The Extent of Activation of Faculty Members' Practice of Ethical Leadership in Saudi Universities

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Abstract

This study aimed to know the extent of activation of faculty members' practice of ethical leadership in Saudi universities from the point of view of male and female students in all higher education stages, diploma, bachelor's, master's and doctorate. The study used the descriptive analytical approach and was applied to a sample of 411 male and female students from two public universities in Riyadh city, Saudi Arabia. Data was collected in the first semester of 1446 AH 2024. The study concluded with the most prominent results, that the participants of the study believe that faculty members' ethical leadership behaviors are practiced to a high degree and advanced with a mean of 4.08 out of 5.00, followed by the ethical personal characteristics in a high degree with a mean of 4.03 out of 5.00 and lastly: the nature of human relations, which came to a high degree with a mean of 3.90 out of 5.00. As for the differences between the variables, it appeared that there were no statistically significant differences according to the gender variable or the academic level. These positive results are consistent with several previous studies on the same subject. The study made recommendations that would support the activation of ethical leadership in Saudi universities and others.

Keywords: Ethical leadership, faculty members, university students, Saudi university.

مدى تفعيل ممارسة أعضاء هيئة التدريس للقيادة الأخلاقية في الجامعات السعودية

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المستخلص:

هدفت هذه الدراسة إلى معرفة مدى تفعيل ممارسة أعضاء هيئة التدريس للقيادة الأخلاقية في الجامعات السعودية من وجهة نظر الطلاب والطالبات في كافة مراحل التعليم العالي، الدبلوم، والبكالوريوس، والماجستير، والدكتوراه. واستخدمت الدراسة المنهج الوصفي التحليلي، وطبقت على عينة مكونة من ٤١١ طالب وطالبة من جامعتين حكوميتين بمدينة الرياض. وجمعت بياناتها في الفصل الدراسي الأول عام ١٤٤٦هـ ٢٠٢٤. وخلصت الدراسة إلى أبرز النتائج، وهي أن أفراد عينة الدراسة يرون أن السلوكيات القيادية الأخلاقية لدى أعضاء هيئة التدريس تمارس بدرجة عالية ومتقدمة بمتوسط حسابي ٤,٠٨ من ٥,٠٠، يليها السمات الشخصية الأخلاقية بدرجة عالية بمتوسط حسابي ٤,٠٣ من ٥,٠٠، وأخيراً: طبيعة العلاقات الإنسانية والتي جاءت بدرجة عالية بمتوسط حسابي ٣,٩٠ من ٥,٠٠، أما عن الفروق بين المتغيرات فقد تبين عدم وجود فروق ذات دلالة إحصائية وفقاً لمتغيري النوع أو المستوى الدراسي. وهذه النتائج الإيجابية اتفقت مع عدد من الدراسات السابقة في نفس الموضوع. هذه الدراسة قدمت توصيات من شأنها دعم تفعيل القيادة الأخلاقية في الجامعات السعودية وغيرها.

الكلمات المفتاحية:

القيادة الأخلاقية، أعضاء هيئة التدريس، طلاب الجامعة، الجامعة السعودية.

The extent of activation of faculty members' practice of ethical leadership in Saudi universities

Introduction:

Educational leadership is the basis for the success of educational institutions. It is a necessary process for any organization that plays an important role in influencing the behavior of individuals and groups and the elements of the educational process. The leadership role is essential in the guidance process. Ethical leadership is one of the most important reasons for the success of any institution. One of the most important elements of leadership is that it works to achieve the planned goals of the institution and determine its goals. Not every leadership approach can effectively achieve goals or foster creativity in management. (Saad, 2024). Societies have been interested in the concept of ethical leadership due to its importance in leading institutions and its impact on the behavior of individuals. Its success or failure depends on the leader and the ethics, principles, values, and behaviors that he follows in managing the affairs of the institution. Leadership is the main element that connects the members of the institution through the leader's influence on the behavior of subordinates and motivating them to work through his commitment to ethical principles, which positively affects the performance of subordinates and their production in the institution and achieving its goals. Especially in educational institutions, particularly universities, which play a pivotal role in building and developing societies (Al-Hajj & Sharyan, 2022). Ethical leadership has developed through the integration of leadership principles with ethical practices, shaping its influence on others and reflecting a management philosophy that are accepted by followers based on communication between the two parties of the relationship, and working to deepen this relationship by establishing work mechanisms that are revealed to employees and are part of their ethics that they apply in the organization in which they work (Al-Taie & Masihb, 2018). Leadership that is not based on values and ethics becomes selfish and serves self-interest, and this type of leadership lacks focus on developing the organization and its employees, which is the real goal of leadership. One of the researchers suggests linking job performance evaluation to the rules of ethical leadership in the organization and believes that it will increase the employee's

feelings of belonging and loyalty towards officials and the organization (Qteishat & Al-Qudah, 2018).

The above highlights the importance of ethical leadership in the success of educational institutions, especially universities. It highlights how ethical and value-based leadership positively impacts individual and group behavior, leading to improved motivation, performance, and overall productivity. The link between ethical leadership and organizational success emphasizes the need for integrity and value-based leadership in shaping effective learning environments.

Study problem:

Ethical leadership has received great attention from university officials, and this is evident in the encouragement of humane and ethical dealings with superiors, colleagues, and subordinates, whether it's employees or students.

