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THE IMPACT OF ETHICAL LEADERSHIP BEHAVIOR IN UNIVERSITY PERFORMANCE- STUDY EXPLORATORY AT SUMER UNIVERSITY

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ABSTRACT

The aim of the study was to find out the correlations and impact between the variable of ethical leadership behavior and university performance at Sumer University. Use the descriptive analytical method by adopting the questionnaire tool to collect data. The questionnaire was distributed electronically to 113 teachers at Sumer University and the response was from 105 teachers. The research results showed that there is a correlation and effect relationship between the search variables. In addition, the responding university does not have ethically defined standards in terms of performance of the work of the cadres working there. Finally, the research presented a set of recommendations aimed at tackling problems in the ethical leadership behavior variable and improving university performance. Including work on preparing a guide to ethical standards and discussing it in the university's council for the purpose of approval. And the need to clarify and explain the manual of the working cadres through the establishment of workshops.

Keywords: Ethical leadership behavior, respecting others, being in service to others , justice with others, honesty towards others, university performance.

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تأثير سلوك القيادة الأخلاقية في الأداء الجامعي - دراسة استطلاعية في جامعة سومر

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الخلاصة

هدفت الدراسة إلى معرفة الارتباط والتأثير بين متغير سلوك القيادة الأخلاقي والأداء الجامعي في جامعة سومر، وجرى استخدام المنهج الوصفي التحليلي باعتماد أداة الاستبيان لجمع البيانات من خلال توزيع الاستبانة الكترونياً على 113 أستاذ في جامعة سومر وجاء الرد من قبل 105 أستاذ، وأظهرت نتائج البحث وجود علاقة ارتباط وتأثير بين متغيرات البحث فضلاً عن ذلك فإن الجامعة المستجيبة ليس لديها معايير محددة أخلاقياً من حيث أداء عمل الكوادر العاملة هناك، وأخيراً قدم البحث مجموعة من التوصيات الهادفة إلى معالجة مشاكل متغير السلوك الأخلاقي القيادي وتحسين



الأداء الجامعي ومنها العمل على إعداد دليل للمعايير الأخلاقية ومناقشتها في مجلس الجامعة لاعتمادها وضرورة توضيح وشرح دليل الكوادر العاملة من خلال إقامة ورش العمل.
الكلمات المفتاحية: سلوك القيادة الأخلاقي، احترام الآخرين، خدمة الآخرين، العدل مع الآخرين، الأمانة تجاه الآخرين، الأداء الجامعي.

INTRODUCTION

With the tremendous development in the world of management, and in light of the changes in institutions, it was necessary for university leaders to have knowledge about the impact of the ethical behavior of leadership on improving university performance. The issue of ethical leadership behavior is one of the important topics because of its importance in the growth and continuity of the organization as it relates to the organization's senior management. Therefore, this topic has received the attention of many researchers through its study and measurement in many dimensions, depending on the type, nature, and field of research. Hence the problem of the study emerged by asking about the extent of the influence of ethical leadership behavior on university performance.

This research was based on studying ethical leadership behavior in its four dimensions (respecting others, being in service to others, justice with others, honesty towards others) and its impact on improving performance in the field of higher education. **Mokhmera (2019)** concluded during his study that leaders practice ethical leadership behavior for the purpose of meeting their managerial expectations. It also does not depend on gender, academic qualification and experience. As for **FarajAllah et al. (2018)**, it was found that there was a positive effect of the leadership variable in improving university performance, and this is what this study agreed with.

The practical side was conducted at the University of Sumer, one of the institutions of higher education located in the province of Dhi-Qar. Questionnaires were distributed to the sample of 113 teachers, and the questionnaires were responded to by 105 of them. The results showed that there is a correlation relationship for all dimensions of ethical leadership behavior with university performance. The results also showed the effect of (respecting others, being in service to others, honesty towards others) in university performance. As for after (justice towards others), the results showed that it did not affect university performance.

This research included four axes, the first axis included the research methodology. With regard to the second axis related to the theoretical aspect of research variables. As for the third axis, it includes the practical side of the research. Finally, the fourth axis includes the conclusions and recommendations that emerged from the research.

