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## DEVELOPING A NEW MODEL OF ETHICAL LEADERSHIP\*

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**Abstract.** Previous studies in Middle East countries missed to find out the influence of ethical leadership on counterproductive workplace behaviors in higher education. Therefore, this study was carried out to close the gap in this regard, as it is meant to be used in the education sector, one of Saudi Arabia's most significant service sectors. The human relations theory of management concept was utilized to build a theoretical model of ethical leadership and a management paradigm based on human relationships. Personal attributes, administrative qualities, human relationships, teamwork, and relationships with managers and colleagues were revealed as key elements in the hypotheses of the research model. The data gathering method was a questionnaire survey based on the human relations theory of management. SPSS and Structural Equation Modelling (SEM-PLS) were used to examine the data. The findings revealed a positive effect between personal attributes and teamwork factors, which all have positive effects on administrative qualities and human relationships. Administrative qualities and human relationships had a positive impact on relationships with managers and colleagues too. Therefore, this finding contributes to the validation of the extended human relations theory of management by demonstrating that the model predicts university employees improving relationships with managers and colleagues through personal attributes, administrative qualities, human relationships, and teamwork.

**Keywords:** Ethical leadership; Human Relations Theory of Management; Structural Equation Modeling; Middle East countries; Higher Education

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**JEL Classifications:** O35, O15

### 1. Introduction

The word governance has arisen in recent years in all sectors, notably administrative ones, and has expanded to include themes and terminology in other domains such as administration and leadership. When applied to the university system, the phrase "administrative leadership" is used to characterize the process. As a result, to conduct organizational research, the concept of leadership must be understood as a well-established phenomenon

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inside a culture (Gadelshina, 2016). Leadership has always been described by active research and theoretical work as having a positive influence on subordinates and society, rather than the negative or dark side of leadership (Mergen & Ozbilgin, 2021). Experts have begun to acknowledge that they may not always have the essential talents to embrace this leadership component as the number of claims and principled trouble-making to leaders has risen (Nauman et al., 2018). According to leadership studies, a leader may engage in both beneficial and harmful behavior (Robert & Vandenberghe, 2021). For example, effective leadership techniques are prevalent, at least in their milder forms. According to the authors, undesirable effects generated by abusive leadership include organizational unproductive work conduct, supervisor-directed counterproductive work behavior, and interpersonal counterproductive work behavior (Arici et al., 2021). Because leaders sway their followers through social exchange and social learning. As a result, the ethics of the leaders are passed down to the followers at a lower level (Wang et al., 2021). As a result, it is argued that the activities of leaders influence followers' behavior at various levels of the company. Furthermore, ethical leadership is described as the capacity to guide and advise people of an organization to achieve goals and objectives that benefit the firm, its members, other stakeholders, and society as a whole (Christensen-Salem et al., 2021). Surprisingly, in their research, Marquardt et al. (2021) found no link between ethical leadership and unproductive work behavior. Ethical leadership in the public sector improves subordinates' willingness to reveal ethical problems, increases organizational involvement, and reduces absenteeism (Young et al., 2021). Ethical leaders also strive to establish an ethical environment to limit the chance of unethical behavior. Ethical leadership has an impact on work relationships as well as other organizational outcomes and is expected to have a positive impact on employee engagement (Kerse, 2021). It asserts that ethical leadership encompasses a variety of qualities that are evident in the trusting relationship between a leader and a follower, and asserts that ethical leadership encompasses a variety of qualities that are evident in the trusting relationship between a leader and a follower (Kerse, 2021). The purpose of ethical leadership is to communicate and clarify the ethical aspects of all management acts, as well as to set ethical standards that drive company decision-making (Buonomo et al., 2021). Communicative ethics aims to increase communication between managers and employees while also maintaining job satisfaction. Employees are more inclined to trust a leader who is upfront with them about their values and communicates well with them (Buonomo et al., 2021). According to a study, a leader's behaviors have an influence on how much human interaction an employee has (Ashfaq et al., 2021). This is because it entails the use of both human and material resources to achieve an organization's goals and objectives, which is especially important in an academic community where intellectuals such as teaching and non-teaching staff, administrators, and even students all have changing needs and aspirations. As a result, a new model for measuring and assessing the human relations theory of management is necessary, as well as research into ethical leadership in higher education (Alotaibi et al., 2020; Fatehi & Choi, 2019). To fill this void, the paper set out to create a new model of ethical leadership and management in higher education that was focused on human interactions.