Students' perceptions of ethical values in universities are clear due to continuous practices. Faculty members' ethical conduct is crucial as they serve as role models and play a key leadership role in promoting and integrating these values into academic and professional behaviors (Birel, 2019).

There has been much research on ethical leadership among faculty members and heads of academic departments from the point of view of the members themselves, but studies that have researched the opinion of students in this regard are few, and therefore this study was conducted.

Significance of the study:

This study is significant as it sheds light on the extent of ethical leadership practices among faculty members in Saudi public universities. Its findings could help promote positive behaviors or correct undesirable ones. This, in turn, contributes to fostering stronger relationships and creating an academic community in the university that is rooted in strong moral values—an environment that students seek and aspire to be a part of.

Study objectives:

To know the extent of activation of faculty members practicing ethical leadership from the point of view of university students.

To know whether there are significant differences between participants due to the gender variable.

To know if there are significant differences between participants due to the variable of the academic level (diploma, bachelor's, master's, doctorate).

Study questions:

1- What are the ethical personal characteristics of faculty members from the students' point of view?
2- What are the ethical administrative behaviors of faculty members?
3- What is the nature of the human relations of faculty members?
4- Are there statistically significant differences in the opinions of the study sample towards the degree of practice of faculty members for ethical leadership in Saudi universities according to different variables (gender, academic level)?

Study limits:

The study data was collected in the first semester of the year 1446 AH - 2024 in a population of 179,298 with a sample of 411 male and female students from two public universities in the city of Riyadh, the Kingdom of Saudi Arabia, males and females from all academic levels: Diploma, Bachelor's, Master's, and Doctorate.

Literature review:

Throughout human history, societies have developed ethical rules shaped by their geographical, religious, and cultural contexts. Over time, these rules evolved into systems of social life that maintain societal continuity. Relying on ethical values as fundamental standards for fulfilling individual responsibilities has become a widely accepted and socially supported norm (Birel, 2019). In universities, the concept of ethical leadership has proven valuable in educational leadership. It involves adhering to professional standards and principles that govern public life. Defining ethical leadership is complex, as it is shaped by shifting societal trends and varying leadership styles. Within academic settings, ethical leadership emphasizes core principles essential for fostering a fair and effective environment. Leaders are expected to act with a strong moral purpose,

prioritizing students' holistic development, quality education, and the welfare of the academic community. Integrity and honesty are critical, requiring leaders to consistently model ethical behavior and set a positive example. Additionally, a commitment to equity and social justice is vital, focusing on reducing educational disparities and promoting inclusion and equal opportunities, particularly for marginalized groups (Express Tribune, 2024). Ethical leadership is defined as the behaviors and actions that a leader performs towards learners, using appropriate means and methods through which the learner can acquire moral values that make him a good person who is useful to himself and his society (Al-Ajmi & Al-Ajmi, 2021). Ethics are one of the pillars on which human societies are based, and they are a safety valve in social relations between individuals in all institutions, especially educational institutions. Therefore, the leader must be aware of the administrative, technical and personal skills that help him perform his duties and meet the basic needs of subordinates in general, in line with the future vision for the development of the institution, its evolution, and the creation of an organizational community dominated by ethics and its virtues (Saad, 2024). Ethical principles are the foundations on which ethical behavior is based to lead institutions and individuals. Ethical leadership and its ethical commitment provide a role model for others, which is one of the most important principles in the effectiveness of institutions. Ethical leadership principles determine right and wrong in human behavior (Al-Dhaen & Nour, 2021). Ethical leadership is a live image of the interaction between the manager and the working individuals according to the ethical foundations and considerations that govern the paths of the relationship between them, as ethical leadership is concerned with the necessity of the availability of several dimensions and factors that affect the level of success of business organizations (Al-Hamad, & Alani, 2020). Ethical leadership is one of the leadership styles that are known for its effectiveness, as it has positive effects on student behavior patterns. Ethical leadership may also contain several areas or criteria such as ethical personal qualities, ethical administrative qualities, teamwork qualities, and human relations qualities, which greatly affect productivity and job achievement. These criteria determine to what extent the leader uses the ethical leadership style in the educational institution. (Al-Ajmi and Al-Ajmi, 2021). A leader is a person with a clear vision of what is required of him towards those he is responsible for and based on this responsibility he uses all the mechanisms and means that enable him to influence his followers to make them his

participants, and to move them towards achieving these goals and objectives. Leadership means the ability to influence and push people towards a common goal; the university professor, by virtue of his work and interaction with his students, has the ability to influence them through the practices he carries out inside and outside the classroom. This ability to influence makes him a leader of the work. The university professor cannot perform the roles imposed on him by his leadership position with his students in the classroom or practical workshops, or in curricular activities, and others without being armed with the ethics that make the interactions and relationships between him and them deeply rooted ethical practices in caring for and paying attention to the learning and teaching processes (Al-Harbi, 2015). The distinguished and successful leader is the one who relies on ethical leadership, which stands behind every success he achieves, because it is the cornerstone for building and advancing societies. Educational institutions are essentially an ethical institution designed to advance and raise the educational level, as the leader of the institution is a role model for administrators, professors and students with his words and actions. Given the sensitivity of his behavior, especially in front of students who are still living in the stage of building self and personality, there is an urgent need to ensure that his behavior is ethical and provides opportunities to take them by the hand and advance them to the maximum possible extent (Al-Kouri, Zureiqat & Suleiman, 2022). The university professor's keenness to practice the desired educational values and develop them among university students has an impact on guiding the behavior of the university student and his stability. University life is a primary source of value and educational growth for university students during their years of study, qualifying them to engage in society and preserve its identity, and making them more open-minded. Young people's experience with their professors at the university level and what they perceive from them in terms of leadership practices and ethics makes them more capable of acquiring educational values and practicing them in society. The university professor has a major and important role in refining the individual's personality and defining its social, educational and scientific features through ethical leadership, as it is the guiding element for the behavior of university youth (Murad & Al-Basel, 2022).

