (p. 78).

3.2.5. Ethical innovation

The innovation from university laboratories has more complex problem because of the different status of people working in the labs (Fassin, 2000. p. 199). Ethical Innovations is finding the best ways for universities to establish common strategies and action plans that address the challenges of reality and can be adopted to deal with the ethical dilemmas of modern discoveries. Innovation is not the result of the development of a new idea of single individual but needs an interaction of many specialists from different disciplines (Fassin, 2000. p. 194). And combines different disciplines, ethics and innovation is at the crossroad between ethics and technology, ethics and science, ethics and marketing, and ethics and finance, and ethics and people (p. 202).

3.2.6. Ethical growth

Stiglitz (2005. p. 129) saw that growth would bring more social justice (greater equality, less poverty) and a better environment. It is the changes that address thinking, attitudes and feelings about the principles and values that guide and control what an individual must do. Ethical growth is based on an understanding of how leadership develop ethical values and study processes through which acceptable laws and behavioral norms are defined in society. The question should be, are there policies that can promote what might be called ethical growth-growth that is sustainable, that increase living standard not just today but for future generation as well and that lead to a more tolerant, open society? (Stiglitz 2005. p. 130).

3.2.7. Ethical honest competition

There is no doubt that ethical honest competition based on standards governed by justice and transparency is an incentive

for faculty members. But this competition is not done through rules supported by the administration and governed by fair standards and in an honest competitive environment aimed at improving production, we find ourselves talking about a conflict environment, resulting in several administrative and personal problems among the faculty members of the university. Shleifer (2004, p. 418) suggest that competition is the fundamental source of technological progress and wealth creation around the world and likely to promote ethical behavior in the long run.

3.2.8. Ethical technology

It manifests itself in two different forms in university. On the one hand its physical aspects, such as hardware and software, are used to accommodate flexible work arrangement and fluid university. On the other hand, ethical technology often goes beyond its physical aspects and is seen as an interface to attain universities goals for human performance improvement (Lin, 2006, p. 91). The issues can range from technological issues such as the abuse of online confidential trainee information to social issues such as unequal access to technology-based, career-enhancing activities for different groups (Wentling and Thomas, 2004). Universities are working to create a knowledge- Based economy so as to strive for efficiency, productivity, and improvement (Lin, 2006, p. 97). Indeed, the effort to incorporate technology in work place learning is not only to make learning more efficient and interesting but also to provide multiple educational sources to learner such as web-based and interactive training programs (Suttell, 2002). No doubt university teachers are now required not only to be technologically informed and conversant but also to be readily sensitive to the likely ethical breaches in their work relating to the application of technology. Our technological choices reflect what we are, a starting point for what we will be, and even emerging technology can redefine what it means to be human. Based on the importance of people and their importance in power, sustainability, participation, or rest, some technology will serve our interests well, while others should be excluded. There is no doubt that morality is an essential element in the selection process.

3.3. Demographic Factors

Males and females have fixed values and are different to work, which making them differed in responding to the same position they have within their work (Gill, 2010, p. 39). Women are more ethical than men (Joseph et al., 2010, p. 31). Some do not see a difference in levels of ethical behavior between men and women (Roxas and Stoneback, 2004). Some argue that the difference between them is linked to certain gender-related attitudes that may affect ethical behavior (McCabe, et al., 2006). Suar and Gochhayat (2016) have shown that men have a high level of ethical behavior if they have female roles in work, although there is no difference between men and women in ethical attitudes, and although the results of the same study showed differences in favor of women towards values responsibility and social. Which reinforces the theory of reflection to influence the role of the person rather than the gender itself. Thus, the gender has an important relationship with the ethical environment for two reasons. First, the type is the most sensitive ethical factor that has emerged in ethical studies, and secondly, as a measure that has been presented as a key to the contents of the ethical model in decision making (Gill, 2010.

p. 38). Some studies have found that women have more ethical decision-making than men, while others have shown no difference between men and women in ethical decision-making (Sweeney, et al., 2010, p. 536). These differences may be because, the relationship is not fixed and varies according to other factors such as religion, state or general culture. This means that the relationship is not fixed and varies according to the environment.