## **2. Management Theories of Human Relationships Development**

The researchers wanted to examine if lighting intensity affected worker productivity and if human interactions affected job behavior. The old methods' perceived harsh comprehensive approach, such as scientific and administrative management philosophy, sparked this battle for an adequate management style. The human relations approach to organizational analysis was created in the 1930s as an alternative to the classical technique of organizational analysis as a result of the failure of classical ideas (Omodan et al., 2020). According to Manoj (2016), it was briefly explained in the Hawthorne studies that non-economic rewards and sanctions have a significant impact on workers' behavior, morale, and output and that both social and psychological factors at work, as well as the physical conditions of the workplace, determine employee morale and output. According to the research, employees are not inert or isolated, disconnected individuals; they are social beings who, as a consequence, form little groups within the firm, such as informal organizations. Finally, according to the Hawthorne study, leadership style, supervisory style, communication, and engagement all influence employee behavior, satisfaction, and productivity (Manoj, 2016). Douglas McGregor, like Hurt Lewin and Jacob Moreno,

was interested in organizational motivation (Yacoub, 2016). Douglas McGregor's book "The Human Side of Enterprise," released in 1960, provided a new perspective on human relations management. Research model is presented below in Figure 1.

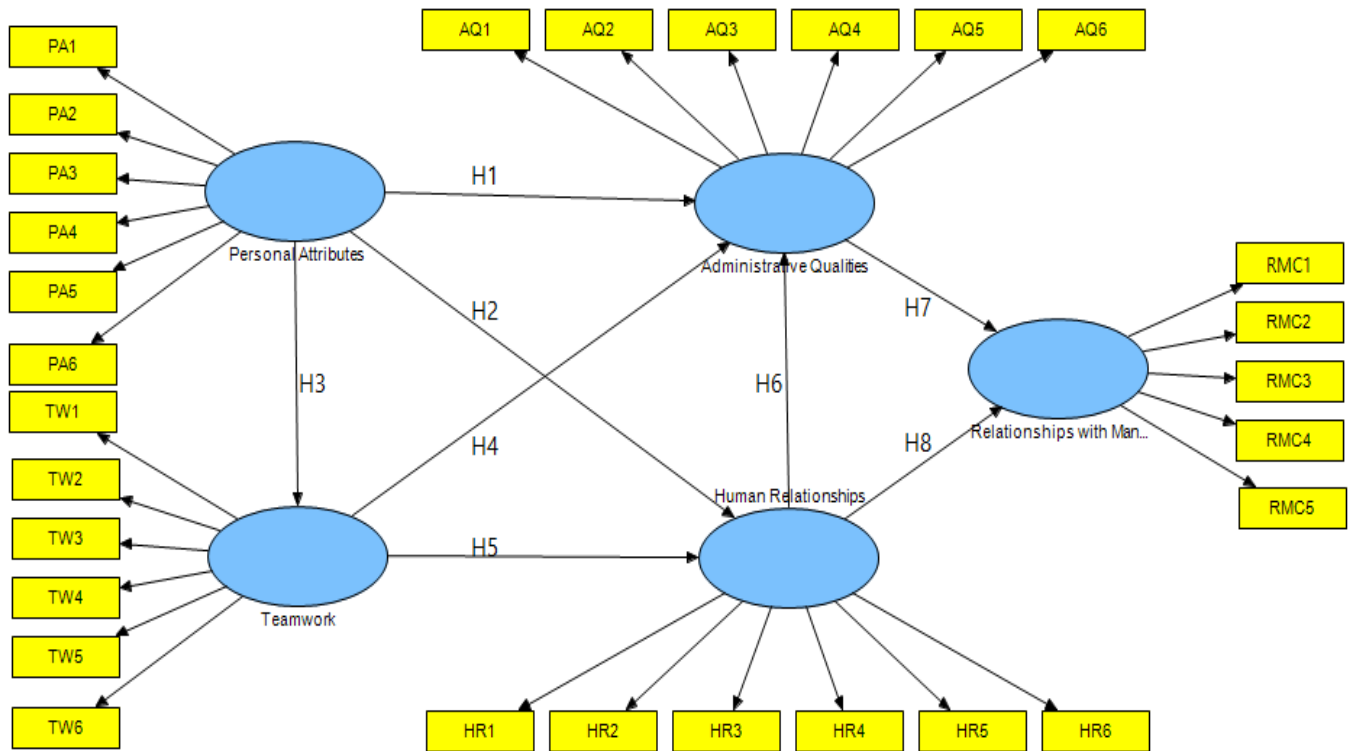


Figure 1. Research Model  
 Source: Author

2.1. Personal Attributes

These interpersonal traits are likely to influence instructors' and supervisors' internal working models, resulting in relationship perspectives that are either stable or changing. Among teacher features, demographic variables and social-emotional behaviors in class have perhaps attracted the most research attention (Zee and Koomen2017). However, defining what constitutes a "good" teacher or teacher effectiveness remains a challenge (Rice et al. 2017). In studies on teacher quality, personal traits (beliefs, attitudes, and dispositions) such as self-awareness, adaptability, motivation, and personality have been highlighted (Durksen and Klassen, 2018). In light of these findings, teacher personality traits, particularly when it comes to teacher motivation, should not be neglected. Unfortunately, little research have been conducted to determine how teachers' personality traits influence their motivation. As a result, this subject must be looked at as one of the most essential factors influencing learning. This study will help language teachers better comprehend classroom behavior by highlighting the role of personality in second language learning and motivation. More specifically, the study identifies which personality traits are linked to higher or decreased teacher motivation (Khalilzadeh and Khodi, 2021).

