

The Academic Members Perceptions on Ethical Leadership Practices and their Role in Organizational Commitment: Empirical Evidence from Charmo University

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Abstract

This research's primary purpose is to examine the academic members' perceptions on ethical leadership practices and their role in organizational commitment, based on empirical data obtained from academic members at Charmo University. The researchers employed the quantitative method and used a survey questionnaire as a data collection instrument, which comprises six constructs (ethical leadership practices: fairness, people-orientation, power-sharing, emotional commitment, normative commitment, continuous commitment, and the survey administered to academic members in departments of Charmo University. The empirical data were analyzed using SPSS, and Amos 25, mainly to test the hypotheses. The results supported the research hypotheses that ethical leadership practices, such as fairness, people-orientation, and power-sharing, are related to organizational commitment. Thus, ethical leadership practices positively significantly influence organizational commitment. Results also showed that people-orientation and power-sharing are the factors that motivate the influence of ethical leadership practices on organizational commitment. This research contributes to the literature by representing that ethical leadership practices stand as the base for improving emotional, normative, and continuous commitment; the enhanced organizational commitment resulting from leaders' ethical behavior contributes to improving the academic members' commitment to their institution.

Keywords: Ethical Leadership Practices, Organizational Commitment, and Charmo University.

** This research is derived from (Hiwa Rafiq Namiq) master thesis titled "Relationship Between Ethical Leadership and Organizational Commitment: A Case Study at Charmo University, Iraq."*

1. Introduction

Academic institutions, and mainly universities are considered the higher social institutes with an open systems of interaction with educators, students, administrators, and various other society members; therefore, ethical leadership practices and organizational commitment are crucial. Lecturers and administrative staff in universities guide the students and spend a great deal of their time in colleges to reproduce their educators' behavior, develop their identity, and form loyalties (Langlois and Lapointe, 2009). Thus, this research's primary purpose is to examine the academic members' perceptions on ethical leadership practices and their role in organizational commitment: empirical evidence from Charmo University. Ethical leadership is an essential topic that attracts various researchers' attention.

Ethical leadership practices are built on an encouraging atmosphere by acting and making decisions ethically in everyday interactions (Northouse, 2013). Ethical leadership is a new research area that has recently received much attention due to the positive influence that ethical leadership has on employees and their organizational commitment. In this context, Brown et al. (2005), mentioned that individual activities demonstrate ethical leadership practices and particular relationships, the correct normative behavior, and transferring this behavior into followers in three ways: strengthening, communicating, and decision-making.

As indicated by Almandeel and Dawood (2019), various studies have considered the relationship between ethical leadership and organizational commitment, in which the leadership demonstrates trust, self-esteem, morality, and consideration toward employee commitment. Organizational commitment is also one of the most critical topics in contemporary administrative thoughts; due to complexity and environmental change, organizational commitment is vital in universities, contributing to the faculty members' development skills. Tosun and Ulusoy (2017), analyzed organizational commitment, job satisfaction, and burnout on physicians and nurses. They defined organizational commitment as the reconciliation of goals and values between the employee and the organization that stimulates the employee's desire to achieve the organization's goals. However, universities are the center of producing knowledge and communication between world communities. The success of universities is linked to the quality of education, and the ability to turn everything taught into products or services that can compete through its response. The ethical leadership practices are significant for developing organizational commitment; therefore, this study was carried out to address one of the issues and problems facing the higher education sector where ethical leadership attracts public and private universities, based on the need to adhere to the principles and ethical behavioral values at the individual and collective levels in the profession. Ethical leadership and organizational commitment are two aspects to determine academic members' performance. The remainder of the research is structured as follows; section one, included a brief introduction. We addressed the reviewed literature related to ethical leadership and organizational commitment, research model, and hypotheses development in section two. Section three, presented the research methodology. Section four contains analysis results, and section five covers discussions on empirical findings, conclusion, recommendations, and suggestions for future research.