THE FIRST TOPIC (RESEARCH METHODOLOGY)

Problem of the research

The adoption of ethical behavior by university leaders is necessary. they are in direct contact in achieving the goals of the university. University leaders should exercise the role of ethical behavior and characterize it as being the center of them power and influence as well as its influence in achieving strategic goals. Based on what has been mentioned, there is a difference between university leaders in ethical behavior. The problem of research lies in the ethical behavior of university leaders, which reflects their policy of performance and their vision in their implementation of the university's strategic plans. Therefore, the ethical leadership behavior dimensions and their impact in performance have been studied. And knowing the level of leaders' adoption of positive practices that increase the university's ability to face future challenges and overcome the obstacles imposed on it for the survival and growth of the university. With regard to the practical aspect of the research problem, it lies through



studying the impact of the dimensions of ethical leadership behavior on the performance of Sumer University based on a survey of the views of faculty members. The research may define the following questions:

1. What is the level of ethical behavior of leadership at the respondent university?
2. What is the level of university performance at the respondent university?
3. What is the nature of the relationship between ethical behavior of leadership and university performance at the respondent university?
4. Does ethical leadership affect performance at the respondent university?

Significance of the research

1. The research derives its importance from the importance of the variables that it meant to address them, represented by (ethical behavior of leadership and University performance).
2. The research derives its importance from the importance attached to the field of research represented by moral leadership and improving University performance and its role in Sumer University.

Objectives of the research

1. Determining the level of availability of ethical behavior in the respondent university
2. Determining the level of improvement of performance in the respondent university.
3. knowledge the type and nature of the relationship between ethical leadership behaviors, University performance in the respondent university.
4. knowledge the effect of ethical leadership behaviors on University performance in the respondent university.

The hypothetical diagram and research hypotheses

(Figure 1) illustrates the hypothetical diagram of the research. It expresses the relationships of influence and influence between the variable ethical leadership behavior with its four dimensions and university performance. The hypotheses stated the following:

1. The first main hypothesis: There is a significant correlation between ethical leadership behavior and university performance , and four sub-hypotheses emerge from it:
 - There is a significant correlation between respecting others and university performance at the macro level.
 - There is a significant correlation between being in service to others and university performance .
 - There is a significant correlation between justice with others and university performance.
2. There is a significant correlation between honesty towards others and university performance.
3. The second main hypothesis: There is a significant effect of ethical leadership behavior on university performance. , and four sub-hypotheses emerge from it:
 - There is a significant effect of respecting others on university performance.
 - There is a significant effect of being in service to others on university performance.
 - There is a significant effect of justice with others on university performance.
 - There is a significant effect of honesty towards others on university performance.

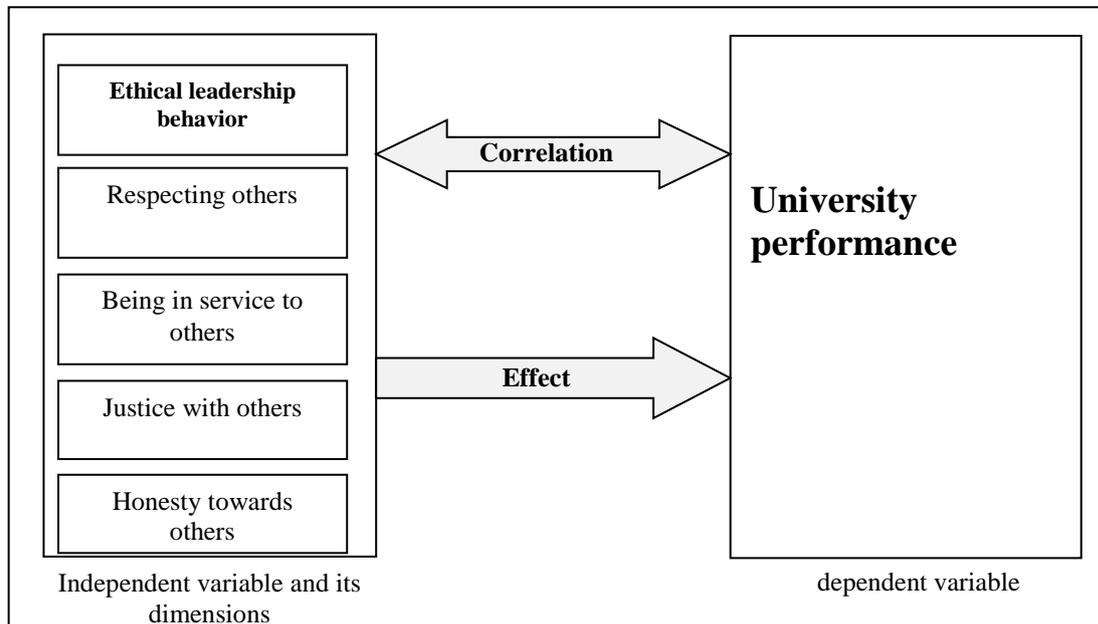


Figure (1):The hypothetical model of study.