2. 2 Administrative Qualities

Each institution requires managers with distinct personal characteristics in a variety of full-time professions to fulfill its goals. The most significant position at the university is university administration (Sidrat and Frikha, 2018). Leadership has been demonstrated to have a positive influence on the event team's performance (Osman, 2020) and employee willingness to collaborate to achieve the event's objectives (Maqbool et al., 2017). Excellent leadership, in the long run, makes an event's team more competitive in education (Shibru et al., 2017), as well as

assisting in the formation of more resilient event teams (Shibru et al., 2017). (Visone, 2018). Leading, instructing, and managing a team are just a few of the characteristics that distinguish a good manager (Maqbool et al., 2017). Event planners employ a range of leadership styles. The most successful leadership style in the context of events is one that has a positive overall impact on the team (Giudici and Filimonau, 2019), such as visionary, affiliative, democratic, and coaching leadership (Alotaibi et., al 2020). Organizational culture may impact event managers' leadership styles, and national cultures can influence event managers' and event employees' leadership behavior (Fatehi & Choi, 2019). The value of management concern for people as a component of effective leadership is underlined even further by (Rahbi et al., 2017). According to these studies, a manager's concern for people has an impact on an event's success since it enhances the efficacy of intra-team contact, allowing for better team performance. According to McClelland (1994), effective leadership necessitates the development of cognitive, social, and emotional intelligence for managers to identify the needs of all team members, predict changes in motivation, and act appropriately. Managerial measures to increase employee engagement need open communication, emphasizing the importance of communicative skills for event team leaders (Leung et al., 2018).

### 2. 3 Human Relationships

One of the criteria that tend to predict teachers' organizational silence is the university environment. The term "university climate" refers to the condition of human relationships inside the functioning environment of a learning institution (Nwangwu, 2017). Multifactor leadership theory is one of the most researched theories in the social sciences since it focuses on leadership and organizational effectiveness. As a consequence of the complex domain of leadership, new methodologies and developments have evolved, revealing that leadership is dependent on human traits and changes as several criteria are determined. The behavioral approach says that leadership behaviors may be taught later; the modern leadership approach stresses the significance of human interactions in the organizational structure; and the conditional approach asserts that various circumstances need different leadership styles (King & Vaiman, 2019). Environmental aspects of university quality, instructor qualities, facilities and equipment, university principal, student characteristics, human interactions in university, family, and other variables, according to Pahang et al. (2017), are the most critical factors determining university quality. The educational objectives and content were resources (human interactions) and instructional methodologies. As a result, these elements are linked directly or indirectly in various stages of the teaching and learning processes in the context of educational efficiency. If the human connection quality approach focuses just on strengthening certain human relationships rather than all of them, it will be impossible to ensure that all of the components and human relationships contribute to the overall internal quality of education.

### 2. 4 Working in Teamwork

Communication with group members, building a trusting relationship, recognizing group members who do not contribute, and so on are all difficult components of cooperation (Andrade & Zeigler, 2021). Collaboration among teachers in academic programs is difficult, according to research (Lau and Jin, 2019). The existence of these obstacles does not undermine the need of incorporating cooperative projects into college teacher curricula, as these projects allow academics to combine their studies with the opportunity to develop collaborative abilities (Andrade & Zeigler, 2021). Furthermore, detailed rules and standards describing the optimal structure of group connections as well as group work expectations must be developed (Lakkala et al., 2017). According to certain research, models of collaboration and teamwork should be integrated into teacher education programs to give instructors the capacity to operate as a team (Carson et al., 2018). According to Voogt, Pieters, and Handelzalts, little is known about the complexity of task design that teacher teams can and should manage (2016). Their assertion, on the other hand, implies that past cooperative experience among teachers improves their effectiveness in school teams functioning in this manner. Teamwork, on the other hand, is difficult to describe since it is based on a variety of interrelated actions and attitudes. This makes it difficult for teachers and administrators to assess collaboration's progress and effectiveness in the classroom. Furthermore, there is a lack of consistency in how collaboration is perceived, making measurement and assessment more difficult (Fox et al., 2021). The term "teamwork" is technically ambiguous, as it may refer to a wide range of tasks in various contexts. Teamwork has

been conceptualized within a variety of theoretical frameworks for organizational growth, and proof of teamwork's performance in businesses exists (Bashan and Holsblat, 2017).