Age is the number of years a person has lived, and naturally, the more years these people gain experience in life and live more experiences. Several different findings have emerged in previous studies on the relationship between age and ethical behavior. Sweeney et al. (2010) has reviewed several studies (e.g. Clarke et al., 1996; Ruegger and King, 1992; Barnet et al., 1994) which showed a negative, positive and a lack of relationship between age and ethical behaviors respectively (p. 536). Pierce and Sweeney (2010) has reviewed several studies that differed in their findings on the nature of the relationship between age and various ethical aspects (e.g. Douglas et al., 2001) which showed that there is no relationship between age and ethical culture in the organization. This means that the results differ according to other factors not specified in the previous studies. This study attempts to determine the relationship between the age and the ethical perspectives of the faculty members of the University of Jeddah.

Experience and its impact on independent factors are also controversial among researchers. Studies differ in the nature of the relationship between experience and ethical choices, and there is a wide range of opinions between the existence of a relationship and lack of relationship. As we have said earlier, this may be due to differences in the internal and external environmental elements. Pierce and Sweeney (2010) reviewed a few studies that have demonstrated a relationship between experience and ethical perspectives (p. 83). According to Sweeney et al. (2010) number of studies (e.g. Ponemon, 1995; Thorne et al., 2003) showed a negative relationship between experience and ethical behavior (p. 536). Glover et al. (2002) shows a positive relationship between years of work experience and ethical choices, he attributed the increase in experience to an increase in ethical awareness of what is ethically acceptable, and increased experience in dealing with the same positions. This study will address the relationship between the experience and perspectives of faculty members on the ethical behaviors of leadership at the University of Jeddah - Khuilas Branch.

The education variable has not been adequately researched, and there are not many studies that compare the ethical behaviors associated with scientific specialization or educational level. Few studies have referred to education as an independent factor with certain effects on ethical behavior (Pierce and Sweeney, 2010, p. 83). Elm et al. (2001) Found a positive relationship between educational background and levels of ethical behavior, and a difference in the level of ethical awareness according to the educational institution. A review of the results of the studies, which included these factors, noted that those with higher qualifications and experience are more active, or in other words seek to maximize benefits and reduce costs in their approach to addressing ethical dilemmas (Gill, 2010, p. 40). This means that there is a need

to examine the impact of educational level on ethical behavior in the university environment. Some researchers divided the specialized factors into administrative and non-administrative and examined their relationship with ethical perspectives. The results were mixed, indicating the difficulty of determining the relationship between them and the ethical behaviors (Lopez, et al., 2005. p. 343).

Pierce and Sweeney, (2010) see only one study that examined the effect of the educational level on taking ethical decisions in different dimensions and showed no difference depending on the educational level (p. 83). And a few studies that have raised different disciplines and examined their relationship with ethical behaviors such as the type of college or specialty. Lopez et al. (2005), see various studies (e.g. Cohen, 1998), showing significant differences in the level of ethical awareness between accounting and other administrative disciplines (p. 344). Generally, determine the relationship between the level of education and ethical perspectives of faculty members and what is the role of educational level in ethical behavior? Is still unclear, due to the lack of studies on this subject and this is what this study seeks to answer this question.

Many studies have shown that age, education and experience are positively and strongly associated with ethical attitudes and behaviors (Kum-lung and Tech-Chai, 2010; Ibrahim and Angeladis, 2009). Although some of the researcher see that the whole cultural background is more important than gender, or education in explaining variation in ethical perspective (Ho, 2010. p. 159). Because of the scarcity of knowledge about the ethics of work in development countries in general, and about the role of gender, experience, age, and scientific qualifications, it is one of the reasons for importance of these factors in emerging countries (Gill, 2010. p. 38).

