

## **The Leaders' Practices and Its Impact on the Performance of Faculty Members from Their Viewpoint at Jeddah University**

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**Abstract:** *The aims of the study is to Identify the impact of the leaders' practices on the performance of faculty members from their viewpoint, The research population consists of all members of the academic staff at Jeddah University, which is (445). A random sample was selected (100). The number of questionnaires recovered was (73), the results Reject the sub-hypothesis, and[1]accept the null hypothesis which states that there is an impact of ethical principles on the performance of faculty members, and Reject the second sub-hypothesis, and[2]accept the null hypothesis that*

*there is an impact of administrative practices on the performance of faculty members. Show the leadership provides training programs to develop skills, competencies, and encourages the proposal of new ideas. The research reached a number of recommendations: The necessity of Designing leadership programs on ethical, the need to encourage faculty members to exert maximum efforts in their work by rewarding, and distinguishing the faculty member with competence. As well as the need to call on universities to increase attention to the ethics of management through the interest of analyzing the internal, the external environment of the University, and to consider it as the driving force for work among university leaders.*

**Keywords:** *The Leaders' Practices, Performance of Faculty Members, Jeddah University*

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### **I. INTRODUCTION**

In ancient times, the king was born a king, and the prince held the titles as young, but this reality slowly faded away, particularly after the emergence of many leaders who changed the history, even though they grew up in a modest environment, and for parents from the public society. These characteristics have been acquired from the difficult circumstances that surround them in their life until they become among the greatest leaders in the whole world. There are some attributes that are born with the leaders, those who are involved in this scenario have an insistence on the power of the charisma influence on subordinates, and other important qualities such as strength, personality traits, and other inherited traits, which always prompts us to wonder whether the leader is born or created?. Many have agreed on the creation of the leader with the characteristics associated with him since his birth, in that the leader is not randomly created but rather he or she must acquire experience, and skills by training, and practice, and must simultaneously has certain qualities since birth. The significance of these traits have differed (acquired and inherited) according to various circumstances variables, because inherited factors are difficult to be changed, and developed, they are relatively stable. The acquired factors are the result of accumulated training, experience, and skills, they also can be developed, and changed by the great leaders' creativity

There is a growing interest in the application of ethics because of its influence on both the culture of the organization, and the culture of the workers. Ethical leaders instill moral values in the staff, because leadership is characterized by practicality through influencing behavior. The leadership has gone through many stages that began with dictatorship through conversion until it reaches moral leadership taking into account the ethical factors in the organization when practicing influence on others. At the same time, the leader seeks to achieve the organizations' objectives; in other words, the process of balancing the achievement of the organizations' objectives, and the application of ethical values that the leader, and employees believe in. A manager seeks to achieve the organizations' goals, and a leader seeks to achieve values? Such as justice, equality, trust, and organizational care.

#### **Problem Statement**

The problem of the study appears in the weakness of moral leadership practice in educational organizations. Different studies have shown that the administrative and the financial corruption in organizations are due to lack of interest in ethical practices, which led to inadequate performance of organizations. This current study seeks to answer the following questions:

- A. What is the impact of the leaders' practices on the performance of the university faculty members from their viewpoint?
- B. What are the most important ethical, and administrative practices of the leader from the faculty members' viewpoint?
- C. What is the level of university performance of faculty members from their viewpoint?

### **Objectives of the Study**

This research aims to achieve the following objectives:

- a. Identifying the impact of the leaders' practices on the performance of faculty members from their viewpoint.
- B. Suggesting some recommendations, that contribute to the improvement, and development of leadership and performance practices.

### **The Study Hypotheses**

To answer the previous questions and to achieve the research objectives, the following main hypothesis was formulated: (There is no impact of the leader's practices on the performance of faculty members from their viewpoint).

The sub-hypotheses are:

- a. There is no impact of ethical practices on the performance of faculty members from their viewpoint
- B. There is no impact of administrative practices on the performance of faculty members from their viewpoint.

### **Significance of the Study**

The significance of this study stems from the scientific significance of the moral role played by the leaders in developing the performance of the organizations in public, and the scarcity of studies that link the moral, and administrative leaders' practices with the performance of the faculty members are from the reasons that led the researcher to carry out this study. On the practical side, the importance of the study is linked to the importance of the university education sector, and its impact on the national economy in countries. The researcher also tries to compare ethical, and administrative practices by applying it to educational organizations to show their impact on the performance of faculty members.