2. Literature Review

2.1. Ethical Leadership Practices

Ethical leadership practices are a significant research area that has recently received researchers much attention due to the positive influence that ethical leadership has on employees to reach organizations' goals effectively. Mihelic et al. (2010) defined leadership as the science and art of persuading followers in one organization who intend to pursue the things, activities, and goals formulated by leaders. Thus, leaders differ according to the individual leadership that emerges from the

characteristics of the character. According to Northouse (2013), ethical leadership practices affect a group of individuals to achieve a common goal. The primary role is to consolidate effort with individuals in their organization, perhaps with the best coexistence, cooperation, and harmony within the organization, achieve the organization, or achieve its goals. Therefore, the leader should know their followers' skills and behavior, feelings, and communication with employees to motivate others (Nikoloski, 2015). Ethical leaders direct employees who are doing the right thing are expected, encouraging, appreciating, and employees tend to arrest an ethical organizational environment (Mayer et al., 2010). Ethical leaders are always considering accepted benevolent, ethical standards and principles in their beliefs, values, and behaviors in the work environment (Eslamieh and Davoudi 2016). Güngör (2016), analyzed servant leadership and ethical leadership behaviors of administrators and the estimated influence of these behaviors on teachers' job satisfaction. Results showed that ethical leadership behaviors positively related to job satisfaction. In their research, Javed et al. (2018), examined ethical leadership trust in leader and creativity: The mediated mechanism and an interacting effect. The research showed that ethical leadership enhances creativity in the workplace, while confidence in leadership mediates ethical leadership's impact on creativity. In the same regard, Brown and Treviño (2006), examined ethical leadership: A review and future directions. The research revealed that large organizations are looking for ways to choose good ethical leadership for their organizations because ethical leadership has a significant role in defining the organization's goals and progress. Ariffin et al. (2015), explored the ethical leadership and employee-organizational outcomes in the hotel industry. The research established that ethical leadership could enhance satisfaction and commitment between employers and organizational.

Ethical leaders are expected to deal with their followers in a fair, equitable, and unbiased manner, positively affecting attitudes and behaviors towards work and the organization. They are also reflected in the satisfaction, commitment to work, and loyalty to the organization, the improving performance and quality in the services provided (Yasser, 2017). Ethical leaders are concerned with justice and equality issues, and they make it a top priority to deal with all their followers in an equal manner, and justice requires that leaders place justice issues at the center of their decision-making. Daradkeh et al. (2016) argued that justice highlights the system of individuals' social, moral, and religious values and defines interaction and moral maturity among the organization's members in how they perceive and their perceptions of common organizational justice. Further, justice is related to the individual fairness judges and methods used by the director in dealing with employees on the functional and human levels. However, trustworthiness needs advanced levels of a climate of trust, mutual respect as a basis for all feelings of honesty and sincerity (Kim and Brymer, 2011). The people-orientation in ethical leadership reflects genuine concern, respect, and support for employees and ensures that their needs are met wherever possible (Trevino et al., 2003). The leader must monitor the employees, punish those who steer clear of ethical behavior; besides, the leader must also develop practical ethics, provide ethical

training, and provide a system of rewards through which leaders promote ethical behavior (Shair and Imad, 2017). Ethical leaders permit employees to participate in decision-making, listen to their ideas and concerns, and provide followers with a voice (Brown et al., 2005). Power-sharing is also realized as an ethical leader behavior. Many ethical leaders allow employees and teaching staff to listen to their ideas when making decisions and problems. Sharing power allows staff more control and makes them less dependent on their leaders. At times, the staff contradict the leader and do not give them authority and responsibility (Kalshoven et al., 2011). Power-sharing and the granting of freedom to workers' managers give the psychological and mental freedom that gives them responsibility and decision-making power among various departments, while the leader relies on their-confidence and abilities (Shair and Imad, 2017).

2.2. Organizational Commitment

Organizational commitment is one of the topics of great interest to researchers in many fields. Researchers have studied this phenomenon in all types of institutions. Organizational commitment includes achieving an understanding of behavior, a more precise definition of the factors affecting it, and an indication of its impact on these organizations' effectiveness and outputs. In addition to helping the administration stimulate good behavior and enhance affiliation, it impacts the organization's continuity and the achievement of its goals (Bakry and Al-Saeed, 2013). Organizational commitment is a bond feeling and the facility that connects staff, organizations, and unites them around a shared value and goal (Balay, 2000). Commitment is a vital component in achieving organizational goals; it enhances stability and trust between management and its employees and contributes to developing its ability to survive and continue. Therefore, it attracted many researchers' attention because of its importance for both the individual and the institution. Organizational commitment leads to several positive results for the organization and individuals, such as decreased turnover rate and achieving the organization's goals efficiently and effectively (Amjad, 2016). In the same context, Saad et al. (2006), define organizational commitment as the concepts that have used in various ways to refer to the committed individual, to show specific behavioral models, such as defending the organization, feeling proud, proud of belonging, a desire to remain for the longest time. Khasawneh et al. (2012), analyzed the relationship between leadership and organizational commitment in Jordan. The research found a strong and positive relationship between two general transformational leadership and dimension organizational commitment variables. Research conducted by Erben and Güneşer (2008), examined the relationship between leadership and organizational commitment: investigating the role of climate regarding ethics. The results confirm that parental leadership has a significant impact on the dimensions of organizational commitment, such as emotional commitment and a substantial impact on the commitment to continuity. Steyrer et al. (2008), examined the effect of executive leadership behaviors on organizational commitment. This research showed that leadership has a significant and positive role in increasing organizational commitment within the company or institutions.