Exemplary leadership in the teaching profession, across all levels of education, reaches its pinnacle in universities, playing a crucial role in shaping how professional ethics are understood. Ethics, grounded in established facts

and values observed and practiced in all areas of social life, are particularly emphasized and prioritized within educational organizations (Birel, 2019). The university professor should be an ethical leader who adheres in his behavior and practices to the set of ethics emanating from the Islamic religion. These ethics are the reference standards that he adheres to in his practices with his students and give him the ability to control and master his actions, emotions and feelings, so that he is not drift with personal whims and desires and is not affected by negative changes and developments. The ethical leadership of a university faculty member represents the foundation in all aspects of his educational, research and community work. Studies have proven the connection between ethical leadership and the foundations necessary for the university professor to achieve quality and excellence, build a knowledge society at the university, and instill the values of responsibility, loyalty, belonging and good citizenship in his students (Al-Harbi, 2015). The presence of the university professor practices that enhance educational values among students and support his moral leadership may be the most important element in building a generation that has the moral, social, national, political and cognitive values that qualify it to serve its country. The university student is always affected by what he sees of the behavior of the university professor with him on campus. What he sees of practices of educational values that support the moral leadership of the university professor is undoubtedly positively reflected in the student's personality and positively affects his behavior in society. Therefore, the university professor's ethics and dealings with students on campus should support educational values, not destroy them (Murad & Al-Basel, 2022). Ethical leadership includes a set of principles, rules and controls that faculty members rely on as one of the most important basic tools in their interaction with students and These principles are binding, such as achieving justice, equality, honesty and loyalty, in order to achieve the goals of the educational process (Al-Dhaen & Nour, 2021). The ethical leadership style adopted by the leader in educational institutions contributes to establishing an organizational culture with ethical orientations, behaviors, and virtuous values that distinguish it from other institutions and define its vision and goals. Ethical leadership highlights the role of these institutions in that they target the individual who must have personal traits and instill high ethical values in him, because these institutions carry an ethical message (Saad 2024). Therefore, many research and studies have confirmed the necessity of the educational leader's commitment to the principles

of ethical leadership, to contribute to the development of ethical principles and educational values among students, in accordance with the Islamic religion, and the positive customs and traditions of society to achieve levels of justice, objectivity and equality among students. (Al-Ajmi &Al-Ajmi, 2021). Students' perception of ethical values in universities is noticeable and clear, thanks to the consistent practices of university professors. In this context, the ethical behavior of faculty members holds particular significance, as they serve as role models and play a key leadership role in establishing these values. Faculty members integrate ethical principles into the behavioral patterns of students, influencing their academic and professional practices throughout their studies (Birel, 2019). In a study on ethical leadership in universities, we find that it addressed some indicators related to ethical leadership, such as dealing with credibility, observing integrity and justice, taking responsibility for mistakes, flexibility, and accepting criticism. In addition to the open-door policy, objective performance evaluation, subordinates' participation in decision-making, enhancing trust, success, and guidance, spreading the spirit of cooperation, giving freedom of expression, and dealing with respect, considering special circumstances, and dealing with them confidentially (Tamimi & Jondi, 2023). In another study on the reality of practicing ethical leadership in Yemeni universities, the areas of study were about members' characterization of ethical leadership through their ability to achieve ethical empowerment, build society, manage ethics, and their ability to achieve justice, create an ethical vision, and their ethical behavior (Al-Shaibah, 2022). In a study on ethical leadership in an Arab university (Al-Qasim & Rantisi, 2023), it was stated that the areas that express ethical leadership are leaders' characterization of justice, concern for subordinates, integrity, guidance, and sharing in responsibility. In a study (Al-Qarni & Al-Zaidi, 2017) on ethical leadership in universities, the study focused on specific dimensions such as fairness, integrity, ethical guidance, and clarifying duties and tasks. A study on ethical leadership in higher education identified key behaviors of ethical leaders, including showing respect for others—be it subordinates, students, faculty members, or peers—accepting responsibility and criticism, leading by example, and being a good listener. These behaviors represent an individual's external nature and reflect their core beliefs about interacting with others. In addition, personal values such as respect for authority, striving for professional excellence, creating a compelling vision, adhering to rules, prioritizing service, inspiring others, upholding academic values, respecting property, demonstrating

strong character, maintaining confidentiality, and placing public interest above self-interest are essential. These values form a significant part of an individual's intrinsic nature, reflecting their core internal beliefs and inner personality (Hubchen, Wyatt & Burnett, 2024).

