THE ORGANIZATIONAL JUSTICE IMPLICATIONS IN ENHANCING THE INTEGRITY OF ADMINISTRATIVE LEADERSHIP

An exploratory study of the opinions of a sample of employees at the College of Administration and Economics at the University of Al-Qadisiyah

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ABSTRACT

This research aims to explore the nature of the impact of organizational justice on the integrity of administrative leadership, for a sample of employees at the College of Management and Economics at the University of Al-Qadisiyah, through distributing a questionnaire totaling 60, of which 50 were valid for analysis and 10 were invalid, with a response rate of 83%. Organizational justice was expressed as an independent variable through three dimensions: distributive justice, procedural justice, and interactional justice, based on the scale developed by Niehoff & Moorman (1993), while the integrity of leadership was expressed as a dependent variable through five dimensions: courage, humility, fairness, rationality, and humanity, based on the scale by Wang & Hackett (2015). Several measurement tools were used in the practical aspect, relying on SPSS statistical analysis software to calculate means, standard deviations, linear regression analysis, and correlation, in addition to using the T-test. The research concluded with a number of findings, the most important of which indicated that the level of organizational justice enjoyed by the officials in the researched organization was at moderate levels according to the opinions of the research sample. The research also provided a set of recommendations, the most important of which emphasized the necessity of enhancing all dimensions of organizational justice, including distributive, procedural, and interactional, in organizations due to their significant role in creating sound administrative leadership that fosters a positive and constructive work environment, ensuring the existence of an integrated organizational unit.

KEYWORDS: Organizational justice, administrative leadership, integrity of administrative leadership.

INTRODUCTION

Justice is one of the virtuous divine values that Allah has commanded .Organizational justice is an important element in management processes as it is considered one of the factors related to job performance efficiency. It influences the success of organizations and their ability to achieve their goals efficiently and create a stable organizational climate. It has received increasing attention through numerous research and studies related to organizational behavior and the cognitive development of human resources in organizations.

Recently, leadership integrity has garnered significant interest due to its active role in motivating and directing employees in the organization, and working to create interaction between employees and the organization to achieve their goals. A true leader is one who seeks to achieve noble goals compared to a counterfeit leader, who may misuse his authority or power, in addition to directing the efforts of others to achieve goals that do not serve the organization's interests.

It can be said that the current research focused on the dimensions of organizational justice and its role in leadership integrity. The importance of the

current research lies in clarifying the relationship between organizational justice and leadership integrity, especially as this relationship becomes more important when studied in a large educational organization and its impact on society. In this context, the research was divided into four sections, including the first section on the research methodology. The second section was devoted to the theoretical framework, including the concept of organizational justice, its dimensions, leadership integrity, its dimensions, and theories. The third section covers the practical framework of the research, leading to the fourth section, which focused on the most important conclusions and recommendations. The research concluded with the sources it relied on.

The first section: research methodology
Title: Research Methodology
First: Research Problem:

The topic of organizational justice has become of interest to many researchers in administrative fields, owing to its importance and its direct relationship with a wide range of organizational changes that, in turn, affect the success and development of organizations, and their ability to achieve goals with the required efficiency and effectiveness. There is a strong justification for uncovering the extent of leadership integrity as an outlet that can demonstrate the extent to which leaders possess the strength of direction towards positive goals within the organization. Choosing one of the academic institutions is significant, as these institutions need to remain strong in their role within society. Despite the numerous studies that have addressed the topic of organizational justice and leadership integrity, we still need more studies to establish strong and cohesive foundations, especially in the education sector, as this sector represents an educational gateway to society. Therefore, attention will be focused on studying these variables (organizational justice and leadership integrity), and the research problem can be identified by the following question: "What are the reflections of organizational justice and its dimensions in

promoting leadership integrity?" From which the following sub-questions emerge:
1.	Is there a statistically significant impact of the distributive justice nature in promoting leadership integrity?
2.	Is there a statistically significant impact of procedural justice in promoting leadership integrity?
3.	Is there a statistically significant impact of interactional justice in promoting leadership integrity?

Second: Research Importance
The importance of the research is as follows:
A. Presenting a conceptual framework that contributes to clarifying the concept of organizational justice and leadership integrity, and helps increase knowledge of these administrative concepts.
B. The results of this research can be utilized in developing future plans and diagnosing strengths and weaknesses in the current management practices based on the findings of this research.
C. Clarifying the relationship between organizational justice and leadership integrity, especially as this relationship becomes more important when studied in a large educational institution, given its extent and impact on society.
D. The research explores the impact of organizational justice on leadership integrity, thereby determining to what extent organizational justice can explain the characteristics and qualities of leadership integrity.
E. The research is significant, especially when applied in an institution operating in an unstable environment, which requires maximizing the role of the leader and building a cohesive institution, achieved through the establishment of organizational justice.

Third: Research Objectives
The research seeks to achieve the following objectives:
A. Identify the levels of organizational justice dimensions in the researched organization.
B. Determine the level of perception of

organizational justice among employees in the researched organization.