### **Previous Studies**

Al-Bouti(2006), showed that "ethics are the rules that governing behavior. Management ethics did not receive attention or training programs on ethics, and the administration hesitated to accept studies in the field of management ethics". Radhi and Hasan (2010), showed that "there is a relationship, and an influence of the ethical behavior dimensions on the positive organizational commitment". The study by Al-Saqqaf and Abo-Sin(2015), explained a medium level of organizational loyalty, and a high relation between leadership style of values, and organizational loyalty. jabir and Snouber (2011), found that "there is a strong moral relationship between the ethics of modern management ,and institutional performance". And the study of khodair(2015), showed that "the availability of the ethical behavior of the leaders encouraged the workers to the dedication, and devotion to work,and provide the maximum of their completion", also, the study of (Dheiman, 2012), concluded the need to expand the concept of ethics management, (Justice, Equality, Equal Opportunities), and the reform of values related to the behavior of individuals. Misbah (2015), elaborated the need to promote, and apply moral culture as an influential force on how to practice leadership, and that the behavior of the individual is influenced by the moral culture in an obvious high percentage. In addition, Ettyani and Abu Salma (2014) said that "satisfying the needs of workers, justice, equality, transparency ,and integrity practiced by human resources have an impact on raising the boost morals which will be reflected on the satisfaction ,and performance in the work environment". Porter (2015), showed an increase in the democratic pattern of leadership leading to a greater commitment to organizational values, and ethical conduct, and commitment to the organization's mission because of faith in participation in general goals. It also explained that the factors (clear moral code, equity in incentives, and penalties, the ease of communication with the managers, delegation of powers), are factors that are affect ,and influence the behavior of individuals ,and the pattern of leadership towards success, and achievement of the organization objectives. Yamin (2014), conducted a study on "Ethical leadership, and its impact on the role of women in the university leadership". He demonstrated a significant impact on ethical leadership ,and the role of women in university leadership in the areas of promotion, research, punctuality, and the possibility of measuring ethical leadership in areas such as (justice ,and organizational confidence), and the possibility of measuring the role of women in university leadership through the (promotion, scientific research). Borchert (2011) explained that ethical, and identity leadership are negatively linked with the aggressive behavior, and immoral practices in the business organization. Hashim and Hassan (2011) showed that "organizational justice has a significant impact on organizational commitment, and job satisfaction". Rich (2014) mentioned that "transformational leadership, and ethical leadership behavior have a positive impact on organizational performance, and that the ethical behavior of a leader is reduced by the hierarchal system at all levels".

## **The Leaders' Practices**

### **Administrative Management Practices**

The leader in his position at the forefront of the group, the manager through his leadership, can encourage his subordinates and motivate them to do their work with enthusiasm and desire. (Shamlan 2016). Management practices have become increasingly important with the rapid development of modern management, so the function of administrative leadership is the criterion for the success of any organization or individual. The concept of administrative leadership is governed by a range of changing factors such as environment, time, political, social and cultural factors and objectives to be achieved. Hammadi (2005), administrative leadership is like the administration itself is not only talent or art, but based on rules and basic principles that the manager must own, until he reaches a leadership position that can influence others and change their behavior appropriately. It also defined as a consequence of a mutual interaction between individuals and groups (Ridah, 2010). Kanaan (2007), also defined administrative leadership as the core of the administrative process and its heart is the spring and it's key to management because it plays a fundamental role that applies in all aspects of the process. Thus, it makes a dynamic management and a practical tool to achieve the goals. Green, Barron (2004) defined administrative management practices as actions by which a person affects team members to achieve the objectives of the group or organization. Leaders use several leadership styles that are not powerful to influence their subordinates, and they are affected by them. House (2006), defined administrative leadership as the means to achieve goals by helping members of the group achieve their goals and needs.

### **Ethical Leadership Practices**

The ethical dimension importance has been increased to include the most important elements of the administrative process, namely, organizational leadership, Ethical leadership requires a moral code binding the leader based on the values of truth, justice, and logic (Shamlan 2016). Ponnu and Tennakoon (2009), defined ethical leadership as the practical illustration of natural behavior, through personal behavior, and interactive relationships, and to promote this behavior among employees through two-ways: communication, and decision-making. The most important characteristic of the moral leaders' behaviors, and practices is to avoid, and prevent harm to others, in addition to respect others' rights, and help them meet their needs. Moreover, House (2006), defined moral leadership as the use of power to help subordinates deal with conflicting values that appear in the work environment in a manner that contributes to their moral level, and that morality is central matter to the leadership. The leaders have an impact on their employees by institutionalizing the moral climate in their organizations, and moral leadership is what gives attention to ethics, and gives employees the right to express their opinions. Daft (2008), points out that a leader has an important influence on moral values by clearly articulating organizational values, which should be embraced by staff, and disseminated throughout the organization.