Another study determined three dimensions of ethical leadership: personal dimensions, which focus on the principles of justice in dividing duties among subordinates, ensuring fulfillment and honesty of pledges made, accepting criticism, and admitting mistakes if any, as well as administrative dimensions, which focuses on supervising the implementation of the work by himself, and on the objectivity of decision-making, to achieve justice and transparency in the application of the system, clarifying the tasks assigned to subordinates. Granting subordinates the necessary facilities in accordance with the circumstances of the situation, encouraging them to achieve and motivating them to work in a team spirit. In addition to the dimensions related to human relations, which focus on the mechanism of dealing with subordinates, by respecting, supporting and appreciating them, and preserving the secrets of others, as well as caring about satisfying and appreciating their desires, considering their circumstances and standing with them, and being keen to participate in their social occasions (Saad, 2024). There are some basic criteria for successful ethical leadership, including justice in behavior and judgments between colleagues and students, and sincerity and honesty in work (Al-Dhaen & Nour, 2021). Another study found that the ethical leader is characterized by qualities that he makes daily behavior for him within the institution, such as honesty, sincerity and equality in his dealings with subordinates and presenting the public interest (Al-Hajj & Sharyan, 2022). The use of authoritarian power of reward and punishment is no longer the best, but rather ethical principles such as trustworthiness and good example, mercy, gentleness and kindness with them and patience with others, respect and appreciation for them, and openness to them are the most influential and convincing for them. He is the inspirer with a clear vision, the motivator and encourager of his students, the discoverer of their talents, the guide and mentor, the teacher and provider of knowledge to his students, the educator of future leaders, the persuader with constructive dialogue methods, in terms of dealing and understanding and giving them the model they need, and the symbol whose actions and words they embody (Al-Harbi, 2015). Studies have also highlighted that ethical leadership encompasses societal values such as honesty,

transparency, fairness, equity, respect for diversity, adherence to laws, and non-coercive behavior (Express Tribune, 2024). Al-Hamad, & Alani (2020) stated in his study that the dimensions of ethical leadership are integrity, clarifying roles, justice, ethical orientation, division of power and the leader's motivations to accomplish work. Khaleel and Sayah (2020) mentioned in his study that the dimensions of ethical leadership are respect, serving, justice, and honesty with others. An ethical leader is characterized by moral leadership because he is committed to the honesty of providing knowledge and science, to justice and fairness with his students, to integrity and credibility in his educational and teaching work, and to taking responsibility for teaching and learning his students through mastering his work and being sincere in it, opening the doors of communication and channels of dialogue with them, listening to their opinions and not belittling their ideas and suggestions, and pushing them to cooperate and work as a team by controlling himself through his commitment to the principles of forgiveness and tolerance. He does not act arrogantly towards his students, but rather is humble towards them, and does not mock or ridicule them, but rather takes into account their feelings and cares about their affairs, pushing them to be busy with knowledge and make an effort in it, and is patient with their mistakes, overlooks their errors and accepts their criticism with an open heart, because the teacher is better than the abuser (Al-Harbi, 2015).

Previous studies have highlighted several points, including the extent to which faculty members practice ethical leadership in universities, as well as identifying the key qualities of ethical leadership that university professors should possess. They also emphasize the importance of the professor's role in promoting ethical practices within the university and the role of educational institutions, particularly universities, in establishing ethical principles for interactions among all university members, including students, faculty, and administrators.

Methodological procedures of the study:

Study method:

The descriptive analytical method was followed; as it represents the most appropriate scientific method for the nature of the study, and Al-Assaf (2012) defined it as: "That type of research that is carried out by questioning all

members of the research community or a large sample of them, with the aim of describing the phenomenon being studied in terms of its nature and degree of existence only, without going beyond that to studying the relationship or inferring the causes, for example" (p. 11).

Study population:

Obeidat and others (2007) indicated that the study community is "All individuals, persons or things that are the subject of the research problem" (p. 99). Melhem (2002) defined it as "All the components of the phenomenon that the researcher is studying." (p. 247). The current study population consists of all students of two government universities in the Riyadh region, numbering (179,278) male and female students.

Study sample:

The study sample was selected randomly according to the equation of the American Association of Krejcie and Morgan (1970). Accordingly, the minimum sample size of the study was (383). The researcher sent the electronic questionnaire to the study population members until she obtained (411) electronic responses. The following are the characteristics of the study sample according to the gender variable.

Table (1)

Distribution of study individuals according to gender variables

Gender	Number	Ratio
Male	217	52.8
Female	194	47.2
Total	411	100%

It is clear from the previous table that (217) of the study individuals represent (52.8%) of the males, and they are the largest category in the study individuals, while (194) of the study individuals represent (47.2%) of the females, and they are the smallest category in the study sample.

Table (2)
Distribution of study subjects according to the variable of the school level

School level	Number	Ratio
Diploma	51	12.4
Bachelor	239	58.2
Master	73	17.8
Doctor	48	11.7
Total	411	100%

It is clear from the previous table that (239) of the study participant represent (58.2%) of the undergraduate students, and they are the largest category in the study members, while (48) of the study members represent (11.7%) of the students at the doctoral level, and they are the lowest group in the study sample.

Study Tool:

The study tool or data collection tool means "the means by which the data collection process is carried out in order to test the hypotheses of the study, or answer its questions" (Al-Qahtani, Al-Amiri, Al-Madhab, and Al-Omar, 2004: p. 287).

The researcher used the questionnaire as a tool to collect the necessary data for the study and defines the questionnaire as "a means of collecting data from a group of individuals by answering a set of written questions on a specific topic without the researcher's assistance or presence while answering them" (Al-Qahtani, Al-Amiri, Al-Madhab, and Al-Omar, 2004: 288).