Description of the search tool

Data and information were obtained through preparing an appropriate questionnaire for the research methodology, as well as the desired objectives of the research. It is one of the most important methods used to collect data and the most widespread. This questionnaire (Table 1) was designed based on a set of different global measurement indicators as follows:

Table (1): Description of the search tool.

Axis	Sub variables	Number of indicators	References
General data	Gender	1	
	Academic qualification	1	
	Number of years of career	1	
Ethical leadership behavior	Respecting others	5	(Northouse 2013); (Northouse 2010); (Brown & Trevino 2006)
	Being in service to others	5	
	Justice with others	5	
	Honesty towards others	5	
University performance	University performance indicators (Financial performance; Non-financial performance results; Comprehensive performance indicators)	13	FarajAllah <i>et al.</i> , 2018

Procedural definitions of variables and dimensions of research

1. **Ethical leadership behavior:** These are ethical practices that university leaders demonstrate in their work and that are reflected on the associate and community students.
2. **Respecting others:** Treating others in a way that preserves their beliefs; attitudes; and values
3. **Being in service to others:** It is a reflection of the leadership's altruism rather than selfish act of vanity



4. **Justice with others:** Treat everyone in a similar way
5. **Honesty towards others:** It is the basis for establishing the confidence of others in leadership
6. **University performance:** It is the efficiency and effectiveness of the university in achieving its strategic objectives .

Sample and community of the research

The importance of universities as a center for generational education. The university is the organized organization that is interested in building a person who is able to face life through teaching him the knowledge and skills necessary for living. He learns at the university several skills and knowledge, according to specialization and science. This research focused on ethical leadership behavior in higher education and its impact on university performance. The study was applied at Sumer University, which is one of the Iraqi government universities and its place in the province of Dhi-Qar. The research community was 113 faculty at Sumer University (without university leaders). The research relied on the questionnaire as a measurement tool after it was distributed electronically to 113 faculty members as a simple intended sample. 105 teachers answered the questionnaire. The answer rate to the questionnaire is 0.94, which is acceptable.

The limits of the research

1. **Spatial limits:** Sumer University - Iraqi Ministry of Higher Education and Scientific Research.
2. **Time limit:** 21 / 4/2020 to 21/5/2020
3. **Human limit:** teachers at Sumer University.

Statistical methods and Analysis techniques

The descriptive and analytical descriptive statistics methods included (Alpha Cronbach, Arithmetic Mean, Standard Deviation, Relative Significance, spearman's correlation, Simple linear Regression). After collecting questionnaires from the research sample. The excel program was used to dump data in it. Then SPSS version 23 was used. For the purpose of analyzing the research hypotheses and knowing the correlations and influence between the research variables.

THE SECOND TOPIC THEORETICAL UNDERPINNING

Ethical leadership behavior

Ethical leadership behavior refers the appropriate behavior demonstrated by the individual through his activities and personal relationships, and the promotion of this behavior among the followers through two-way communication, promotion and decision making processes (Al-Sharifi & Al-Tanh 2011). As for Kabeer (2016) he defines it Influencing others to achieve the goals of the organization and contribute to the development and prosperity of society, through traits, skills, leadership styles and attitude capabilities, and its success in striking a balance in achieving the interests of the various parties, and careful consideration of the moral and legal dimensions. As (Mokhmera 2019) refers to what a leader is characterized by as a result of the experiences he has acquired and the values he holds that lead him to engage ethically with others. Based on the researchers' approach, we can show the ethical leadership behavior is a set of behaviors and goals that lead towards workers through the use of a set of methods and methods appropriate for appropriate behavior through his actions, personal relationships and activities that make a man good to achieve the goals of the organization and achieve a high degree of efficiency and effectiveness .