## 2. 5 Relationships with Managers and Colleagues

Academic staff and administrators at universities play a critical role in achieving the instructional, research, and public service goals of higher education. From an organizational and structural viewpoint, academic staff and administrators may be seen as two cultural groups that regularly engage and interact with one another, through which relationships are established and regenerated (Whang, 2021). Academic personnel and administrators, on the whole, respect and collegiality for each other's intellectual and professional accomplishments. Meanwhile, as a consequence of their various commitments and duties, which influence how they create and keep their connections, both organizations encourage autonomous and unique cultures (Lou et al., 2018). even though there are both agreements and conflicts between academic staff and administrators, the study question is motivated by relationship dynamics in higher education (Campbell and Bray, 2018). Based on reflections on the need to innovate professional training at the graduate and undergraduate levels in the business field, I propose to use the term education in management to identify the professional development of people who act correctly managing organizations, as well as in individual or collective entrepreneurship, in teaching, research and planning the search for solutions to societal problems. This implies a set of learning processes in management education that must be mediated by activities and lived experiences. This strategy is implemented through a collection of activities developed by academic managers and lecturers in the context of courses to satisfy the educational goals outlined in course curricula, the syllabus, and extracurricular activities selected to enhance academic talents (Da Silva, 2016). The lecturer's role as a manager of important aspects of the connection he or she develops with the teachers, as well as the suitability of the teaching strategies that he or she selects for the course, will be examined in depth. The findings of this research might be utilized to provide realistic recommendations for politicians and university executives like deans. As a result, lecturers in higher education must be knowledgeable with a variety of teaching strategies, as well as the method and key components of putting them into practice, as well as the environment in which they must be used (Hernández-López et al., 2016). It will also have a positive influence on school practice and aid in the creation of a conducive teaching and learning environment. Teachers with a positive attitude are more likely to speak out in staff meetings and collaborate when the senior management team asks for it (Getie, 2020). As a result, the senior management team's and instructors' attitudes are critical. Because of the good influence of the senior management team, educators will take a positive attitude toward accomplishing the school's goals. It has the potential to create an excellent learning and teaching environment. Instructors' attitudes about achieving high performing school status will be impacted by their perceptions of their senior management team, which will be crucial factors in deciding whether teachers have a good or negative attitude toward achieving this status (Foltz-Ramos et al., 2021).

## 3. Research Methodology

The study looked into the topic and developed hypotheses based on existing theory and data. As a result, the research employs a deductive approach, beginning with a general theory and refining it down to specific hypotheses that can be tested (Sekaran & Bougie, 2016). This is a quantitative study, and the survey technique was used as the research tool. Academic managers who are now lecturers or department directors at a university are among the study's participants. Each notion is evaluated on a five-point Likert scale, with responses ranging from strongly disagree to strongly agree (Husain, Javed, & Arajimi, 2021). The data was analyzed using SPSS version 21 and the Smart PLS tool due to the study's quantitative nature (Javed, Malik, & Alharbi, 2020). Mean central tendency metrics, as well as dispersion and variance indicators, were used in the descriptive analysis. The Cronbach's alpha coefficient and Composite reliability measures were employed to examine the inter-item consistency of reliability, a frequently used measure of internal consistency. The replies of 207 academic staff members were imported using the SPSS computer suite. This study involves academic staff at Majmaah University who have interactions with supervisors and colleagues. In this study, Structural Equation Modelling



(SEM) was utilized, which is far more effective in terms of inferential analysis than multiple regression analysis (Hair et al., 2021). The descriptive and inferential statistical methodologies were used in the statistical study. The descriptive portion describes the characteristics of research variables, and the inferential phase uses the Structural Equation Model (SEM) and Smart PLS software to examine the found research routes following the conceptual model. Smart PLS version 2 was used to create the confirmatory factor analysis and structural equations model, while SPSS version 23 was used to generate descriptive statistics (Hair et al., 2021). It's worth noting that the PLS method was chosen due to the multi-level model and a huge number of questionnaire indicators. The questionnaire used in this study was adapted from previous research that looked at ethical leadership factors to find relevant independent variables: personal attributes (PA), administrative qualities (AQ), human relationships (HR), and teamwork (TW), each of which was measured by six items adapted from previous research (Mahmoud 2014). The RMC (relationships with managers and coworkers) was the dependent variable, which was measured using five questions modified from (Almahdi et al, 2015).

**4. Data Analysis and Results**

Throughout the evaluation of the measurement model, the present study paradigm was assessed for reliability and validity (Hair et al., 2021). Based on a rule of thumb, every item's loading was judged to be much beyond the 0.50 level in terms of reliability. The current study looked at the framework's composite reliability in addition to internal consistency and dependability (Hair et al., 2021).

**4.1 Validity of Construct Measurement**

The use of Smart PLS 2.0.0 is the first step in ensuring that this model is valid. The model's dependability was assessed in two steps before the assumptions were tested using partial least square structural equation modeling (PLS-SEM). Construction validity refers to the degree to which anything that has to be assessed can be measured by a test. The three main types of validation proof are construct validity, material validity, and criterion validity (Hair et al., 2021). Item loading and cross-loading were both found to be high in the variables' analysis (Table 1).