The researcher used the researchers' questionnaire (Al-Dhaen & Nour, 2021).

The questionnaire consisted of two parts as follows:

The first part: includes the demographic data of the study members, namely the variable of gender and education level.

The second part: consists of (24) items that measure the variables of the study, divided into three dimensions as follows:

The first dimension: It measures the moral personal characteristics of faculty members and includes (8) statements.

The second dimension: measures the ethical administrative behaviors of faculty members and includes (8) statements.

The third dimension: It measures the nature of the human relationship of faculty members and includes (8) statements.

The questionnaire statements were formulated according to the five-scale Likert model as follows: Strongly Agree (5 degrees), Agree (4 degrees), Neutral (3 degrees), Disagree (two degrees), Strongly disagree (one degree).

Validity and Reliability:

First: Face validity of the questionnaire: The researchers; Al-Dhaen and Nour (2021) presented the questionnaire to a group of referees from the universities of the Kingdom of Saudi Arabia, to express their opinions on the clarity of the items, their belonging to the dimensions, and the correctness of their formulation. Then the researchers modified the questionnaires based on their comments and put the questionnaire in its final form and became valid for measuring that for which it was created.

Second: Internal consistency validity:

The researcher calculated the internal consistency of the items of the study tool by calculating Pearson's correlation coefficients between each item and the dimension to which the paragraph belongs, as well as the correlation coefficient between each phrase and the questionnaire, which is shown in the following tables:

Table (3)

Correlation coefficients of the study dimensions items with the dimension to which they belong.

	Questionnaire items	Dimension correlation coefficient	Overall Correlation coefficient
	The first dimension		
	Faculty members respect all students	0.875**	0.827**
	Faculty members are patient in accomplishing tasks	0.887**	0.828**
	Faculty members accomplish their tasks with dedication	0.844**	0.814**
	Faculty members keep promises they make	0.894**	0.849**
	Faculty members are clear in their behaviors and practices	0.870**	0.861**
	Faculty members provide an opportunity for students to express their opinions.	0.883**	0.869**
	Faculty members are flexible in their dealings with students	0.919**	0.904**
	Faculty members are keen to be good role models for students.	0.903**	0.897**
	The second dimension		
	Faculty members are committed to objectivity when evaluating students	0.849**	0.812**
	Faculty members develop a sense of responsibility in students	0.832**	0.809**
	Faculty members consider the ethical dimension when making decisions	0.877**	0.890**
	Faculty members apply rules and regulations fairly to everyone	0.913**	0.886**
	Faculty members emphasize the importance of educational values among students	0.898**	0.878**
	Faculty members develop teamwork among all students.	0.877**	0.852**
	Faculty members help students accomplish the tasks	0.876**	0.876**

assigned to them		
Faculty members confidently retract their decisions if they prove invalid.	0.808**	0.768**
The third dimension		
Faculty members listen attentively to students.	0.909**	0.905**
Faculty members are humble in their dealings with students	0.837**	0.879**
Faculty members promote a positive relationship between students	0.882**	0.835**
Faculty members objectively appreciate students' circumstances	0.860**	0.863**
Faculty members participate in social events	0.806**	0.704**
Encourages faculty members to constructive and effective dialogue within the college	0.870**	0.822**
Faculty members take the initiative to resolve disputes between students	0.873**	0.767**
Faculty members avoid siding with an individual or group of students in the college	0.776**	0.807**

** Significant statements at the level of 0.01 or less.

From the previous table, all statements are a significant at the level of (0.01), and some are a significant at the level of (0.05), which shows that all the paragraphs that make up the questionnaire have a high degree of truthfulness, making them suitable for field application.

Reliability:

To verify the Reliability of the vocabulary of the study dimensions, the Cronbach alpha coefficient was used, and the results were as shown in the following table:

Table (4)
Cronbach's alpha reliability coefficient

Study dimensions	Number of Items	Coefficient Cronbach's alpha
The first dimension	8	0.960
The second dimension	8	0.951
The third dimension	8	0.942
Overall reliability coefficient	24	0.981

From the previous table, the reliability of the study dimension is high, as the value of the alpha Cronbach reliability coefficient for all study dimensions ranged between (0.942 to 0.960), and the value of the total reliability coefficient (0.981), which is a high reliability value that shows the validity of the study instrument for field application.

Interpretation of the results:

To facilitate the interpretation of the results, the researcher used the following method to determine the level of answer to the items of the tool, where weight was given to the alternatives shown in the following table to be treated statistically as follows:

Table (5)
Interpretation of the results

Degree of approval	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
Degree	5	4	3	2	1

These answers were then categorized into five iso-range levels by the following equation:

Category length = (largest value – lowest value) ÷ number of tool alternatives = (5-1) ÷ 5 = 0.80

Let's get the following classification:

Table # (6)
Distribute categories according to the gradient used in the search tool

Description	Range of averages
Strongly agree	4.21- 5.00
Agree	3.41 – Less than 4.21
Somewhat agree	2.61 – Less than 3.41
Disagree	1.81 – Less than 2.61
Strongly disagree	1.00 – Less than 1.81

Data analysis methods:

The researcher used the following statistical methods to identify the characteristics of the study members, calculated the validity and reliability of the tools, and answered the questions of the study:

1. Frequency and percentage, to identify the characteristics of the research sample.
2. means (Mean) to know the high or low opinions of the study subjects about each of the items of the study variables along with the main dimensions, as well as to arrange the phrases in terms of the degree of response according to the highest arithmetic average.
3. Standard deviation (SD) in order to identify the extent to which the opinions of the study members deviate for each of the phrases of the study variables and for each of the main dimensions from their mean, where the standard deviation shows the dispersion in the opinions of the study members for each of the phrases of the study variables along with the main dimensions, the closer its value to zero, the more concentrated the opinions and the less dispersion between the scale, as well as to arrange the items according to the arithmetic mean in favor of the least dispersion when the arithmetic mean is equal.
4. Cronbach Alpha is coefficient to extract the reliability of search tools.
5. Calculate the values of the Pearson correlation coefficient to calculate the validity of the internal consistency of the study instrument.