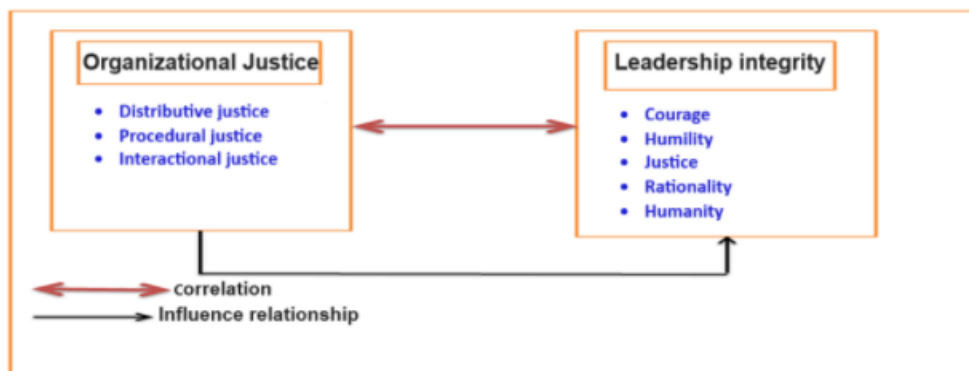C. Examine the prevalence of leadership integrity traits in the researched organization.

D. Test the relationship between organizational justice dimensions and leadership integrity in the researched organization.

E. Test the impact of organizational justice on leadership integrity behavior.

F. Provide a number of recommendations that contribute to enhancing leadership integrity among employees in the researched organization.

Fourth: Research Framework

The research framework illustrates all the main and subsidiary research variables, as well as the relationships of correlation and influence among them. To embody the research problem and the expected objectives, the framework includes two types of variables:

First: Independent Variable (Organizational Justice): Organizational justice is explained through three dimensions, namely distributive justice, procedural justice, and interactional justice.

Second: Dependent Variable (Leadership Integrity): Leadership integrity is elucidated through five dimensions, namely courage, humility, justice, rationality, and humanity.

Prepared by researchers

Fifth: Research Hypotheses

Based on the research problem and its objectives, the following hypotheses have been formulated:

1.　　The first main hypothesis: "There is a statistically significant correlational relationship between each dimension of organizational justice (distributive justice, procedural justice, and interactional justice) and leadership integrity represented by (courage, humility, justice, rationality, and humanity)."

2.　　The second main hypothesis: "There is a statistically significant impact between each dimension of organizational justice (distributive justice, procedural justice, and interactional justice) and leadership integrity represented by (courage, humility, justice, rationality, and humanity)."

Sixth: Research Methodology

The research methodology can be identified as follows:

A. Theoretical Aspect: The research relies on available sources in offices and the internet related to Arabic and foreign research literature.

B. Practical Aspect: The survey method was used to collect data by developing a set of questions related to organizational justice, drawing from a study by Niehoff & Moorman (1993), and questions related to leadership integrity, based on a study by Wang & Hackett (2015). The questionnaire comprised two parts:

•　　Part One: It includes respondents' personal characteristics such as gender, age, education level, and years of service.

•　　Part Two: It pertains to the main research paragraphs consisting of (2) paragraphs comprising (44) statements as follows:

1.　　Distributive Justice (10 statements)

2.　　Procedural Justice (8 statements)

3.　　Interactional Justice (8 statements)

4.   Leadership Integrity (18 statements)

Validity and Reliability of the Instrument:

The survey questionnaire was presented to several specialized faculty members and distributed among sample individuals to assess their opinions on the clarity and accuracy of the survey questions to ensure their consistency and relevance to the research paragraphs. The questionnaire was then modified based on the feedback received.

Furthermore, Cranach's alpha test was used to measure the reliability of the scale tool. The alpha values obtained for the questionnaire statements ranged between (80%-92%), which is a reassuring percentage as it exceeds the acceptable rate (60%) (Al Safar, 2009: 70).

Table (1)
Cranach alpha coefficient for the research axes

Variable	The hub	Number of paragraphs	Cranach's alpha coefficient
Organizational justice	Distributive justice	10	0.903
	Procedural justice	8	0.915
	Interactive justice	8	0.892
Leadership integrity	Courage	4	0.96
	asceticism	4	0.80
	Justice	3	0.96
	Rationality	3	0.95
	Humanity	4	0.802

Prepared by researchers

Seventh: Description of the research sample:

For the purpose of describing the research sample, the following table was used:

Table (2)
Determine personal variables for the research sample

Personal variables		Repetition	percentage
Gender	Male	12	%24
	Feminine	38	%76

Age	30 or less	4	%8
	31-40	23	46%
	41- 50	9	18%
	51 or more	14	28%
Qualification	Preparatory school	10	20%
	diploma	21	%42
	Bachelor's	19	%38
Years in job	15-10	8	%16
	20-16	20	%40
	More than 20	22	%44

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Table (3)
The structure of the questionnaire and the sources of its measures

S	The main variables of the research	Number of paragraphs	Total of paragraphs	Resource
1	general information	1-3	Gender, educational qualification, years in Job	
2	Organizational justice	1-26	26	(Niehoff &Moorman ,1993:527-556)
3	Leadership integrity	27-44	18	(Wang & Hackett , 2015
Total		44		

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Eighth: Research Population and Sample

The University of Qadisiyah was chosen as the community for the current research, being one of the prestigious Iraqi universities and a constituent of the Ministry of Higher Education and Scientific Research. The research sample consists of employees working in the College of Administration and Economics at the University of Qadisiyah, totaling (68) employees. The researchers adopted the random sampling method. After distributing the survey questionnaire to a total of (60) respondents, (50) questionnaires were retrieved, resulting in a retrieval rate of (83%).