The importance of ethical leadership

Instilling the concepts of leadership and moral stems from the work of leadership supreme as reflected in positive on the work of employees, and thus will be an identity moral cherished by workers because of their affiliation to the philosophy of the identity of organizational and faith deep as posed by leadership graduate of the philosophies of moral be paybacks positive for the benefit of the organization and employee (Kar 2012). Mokhmera (2019) referred the importance of ethical leadership behavior through the following:

1. Refine the highest standards of personal ethics so that the active leader cannot live a dual ethic, some are attributable to his personal life and others are attributable to work.
2. Building a stable culture that respects standards of competence and ethics and spreading values of integrity, humility and virtue at work.
3. Support the stability and satisfaction of all workers in the organization.
4. Increase the confidence of the individual in himself and the organization in which he works and the society to which he belongs.
5. Providing an environment conducive to team spirit and increasing productivity, which benefits society.
6. Reducing conflicts and disputes. Increased adherence to instructions and laws.

Dimensions of ethical leadership

1. Respect for others: (Northouse 2013) That respect means treated by followers of a way that kept their beliefs and attitudes and values, and when they show the commander of respect for the followers, they will feel that they qualified their job.
2. Being in service to others selflessly rather than act in a manner based on selfishness and arrogance, and put the serve the leaders moralists others than through their behavior adds moralists followers in place first and their purpose main potential is to support and care for others (Northouse 2010).
3. Justice for others: that justice is a standard sacred for the commander of the so offered to the person does not make it neglects people others in the group so do not catch a team work frustrated, and when the distribution of resources and rewards and punishments on the staff, the leader plays a role key interpretation of his role on how the application of justice in the treatment (Brown & Trevino 2006).
4. Honesty towards others: The confidence component of the main relationships work successful as between the leader and followers, which enables the cooperation and help in managing differences, and to encourage involved information, and increase the openness and acceptance of mutual (Akker & Heres 2009)

University performance

Performance is described as achieving organizational goals using resources efficiently and effectively. As for performance in universities and educational organizations, it is the thing that everyone seeks regardless of size. Small educational organizations want to become large and large want to become larger to meet the growing educational needs that arise over time (Ng'ang'a & Nyongesa 2012). Performance is related to getting things done. It is the way in which specific actions are accomplished to achieve the goals of the organization (Almado, 2016). While Khaleel & Sayah (2020) referred that university performance is a reflection of the ability of the university or educational organization and its ability to achieve its goals. Through what the researchers referred about university performance, university performance can refer the efficiency and effectiveness of doing business.



University performance indicators

The university performance is multi-dimensional in nature and requires incorrigible search for indicators and methods of representation and measurement components suitable for same performance (Cricelli *et al.*, 2018). It has shown (Neumann 2017) that university performance is a complex concept that depends on the dimensions involved and the specific criteria that provide the basis for knowledge of performance assessment as well as the context in which it is measured. It is multidimensional. Its dimensions may differ, as it relates to productivity, profitability, economic use of resources, or the extent to which the desired goals are achieved. FarajAllah *et al.* (2018) indicated that measuring overall performance in universities includes:

1. Financial performance: This includes the university's commitment to spend according to budget lines, rationalizing the university's expenditures, achieving the university's financial surplus resulting from its operations, and collecting the university from debts owed by beneficiaries.
2. Non-financial performance results: This includes an increase in the number of students enrolled in the university. The extent to which the university introduces new programs that constantly adapt to the labor market.
3. Comprehensive performance indicators: the university's internal standards for comprehensive monitoring of performance, such as the extent to improve university performance and the efficient use of buildings and facilities.

University performance indicators are data, information and measurement standards used to judge the effectiveness of the university in order to improve its performance, leading to quality performance.

Factors affecting university performance

There are many factors that affect university performance, whether at the individual level, organizational units, or the organization as a whole. Zoabi (2014) identified these factors as follows:

1. Internal factors: refers to the variables resulting from the interaction of the internal elements of the organization and its impact on performance, as it can be controlled and controlled, the most prominent of which are (technical factors, organizational structure, human resources).
2. External factors: refers to a set of changes that indirectly affect the activities and decisions of the organization, and are outside the control of the organization and includes (customers, competitors, economic factors, political and governmental factors, social and cultural factors).