Mellahi and Guermat (2004) justified the gender difference in their ethical orientations by age, as older people have stronger attitudes

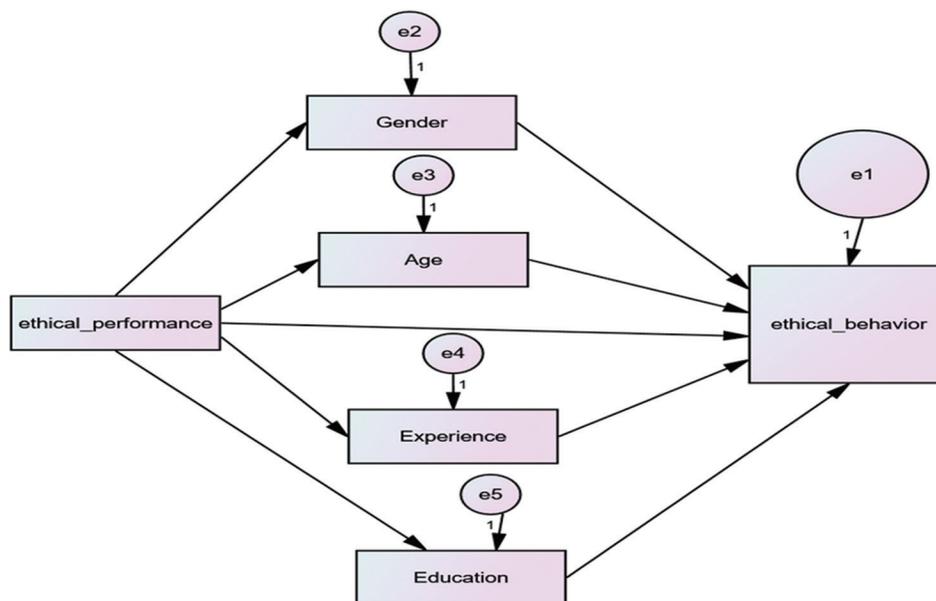
towards ethics, by their ethical values may be weak depending on the type of work or according to the years of experience. According to some researchers, young women have a higher level of attention to ethics than adults (Ergeneli and Arıkan, 2002). Goswami and Ranjith (2010. p. 41) found that professional profile (school education, teaching experience, qualification, department, income, reasons behind joining teaching, status, job satisfaction, design) has partial impact on ethical obligation but, no significant association was found when attitude Toward ethnic obligation was separately compared with some of their professional profile. The impact of demographic factors on ethical decisions has received little attention in scientific research (Sweeney et al., 2010. p. 535).

Recent study focused on the mediating role of gender, age, years of experience, level of education, separately or cumulatively, on the relationship between faculty member’s ethical performance and the ethical behaviors of leadership from them view point at the University of Jeddah, by determining the optimal demographic map to find the appropriate level of ethical perspectives of faculty members. However, to determine if the ethical BEST performance (binding, efficiency, strong efforts, and together in work), affect the ethical behavior perception (risk, innovation, growth, honest competition, technology), we should take into consideration mediating demographic variable (gender, age, experience, and education). The theoretical model of the present study is summarized in Figure 1.

The proposed hypothetical model:

- H₁: BEST ethical performance of faculty members positively affects RIGHT ethical behavior perspective of faculty members
- H₂: the effect of BEST ethical performance of faculty members on RIGHT ethical behavior perspective of faculty members is mediated by gender
- H₃: the effect of BEST ethical performance of faculty members on RIGHT ethical behavior perspective of faculty members is mediated by age

Figure 1: Study proposed model



H₄: the effect of BEST ethical performance of faculty members on RIGHT ethical behavior perspective of faculty members is mediated by experience

H₅: the effect of BEST ethical performance of faculty members on RIGHT ethical behavior perspective of faculty members is mediated by education.

4. METHODS

The theoretical part of the research was covered by obtaining information from the secondary sources. In the field part, questionnaire was used for the purpose of collecting primary data from the respondents. The questionnaire consists of three parts: the first part obtain data which summarize the faculty member’s demographic factor (independent variables), the second part measures the degree of the RIGHT ethical behavior perspective (dependent variables) which involves five aspects and the third part measure the degree of the BEST ethical performance (moderator variable) which involve five aspects as follow.