Ninth: Statistical Methods Used

To achieve the research objective, the researchers relied on two methods:

1.   Descriptive Method: This method was used to present the theoretical aspect of the concept of organizational justice and its dimensions, as well as the concept of leadership integrity and its dimensions.

2.   Applied Method: This method included the practical aspect by relying on the survey tool using a Likert five-point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The questionnaire was divided into two parts: the first part included questions related to organizational justice dimensions, comprising 26 statements, and the second part included questions related to leadership integrity dimensions, comprising 18 statements. For statistical analysis and hypothesis testing, the following statistical methods were used:

•   Frequency and Percentage distributions were used to illustrate the distribution nature of the research sample concerning respondents' personal characteristics such as gender, age, education level, and years of service.

•   The Likert five-point scale was used to express the weights of the statements, ranging from Strongly Agree to Strongly Disagree. Weights in the analysis ranged from five degrees to one degree in order.

•   Measures of central tendency, standard deviations, linear regression analysis, correlation, and T-tests were used.

•   Cranach's alpha coefficient was used to measure the reliability of the research questionnaire.

Second Section: Conceptual Framework of Research Variables

Firstly: Organizational Justice

1.   Concept of Organizational Justice:

The historical roots of the concept of organizational justice trace back to the equity theory, which is based on the fundamental assumption that employees tend to judge justice by comparing their inputs to the outputs they receive, and the ratio of their inputs to outputs compared to their peers at work. Adams proposed this theory, stating that employees' efforts, performance, satisfaction with justice or injustice, and equality or inequality perceived in their jobs determine their outputs (Al-Omari & Issa, 2010: 187).

The concept of organizational justice has evolved since the 1950s, starting with the concept of distributive justice, followed by the emergence of procedural justice in the mid-1970s, and then the emergence of interpersonal justice in the 1980s (Hezi, 2015: 28).

Organizational justice represents a key factor for the success of an organization. To maintain employee satisfaction, the organization needs to be fair in its system regarding distributive, procedural, and interactional justice. Organizational justice is a fundamental requirement for the effectiveness of organizational work, and perceptions of fairness play a crucial role in decision-making and operations related to human resources aspects such as wages, benefits, and other compensation aspects (Akanbi et al., 2013).

Therefore, it is the management's duty to ensure justice in performance evaluation and in the distribution of incentives and rewards because it motivates employees and stimulates their motivation for more work. Moreover, feelings of injustice may lead to behaviors that could be harmful to the organization (Al-Qurayuti, 2012: 67).

Organizational justice has been defined as the degree of equality and integrity in the rights and duties that express the individual's relationship

with the organization, embodying the idea of achieving commitments from employees towards the organization they work for (Al-Bashabsheh, 2008: 429).

According to Boukalia (2011: 15), organizational justice is an important value and a human feeling and perception that members of the organization feel within the frameworks of evaluations generated psychologically and administratively through comparisons between the exchange values obtained by members and the organization's management.

Abu Samaan (2015: 18) states that organizational justice is employees' perception of fairness and integrity at the return level and in all organizational aspects and administrative procedures used within organizations of various natures, whether service or industrial. Others refer to the concept of organizational justice as what employees imagine in terms of fairness regarding the distribution of organizational resources and the procedures used to distribute these resources (Mohammad et al., 2016, 536).

Mustafa (2017: 334) defines organizational justice as justice in the distribution of organizational outputs through fair and objective procedures, in addition to the fairness of treatment received by individuals working within the organizations they work for.

Based on the above, the researchers consider organizational justice as fairness and equality in the distribution of responsibilities, duties, and outputs by following the principles of justice and comparing the efforts made by the individual with those of their colleagues at work and the amount of incentives they receive.

2.   Importance of Organizational Justice:

The importance of organizational justice for educational organizations, in particular, and administrative organizations in general, can be highlighted as follows (Ghanem, 201: 23-24):

1.   Increase in Employee Organizational Loyalty: There is no doubt that an individual's sense of organizational justice, in its various dimensions, generates a feeling of satisfaction and reassurance within them. If an individual feels that the organization they work for practices

distributive, procedural, and interactional justice equally among all employees, this will leave a positive and comforting impression on them about the organization.

2.   Individual Trust in the Performance Appraisal System: Many employees in any organization view the performance appraisal system as the starting point for serious work. If the performance appraisal system is based on the principles of justice, equality, and holding each person accountable based on their contributions, the individual will perform their job well, and vice versa.

3.   Increase in Group Motivation: Organizational justice, in its procedural and interactional dimensions, influences teamwork and group spirit. If an individual working within a group or team is treated with organizational justice, they will pay great attention to increasing the group's rewards and incentives. This type of justice fosters a sense of community, and the individual learns that the group appreciates each member.

4.   Assistance in Work Performance: The lack of management's use of organizational justice generates a kind of tension among employees, which reflects on their work performance. Employees often try to reduce this tension and its intensity by affecting their work quantity and quality, such as neglecting work tasks or deliberately being late.