While Salama *et al.* (2018) explained that there are factors that negatively affect performance and make it ineffective, namely:

1. Organizational policies and practices: These include (insufficient staff and employment, lack of vocational and job training, policy implementation and performance according to simple standards that do not improve performance, low efficiency of communication systems, foggy job relations, inefficient management, and poor attention to employee interests and needs).
2. Personal problems: It includes (social problems, physical problems, moral and psychological anxiety such as atrophy, fear, anxiety and hesitation, a lack of knowledge among employees, weakness and shortcomings in evaluating continuous and continuous performance, lack of resources that achieve outstanding performance,



ineffective discussions of employee development, The ambiguous and unclear language of managers used in the performance appraisal process).

The classification of factors into internal and external factors is the most comprehensive, since other classifications that some researchers have mentioned are inferred from internal and external factors affecting performance.

THE THIRD TOPIC THE PRACTICAL SIDE

For the purpose of conducting an exploratory study, the stability and reliability of the questionnaire were verified by calculating factor-Cronbach's Alpha rate as well as calculating the alpha Cronbach index in the event that each of the paragraphs of the study variables was deleted, and from (Table 2) it is clear that the value of the stability factor-Cronbach's Alpha for the entire questionnaire paragraphs It reached (0.942), which is a high value that suggests the possibility of passing the questionnaire permanently to the members of the study sample.

Table (2): Reliability statistics.

Cronbach's Alpha	N of Items
0.942	33

In the (Table 3).The results of the statistical analysis show that the mean of the dimension (Respecting others) reached a value of (3.34) and a standard deviation of (0.594) and a relative importance (66.8%). Evidence of weakness and lack of interest in having ethically defined standards when conducting business by employees. The leadership at the university deals with its employees with dignity.As for the dimension of (Being in service to others), the mean values for the mean (3.26), standard deviation (0.494) and relative importance (65.2%). It indicates that the leadership at the university did not explain and clarify the rules and instructions of work for the Working cadres. In what has been noted that the university leadership respects and takes into account the personal rights of the Working cadres. As for the (Justice with others) dimension, the mean values were (3.17), standard deviation (0.375), and relative importance (63.4%). Evidence of not relying on fair policies to deal with all cadres working at the university. The decisions of the university leadership were characterized by justice and fairness. As for the (Honesty towards others) dimension, the mean values were (3.2), standard deviation (0.35), and relative importance (64%). It indicates that the work ethics guide and organizational values have not been discussed with the university's cadres. The university leadership was characterized by not adopting a fraud-based approach, which indicates their high confidence and integrity in work. This is illustrated by the answers of sample individuals when distributing the questionnaire to them.In the end, Ethical Leadership Behavior has reached the value of the mean of it (3.25) and a standard deviation (0.426), which indicates a weakness in the variable (Ethical Leadership Behavior) represented in what was mentioned above.

**Table (3):** Arrange the relative importance of the ethical leadership behavior.

No.	The dimension ethical leadership behavior	Mean	Standard Deviation	(%)
1	Respecting others	3.34	0.594	66.8
2	Being in service to others	3.26	0.494	65.2
3	Justice with others	3.17	0.375	63.4
4	Honesty towards others	3.2	0.35	64
Ethical leadership behavior		3.25	0.426	65

In the (Table 4) University performance was measured based on 12 indicators that included the financial aspects, which were represented in 3 indicators, the non-financial aspects, which were represented in 6 indicators, and the overall performance indicators, which consisted of 4 indicators. The value of the mean for the variable (University performance) was (3.41) and a standard deviation (0.466) with a relative importance of (68.2%). The results indicate that there is a weakness and that the cadres working in the university do not have sufficient information on how to perform their duties and duties. The leadership at the university does not adopt development ideas and proposals to perform the university's work. It should be noted that leadership at the university has good relations with related parties.

Table (4): Arrange the relative importance of the University performance.

NO.	Variable	Mean	Standard Deviation	(%)
1	University performance	3.41	0.466	68.2

(Table 5) shows the correlation of all dimensions of ethical leadership behavior with university performance and the fact that (sig = 0.00) is smaller than the level of significance (0.05), this means that the correlation is statistically significant. Therefore, it accepts the first main hypothesis and the sub-hypotheses related to correlation

Table (5): The Spearman's correlation between the variable of ethical leadership behavior, its dimensions and University performance.

	respecting others x ₁	Service to others x ₂	Justice with others x ₃	Honesty towards others x ₄	Ethical leadership x	Dependent variable
Correlation Coefficient	0.517**	0.466**	0.525**	0.519**	0.522**	University performance y
sig	0.000	0.000	0.000	0.000	0.000	

**It means that the value is very high with 99% confidence.

*It means that the value is very high with 95% confidence.