**Table 1.** Variables' Analysis and Cross Loadings *Source: Authors*

Factors	Items	Administrative Qualities	Human Relationships	Personal Attributes	Relationships with Managers and Colleagues	Teamwork
Administrative Qualities	AQ1	0.819097	0.627230	0.437811	0.522037	0.448383
	AQ2	0.832997	0.634473	0.429244	0.490532	0.441508
	AQ3	0.697713	0.428098	0.427307	0.363022	0.442755
	AQ4	0.842639	0.545296	0.518140	0.533771	0.515603
	AQ5	0.832577	0.543677	0.544799	0.549372	0.535844
	AQ6	0.832677	0.559883	0.517347	0.545174	0.515806
Human Relationships	HR1	0.523498	0.807543	0.358074	0.459436	0.379449
	HR2	0.577386	0.856340	0.422724	0.506895	0.459288
	HR3	0.601562	0.866297	0.385617	0.479041	0.424395
	HR4	0.580381	0.839106	0.436806	0.500845	0.455200
	HR5	0.586768	0.834817	0.558302	0.574227	0.548958
	HR6	0.592735	0.826844	0.572484	0.574367	0.569962
Personal Attributes	PA1	0.536406	0.506924	0.851204	0.589873	0.698051
	PA2	0.529203	0.484578	0.873451	0.589494	0.702449
	PA3	0.528944	0.508958	0.862612	0.574709	0.697517
	PA4	0.488781	0.432842	0.848301	0.526040	0.711462
	PA5	0.481321	0.446518	0.862218	0.542471	0.798239
	PA6	0.482455	0.458677	0.854919	0.542444	0.746593
Relationships with	RMC1	0.491257	0.525879	0.527927	0.822186	0.547828

Managers and Colleagues	RMC2	0.462107	0.463985	0.565591	0.804800	0.569297
	RMC3	0.494357	0.499635	0.553328	0.822825	0.552319
	RMC4	0.537079	0.526219	0.505401	0.825736	0.525789
	RMC5	0.542875	0.501470	0.513189	0.795986	0.523775
Teamwork	TW1	0.515620	0.457623	0.700117	0.539693	0.814843
	TW2	0.415261	0.398745	0.546195	0.499534	0.735025
	TW3	0.470618	0.467902	0.594965	0.538945	0.796011
	TW4	0.477304	0.459669	0.637939	0.542763	0.830537
	TW5	0.495558	0.506311	0.674749	0.539744	0.828204
	TW6	0.481321	0.446518	0.862218	0.542471	0.798239

#### 4.2 Convergent Validity of the model

The reliability testing results are shown in Table 2. Composite Reliability Measures were used to examine the model's internal consistency and reliability (Hair et al., 2021). Cronbach's Alpha and composite reliability ratings both above the 0.7 threshold (Hair et al., 2021). As a consequence, the realism of the model is satisfactory. The model's convergent validity was tested using the AVE values of the questions; the AVE value benchmark is 0.50. Because the AVE values are more than 0.5, convergent validity has been demonstrated (Hair et al., 2021). The composite dependability scores varied from 0.907792 to 0.944017 as a consequence of the study. Cronbach alpha scores ranged from 0.873111 to 0.928824, all of which met the criteria of being larger than 0.60. Table 2 shows that the average variance extracted (AVE) values ranged from 0.641794 to 0.737581, all over the minimum limit of 0.50.

**Table 2.** The Measurement Model's Confirmatory Factor Analysis

Factors	Items	Administrative Qualities	AVE	Composite Reliability	R Square	Cronbachs Alpha
Administrative Qualities	AQ1	0.819097	0.658030	0.920004	0.546248	0.895314
	AQ2	0.832997				
	AQ3	0.697713				
	AQ4	0.842639				
	AQ5	0.832577				
	AQ6	0.832677				
Human Relationships	HR1	0.807543	0.703434	0.934315	0.341969	0.915830
	HR2	0.856340				
	HR3	0.866297				
	HR4	0.839106				
	HR5	0.834817				
	HR6	0.826844				
Personal Attributes	PA1	0.851204	0.737581	0.944017	0.000000	0.928824
	PA2	0.873451				
	PA3	0.862612				
	PA4	0.848301				
	PA5	0.862218				
	PA6	0.854919				
Relationships with Managers and Colleagues	RMC1	0.822186	0.663233	0.907792	0.456177	0.873111
	RMC2	0.804800				
	RMC3	0.822825				
	RMC4	0.825736				
	RMC5	0.795986				
Teamwork	TW1	0.814843	0.641794	0.914769	0.714611	0.888288
	TW2	0.735025				
	TW3	0.796011				
	TW4	0.830537				
	TW5	0.828204				
	TW6	0.798239				

Source: Author

4.3 Model of measurement with discriminant validity

Discriminant validity refers to how different a latent variable is from other latent variables. Discriminant validity was determined using the Hair et al. (2021) criterion. "The square root of AVE of each latent variable should be greater than the correlations among the latent variables," (Hair et al., 2021) noted. As seen in Table 3, the components in the matrix diagonals, which indicate the AVEs' square roots, are always larger than the off-diagonal elements in their respective row and column. This data supports the discriminant validity of the measures.