3. Dimensions of Organizational Justice:

According to Niehoff and Moorman (1993), there are three dimensions of organizational justice, as follows (Younis, 2020: 391):

1.   Distributive Justice
2.   Procedural Justice
3.   Interactional Justice

1.   Distributive Justice:

It refers to employees' perceptions of the fairness of the outputs distributed to them, as it represents the degree of satisfaction felt by employees regarding the fairness of the material and non-material values they receive from the organization as realized. In reality, the origin of

this type is traced back to the equity theory, which was discussed in Adams' study in 1965 (Yean & Yusof, 2016: 779-800).

The individual's perception of the fairness of the outputs they receive, and the amount of returns they obtain, involves a process of comparison between the effort they exert and what they receive from one side, and what others exert and what they receive from the other side (Al-Maghribi, 2007: 208).

Studies have found that a decrease in employees' perceptions of this dimension can lead to many negative outcomes such as (Darr, 2008: 57):
- Decreased job satisfaction.
- Decreased organizational loyalty.
- Dissatisfaction with wages.
- Increased job pressure and professional tension.
- Decreased work quality.
- Decreased collaboration with colleagues.
- Decreased job performance quantity.
- Increased theft and sabotage in the workplace.

2.   Procedural Justice:

Researchers began experimental studies on procedural justice in organizations in the 1970s, which resulted from fair procedures. Two criteria for assessing procedural justice have been identified (Bahri & Khermoush, 2017: 83):
- Control over processes.
- Control over decisions.

Studies have found that unfair formal procedures are associated with several negative consequences such as (Darr, 2008: 58):
- Making unfair decisions.
- Loss of trust in colleagues and superiors.
- Poor employee selection process.
- Lack of organizational loyalty.
- Decreased job satisfaction.
- Weak organizational citizenship behavior.
- Increased inclination to leave the job.

3.   Interactional Justice:

Interactional justice focuses on the behavior of organizational management when dealing with all employees. This type of justice relates to employees' sense of fairness in their interactions with the management of the organization they work for and is called interactional justice, which refers to respecting others and dealing with them accurately (Jouda, 2010: 310).

When addressing interactional justice as an independent dimension from procedural justice, many studies have pointed out that disregarding personal sensitivity leads to the emergence of organizational conflicts, increased negative attitudes toward the organization and work, decreased job performance, and increased job pressure (Darr, 2008: 58).

Interpersonal Justice: Interpersonal justice is derived from the human relations theory, with Elton Mayo being its official representative. It draws attention to the importance of the human aspect of the working individual and the need to treat them with respect and in a manner that preserves their dignity in the work environment. Dignity is considered the moral foundation of human relations, and any change in an individual's treatment affects the curve of human relations.

Informational Justice: It involves providing explanations and clarifications to employees about why specific procedures were used in distributing work outputs or providing explanations about why work outputs were distributed in a specific manner by the organization.

Some studies have added other types (Al-Kardam & Al-Badawi, 2017: 188):
- Evaluative Justice: It refers to the degree to which employees feel fairness and transparency in the administrative evaluation of their performance and behavior at work, leading to increased satisfaction with evaluation systems and their fairness.
- Ethical Justice: It refers to the degree to which administrative employees feel ethical justice arising from the creed and organizational, cultural, and civilizational values in the organization compared to their peers in the same administrative and organizational level.

4.   Consequences of Organizational Injustice:
Most studies have confirmed that the absence of

organizational justice or the lack of any dimension of justice for an organization can negatively affect organizational performance as follows (Hassani, 2016: 29):

1.   Distributive Justice: Studies have found that a decrease in employees' perceptions of this dimension can lead to many negative outcomes such as decreased job performance quantity, decreased work quality, decreased collaboration with work colleagues, and weak organizational citizenship behavior.

2.   Procedural Justice: Studies have found that unfair decision-making processes are associated with several negative consequences such as decreased overall organizational evaluation, decreased job satisfaction, and organizational commitment.

3.   Interactional Justice: A decrease in employees' perceptions of interactional justice can lead to many negative outcomes such as an increased inclination to leave the job, increased job pressure, or organizational conflict among individuals.

5.   Organizational Justice Theories:

1. Justice Theory:

Adams views the relationship between management and employees as an exchange relationship in which employees provide a set of inputs (such as educational level, experience, skills, age, and effort expended at work) and receive returns or outcomes from the organization in exchange for these inputs, which may include wages, appreciation, social status, and work-content-related returns, seniority benefits, health, and social insurance (Al-Qaisi, 2011: 34).

2. Sensitivity to Justice Theory:

This concept is the result of recent efforts to develop justice theory to take into account individual and psychological differences. This theory assumes that employees adopt consistent but different ways in their reactions to perceiving justice or injustice due to differences in their preferences and sensitivity to justice. According to this theory, employees are classified into three categories as follows (Jasser, 2010: 14):

First: The Sensitizer: This individual constantly seeks to compare his inputs and outputs with those of others. Therefore, if this person perceives unfair conditions, he moves in one of two directions:

•   Increasing his outputs or reducing his inputs when feeling angry.

•   Reducing his outputs or increasing his inputs when feeling guilty.