6. The Independent Sample T-Test was used to find out statistically significant differences in the responses of the study subjects according to the gender variable.

7. One Way ANOVA analysis was used to clarify the significance of the differences in the responses of the study subjects towards their dimension according to the variable of the school stage.

Discussion of the Results:

First question: What are the ethical personal characteristics of faculty members?

To identify the ethical personal characteristics of faculty members, the frequencies, percentages, averages and standard deviations of the items of the ethical personality characteristics dimension of faculty members were calculated, and the results were as shown in the following table:

Table # (7)

Responses of study subjects to the items of the dimension of moral personal characteristics of faculty members in descending order according to the arithmetic mean

Items	requency	Degree of approval					ean *	D	egree of availability	ank
		trongly disagree	isagree	omewhat agree	gree	trongly agree				
Faculty members keep promises they make		4		0	4	15	.19	.034	igh	
		.4	.9	9.5	2.9	2.3				
Faculty respects all students		0	9	1	37	74	.09	.998	igh	

The extent of activation of faculty members' practice of ethical leadership in Saudi universities

		.4	.6	7.3	3.3	2.3			
Faculty members accomplish their tasks with dedication		4	0	2	78	47	.06	.955	igh
		.4	.4	5.1	3.3	5.8			
Faculty members are keen to be good role models for students		9	5	9	17	81	.04	.094	igh
		.6	.6	9.2	8.5	4.0			
Faculty members give students the opportunity to express their opinions		4	0	3	05	89	.03	.113	igh
		.4	.3	7.8	5.5	6.0			
Faculty members are patient in accomplishing tasks			8	0	15	73	.00	.048	igh
		.2	.2	9.5	8.0	2.1			
Faculty members are clear in their behaviors and practices		4	0	1	16	70	.97	.101	igh
		.4	.3	9.7	8.2	1.4			
Faculty members are flexible in their dealings with students			2	8	08	54	.87	.097	igh
		.2	0.2	3.8	6.3	7.5			
Overall average							.03	.933	high

*The mean is from (5.00).

It is clear from the previous table that the members of the study sample believe that the moral personal characteristics of faculty members are available with a degree, with an average of (4.03 out of 5.00), which is the average that falls into the fourth category of the quintuple scale categories, which shows that the approval score indicates (OK) in the study instrument.

It was also found that the average response of the study subjects to the degree of moral personal characteristics of faculty members ranged between (3.87 to 4.17), which are the averages that fall into the fourth category of the pentagram category, which indicate (OK).

Item No. (4), which states (faculty members fulfill the promises they make to themselves) came in first place, with an average of (4.19 out of 5.00), and a high degree of availability, and this result indicates the awareness of faculty members of the need and importance of fulfilling promises and implementing them so that students learn from them and be role models for them, and fulfilling the promise is one of the most important foundations of ethical leadership practices.

Item No. (1), which states (faculty members respect all students) came in second place, with an arithmetic average of (4.09 out of 5.00), and a high degree of availability, and this result indicates the keenness of faculty members to prevail respect and appreciation among students by urging them to positive behaviors and good morals among them.

While item No. (3), which states (faculty members accomplish the tasks entrusted to them sincerely), came in third place, with an average of (4.06 out of 5.00), and a high degree of availability, and this is evident that faculty members accomplish the tasks and responsibilities entrusted to them with the necessary degree of dedication and sincerity in work and taking into account the public interest in order to achieve the goals of ethical leadership practices on the ground.

Second question: What are the ethical administrative behaviors of faculty members?

To identify the characteristics of administrative behaviors among faculty members, frequencies, percentages, averages and standard deviations were calculated for the statements of the ethical administrative behaviors dimension among faculty members, and the results were as shown in the following table:

Table # (8): Responses of study members to the items of the dimension of ethical administrative behaviors among faculty members in descending order by means

Items	requency	Degree of approval					ean*	D	ractice level	ank
		trongly disagree	isagree	omewhat agree	gree	trongly agree				
Faculty members develop a sense of responsibility in students			9	0	38	99	.23	.921	ery high	
		.2	.6	2.2	3.6	8.4				
Faculty members develop teamwork in all students			9	4	20	03	.18	.993	igh	
		.2	.1	3.1	9.2	9.4				
Faculty members emphasize the importance of educational values among students			0	9	43	84	.17	.932	igh	
		.2	.9	4.4	4.8	4.8				
Faculty members apply rules and regulations fairly to everyone			5	2	23	86	.09	.023	igh	
		.2	.5	5.1	9.9	5.3				
Faculty members consider the ethical dimension when making decisions			5	0	46	71	.08	.999	igh	
		.2	.1	4.6	5.5	1.6				
Faculty members are committed to objectivity		9	3	3	44	62	.99	.091	igh	

						Mean	SD	Degree
when evaluating students	.6	.6	5.3	5.0	9.4			
Faculty members confidently retract their decisions if they prove invalid.	5 .6	3 .0	3 0.2	05 5.5	75 2.6	.95	.131	igh
Faculty members help students accomplish the tasks assigned to them.	0 .4	1 0.0	5 3.1	6 0.9	79 3.6	.93	.133	igh
Overall average						.08	.889	High

*The mean is from (5.00).