**Table 3.** Discriminant Validity and Latent Variable Correlations

Factors	Administrative Qualities	Human Relationships	Personal Attributes	Relationships with Managers and Colleagues	Teamwork
Administrative Qualities	1.000000				
Human Relationships	0.689781	1.000000			
Personal Attributes	0.591423	0.551122	1.000000		
Relationships with Managers and Colleagues	0.622348	0.619275	0.653262	1.000000	
Teamwork	0.595910	0.570347	0.845347	0.666746	1.000000

Source: Author

Multiple regression analysis with moderation testing was used in this study, while Smart PLS Software was used for data analysis. The tests in the analysis phase are as follows: 1) A construct validity test assesses if the questionnaire's question items are feasible or accurately reflect the variables being studied. The question is valid if the resulting outside loadings are at least 0.5. (Hair et al., 2021). 2) Reliability test: This is a test that assesses if the respondent's response is consistent, allowing the answer to be reliably appraised. Respondents' responses are regarded trustworthy if the composite reliability, Cronbach alpha, and rho score are all at least 0.7, as well as the average variance extract (AVE) value of at least 0.5. (Hair et al., 2021). 3) To assess how the endogen variable explains the variance of the exogen variable, the coefficient of determination test is utilized. The coefficient determination (R<sup>2</sup>) is shown in the smart output line (Hair et al., 2021). 4), Figure 2 demonstrates that the P-value (0.005) is statistically significant within a 5% confidence range, indicating that the model is statistically significant. Structural equation modelling (SEM) was used to validate the measurement model and analyze the assumptions (Hair et al., 2021).



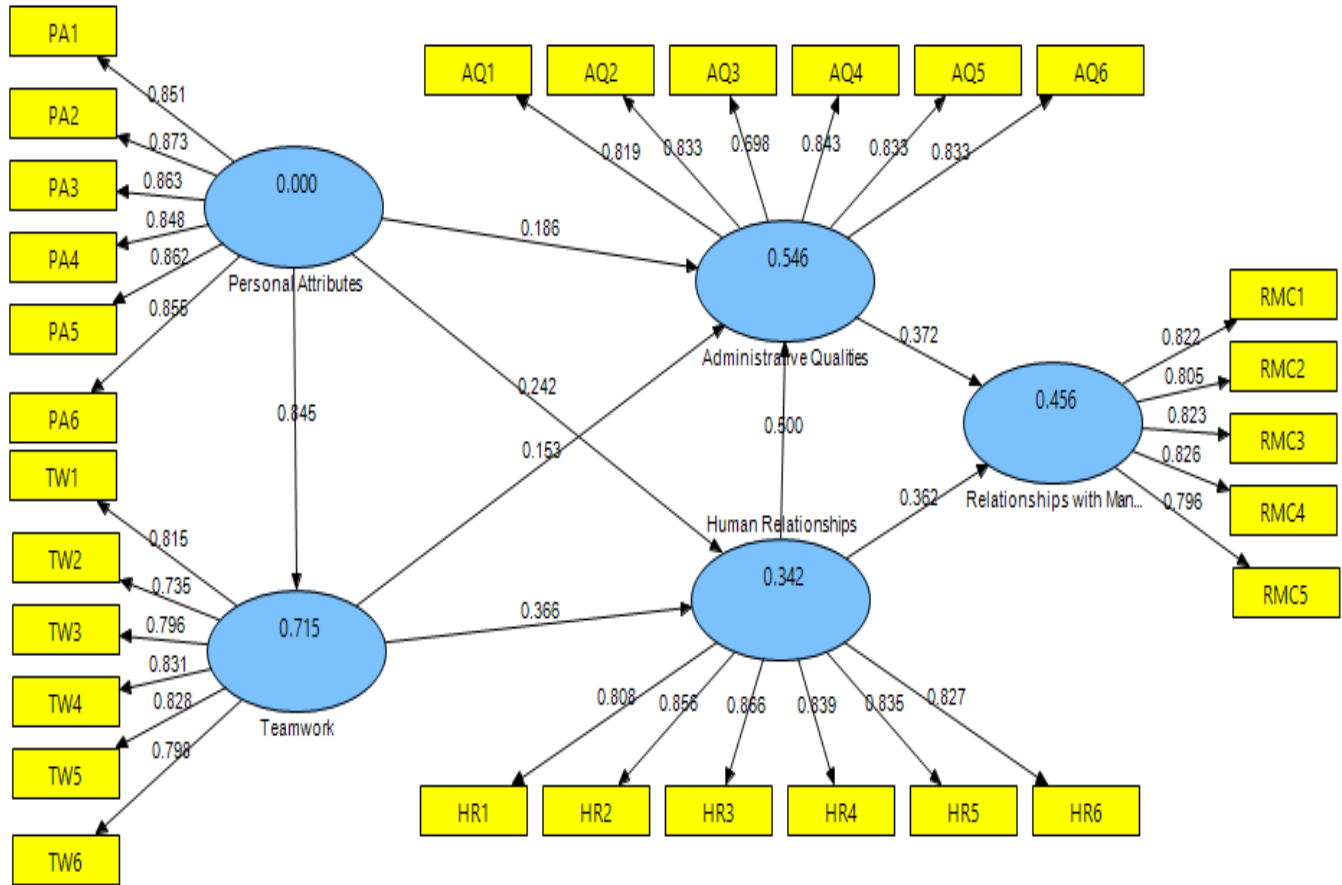


Figure 2. Measurement Model Findings

Source: Author

The regression test is used to examine both the direct and the moderation hypotheses. The hypothesis may be accepted by looking at the two outputs of clever pls, namely the t value of statistics and the value of the degree of significance. The hypothesis is supported if the statistical t value is more than 1.96 and the significance level is less than 0.05. (Hair et al., 2021). The hypothesis testing and structural model outcomes are shown in Figure 3 and Table 4, with the beta values of the route coefficient reflecting the direct influences of the predictor on the projected latent components.