Emotional commitment is the staff's commitment to identifying with the organization and their willingness to stay in their organization (Toglaw, 2006; Meyer and Allen, 1991). As indicated by Allen and Meyer (1997), the emotional commitment aspects depend on job attractiveness, role and clarity of purpose, goal difficulty, employee openness to suggestions, employee harmony, organizational reliability, fairness, individual importance, feedback, and participation (Balay, 2000). Emotional commitment reflects the degree to which an individual is unified and integrated into the organization and acts as an individual (Abu-Jayab and Mohamed, 2014). The individual's emotional commitment is affected by the degree of awareness of the characteristics that distinguish the work from independence and importance. This aspect of the commitment is also affected by the degree of the individual's sense that the organizational environment allows employees to participate effectively in decision-making (Moqre'e and Yehyaw, 2014). The normative commitment is the individual or staff's sense of the requirement not to leave the institution as the institution has spent resources on education and other investments (Meyer and Allen, 1991). Normative commitment is linked to the staff's feelings of accountability for the institution or organization to remain (Erdheim et al., 2006). Ethics concepts differ from one culture to another. As Wasti (2000) indicated, the normative also means the individual's sense of commitment to staying in the organization; this feeling often reinforces the organization's exemplary support to its employees, allowing them to participate and positively interact, not only in work implementation procedures, but also to contribute to setting goals, planning, and policymaking for the organization. This approach's owners are the conscientious employees who work according to the conscience's requirements and the public interest (Moqre'e and Yehyaw, 2014). The employees' sense of ethical commitment to remain (stay) in the organization is often expressed. This feeling's primary source often stems from the individual's values before joining the organization (Abu-Nada and Khalil, 2007). According to Amjad (2016), continuous commitment shows the strength of the individual's desire to remain in work with a specific organization because an individual believes that leaving work leads to losing so much. Commitment to continuing working in the organization is one of the factors of organizational commitment. Since the individual gives value to the personal relationships with co-workers that built over the years (Khudair, 1996), a commitment to continuity appears once the employee decides to remain with the organization, so that employee does not lose the position earned due to the efforts they have made in seeing the success of the organization. However, the employees' key reason to continue with the organization is their desire to stay (Meyer and Allen, 1991).

2.3. Research Conceptual Model and Hypotheses Development

2.3.1. Research Conceptual Model

This research examines the academic members' perceptions of ethical leadership practices and their role in organizational commitment: empirical evidence from Charmo University. Figure 1, below shows the conceptual study model. The model comprises six constructs. These variables are fairness (FA), people-orientation (PO), and power-sharing (PS). Organizational commitment (OC) is measured

through emotional commitment (EC), normative commitment (NC), and continuous commitment (CC). Meyer and Allen (1991), measured organizational commitment within three dimensions: affective commitment, continuance commitment, and normative commitment. However, a similar model builds by (Ismail and Daud, 2014; Çelik et al., 2015; Eslamieh and Davoudi, 2016; Almandeel and Dawood, 2019). Accordingly, the following hypotheses were developed.