### **Faculty Members Performance**

In many universities, a faculty member is called a person whose work is the basis of teaching or academic research, whether in the university in whole or in part. In this research, the members of the teaching staff are professors, who hold a doctorate degree or equivalent in the position of a professor (associate professor / assistant professor), who teach and research as basic works in universities. (Awawdah, 2015).

Performance is the management process, through which to determine how the employee performs his duties, and the consequent improvement of performance, means the process by which to identify the positive and the negative aspects of achieving the objectives of the organization Awawdah (2015). The importance of the faculty members' performance stems from being the cornerstone in achieving the objectives of the organization. Therefore, in order to ensure the achievement of the desired objectives, this performance must be studied, followed up, and controlled towards the goal of the institution, because there are many factors, and variables that affect it, and lead to opposite directions. The concept of performance is one of the concepts that have received a large share of interest and research in administrative studies because of the importance of this concept at the level of the individual, and the institution. The performance is meant to be "the outputs, and objectives that the institution seeks to achieve through the tasks, and duties of the employees within those institutions". Hainz (1998) defined performance as the practical results that result from the activities, and achievements or the work of individuals within the institution, that is, the ability of the employee to achieve the objectives of the position he occupies in the institution. Ding- Yu, J. (2011: 246), explained performance as an indication to the degree of functions' achievement which constitute individual's position, and reflects how the individual's achieve job requirements. On the other hand, performance is measured based on the results attained by the individual. Ethical practices have a positive impact on organizational performance at all levels, for example organizational commitment, through theoretical reviews of basic concepts, and cognitive terms. (Thompson et al, 2011: 164).

Leaders have an important role to play in the intellectual field, by influencing subordinates by using some or all of the available sources of power, these include power, personality, religion, customs, and personal qualities of the leader, as well as leadership values such as sincerity, justice, equality of subordinates, and purpose, and good example of follow-up, openness, and tolerance, and to perform the duty, and mastery the work, and provide the public interest on the private interest (Tarawneh 2010: 168). Al-Sharifi and Al-Teneh (2011: 160), showed a positive correlation, between the practice of ethical leadership, professional growth, independence, personal growth, and the development of communication processes among faculty members. The leaders' success in defining ethical problems, providing optimal solutions, managing ethical programs, and creating an organizational climate of trust, and respect, is through, Develop moral impact: attention to ethical issues, and identify the difficulties encountered, and identify their weaknesses, Reliance on competition strategy: using the best means to reach the desired objectives, Ethical programs: which drive the organization to look at various ethical issues that support the progress of employees, and Ethical individuals: focus on, and motivate, individuals with ethical values (Arguila 2004: 19). In a study of (237) managers, standards of organizational ethics were used to support the senior management of ethical behavior, the ethical climate of the organization, and the relationship between ethical behavior, and professional success of the employees. It was found that there is a relationship between these standards, and achieving high rates of performance. Can have an effective impact on organizational performance through their commitment to support, and reward ethical behavior. (Jad Arrab 2012: 170).

Ethical leadership consists of integrity, building reinforcements in communication and processes, building trust, influencing subordinate leaders through social influence that involves building public relations, and personal interaction, between leaders, and employees, promoting such behaviors for subordinates through communication, enhancing relationships, and then making ethical decisions, (Treveno, Brown 2006). There are many moral leaders who gain the trust, and attention of their subordinates because of respect, and the original manner in which the leaders deal with them. There are some theories that explain the success of subordinates to their moral leaders, and the emergence, and excellence of moral leadership at the individual, and group level.

Social Information Processing Theory: It is assumed that individuals are strongly influenced by their bosses, and even their peers through daily operations, through work interactions, recognizing that these individuals have different experience, which formed the way they see norms, and standards, such as their behavioral responses, and experience, many of the actual functions that begin with the passage of time, as time passes, individuals begin to construct a set of lessons that lead to the appropriate behavioral response, and staff develop a set of indicators to help them interpret rules, and standards in the workplace. (Walther, & Parks 2002: 25)

Social learning theory: This theory is challenged on the grounds that moral leaders form the working environment by inspiring their followers, who are observed with rewards, and punishments of moral or immoral behavior, to simulate their actions. Which serve as a model of behavior that rewards, rewards and punishments do not require personal experience to be effective, (Borchert, 2011:25). Theory of Social Exchange: The theory of social exchange is based on the principle of reciprocity, which assumes that if a person acts positively towards another person, he will feel the obligation to act in the same direction.