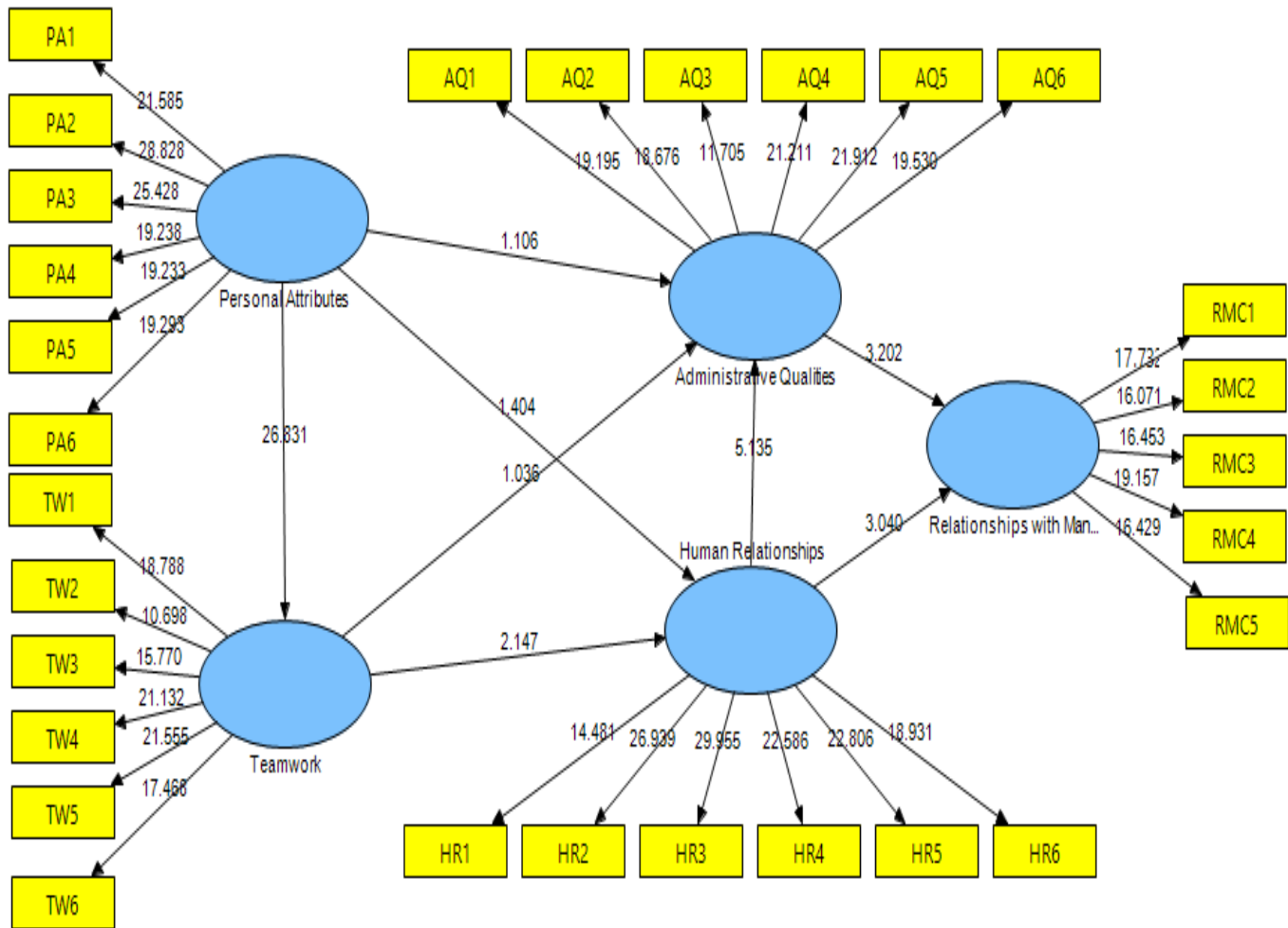


Figure 3. Structural Model Findings  
Source: Authors

Table 4. Hypotheses Testing

Relationships Hypotheses	Path Coefficients	Sample Mean	Standard Error	T Statistics	Results
Administrative Qualities -> Relationships with Managers and Colleagues	0.372346	0.367513	0.116294	3.201756	Accepted
Human Relationships -> Administrative Qualities	0.499542	0.502349	0.097279	5.135122	Accepted
Human Relationships -> Relationships with Managers and Colleagues	0.362440	0.547767	0.095867	3.040842	Accepted
Personal Attributes -> Administrative Qualities	0.186423	0.589266	0.087420	1.106270	Accepted
Personal Attributes -> Human Relationships	0.242122	0.552610	0.086433	1.404290	Accepted
Personal Attributes -> Teamwork	0.845347	0.847577	0.031506	26.830979	Accepted
Teamwork -> Administrative Qualities	0.153215	0.326737	0.176155	1.036636	Accepted
Teamwork -> Human Relationships	0.366019	0.348735	0.170468	2.147140	Accepted