Second: The Equitable: This individual feels justice when his inputs exceed his outputs. Therefore, he accepts his share in life and always strives to provide many obligations to others that exceed what he receives in returns.

Third: The Selfish: This individual feels justice when his outputs exceed his inputs compared to others. Therefore, he is not satisfied with his share in life and always tries to gain many returns that surpass the effort he puts in.

3.Equality Theory:

Organizational justice and equality theories are based on a fundamental premise that individuals seek justice or equality in the reciprocal social relationship between the worker and the employer or the supervisor. The perception of injustice in this relationship leads to the creation of a state of psychological tension, which in turn activates a set of behavioral and cognitive changes in the individual as he tries to alleviate this tension. The equality theory states that: When individuals compare their output-to-input ratio with that of others, if the ratios are equal, there is no sense of injustice or inequality (Darr, 2008: 25).

4.   Social Justice Theory:

This theory emerged from the backgrounds of the prevailing social reality in the United States during the 1960s, which suffered from the absence of justice and equality in the relationships between individuals and administrative organizations, whether these individuals were members of society. These conditions led to the emergence of many studies to address the problems resulting from these conditions. It led to the emergence of a new movement for social equality, which emphasized the civil rights of society members in America, providing equal job opportunities for all, and opening the doors of appointment to

everyone without discrimination. Based on these efforts that sought to establish justice in public organizations (Boukli'a, 2011: 14).

Second: Administrative Leadership

1.   Concept of Administrative Leadership: There are numerous definitions that make it difficult to encapsulate leadership. Leadership is the activity practiced by a specific individual in the fields of organization, direction, planning, communication, decision-making, and supervision of subordinates, with the aim of achieving a specific goal through persuasion, motivation, and convincing the subordinates. If the use of formal authority does not suffice, the leader must resort to using it (Majmami, 2004: 20). Steven (2005: 429) defines it as the ability to influence and motivate, empowering others to contribute to the effectiveness and success of the organization. Leadership is nothing but a behavior on the part of an individual, who is the manager/leader, influencing others so that they accept his leadership and obey his orders (Abbas, 2010: 158). Meanwhile, Jalab (2011: 466) states that leadership represents the process of influencing others to direct them towards a specific goal. Daft (2011: 5) defines it as a relationship of influence between leaders and followers who intend to bring about changes and real results that reflect their common goals.

2.   Differences between Leadership and Administrative Leadership: There is a distinction between leadership and administrative leadership. Leadership draws its strength from the personal characteristics of the leader and the extent to which he can acquire various skills and abilities, while administrative leadership relies primarily on formal authority in its practice, and then on the available personal characteristics and qualities. Administrative leadership represents the process through which influence is exerted on individuals within a specific organizational entity, requiring proficiency in the management field, which is considered a means for the leader to guide his subordinates (Al-Ghamdi, 2006: 44). It should not be assumed that leadership is synonymous with management, as a successful manager is a successful leader, but a successful leader is not necessarily a successful manager (Al-Otaibi et al., 2007: 166).

3.   Importance and Impact: The topic of administrative leadership is one of the most prominent and important subjects that has garnered the attention of many researchers in management thought. There are many definitions of the concept of administrative leadership, which is the ability of the leader to successfully influence his subordinates based on success factors grounded in the organization's mission and goals, for the purpose of task execution driven by the desire and interaction of his subordinates. A successful administrative leader is one whose decisions are based on the strategic direction of the organization with positive change through communication to solve problems and crises, by delegating authority to the management team, fostering human relations with development and innovation for the organization to succeed in achieving its goals (Al-Omari, 2009: 10). Derry (2011: 165) views administrative leadership as the ability to have a greater impact on subordinates than can be achieved by presidents or managers by virtue of their delegated functional authorities. He also refers to administrative leadership as the role played by the manager in directing subordinates, by influencing them and motivating them to achieve the organization's goals through their joint efforts with efficiency and effectiveness (Al-Saadi, 2012: 17). Both Al-Zarfat and Hussein (2012: 54) regard administrative leadership as a type of spiritual and moral responsibility embodied in the manager, which works to unify the efforts of his subordinates to achieve the desired goals, transcending their immediate interests. John P. Kotter focused on a set of differences which can be summarized as follows (Jalab, 2011: 417):

•   Management deals with complexity, while leadership deals with change.

•   Management is concerned with planning and budgeting related to complexity, while leadership focuses on determining the direction of change through the process of creating a vision.

•   Management develops the ability to

implement plans through organization and recruitment, while leadership organizes individuals to work towards achieving the vision.

• Management believes in accomplishing its plans through control and problem-solving, while leadership inspires individuals and motivates them to have the desire to accomplish the plans.

Therefore, the leadership style adopted by management plays a crucial role in determining the organization's services, and the success of any organization depends on effective leadership and employee job satisfaction, with employee satisfaction in many organizations being linked to the leadership style adopted by the leader (Dhayab et al., 2018: 164).

Based on what was presented, the researchers believe that administrative leadership is the ability to influence subordinates and work to unify the efforts of his subordinates to achieve the required goals efficiently and effectively.