The theory of social exchange supports the balance of respect, and mutual trust required by the moral leader, and subordinates. When individuals, and groups are linked to the rule of reciprocity, individuals, and groups have an obligation to choose the best for them, and an environment of trust, respect, and ethical conduct. Negative Individuals feel a commitment to regression and negativity towards the leader, and immoral behavior. (Cropanzano & Metchell, 2005).

The theory of the processing of social information, social learning, and social exchange can explain why ethical leadership is negatively associated with immoral behavior. Research shows that organizations that have leadership with high ethical standards, and a commitment to disseminate ethical practices perform better than organizations that do not commit to publishing practices Moral. Research has also shown that leaders, who have been classed as ethical conduct engage in more ethical work behaviors, and better performance as part of the team or group.

## II. STATISTICAL ANALYSIS

### Research Methodology

The exploratory study: aims to obtain secondary data to achieve the objectives of the study by reviewing the scientific journals, periodicals, previous studies, and references, which have dealt with the subject of leadership practices, and performance of faculty members in universities. The deductive study: based on the method of interviews, and the development of a survey list to collect primary data from the research sample.

### **Population, and Sample of the Study**

The research population consists of all members of the teaching staff at Jeddah University, which is (445). A random sample was selected (100). The number of questionnaires recovered was (73). The researchers used a questionnaire for the data collection and were treated using SPSS to obtain the results.

### **Testing Hypotheses**

A) Reliability and validity coefficient: (Cronbach's Alpha).

Table (1) shows the validity coefficients (Cronbach alpha), for the survey dimensions in the study category as well as the coefficients in addition to the reliability coefficients, All values of reliability, and validity coefficients exceeded (0.7), which means the possibility of relying on all the elements in each axis of the questionnaire without excluding any element, and thus conducting the statistical analysis without any problem in the reliability, and validity coefficient of the study tool.

B) The study results description:

Table (2) shows the arithmetical averages, the standard deviations of the survey statements of the administrative practices, the level of significance, and the relative significance of each paragraph. The mean ranged between (3.28-2.54). Paragraph (4) scored high mean as (3.28), and a relative significance of a percentage as (65.62%).

Table (3) shows the arithmetical averages, the standard deviations of the survey statements of the scientific research, the level of significance, and the relative significance of each paragraph. The mean ranged between (3.25-2.50). Paragraph (2) scored high mean as (3.25) and a relative significance of a percentage as (64.94%).

Table (4) shows the arithmetical averages, the standard deviations of the survey statements of the promotion, the level of significance, and the relative significance of each paragraph. The mean ranged between (3.18-3.80). Paragraph (4) scored high mean as (3.80) and a relative significance of a percentage as (75.96%).

C) Study hypotheses testing:

“There is no impact of the leaders' practices on the performance of faculty members from their point of view”.

The first hypothesis: There is no impact of ethical practices on the performance of faculty members from their point of view. The second hypothesis: There is no impact of administrative practices on the performance of faculty members from their point of view.

To test the hypotheses of the study, Pearson correlation coefficient has been used to verify the nature of the relationship between the dimensions of leaders' practices, and the performance of faculty members at the University of Jeddah, as shown in Table (5), the correlation coefficients between independent, and dependent study variables. It is clear that there is a significant correlation between the dimensions of leadership practices, and the performance of faculty members. The highest correlation values were between the variables of ethical practices and the performance of faculty members with a value of (0.580) At the level of ( $\alpha \leq 0.05$ ), while the correlation between the two variables of administrative practices and the performance of faculty members was less than (0.517), At the level of ( $\alpha \leq 0.05$ ). Based on the results presented, it appears that the variables are correlated with significant relationships indicating that the increase or decrease in one of them will result in an increase or decrease on the other variables. Therefore, the null hypothesis was rejected and the alternative hypotheses were accepted:

First hypothesis: There is an impact of ethical practices on the performance of faculty members from their point of view. The second hypothesis: There is an impact of administrative practices on the performance of faculty members from their point of view.

### **III. FINDINGS AND CONCLUSIONS**

1. Reject the sub-hypothesis, and accept the null hypothesis that states that there is an impact of ethical principles on the performance of faculty members from their point of view.
2. Reject the second sub-hypothesis, and accept the null hypothesis that there is an impact of administrative practices on the performance of faculty members from their point of view.
3. The leadership provides training programs to develop skills, and competencies, and encourages the proposal of new ideas.
4. The relationship between the leaders is informal, and the leadership style is to achieve the work with high quality.
5. The faculty members have the desire to be always present, but do not do their utmost effort when doing the work, because there are no controls.