4.1. First Part: Demographic Factor (IV)

The questions about demographic variable were as follow: gender, age, education, and experience in the proposed study model which designed for current study (Table 1).

4.2. Second Part: RIGHT Ethical Behavior Perspective (DV)

The process of influence exercised by the leader to achieve the objectives of the organization by using ethical behaviors. And to improve and enhance ethical behaviors at work (Brown, et al. 2005). It is defined in this research as a set of behaviors associated with ethics, such as fairness in performance appraisal, encouraging informal relations, opportunities for intellectual creativity, and transparency competition continuous development of faculty members, which is issued by the leader in order to enhance the ethics of faculty members. The questions about RIGHT ethical

behaviors aspects were as follow: Risk, innovation, growth, honest competition and Technology in the proposed study model which designed for current study (Table 1).

4.3. Third Part: BEST Ethical Performance: MV

Job performance can be defined as the level of effectiveness on dimensions generated with typical job analysis approaches for example performance dimension for faculty membership position innovativeness, teach ability etc. Ethical performance deals with process dimensions that reflect how the performance dimensions are carried out in terms of ethical and legal values (Selvarajan and Sardesai, 2010. p. 2). Examples of ethical dimensions for a faculty membership position are commitment, better effort, cooperation with colleagues etc. Ethical performance can be classified into three ordinal groups: acceptable business practices that are ethical to larger community, unacceptable business practices that are ethical to larger community and business practices that are ambiguous (Sauders, 2011. p. 565). Which mean there is match or mismatch with reigning ethical performance values of the faculty members and their perceptions about the ethical behavior of the leadership or the ambiguity occur when either practice cannot be determine (Svensson, 2007. p. 422). The questions about BEST ethical performance aspects were as follows: binding, strong efforts, efficiency and together working in the proposed study model which designed for current study (Table 1). Table 2 estimated balance According to the five-dimensional Likert scale. The Likert scale was used to answer the questions posed to the sample under study. The answers vary from strongly agreed to strongly disagreeable.

4.4. Data and Sample Selection

The research population consists of all members of the teaching staff at Jeddah University-khulis branch, which is (170). A random sample was selected (70). The number of questionnaires recovered was (54) after excluding questionnaires from incomplete responses. The researchers used a questionnaire for the data collection and were treated using Statistical Package of Social

Table 1: Model study variable

Independent variables (Demographic)					
Gender?	a. Male	b. Female			
Age?	a. 25 & less	b. 26-34		c. 35 & more	
Level of education?	a. Bachelors	b. Master		c. PhD	
Number of years worked in the same field?	a. 5 & less	b. 6-10		c. 11 & more	
Dependent variables (RIGHT Ethical Behavior perspective)					
Questions	Strongly disagree				
a. The leadership Encouraging to take Ethical Risk into account. (ER)					
b. Leadership seeks to find Ethical Innovation. (EI)					
c. The leadership interested in providing opportunities for continuous Ethical Growth. (EG)					
d. Ethical Honest Competition is the driving force for work among university leaders. (EHC)					
e. Leadership adopts advanced Ethical Tools at work. (ET)					
Mediator variables (BEST ETHICAL Performance)					
a. Faculty members have a desire for ethical binding. (EB)					
b. Faculty members are making strong efforts to work. (ESE)					
c. The faculty member is characterized by functional efficiency. (EE)					
d. Faculty members work together. (ETW)					

Sciences (SPSS) to obtain the results. Table 3 shows that males accounted for 77.8% of the study sample compared to 12.2% for females. For the age variable, the age group from (36 and more) ranked first 77.8% of the sample, while the group (26-35) in the next 12.2% and then (25 and less) were 0.0%. It is clearly that the (PhD) holders formed 87%, followed by (master's degree) holders who accounted for 11.1% and finally (bachelor's degree) holder by 1.9%. For the variable of experience, the group (11 years and more) ranked first by 53.7%, followed by the group of (6-10) years by 35.2%, and finally the group of (5 years and less) by 10%. The sample is representative of the target population of the study. The percentage of males is greater than that of females. Despite the distribution of questionnaires in the same number