2- The importance of administrative leadership

The importance of administrative leadership is highlighted through the following (Al-Sharif, 2004: 40-41):

1. The increasing competition and the recognition of the importance of human resources in dealing with this competition for the benefit of the organization, its employees, and its customers.

2. The evolution and change in many social concepts and values.

3. The impact of the workforce and its organizations on the management and policies of organizations.

4. Pressure on organizations to enhance their social responsibilities towards employees, such as allowing them to participate in decision-making and ensuring their right to a happier and more prosperous life.

5. The issuance of governmental legislation to expand the scope of protection for employees and secure their future.

2- Theories of Administrative Leadership

Many theories regarding the effectiveness and success of leadership have emerged according to the opinions of numerous researchers. Some of these theories are presented here. (Abdel-Baqi, 2004: 278-279) identified three fundamental theories: Trait Theory, Behavioral Theory, and Situational Theory:

1. Trait Theory:

It suggests that individuals who possess a high sense of responsibility, high intelligence, ability to act in critical situations, self-confidence, understanding of information, creative thinking, integrity, honesty, and knowledge related to the field of work can be considered important traits for success. However, these traits are not sufficient to explain the phenomenon of leadership. Early researchers believed that born leaders possessed specific physical features and personality traits that distinguished them from non-leaders. Trait theories ignored assumptions about whether leadership traits are inherited or acquired. Jenkins identified two types of traits: emergent traits (those heavily dependent on heredity) such as height, intelligence, charisma, self-confidence, and acquired traits (based on experience or learning), including charisma, as an essential component of leadership.

2. Behavioral Theory:

This phase began in leadership research during World War II, when interest grew in developing military leaders. This phase of research evolved as a result of two reasons: the failure of trait theories to provide a clear and acceptable explanation for the effectiveness of leadership and the emergence of the human relations movement in management as a result of the Hawthorne studies. It has also been referred to as the Style and Behavior Theory. It emphasizes the importance of some necessary leadership skills that act as an empowering factor for a leader who performs a task, in addition to the leader's previous ability, specifically for dealing with signals. It suggests that each individual has a distinctive leadership style, and not all styles are suitable for all subordinates. Therefore, one style cannot be effective in all situations.

3. Situational Theory

Situational theory is based on the premise that leadership characteristics are not linked to

general personality traits, but rather to relative traits that interact with a specific leadership situation. This theory assumes that leadership skills are only activated by the situations and circumstances the leader faces in their interactions, and that the quality of leaders varies according to different situations and circumstances, with leadership emerging in the presence of problems (Al-Sharif, 2004: 53).

The situation or condition depends on three dimensions (Al-Maghribi, 2004: 207-208):

1. The quality of the leader's relationship with the followers, reflecting the extent of their followership. If the quality of the relationship between them is good or weak.

2. The degree of clarity of the task structure, procedures, and directives in the organization. A strong, clear structure helps the leader in eliminating doubt and ambiguity, and thus reservations that members may have towards their leader.

3. The authority granted by the position or function to the leader. A leader who enjoys significant authority by virtue of his position can employ this authority through rewards and punishments for his followers. This will make them obedient to him and execute his orders and instructions.

Majmami (2004: 30-33) added the theories of the Great Man and Interactional Theory as follows:

• The Great Man Theory:

One of the oldest theories in leadership, also known as the theory of the talented leader. This theory is based on elements of inheritance and physical characteristics, as proponents of the inheritance theory believe that leadership is innate, meaning that leaders are born, not made. Sheldon clarified that the theory of physical traits is based on the necessity of certain physical traits in the individual leader to play an effective leadership role.

• Interactional Theory:

This theory combines traits and situational theories. Successful leadership in this theory does not depend on the leader's traits in a specific situation but rather on the leader's ability to interact with group members. The leader's

possessed traits are not sufficient for the emergence of leadership; convincing the group of these traits and abilities is necessary. Thus, the Interactional Theory considers leadership as a social interaction process between the leader and his subordinates and focuses on the interaction of three dimensions: the leader's personal traits, situational elements, and the requirements of the group's characteristics.

4. Administrative Leadership Styles Classifications of leadership styles (Abbas, 2012: 136-137) include:

• Autocratic Leadership Style: This type of leadership is characterized by arbitrary behavior derived from the granted authority. The leader forces his followers to do their work according to his will and whims, often using methods of threat and intimidation to achieve his goals without listening to the ideas of his followers. He often attributes success to himself and blames his followers for failure. He prefers direct supervision over them, denies them their roles, leading to anxiety and psychological instability among them.

• Democratic Leadership Style:

This style is characterized by balanced behavior, as it follows persuasive methods, cites facts, respects individuals' feelings, and makes them feel their dignity and importance. The democratic leader seeks the opinions of their followers and plays an active role in fostering innovation, achieving cooperation, and unleashing the potential of their subordinates.

• Loose Leadership Style:

In complete contrast to autocratic leadership, leaders of this style leave decision-making, goal-setting, and implementation methods to their followers. They relinquish their primary role as decision-makers, instead assuming a mediator role characterized by passivity, tolerance, and friendliness towards their followers. However, this behavior can lead to negligence, lack of discipline, decreased productivity, and duplicity of efforts, wasting time, and a predominant feature of this leadership style is expanding authority delegation, generality of instructions, hesitation, and inconsistency.