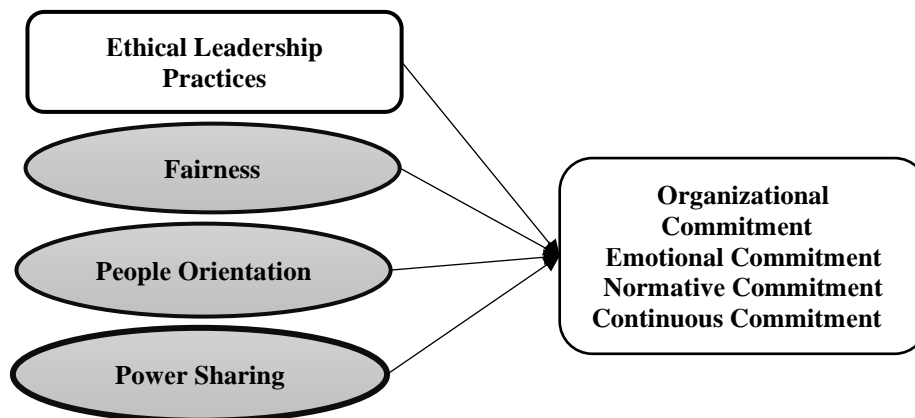


Figure 1. The Research Conceptual Model

2.3.2. Hypotheses Development

Almandeel and Dawood (2019), examined ethical leadership and organizational commitment at the international schools in Jeddah, Saudi Arabia (KSA). The study used a quantitative approach and survey questionnaire as a data collection method. Results showed a significant relationship between ethical leadership practices and organizational commitment. Eslamieh and Davoudi (2016), in their research, studied the correlation between ethical leadership, organizational commitment, and burnout in secondary school teachers. The research presented a significant relationship between ethical leadership and commitment, and a negative relationship with burnout. Çelik et al. (2015), examined ethical leadership, organizational commitment, and job satisfaction in hotel industries. Results found that ethical leadership positively affects organizational commitment, job satisfaction, and organizational commitment positively affects job satisfaction. It also found that organizational commitment has a partial mediator function between ethical leadership and job satisfaction. Ismail and Daud (2014), attempted to find the effect of ethical leadership on schools' organizational commitment. Results presented that ethical leadership affects organizational commitment in schools. Eslamieh and Davoudi (2016), analyzed ethical leadership, organizational commitment, and job burnout. The results presented that ethical leadership positively correlates with the teachers' organizational commitment and a negative relationship with burnout. Based on these empirical findings, the following hypothesis is developed.

H1: *Ethical leadership practices positively and significantly related to organizational commitment.*

Zhu et al. (2012), examined ethical leadership and organizational commitment. Thus, in their research, they found that ethical leadership has a positive relational impact on increasing the organizational commitment to a higher level, particularly in terms of sense awareness of safety between staff due to environmental conflicts. Mitonga-Monga and Cilliers (2016), examined the relationship between ethical leadership and organizational commitment. The results showed that ethical leadership has a significant impact on the level of organizational commitment. The research also presented that ethical leadership predicted sufficient employee commitment, continuity, normative, and, above all, commitment. These findings add new insights into the construction of business ethics by demonstrating that employees' real understanding of ethical leadership is essential in enhancing their organizational commitment. Based on the above findings, the following hypotheses are developed.

H2: Fairness is positively and significantly contributes to improving organizational commitment.

H3: People-orientation positively and significantly contributes to improving organizational commitment.

H4: Power-sharing positively and significantly contributes to improving organizational commitment.

3. Research Methodology

In this research, we applied the quantitative method to achieve the research purpose. This describes a pre-designed strategy pursued by researchers to reach results. As Mustafa et al. (2020) indicated, when the researchers identify the study problem, they should search for a solution to the entire problem. The data collection tools were identified as access to collect empirical data from survey participators within the academic departments of Charmo University. This method is appropriately chosen since the research examines academic members' perceptions of ethical leadership practices and their organizational commitment role. However, a quantitative method is applied regularly in the study when using numerical data (Othman et al., 2020). The study design is considered more appropriate to its purpose, as it allowed the survey responses to provide relevant data. The survey items and questions were obtained from the published studies. The independent variables are ethical leadership practices such as fairness, people-orientation, and power-sharing, adapted from (De Hoogh et al., 2008), (Kalshoven et al., 2011). The second variable is the organizational commitment at university that has three sub-variables too. Include (Emotional commitment, normative commitment, and continuous commitment), obtained from (Yates, 2011), as shown in Table 1. The survey used the following measuring scale: 5= Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2= Disagree, 1= Strongly Disagree, to measure the variables of the study.

Table 1. The Survey Questionnaire

Main Variables	Sub-Variables	Number of Indicators	Scale Symbol	Sources
General Informations	Gender, Age, Qualification, Years of service	4		By Researcher
Ethical Leadership Practices	Fairness People Orientation Power Sharing	6 6 6	FA1-FA6 PO1- PO6 PS1-PS6	(De Hoogh, & et al., 2008) (Kalshoven, & et al., 2011).
Organizational Commitment	Emotional Commitment Normative Commitment Continuous Commitment	6 6 6	EC1- EC6 NC7-NC6 CC1-CC6	(Yates, 2011)