It is clear from the previous table that the members of the study sample believe that the ethical administrative behaviors of faculty members are practiced to a high degree, with an average of (4.08 out of 5.00), which is the average that falls into the fourth category of the quintuple scale categories that show that the approval score indicates (agree) in the study tool.

It was also found that the average response of the study subjects to the degree of practicing ethical administrative behaviors among faculty members ranged between (3.93 to 4.23), which are the averages that fall into the fourth and fifth categories of the pentameter categories, which indicate (agree/strongly agree).

Item No. (2), which states (faculty members develop a sense of responsibility among students) came in first place, with an arithmetic average of (4.23 out of 5.00), and a very high degree of practice, and this result indicates that faculty members seek to develop a sense of responsibility among students and instill the values of cooperation among them, which contributes to evaluating students' personality and behaviors and enhancing the values of a sense of loyalty and belonging within the hearts of students.

Item No. (6), which states (faculty members develop teamwork among all students) came in second place, with an arithmetic average of (4.18 out of 5.00), and a high degree of practice, due to the importance of teamwork, cooperation between students, exchange of opinions and ideas on common issues, and

accustoming students to the need to cooperate among themselves and benefit from the experiences of others in teamwork.

While item No. (5), which states (faculty members emphasize the importance of educational values among students) came in third place, with an arithmetic average of (4.17 out of 5.00), and a high degree of practice, and this result indicates the keenness of faculty members to develop positive concepts and behaviors within the hearts of students and promote educational values that develop moral concepts within them to a large degree.

Third question: What is the nature of the human relations of faculty members?

To identify the nature of human relations for faculty members, frequencies, percentages, averages and standard deviations were calculated for the items of the nature of the human relationship dimension for faculty members, and the results were as shown in the following table:

Table (9): Responses of study members to the items of the nature of human relations for faculty members in descending order according to the average

Items	requency	Degree of approval					ean*	D	ractice degree	ank
		trongly disagree	isagree	omewhat agree	gree	trongly agree				
Encourages faculty members to constructive and effective dialogue within the college		5		2	10	85	.07	.043	igh	
		.6	.2	2.4	6.8	5.0				
Faculty members listen attentively to students.		0	1	4	07	89	.06	.077	igh	

The extent of activation of faculty members' practice of ethical leadership in Saudi universities

			.4	.5	8.0	6.0	6.0				
Faculty members are humble in their dealings with students			4	0	9	11	77	.04	.038	igh	
			.4	.4	4.1	7.0	3.1				
Faculty members avoid siding with an individual or group of students in the college				5	4	18	75	.03	.035	igh	
			.2	.1	0.4	8.7	2.6				
Faculty members promote a positive relationship between students			0	6	6	21	68	.98	.102	igh	
			.9	.9	0.9	9.4	0.9				
Faculty members objectively appreciate the circumstances of students.			5	9	9	01	77	.94	.153	igh	
			.6	.5	9.2	4.6	3.1				
Faculty members take the initiative to resolve disputes between students			3	0	7	9	42	.60	.344	igh	
			0.5	2.2	8.7	4.1	4.5				
Faculty members participate in social events			1	5	6	3	46	.51	.440	igh	
			4.8	0.9	8.5	0.2	5.5				
Overall average								.90	.982	High	

*The mean is from (5.00).

It is clear from the previous table that the members of the study sample believe that the nature of the human relations of faculty members was highly positive, with an average of (3.90 out of 5.00), which is the average that falls in the fourth category of the five-scale categories, which shows that the degree of approval indicates (Agree) in the study tool.

It was also found that the averages of the response of the study members to the nature of the human relations of faculty members ranged between (3.51 to 4.07), which are the averages that fall in the fourth category of the quintuple scale categories, which indicate (Agree).

Item No. (6), which states (encourages faculty members to constructive and effective dialogue within the college) came in first place, with an arithmetic average of (4.07 out of 5.00), and a high degree of practice, and this result indicates the importance of meaningful dialogue, which seeks to have a positive dialogue environment in which views are exchanged and benefit from the experiences of all parties to the dialogue, good listening, and coming up with many ideas and solutions to problems and issues raised for dialogue and discussion.

Item No. (1), which states (faculty members listen to students with interest) came in second place, with an arithmetic average of (4.06 out of 5.00), and a high degree of practice, and it is clear from this result that faculty members are keen to listen well to students, know their problems and respond to their inquiries, which makes students feel important and promotes their positive behaviors.

While item No. (2), which states (faculty members are humble in their dealings with students) came in third place, with an arithmetic average (4.04 out of 5.00), and a high degree of practice, due to the importance of humility in instilling the values of love and cooperation that prevails in the university environment and students feel more satisfaction and gratitude to faculty members.