1. Concept of Leadership Integrity:

Integrity, derived from the Latin word "Virtues," meaning "strength" or "excellence," refers to habits, desires, and actions that produce personal and social goodness. It can be defined as the fundamental characteristics valued by moral philosophers and religious thinkers, including wisdom, courage, humanity, justice, temperance, and integrity (Rego et al., 2010: 216).

In the 21st-century business world characterized by intense competition, integrity is rarely emphasized in most organizations as they strive to compete for customers and profits. Historically, integrity has its roots in Aristotelian ethics and includes a desire to achieve personal and social ideals and effective results. Leadership that aims to achieve happiness for individuals and organizations and brings long-term benefits to stakeholders leaves a positive legacy for future periods (Caldwell et al., 2015: 1-2).

Leadership integrity is defined as the leader's ability to achieve the organization's goals with minimal time and available resources by ethically influencing the behavior of their employees and enhancing these behaviors by incorporating their activities (Al-Kilabi, 2019: 25). Leadership integrity distinguishes between right and wrong in an individual's leadership role, takes steps to ensure justice and honesty, influences others, enables them to pursue worthy and moral goals for themselves and their organizations, and helps others connect with a higher purpose (AlHalaseh & Al-Rawadyeh, 2020: 16).

There are advantages to leadership integrity, including (Cameron, 2003: 3):

1. Working genuinely to include all employees in welfare and justice.

2. Leaders being experienced in dealing with others.

3. Harmony in relationships with employees.

The importance of leadership integrity is evident in the following points (Al-Kilabi, 2019: 26):

1. Avoiding bias in decision-making.

2. Converting organizational goals into realistic outcomes through information exchange between organizational departments.

3. Encouraging initiative and accepting others' opinions for excellence and creativity.

4. The leader's actions or behaviors motivate subordinates to achieve organizational goals.

5. Encouraging subordinates to innovate at work through equality in rewards according to the effort exerted.

Based on the above presentation, leadership integrity is the leader's ability to influence the behavior of their subordinate employees to achieve the organization's goals with minimal time and available resources.

2. Dimensions of Leadership Integrity:

In recent years, especially in light of the global economic crisis, both the business world and the scientific community have highlighted the role of values and integrity in business management. Values and integrity allow for authentic relationships that significantly contribute to business success because they lead to increased value, rapid growth, enhanced innovation, improved collaboration, partnership, and loyalty (Baldo, 2018: 33).

Several studies have varied in their treatment of the concept of leadership integrity, defining it as distinguishing between right and wrong in an individual's leadership role and taking steps to achieve justice, honesty, and empowering others to pursue worthy and moral goals for themselves and their organizations, helping others (Pearce, 2006: 2). Our study addresses the variable of leadership integrity in its dimensions as follows (Wang & Hackett, 2015: 5) and (Al-Sayyid, 2021: 9-10):

1. Courage: A personal trait that enables the leader to act without fear of the consequences of what they believe is right. This is exemplified by the leader's refusal of unethical directives from any influential party, as well as challenging the current situation.

2. Temperance: A personal trait that helps the leader control their emotional reactions, regulate their desires, and satisfy themselves. Examples include the leader's responsible dissemination of financial, material, and human resources and exercising authority over subordinates with firmness, care, and sensitivity.

3. Justice: A personal trait that motivates

the leader to respect and protect the rights of others to fair treatment according to unified and objective principles and standards, such as allocating valuable resources based on merit or distributing rewards in line with promoting equal opportunities for individuals.

4.   Prudence: A personal trait that enables leaders to make the right choices and judgments on an issue to achieve the correct goals. Examples include exercising sound judgment in making decisions about optimal work paths and evaluating the requirements for each issue the leader faces as needed, efficiently, and effectively.

5.   Humanity: A personal trait stemming from the leader's love, care, and respect for others and their understanding of them through various manifestations. These include sharing feelings and past experiences with others to benefit from them, especially in times of need, as well as voluntarily helping the less fortunate.

6.   Truthfulness: A personal trait reflected in telling the truth to leaders and fulfilling promises, manifested in various ways such as conveying truthful information and continuously verifying honesty, demonstrating openness and acceptance for information exchange when addressing subordinates' concerns.

Moreover, both (AlHalaseh & Al-Rawadyeh, 2020: 17) indicated the existence of five dimensions:

1.   Optimism: Signifying that members of the organization believe they can succeed even when facing significant challenges.

2.   Forgiveness: Meaning that unintentional mistakes are forgiven and considered opportunities for learning.

3.   Trust: Signifying that compliments, consideration, and respect govern individuals' interactions within the organization, relying on each other and working alongside leaders.

4.   Compassion: Signifying that individuals care about each other, manifested in acts of compassion and concern among them.

5.   Integrity: Signifying that honesty, competency, trust, and honor prevail in the organization.

These dimensions collectively contribute to

leadership integrity, fostering a culture of ethical behavior, trust, and cooperation within the organization, ultimately leading to its success and growth.

The third section: The Applied Aspect - Testing the Hypotheses and Analyzing the Results

To ensure the hypotheses of the research regarding the promotion of administrative leadership integrity, the opinions of the sample individuals were analyzed through a questionnaire directed to those involved in the organization under study. This was done in two stages:

First: Analyzing the opinions of the sample individuals for each statement separately from the statements included in each paragraph.