3.1. Research Subjects

The subjects in this research are 110 academic departments of Charmo University. Table 2, below show the distribution of respondents according to gender, and it is realized from the outcome that the most significant percentage of respondents are male, as their percentage reached (63.6%, n=70) academic members, while the female percentage is (36.4%, n=40) academic members. The majority of the survey sample aged between 35 to 44 years were (49.2%, n=54) of the total participation. Then, 30.9%, n= 34) were age between 25 to 34 years old; 14.5% of the total participation was age between 45 to 54 years old. However, the minority of respondents were aged less than 25 years old, which was 0.9% of the total samples. It is evident in Table 2, that of the total respondents: (66.4%, n=73) hold a master's degree, (32.7%, n= 36) a ph.D. degree holders, and merely (0.9%, n=1) had a higher diploma degree. As indicated in Table 15, (50.9%, n= 56) of the sample experience between 10 to 15 years; (30.0%, n= 33) of the overall experience between 5 to 10 years; (9.1%, n= 10) of them experienced between 15 to 20 years, however, (6.4%, n= 7) academic members experienced 20 years and over. Finally, (3.6%, n=4) of the total participants experienced less than five years of service.

Table 2. Research Subjects

Profile	Description	Frequency	Percent %	Total
Gender	Male	70	63.6	110
	Female	40	36.4	
Age Groups	Less than 25 Years	1	0.9	
	25- 34 Years	34	30.9	

	35- 44 Years	54	49.2	
	45- 54 Years	16	14.5	
	55 years and over	5	4.5	110
Qualification	Higher Diploma	1	0.9	
	Master	73	66.4	
	PhD	36	32.7	110
Academic Career Experience	Less than five years	4	3.6	
	5- 10 Years	33	30.0	
	10- 15 Years	56	50.9	
	15- 20 Years	10	9.1	
	20 Years and Over	7	6.4	110

3.2. Data Analysis

Regarding the analysis of empirical data, and checking study hypotheses, we used some statistical tests. First, to establish reliability and validity, we run the average variance extracted AVE, the composite reliability CR, and Cronbach's α . The model measurement was also checked by shows indicators loading values. As recommended by researchers, each variable's loading values should be greater than 0.60; the AVE should be higher than 0.50, and the CR should be higher than 0.80, (Ringle et al., 2005; Hair et al., 2010). The descriptive analysis is applied to quantitatively describe the significant variables elements through statistical calculating means, standard deviations, and rate of agreements. The correlation analysis is used to establish relationships between ethical leadership practices and organizational commitment. Accordingly, regression analysis is used to test ethical leadership practices' possible impact on the organizational commitment by observing the significance of some range of variables.

4. Results

4.1. Establishing Reliability and Validity

To establish the model's reliability and validity, we checked AVE's and the CR values. The results of AVEs for all constructs FA, PO, PS, EC, NC, and CC values are (0.580, 0.668, 0.551, 0.783, 0.627, and 0.699), respectively; the results confirmed that all values are greater than 0.050. The CR index for all variables is (0.826, 0.889, 0.813, 0.932, 0.870, 0.911), respectively, which all values greater than 0.80. Table 3, also shows the results of Cronbach's α are (0.724, 0.876, 0.802, 0.903, 0.823, and 0.814), respectively; this shows that the survey is highly reliable (see Table 3).

Table 3. Reliability and Validity

Constructs	Average Variance Extracted (AVE)	Composite Reliability (CR)	Cronbach's α	Loading Values
<i>FA</i>	0.580	0.826	0.724	From 0.701 to 0.889
<i>PO</i>	0.668	0.889	0.876	From 0.751 to 0.911
<i>PS</i>	0.551	0.813	0.802	From 0.708 to 0.789
<i>EC</i>	0.783	0.932	0.903	From 0.691 to 0.803
<i>NC</i>	0.627	0.870	0.823	From 0.717 to 0.877
<i>CC</i>	0.699	0.911	0.814	From 0.797 to 0.897

Note: FA=fairness, PO= people orientation, PS= power sharing, EC= emotional commitment, NC= normative commitment, and CC= continuous commitment.

4.2. Descriptive Analysis

The descriptive analysis was used by calculating the mean and standard deviation values. Table 4, showed the mean values of ethical leadership practices (3.0985, 3.2121, and 3.2121), respectively, for (FA, PO, and PS). Std. Deviation values were (0.457, 0.545, and 0.545), which means that nearly 63% of overall respondents agreed that Charmo University leaders have ethically behaved with their academic members. These results align with (Brown and Mitchell, 2010); institutions leaders can affect and manage their teaching staff or employees; however, leaders who are not ethical, truthful, and reliable in their acts may have difficulties in keeping their staff. Toor and Ofori (2009), confirmed that ethical behavior positively affects organizational commitment. Employees can commit to managers and companies by assisting managers' ethical behavior and impressive this on their employees, and trust has occurred because of working in a fair environment (Schwepker, 2001).