#### IV. RECOMMENDATIONS

1. Designing leadership programs on ethical, and administrative leadership practices.
2. Encouraging faculty members to exert maximum efforts in their work, by rewarding, and distinguishing the faculty member with competence and functional efficiency.
3. Calling on universities to increase attention to ethics of management through the interest of analyzing the internal, and external environment of the University.
4. Calling on universities to increase interest in competition and to consider it as the driving force for work among university leaders.
5. Calling on universities to increase the leaderships' interest in providing opportunities for sustainable development.
6. Encourage faculty members to cooperate in a teamwork manner.
7. Adopting the ethics of modern management, which works to raise, and improve institutional performance.
8. Calling on researchers to conduct further studies on the ethics of management, and business due to its lack or scarcity.

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**Tables**

**Table (1)** Reliability and Validity Coefficient

Name	validity coefficient	Reliability coefficient	Statement numbers
Management practices	0.816	0.940	7
Ethical practices	0.830	0.960	7
Faculty members performance	0.888	0.888	7

**Table (2)** Frequency, Mean, Standard Deviation, and Relative Significance to the management practices' statements

#	statement	Mean	Standard error mean	Standard deviation	Coefficient Of variation	Relative Significance	Relative Significance order
1	Leadership practices reflect the university future vision	2.94	0.074	1.23	41.23%	59.13%	The fourth
2	The leadership is interested in innovation.	3.17	0.078	1.28	40.29%	63.37%	The third
3	The leadership establishes its orientation on realistic goals	2.94	0.080	1.31	44.57%	58.86%	The fifth
4	The leader encourages me to propose new ways of working.	3.28	0.072	1.18	36.04%	65.62%	The first
5	Leaderships' orientation addresses stakeholders at the university.	2.54	0.088	1.33	44.88%	58.38%	The seventh
6	Leadership provides training programs to develop skills and competencies.	3.27	0.079	1.27	39.11%	65.58%	The second
7	The leadership approach is formulated based the internal and external analysis of the university environment	2.64	0.087	1.32	44.80%	58.58%	The sixth

**Table (3)** Frequency, Mean, Standard Deviation, and Relative Significance to the ethical practices' statements

#	statement	Mean	Standard error mean	Standard deviation	Coefficient Of variation	Relative Significance	Relative Significance order
1	Leadership is interested in procedures more than achievements	2.90	0.080	1.33	45.16%	58.85%	The third
2	Unofficial relationships are prominent among leaders at the university	3.25	0.081	1.33	40.92%	64.94%	The first
3	The leadership seeks to provide well ideas	3.06	0.081	1.33	43.82%	60.40%	The second
4	Competition is the prompt power of work among leaders at the university	2.58	0.062	1.16	40%	55.40%	The sixth
5	Leadership encourages finding adventurous in the work environment	2.78	0.068	1.11	40.04%	55.55%	The fifth
6	Leadership adopts modern technological methods in work	2.82	0.074	1.23	43.12%	56.40%	The fourth
7	The leadership is interested in providing sustainable development opportunities	2.50	0.060	1.14	40%	55.41%	The seventh

**Table (4)** Frequency, Mean, Standard Deviation, and Relative Significance to the statements of faculty members' performance

#	statement	Mean	Standard error mean	Standard deviation	Coefficient Of variation	Relative Significance	Relative Significance order
1	Leadership contributed to restrict faculty members to rules and procedures.	3.72	0.075	1.23	33.08%	74.38%	The third
2	Leadership encouraged faculty members to rely on themselves.	3.27	0.080	1.31	39.95%	65.39%	The fifth
3	The leadership prompted the faculty members to cooperate with each other.	3.39	0.076	1.24	36.68%	67.87%	The fourth
4	The leadership style led to achieve high quality work.	3.80	0.064	1.05	27.73%	75.96%	The first
5	The faculty member makes maximum efforts in carrying out the work.	3.18	0.087	1.34	40.77%	65.1%	The seventh
6	Faculty members have a desire to keep up work	3.72	0.072	1.17	31.17%	75.28%	The second
7	The faculty member is characterized by efficiency and functional effectiveness.	3.26	0.082	1.33	40.70%	65.20%	The sixth

**Table (5)** Correlations coefficients between the dimensions of leadership practices and performance of faculty members at the University of Jeddah

Variables	Faculty members' performance	
Management practices	*0.517	P = 0.000
Ethical practices	*0.580	P = 0.000

\*Significant at  $P \leq 0.01$

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