on the Department of students. Saudi Arabia is characterized in separation system sections between male and female students in universities and educational institutions. Whatever (15) questioners out of (18) responses that were excluded due to lack of responses were from female's responses. Which means that the men of the faculty member are more likely to respond to the questioner. Gender is considered importantly to address ethical issues when trying to assess differences by gender (Lopez, et al., 2005. p. 343). It is natural for women to differ from men in shaping ethical perspective. Personal concerns are different, and women's view of forgery and coercion are different from men (p. 344). Yang Kuo et al. (2007) noted that women generally have less consent to ethical questions than men, this difference in perspectives between men and women was attributed to the difference in age and number of years of experience. Decker and Calo (2007) argue that women have a lower probability of engaging in workplace-related misconduct and this result has a higher likelihood of punishment or more likely consequences.

Table 2: Estimated balance according to the five-dimensional likert scale

The respond	Weighted average
Strongly disagree	1 to 1.80
Disagree	1.81 to 2.60
Quite agree (neutral)	2.61 to 3.40
Agree	3.41 to 4.20
Strongly agree	more than 4.20

Table 4 shows the arithmetical averages, the standard deviations of the survey statements of the RIGHT Ethical Behavior. (Leadership adopts advanced Ethical Tools at work) statement scored high

Table 3: Distribution of sample members by (Gender, Age, level of education and experience)

Variable	Categories	Variable	Frequency	Percent %	Cumulative percent %
Gender	Valid	Male	42	77.8	77.8
		Female	12	22.2	100.0
		Total	54	100.0	
Age	Valid	25 and less	0	0	0
		26-35	12	22.2	22.2
		36 and more	42	77.8	100.0
		Total	54	100.0	
Level of education	Valid	Bch	1	1.9	1.9
		Master	6	11.1	13.0
		PhD	47	87.0	100.0
		Total	54	100.0	
Experience	Valid	5 years or less	6	11.1	11.1
		6-10 years	19	35.2	46.3
		11 years or more	29	53.7	100.0
		Total	54	100.0	
		Total	54	100.0	

Source: Computer output based on the questionnaire

Table 4: Mean, Standard Deviation, and standard error mean to the RIGHT ethical behavior statements

Statements	Mean	Standard error mean	Standard deviation
a. The leadership Encouraging to take Ethical Risk into account. (ER)	2.6667	0.14236	1.04611
b. Leadership seeks to find Ethical Innovation. (EI)	3.5556	0.15338	1.12714
c. The leadership interested in providing opportunities for continuous Ethical Growth. (EG)	3.5000	0.14659	1.07721
d. Ethical Honest Competition is the driving force for work among university leaders. (EHC)	3.3704	0.13296	0.97702
e. Leadership adopts advanced Ethical Tools at work. (ET)	3.6481	0.14517	1.06678

Table 5: Mean, Standard Deviation, and standard error mean to the best ethical performance statements

Statements	Mean	Standard error mean	Standard deviation
a. Faculty members have a desire for ethical binding. (EB)	4.0741	0.12637	0.92862
b. Faculty members are making strong efforts to work. (ESE)	4.2222	0.10124	0.74395
c. The faculty member is characterized by functional efficiency. (EE)	4.2593	0.11877	0.87276
d. Faculty members work together. (ETW)	3.6111	0.15953	1.17227

mean as (3.67). (The leadership encouraging to take Ethical Risk into account) Statement scored low mean as (2.67).

Table 5 shows the arithmetical averages, the standard deviations of the survey statements of the BEST Ethical performance. (The faculty member is characterized by functional efficiency) statement scored high mean as (4.26). (Faculty members work together) Statement scored low mean as (3.6).

The reliability test (Cronbach’s alpha) was used to measure the reliability of the study instrument ($\alpha = 81.5\%$), which is higher than the acceptable percentage (70%) (Nunnally, 1978). Descriptive statistics were used to analyze data using the SPSS (Table 6).