Table 4. Results of Descriptive Analysis

Constructs	N	Minimum	Maximum	Mean	Std. Deviation	Agreement Weight*
<i>FA</i>	110	2.00	4.83	3.0985	0.457	61.97%
<i>PO</i>	110	1.67	4.33	3.2121	0.545	64.24%
<i>PS</i>	110	1.67	4.33	3.2121	0.545	64.24%
<i>EC</i>	110	1.33	5.00	3.6273	0.952	72.54%
<i>NC</i>	110	2.17	5.00	3.8803	0.725	77.60%
<i>CC</i>	110	1.50	5.00	3.5606	0.828	71.21%

Note: FA=fairness, PO= people orientation, PS= power-sharing, EC= emotional commitment, NC= normative commitment, and CC= continuous commitment.

$$* \text{Agreement Weight} = \frac{\text{Mean} * 100}{5 \text{ (Five - point Likert Scale)}}$$

The overall mean scores of EC, NC, and CC, are (3.627, 3.88, and 3.56), respectively. Further, Std. Deviation values were (0.952, 0.725, and 0.828), which means that nearly 73% of overall respondents agreed that Charmo University leaders reached their staff commitment. In line with previous research, these results showed that organizational commitment is the process that develops through a staff's related to the organization (Meyer and Allen, 1997; Messner, 2013). The results presented that ethical leadership practices would improve the academic members' organizational commitment. However, people-orientation and power-sharing equally effective ethical practices that motivate the academic staff's organizational commitment.

4.3. Hypotheses Testing

To check the research proposed hypotheses, we have established relations between model variables. Table 5, below showed that the value of the correlation coefficient R reached (0.679**) and the p-value (0.000), which is less than alpha (0.05), which means that ethical leadership is positively and significantly related to organizational commitment. The results also showed ethical leadership practices; fairness, people-orientation, and power-sharing were all positively related to organizational commitment, and R (0.324, 0.567**, and 0.565**), respectively, at the p-values (0.047, 0.000, and 0.000).

Table 5. The Correlation Analysis

Variables	OC		
	R	P-value	Results
ELP	0.679**	0.000	Significant
FA	0.324	0.047	Significant
PO	0.567**	0.000	Significant
PS	0.565**	0.000	Significant

** . Correlation is significant at the 0.01 level (2-tailed).

N= 110

Note: ELP= ethical leadership practices, FA=fairness, PO= people orientation, PS= power-sharing, and OC= organizational commitment.

The results of the regression analysis also showed in support of the research hypotheses. The regression result is a calculation that reveals a dependent variable's prediction from one and more independent variables. We applied a regression test, since we have found a relationship between ethical leadership practices and organizational commitment. The result of (R Square) is 0.460, which means that the independent variables ethical leadership practices explained 46% of organizational commitment participation. Results also presented that f-test of significance where F (92.175), significant at p-value

($0.000 < 0.05$), which is suitable for the research model, accordingly, the model is significant in regarding how ethical leadership practices as fairness, people-orientation and, power-sharing.

Table 6. Regression Analysis (Model Summary)

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	
1	0.679 a	0.460	0.455	0.56230	

Model	Sum of Squares	df	Mean Square	F-test of Significance	Sig.
Regression	29.144	1	29.144	92.175	0.000^b
Residual	34.148	108	0.316		
Total	63.292	109			

a. Dependent Variable: Organizational Commitment
b. Predictors: (Constant), Ethical Leadership Practices

The results of regression coefficients, t-values, and p-value showed in support of Hypothesis (*H1*) that ethical leadership is positively and significantly related to organizational commitment ($\beta = 0.670$, $p=0.000$). This confirms that development in ethical leadership practices by 1% will increase the academic members' organizational commitment at Charmo University by 0.670. The results also established that positive developments in fairness (FA), people-orientation (PO), and power-sharing (PS) have a positive effect on academic members' organizational commitment at Charmo University by 42%, 56.9%, and 56.5%, respectively, (see Table 7).

Table 7. Path Coefficients, t-values, and p-value

Hypotheses	Path Analysis	Path Coefficient (β)	t-value	p-value	Result
H1	ELP ---> OC	$\beta = 0.670$	9.601	0.000	Supported
H2	FA ---> OC	$\beta = 0.420$	4.062	0.043	Supported
H3	PO ---> OC	$\beta = 0.569$	7.855	0.000	Supported
H4	PS ---> OC	$\beta = 0.565$	7.150	0.000	Supported

Note: ELP= ethical leadership practices, FA=fairness, PO= people orientation, PS= power sharing, and OC= organizational commitment.