In general, the findings of this study of positive ethical practices of faculty members are consistent with many previous studies by (Hubchen, Wyatt, Burnett, 2024), (Tamimi and Jondi, 2023), (Saad, 2024) and (Al-Harbi, 2015) in the dimension of ethical leadership characteristics such as the faculty member's

respect for others such as his colleagues and students and his loyalty to his work as mentioned by (Al- Dhaen and Nour, 2021), (Al-Harbi, 2015) (Al-Hajj and Sharyan, 2022). In addition, he is a good role model for his students as mentioned by (Birel, 2019), (Hubchen, Wyatt, Burnett, 2024), (Al-Harbi, 2015), (Al-Dhaen and Nour, 2021) and (Al-Kouri, Zureikat and Suleiman, 2022). For the dimension of ethical administrative behaviors, this study also agrees with the previous studies (Al-Qasim and Rantisi, 2023), (Hubchen, Wyatt, Burnett, 2024), (Al-Harbi, 2015) and (Tamimi and Jondi, 2023) such as the faculty member's ability to bear responsibility and encourage his students to do so as well. In addition to developing the team spirit among students as mentioned by (Tamimi and Jondi, 2023), (Saad, 2024), (Al-Harbi, 2015) and (Al-Ajami and Al-Ajmi, 2021) and his dealings with justice and the principle of equality, which were mentioned by most of the previous studies. Moreover, in the dimension of human relations, the results agreed with what the previous studies indicated that the faculty member's dealings with his students, with constructive dialogue and humility, as mentioned by (Al-Harbi, 2015) and good listening, as mentioned by (Hubchen, Wyatt, Burnett, 2024).

Fourth question: Are there statistically significant differences in the opinions of the study sample towards the degree of practice of faculty members for ethical leadership in Saudi universities according to different variables (gender, academic level)?

First: Differences according to the variable of the gender:

To identify the extent to which there are statistically significant differences between the responses of the study members according to the type of variable, the researcher used the (T) test, for independent samples (Independent Sample T-Test) and the results were as shown in the following table:

Table No. (10) Independent Sample T-Test for the differences in the opinions of the study sample of teachers according to the gender variable

Study dimensions	Gender		Mean	SD	Value	Degree of freedom	Significance level
Ethical personal characteristics	Male	17	3.9816	1.01205	.108	409	0.268 Non-significant
	Female	94	4.0838	0.83630			
Ethical Administrative Behaviors	Male	17	4.0086	0.92624	.732	409	0.084 Non-significant
	Female	94	4.1604	0.84134			
Human relations	Male	17	3.8039	1.04438	.851	409	0.072 Non-significant
	Female	94	4.0126	0.89923			

It is clear from the previous table that there are no statistically significant differences in the opinions of the study sample regarding the degree of faculty members' practice of ethical leadership in Saudi universities according to the gender variable, as the levels of significance reached (0.268, 0.084, 0.072), which are all greater than (0.05), and are not statistically significant, which indicates that there is no effect of the gender variable on the degree of faculty members' practice of ethical leadership in Saudi universities.

Second: Differences according to the variable of the academic stage:

To identify the extent to which there are statistically significant differences between the responses of the study subjects according to the variable of the school stage, the researcher used the "One Way ANOVA" test, and the results were as shown in the following table:

Table (11) shows the results of the "One Way ANOVA analysis" for the differences in the opinions of the study sample of teachers according to the variable of the school stage.

Study dimensions	Contrast source	Total squares	Degrees of freedom	Average squares	P value	Statistical significance
Ethical personal characteristics	Between groups	1.070	1	1.070	1.228	0.259 Not Significant
	Inside groups	356.221	409	0.871		
	Total	357.291	410			
Ethical Administrative Behaviors	Between groups	2.360	1	2.360	2.999	0.103 Not Significant
	Inside groups	321.928	409	0.787		
	Total	324.288	410			
Human relations	Between groups	1.645	1	1.645	1.806	0.152 Not Significant
	Inside groups	391.658	409	0.958		
	Total	393.303	410			

It is clear from the previous table that there are no statistically significant differences in the opinions of the study sample towards the degree of practice of faculty members for ethical leadership in Saudi universities according to the variable of the academic stage, as the levels of significance reached (0.259, 0.103, 0.152), all of which are greater than (0.05), and is statistically significant, which shows that there is no effect of the academic stage variable towards the degree of faculty members' practice of ethical leadership in Saudi universities.

Study recommendations:

The results of the study showed that ethical leadership practices in the universities under study are practiced to a high degree in general, which illustrates the importance of these practices in achieving the goals of the university environment, and therefore the researcher recommends the following:

1. Work to intensify training programs that demonstrate ethical leadership methods and practices for faculty members.
2. Providing the necessary material and moral motivation programs for faculty members, which contributes to increasing their motivation towards more ethical leadership practices.

3. Educate students about the importance of ethical leadership practices and work to encourage them to practice these practices and apply them in their working lives.

4. Developing a charter for ethical leadership that is prepared collectively by involving faculty members in drafting a charter for ethical leadership to ensure their commitment to it. Including in this charter guidelines that suit the needs and challenges of faculty members in Saudi universities.

5. Encouraging research and discussion on ethical leadership by establishing grants for research projects that focus on ethical leadership in higher education. Hosting national and international conferences that discuss ethical leadership in the academic field. Encouraging faculty members to publish articles on ethical leadership in scientific journals.

6. Engaging students in developing ethical leadership by encouraging them to participate in initiatives led by faculty members to enhance the culture of ethics at the university. Allowing students to provide constructive feedback on the ethical practices of faculty members through structured questionnaires.

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