4.5. Hypotheses Test

In the process of investigation of the effect of best ethical on the demographic variables, on one hand, and the effect of demographic variables on right ethical, on the other hand, and finally the effect of best ethical on right ethical, we used both regression multiple analysis and structural equation. We used the multiple regression analysis to estimate the linear relationship between best ethical and right ethical, but structural equation modeling was used to test for mediation, the hypothesis that best ethical may influence the best ethical, through demographic

variables. The surveyed data was analysed and carried out with STATA 9 software.

According to the Table 7, it is shown that Best Ethical has a positively (0.83186) and significantly (<0.05) effect on the right ethical. Also, best ethical may affect demographic variables in terms of an experience only. Gender, age, and education seem do not be influenced by best ethical since the statistical probability is higher than the significance level set at 5%. On the other hand, gender, age, experience and education are estimated to 0.30329, 0.10447, 0.13373, and -0.43088 respectively. It is concluded that gender, age, and experience have a positively and significantly effect on right ethical, however, education has a negative and significant effect on right ethical. Another important result is that right ethical depends on demographic variables in terms of age; although, this dependence is no significantly since the statistical probability is higher than the significance level set at 5%.

Study of Goswami and Ranjith (2010) aimed to find the relationship between teachers’ demographic, and professional profile and their attitude toward ethical obligation of teaching profession. The finding didn’t provide strong evidence that respondents have desirable commitment to their professional obligation, and teachers demographics (age, gender, marital status) has no impact on their attitude but professional profile (school education, teaching experience, qualification, department, income, reasons behind joining teaching, status, job satisfaction, designation) has partial impact but, no significant association was found when attitude

Table 6: Reliability statistics

Cronbach’s alpha	Number of items
0.815	13

Table 7: Parameters estimates of initial model

Effect of best ethical on demographic variables					Effect of demographic variables on right ethical				
Estimates	Standard error	t-student	P-value	C-Demographic variables	Estimates	Standard error	t-student	P-value	
0.06855	0.03142	0.81708	>0.05	Gender	0.30329	0.08456	3.58683	<0.05	
0.07868	0.03041	1.07853	>0.05	+Age	0.10447	0.08107	1.28862	>0.05	
-0.05401	0.05305	-3.25284	<0.05	+Experience	0.13373	0.04976	2.68741	<0.05	
0.09133	0.02924	0.92649	>0.05	+Education	-0.43088	0.09610	-4.48346	<0.05	
Effect of best ethical on right ethical									
A-Best ethical	Estimates			Standard error	t-student	P-value	B-Right ethical		
Binding	0.83186			0.042530	17.46571	<0.05	Risk		
Efficiency							Innovation		
Strong effort							Growth		
Team work							Honest		
							Technology		

Table 8: Parameters estimates of modified model

Effect of best ethical on demographic variables					Effect of demographic variables on right ethical				
Estimates	Standard error	t-Student	P-value	C-Demographic variables	Estimates	Standard error	t-Student	P-value	
-0.21356	0.02564	-5.62504	<0.05	Experience	+Education	-0.39632	0.06127	-7.65978	<0.05
					+Experience	0.84569	0.08524	5.54901	<0.05
					+Gender	0.36175	0.07166	4.88610	<0.05
Effect of best ethical on right ethical									
A-Best ethical	Estimates			Standard error	t-student	P-value	B-Right ethical		
Binding	0.49132			0.06587	12.35214	<0.05	Risk		
Efficiency							Innovation		
Strong effort							Growth		
Team work							Honest		
							Technology		

Table 9: Parameters estimates of adjusted model

Effect of best ethical on demographic variables		Effect of demographic variables on right ethical	
Estimates	C-Demographic variables	Estimates	
-0.25783	+Experience	+Education	-0.33412
		+Experience	0.41352
		+Gender	0.22377
Effect of best ethical on right ethical			
A-Best ethical	Estimates	B-Right ethical	
Binding	0.71891	Risk	
Efficiency		Innovation	
Strong effort		Growth	
Team work		Honest	
		Technology	

toward ethical obligation was separately compared with some of their professional profile.