5. Discussions of Empirical Findings

The analysis has shown acceptable results of survey reliability and validity, measurement model, and the correlation between variables, which means that the model was fit to examine the academic members' perceptions toward ethical leadership practices and their role in organizational commitment. Nevertheless, we did not intend to investigate university inclusive, ethical leadership practices, which depend on many factors. Therefore, we attempted to confirm the hypotheses that university leaders' ethical practices positively influence organizational commitment. The results indicated that all ethical leadership practices would influence academic members' organizational commitment at Charmo University in Iraq. Ethical leadership practices are essential to organizational success, as concluded by many researchers. Leaders are the individuals who define the direction of a working group of individuals who obtain a commitment from this group of members in this direction and then motivate them to achieve the trend results (Mason and Wetherbee, 2004). Accordingly, ethical leadership practices bring clear moral consequences, regardless of their internal motivations. Being a crucial ethical leader is about ethical behavior that makes it fundamentally virtuous and is not driven by self-interest reasons (Lam, 2016). Ethical leadership principally highlights proper conduct, not just for those who lead, also for the whole organization (Okechukwu, 2012). There are various reasons to encourage the adaptation of ethical leadership in today's organizations. The results also align with Shair et al. (2017), they mentioned that ethical leaders work to achieve harmony between employees, which strongly requires ethical leaders; when leaders demonstrate appropriate ethical behavior as a standard through actions, personal relationships and encourage staff, they can effectively improve organizational commitment (Özan et al., 2017).

5.1. Conclusions and Recommendations

The research showed a significant correlation between ethical leadership practices and organizational commitment. This research confirmed that leaders' fairness, people-orientation, and power-sharing are significantly related to organizational commitment. Ethical leaders' fairness, people-orientation, and power-sharing positively and significantly contribute to improving academic members' organizational commitment, that positive development in fairness, people-orientation, and power-sharing have a positive effect on organizational commitment Charmo University. Thus, we recommended that Charmo University be more active in practicing its tasks and institutional behaviors related to ethical leadership practices. Perhaps reasonably hold members accountable for problems over which they have control. Keep conducting academic members' personal life ethically. Make fair and balanced decisions related to higher education. Although, interested in how teaching staff feels and how they are undertaking their academic tasks. Besides, heads of departments should be more active in listening to what teaching staff and employees have to say. Charmo University should create a suitable

atmosphere that supports teamwork the effect that heads of departments allow teaching staff to participate in decision making and influence critical decisions. Charmo University maintains its effort to grow its leaders' ethical practices. Doing so could grow the emotional and normative commitment of its academic members, growing retention of these valuable staff, and potentially promoting other positive high institution behaviors related to ethical leadership.

5.2. Research Implications

The research contributes to ethical leadership and organizational commitment literature, including the ground development of the relationship between ethical leadership practices and organizational commitment. Further, recalling and growing the research results in improving the academic members' organizational commitment at Charmo University. Ethical leadership and organizational commitment are among the primary necessities to keep pace with competitive dynamics in the business environment and raise the competitive gain in various sectors. In particular, academic institutions, perhaps by paying attention to the institution's staff by maintaining and developing HR and retaining them. Ethical leadership practices and commitment are integrated procedures for improving human capital, enabling the organization to achieve its goals through building participation, justice, and organizational culture. Accordingly, ethical leadership and organizational commitment contribute to achieving higher performance levels and more rapid implementation of change and linking HRM policies to the organization's priorities and business goals, contributing to reducing waste in the human resources budget. Both for-profit and non-profit organizations want to increase performance and when there is ethical organizational commitment. Thus, this supports the appreciation of the teaching staff's commitment due to actual ethical behavior. As Kacmar et al. (2016) argued, ethical leadership promotes positive behavior, rejects negative and practical behavior in publicly promoting ethical behavior and influencing others to achieve the organization's goals, contributing to the community's development and prosperity the leader's distinction of characteristics and skills.

The managerial research contribution, contains a distribution of the nature of the relationship between ethical leadership and organizational commitment. Therefore, these findings can be new to the Charmo University. The leader's vision and goal are achieved by directing and motivating the team to achieve the desired set of goals that the leader envisions—achieving the leader's vision and goal during the team's direction and motivation to achieve the set of goals. It is a clear leadership that impacts individuals within a group and affects them as an individual and as a group. These influences to achieve their goals (Sohmen, 2013).