Source: Author

As shown in Table 4, all hypotheses were accepted since all five variables were statically important. The relationship between administrative qualities and relationships with managers and colleagues was accepted ( $\beta=0.372346$ ,  $t=3.201756$ ). Moreover, the relationship between human relationships -> administrative qualities was accepted ( $\beta=0.499542$ ,  $t=5.135122$ ). In addition, the relationship between human relationships -> relationships

with managers and colleagues was accepted ( $\beta= 0.362440$ ,  $t= 3.040842$ ). As well, the relationship between personal attributes -> administrative qualities was accepted ( $\beta= 0.186423$ ,  $t= 1.106270$ ). Similarly, the relationship between personal attributes -> human relationships was accepted ( $\beta= 0.242122$ ,  $t= 1.404290$ ). Likewise, the relationship between personal attributes -> teamwork was accepted ( $\beta= 0.845347$ ,  $t= 26.830979$ ). And the relationship between teamwork -> administrative qualities was accepted ( $\beta= 0.153215$ ,  $t= 1.036636$ ). Finally, the relationship between teamwork -> human relationships was accepted ( $\beta= 0.366019$ ,  $t= 2.147140$ ).

## 5. Discussion and Implementations

The main goal of this study was to look at the impact of ethical leadership on relationships with managers and co-workers. In addition, the goal of this research was to look at the function of administrative traits and human interactions in mediating this model. We used PLS-SEM to evaluate our study hypotheses on a sample of Saudi academic employees. Personal characteristics, collaboration, administrative traits, and human interactions all have an impact on relationships with supervisors and co-workers, according to the findings. The association between ethical leadership behavior of higher education faculty administrators and academic staff behavior, as well as its level and manner, were explored in this study. First, the attitudes of academic staff were detected; it was discovered that academics demonstrate personal characteristics and teamwork, and how this affects administrative qualities and human interactions. Furthermore, academics demonstrate administrative skills and human interactions, as well as how this affects relationships with supervisors and co-workers.

### 5.1 Implications for Theory

Our findings contribute to the field of ethical leadership by adding to the body of knowledge on the subject. As previously noted, past research has linked ethical leadership to a range of positive outcomes (Zaim et al., 2021). However, to our knowledge, this is the first study to look at the effect of ethical leadership on relationships with management and co-workers. As a consequence, the current research contributes to existing human connections development management theories of ethical leadership and provides new insights on this expanding concept. Employee connections are now commonly understood to be influenced by leadership practices (Dietz et al., 2020). However, little is known about the underlying mechanisms via which leaders influence the administrative features and interpersonal relationships of their followers (Khan et al., 2021). By examining the mediating function of administrative qualities and human relationships, this study adds to our understanding of how and why ethical leadership is linked to the two indicators of administrative characteristics and human connections, which influence interactions with managers and colleagues. Finally, our research adds to the leadership literature in two ways. First, the strong link between ethical leadership and the two personal attributes of teamwork supports the notion that leadership and employee management are essential drivers of academic staff at universities. Second, previous research has mostly focused on the role of ethical leadership in fostering positive health and well-being outcomes (Almaaitah et al., 2020). However, our findings imply that ethical leadership behaviors on administrative qualities and human interactions impact academic staff's relationships with managers and colleagues at universities.

### 5.2 Implications for Practice

The study's findings might have far-reaching implications for corporations and colleges. Our findings reveal that promoting ethical leadership may improve administrative traits and human interactions, as well as how it influences relationships with management and co-workers. As a result, businesses and colleges may wish to consider hiring more ethical leaders and providing training to those already in place. Organizations can use selection procedures such as integrity examinations, organized interviews, and assessment center activities that focus on ethical concerns to find and pick ethical leaders (Anser et al., 2021; Yam et al., 2021). Organizations and colleges may also want to consider developing ethics training programs to urge their leaders to act ethically. Emphasizing the importance of ethics, rewarding and promoting ethical academic personnel, and serving as

ethical role models might all be part of training programs. Personal characteristics, collaboration, administrative traits, and human connections all affect interactions with supervisors and co-workers.

### 5.3 Conclusion and Future Work

The current research yielded eight ideas, all of which were backed up by evidence. The hypothesized factors were shown to be related substantially. This research provides preliminary evidence that ethical leadership and management in higher education are based on human interactions. According to the findings, personal traits, administrative qualities, human interactions, and collaboration can strengthen relationships with managers and coworkers. This research, like many others, has some flaws. Because the findings were based on a sample of academic staff at a university, their application to other occupations is restricted. Future research should aim to test our study model in diverse work situations to increase the external validity of the findings stated here.

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