Sharma (2014) aimed to exploring the demographic differences of wholesalers in respondents’ perspectives of the ethical behavior of retailers. The study showed no significant differences in wholesalers’ perspectives of ethical behavior of retailers. Saqqaf and Abu-sin (2015) aimed to identify the impact of demographic factors (age and educational level) on the relationship between leadership values and organizational loyalty in Yemeni business organizations. The study showed differences in the results of the research and the levels of relationship according to variables (age, educational level).

As shown by Table 8, no significant gender, age, and education are eliminated from the analysis of the effect of best ethical on demographic variables, but only age is not considered from the analysis of the effect of demographic variables on right ethical. Furthermore, the re-estimated model shows that estimates values of these variables are changed but retain the same sign of the effect. Comparing to the 5% cutoff for significance, Table 9 shows that all considered variables have a significant effect.

The Gill (2010) study aimed to identify the role of gender in ethical behavior, and the difference in the impact of the species on achieving the ethical environment of business. The results of the study showed that women show more interest in ethical issues than men, the men show less interest in diverse at the university in making decisions. Lopez et al. (2005) aimed to understanding the factors that contribute to the formation of perspectives about ethical behaviors, including demographic factors. The results of the study showed significant differences in the formation of ethical perspective in favor of men, where women showed less tolerance for unethical behaviors at work and showed no significant differences due to specialization. Keith et al. (2009) aimed to understanding the impact of gender on the perspectives of students of business school that relate to business ethics and the organization’s ethical culture. The results of the study showed that there are differences between the perspectives of women and men,

where it is necessary to link personal ethicality with organizational ethics and that the success of organizations is conditional on the availability of ethics for the benefit of women.

5. CONCLUSION

The research aims to achieve some objectives: to develop a new model for linking demographics and ethical behavior, by identifying demographics and the Ethical Behaviors Dimension. Understanding the Ethical Behaviors Perspectives level of the faculty members at the University of Jeddah - Khulais Branch and their ethical performance. Identifying the impact of demographic factors (gender, age, experience, and level of education) on the ethical perspectives of faculty members at University of Jeddah - Khulais and their ethical performance. And, Introduce and propose recommendations that contribute to improving the perspectives of the faculty members on the ethical conduct of the leadership at the University of Jeddah, and opening the doors for other research related to the same subject.

The scientific importance of current research lies in the importance of the variables under study (demographic factors, ethical behavior of leadership). It is no secret to any researcher the importance of ethical leadership, and Demographic factors, especially in an environment characterized by some privacy and difference such as the environment of the kingdom of Saudi Arabia. The possibility of an impact on demographic factors Such as experience, age and gender on the ethical conduct of the leader should not be neglected (Watson, 2010). Research is of practical importance of the importance of university educational institutions, as they have a strong impact on the economic and social environment around the world in general, and In Saudi Arabia in particular. When it is in the stages of construction and development, such as the University of Jeddah. The supreme decree was issued No. 20937 dated 2/6/1435 e, and to approve the decisions of the Council of Higher Education taken at its (72nd) meeting held on 4/6/1434 e, To establish the University of Jeddah, and is one of the newest universities in Saudi Arabia.

Despite the long history of studies on ethical leadership, there is a lack of a study of ethical behavior in practice from the perspective of human sciences (Yates, 2014. p. 11; Brown and Mitchell, 2010. p. 603). This interest in ethical leadership extended to the administrative leaders themselves (Lawton and Paez, 2015. p. 640). The study of the subject of ethical behavior achieves a response and interaction with many studies that have made recommendations, studying and researching this topic (Yates, 2014. p. 1; Sutherland, 2010). This type of study has not been scientifically relevant in the Arab management environment in general, and the university administration environment in Saudi Arabia in particular (Khalil, 2014; Al-Anqari, 2014). Therefore, this research is considered an effective scientific contribution in the university education sector in the Kingdom of Saudi Arabia by proposed new model to measure the relationship between demographic factor and modern ethical behavior dimension. Within the limits of the researcher’s knowledge these dimensions (RIGHT Ethical Behavior) have not been measured in the past by any previous study.

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