5.3. Limitations, and Recommendations for Further Studies

This research may not be without limitations as the data collection tool was self-designed. The empirical data and samples were only Charmo University, and its faculties. Thus, the research narrows down its date to examine, and illuminate the relationship between ethical leadership and organizational

commitment to the university. The study recommends that further studies be conducted in other institutions, organizations, or companies to test whether similar conclusions will be achieved using interrelated and specific purposes. Larger sample sizes may generate better conclusions to the generalization of the results seen in this study. Future studies should focus on private universities and larger population samples.

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APPENDIX

Appendix 1. Survey Questionnaire

This survey is part of the research, aiming to examine academic members' perceptions of ethical leadership practices and their role in organizational commitment: empirical evidence from Charmo University. We kindly ask you to participate in the survey by selecting the appropriate answer. We would also like to inform you that the results will be used for scientific research purposes only.

Thanks in advance

Instructions:

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

Section 2: The following indicators measure ethical leadership practiced (fairness, people-orientation, power-sharing) in the university and its colleges/ departments

Indicators Measure Ethical Leadership Practicies		Strongly Disagree	Disagree	Neither Agree Nor	Agree	Strongly Agree
University leaders considered as presidency/ deans and head of departments.						
Fairness (FA)						
FA1	The university leaders hold me accountable for problems over which I have control.	1	2	3	4	5
FA2	The university leaders hold me responsible for work that I gave controlled over.	1	2	3	4	5
FA3	The university leaders conduct teaching staff personal life ethically.	1	2	3	4	5
FA4	The university leaders discipline their academic members and employees who violate ethical standards.	1	2	3	4	5
FA5	The university leaders make fair and balanced decisions.	1	2	3	4	5
FA6	The university leaders pursue academic members success at the expense of others.	1	2	3	4	5
People Orientation (PO)						
PO1	The university leaders are interested in how academic members feel and how they are doing.	1	2	3	4	5
PO2	The university leaders listen to what academic members have to say.	1	2	3	4	5
PO3	The university leaders pay attention to my personal needs.	1	2	3	4	5
PO4	The university leaders sympathize with me when I have problems.	1	2	3	4	5
PO5	The university leaders care about their academic members.	1	2	3	4	5
PO6	The university academic members take time for personal contact.	1	2	3	4	5
Power Separation (PS)						
PS1	The university leaders allow academic members to influence critical decisions.	1	2	3	4	5

PS2	The university leaders do allow others to participate in decision-making.	1	2	3	4	5
PS3	The university leaders seek advice from subordinates concerning organizational commitment strategy.	1	2	3	4	5
PS4	Delegates are challenging responsibilities to subordinates.	1	2	3	4	5
PS5	Permits me to play a vital role in setting my own performance goals.	1	2	3	4	5
PS6	When making decisions, my manager asks, "what is the right thing to do?"	1	2	3	4	5

Section 3: The following indicators measure organizational commitment.

Indicators Measure Organizational Commitment through (emotional commitment, Normative Commitment, and Continuous Commitment)		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Emotional Commitment (EC)						
EC1	I feel happy working at this university.	1	2	3	4	5
EC2	I am proud, when I talk about my university in front of others.	1	2	3	4	5
EC3	I feel that my own goals are consistent with the goals of my university.	1	2	3	4	5
EC4	I feel an emotional correlation to the university I work.	1	2	3	4	5
EC5	My subjective values correspond to the values prevailing in this university.	1	2	3	4	5
EC6	I feel happy to be working until I retire at this university.	1	2	3	4	5
Normative Commitment (NC)						
NC1	I am ready to make a great effort to help the university succeed.	1	2	3	4	5
NC2	I am sure; I will stay at this university even if I lose money.	1	2	3	4	5
NC3	My moral commitment to the university drives me to stay at the university.	1	2	3	4	5
NC4	There is a university virtue in building my career.	1	2	3	4	5
NC5	The university offers me the opportunity to show energy.	1	2	3	4	5
NC6	I work hard to prove dedication to the university.	1	2	3	4	5
Continuous Commitment (CC)						
CC1	I am ready to continue with my current job at this university.	1	2	3	4	5
CC2	I will stay within a job even though other colleagues prefer to work at another university.	1	2	3	4	5
CC3	I will not think of working at another university even if the working conditions there are better.	1	2	3	4	5
CC4	I feel I have very few options and opportunities to consider leaving this university.	1	2	3	4	5
CC5	I would like to continue my relationship with co-workers.	1	2	3	4	5
CC6	I feel that staying at this university is necessary.	1	2	3	4	5