From (Table 6) it is clear that there is an effect of all dimensions of ethical leadership behavior and this effect is of the positive type. Form values (sig = 0.000) which are values smaller than the level of significance at (0.05). This indicates acceptance The second main hypothesis and the first, second and fourth sub-hypotheses related to the linear regression coefficient. As for the third sub-hypothesis, after testing it, it is rejected and accepting the zero

hypothesis, since the value of (sig = 0.422) is greater than the level of significance at (0.05), which indicates that there is no Statistically significant effect. Therefore, the regression equation for the hypothetical model is as follows:

$$Y=(1.557+0.556X_1)+(1.327+0.639X_2)+(0.510+0.915X_3)+(0.703 +0.832X).$$

Table (6): Analysis of the discrepancy between ethical leadership behavior ,its dimensions and university performance.

	The coefficient of determination R^2	Regression coefficient β	t Values Calculated	F Values Calculated	Significance level P	nature of relationship	Independent variable and its dimensions
Dependent variable university performance	0.503	1.557 0.556	8.426 10.214	104.319	0.000	The relationship is significant	respecting others x_1
	0.416	1.327 0.639	5.980 9.391	88.199	0.000	The relationship is significant	Service to others x_2
	0.543	0.510 0.915	1.928 11.061	122.338	0.05	The relationship is significant	Justice with others x_3
	0.554	0.228 0.981	0.807 11.322	128.198	0.422	The relationship is significant	Honesty towards others x_4
	0.580	0.703 0.832	3.063 11.916	141.983	0.003	The relationship is significant	ethical leadership behavior

From Table (6) it is clear that there is an effect of all dimensions of ethical leadership behavior and this effect is of the positive type. Form values (sig = 0.000) which are values smaller than the level of significance at (0.05). This indicates acceptance The second main hypothesis and the first, second and fourth sub-hypotheses related to the linear regression coefficient. As for the third sub-hypothesis, after testing it, it is rejected and accepting the zero hypothesis, since the value of (sig = 0.422) is greater than the level of significance at (0.05), which indicates that there is no Statistically significant effect. Therefore, the regression equation for the hypothetical model is as follows:

$$Y=(1.557+0.556X_1)+(1.327+0.639X_2)+(0.510+0.915X_3)+(0.703 +0.832X).$$

THE FOURTH TOPIC CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. There is a positive correlation between ethical leadership behavior and university performance, as university performance increases and improves by improving ethical leadership behavior
2. There is a significant effect of the ethical leadership behavior variable in the variable of university performance, which indicates the importance of these variables and their dimensions, and the development of solutions and treatments through a set of proposals submitted to the responding university.
3. With regard to ethical leadership behavior, The existence of weakness and lack of interest on the part of university leaders in explaining and clarifying the rules and instructions of work for university employees in addition to not adopting fair policies in



its dealings with workers. It also concludes that the respondent university does not have ethically defined standards regarding the performance of the work of the cadres working there.

4. With regard to university performance, university employees do not have sufficient and required information to perform their work, and this indicates a lack of job description or lack of interest in it. In addition to the lack of a policy in the responding university aimed at adopting ideas and proposals that improve and develop performance

RECOMMENDATIONS

1. The university's investment to the nature of the positive mutual relationship between ethical leadership behavior and university performance, and benefiting from that in its growth and access to advanced ranks locally and globally.
2. Developing the leadership and management capabilities of university leaders by adopting targeted training programs to enhance the concept of ethical leadership behavior for all university leaders.
3. Work on preparing a guide on ethical standards and discussing it in the university's council for the purpose of its approval. And the necessity of clarifying and explaining the guide to the working cadres through holding meetings or workshops.
4. Increase interest in job descriptions, while building a system that ensures the provision of sufficient information necessary to perform the work. This system is a guide for documenting university procedures. The leadership must listen to the development proposals submitted by workers and strive to implement them.

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