Second: Testing and analyzing the research hypotheses.

First: Analyzing the opinions of the sample individuals for each statement separately from the statements included in each paragraph.

•   Description and Diagnosis of the Independent Variable (Organizational Justice)

The opinions of the sample individuals about the organizational justice variable were analyzed, with its three dimensions (distributive justice, procedural justice, and interactional justice) in the researched organization. This was done by calculating the arithmetic means and standard deviations for the dimensions of the organizational justice variable. Table (4) illustrates the perception of the sample regarding distributive justice in the workplace, which was at an average level.

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Table (4)
presents the arithmetic means, standard deviations, and relative importance of each statement of distributive justice statement

S	Distributive justice	Agree		Neutral	Disagree		Arithmetic circles	standard deviation	level of
		Repetition	%		Repetition	%			
1	The requirements of my job in the organization align with my personal capabilities	35	%70	5	10	%20	3.840	0.792	1
2	I feel that the salary I receive is fair compared to what others receive.	28	%56	2	20	%40	3.560	0.652	5
3	My monthly salary matches the efforts I put into my work and my educational qualifications.	31	%62	5	17	%34	3.660	0.798	3
4	Administrative responsibility is distributed fairly among all employees in the organization.	29	%58	2	19	%38	3.823	0.953	4
5	Workloads and job duties are distributed fairly among the employees.	27	%54	2	21	%42	3.783	0.755	6
6	I receive rewards from my superiors for the extra effort I put into my work.	11	%22	4	35	%70	3.360	0.517	10
7	There is a similarity between my salary and the salaries of those who put in the same effort as I do.	26	%52	3	21	%42	3.474	0.532	7
8	I feel that the rewards I receive are commensurate with my qualifications in the job.	20	%40	5	25	%50	3.461	0.723	9
9	I feel that my responsibility is proportionate to the job duties assigned to me.	32	%64	2	16	%32	3.550	0.876	2
10	There is fairness in the salary scale according to job grade.	21	%42	4	25	%50	3.765	0.653	8
	General Average						3.451	0.782	

Prepared by researchers

The ranking of distributive justice statements ranged between (3.360) and (3.840). The first-ranked statement was statement number (1) with an average of (3.840), indicating that the prevailing justice, according to the sample's opinions, is justice based on the experiences of previous supervisors and the knowledge generated from them in placing individuals in positions that match their qualifications and capabilities. Experience is the primary driver of employee influence, especially as that influence stems from supervisors' contributions to building good relationships with their employees as a result of that experience and providing advice and guidance to them, especially when needed.

Now there is an opportunity to analyze the research hypotheses in the second stage.

The table above (Table 4) indicates statistically significant differences between the number of agree and disagree responses on (10) statements related to the nature of distributive justice. This means that the mean of sample respondents' answers to each statement differs from the mean of the scale used in the questionnaire, which is (3) points. The tendency towards agreement suggests that these are requirements for enhancing administrative leadership integrity, indicating a quasi-consensus among the sample opinions on these requirements. Statement number (1), which states "The requirements of my job in the organization align with my capabilities," recorded the highest percentage, with 70% of respondents agreeing compared to 20% disagreeing. This paragraph highlights the relative importance. In contrast, statement number (6), which states "I receive rewards from my supervisors for the extra effort I put into my work," recorded the lowest percentage among the previous (8) statements, with only 22% of the sample individuals reporting receiving rewards equivalent to their effort, while 70% did not. Regarding the remaining statements related to distributive justice, their statistical significance is distributed between the number of agree and

disagree responses, indicating that they can be considered requirements for administrative leadership integrity, as the mean of sample respondents' answers to these statements statistically differs from the mean of the scale used (3 points) from the perspective of the subordinates.

Additionally, Table (4) illustrates that the questions related to distributive justice tend towards agreement, with the highest arithmetic mean appearing in (1) at (3.840) with a standard deviation of (0.792), indicating consistency and harmony in the research sample's responses to this paragraph of distributive justice statements. In contrast, statement (6) concerning "I feel that the rewards I receive are commensurate with my qualifications at work" had the lowest arithmetic mean at (3.360) with a standard deviation of (0.953), demonstrating consistency and harmony in the sample research individuals' responses. According to the provided data, the overall average for the distributive justice dimension was (3.451) with a general standard deviation of (0.782), indicating a high positive acceptance by college employees, the research sample, towards the availability of this dimension. This is because the arithmetic mean value is relatively greater than the hypothetical mean (3), and the responses to paragraphs of this dimension are characterized by harmony and consistency.

Furthermore, Table (5) presents the opinions of the sample individuals regarding procedural justice in the workplace, which was at an average level. The ranking of procedural justice statements ranged between (3.120) and (3.862), with statement number (7) ranking first with an average of (3.862). This suggests that according to the sample's opinions, prevailing justice emanates from supervisors in terms of fair and objective decisions that align with the situation's data and are not made at the expense of others or to satisfy certain parties within the organization. Such decisions are met with rejection and refusal by employees, so decisions must fit the situation and the purpose for which they are made rather

than serving individuals.

Table (5)
presents the arithmetic means, standard deviations, and relative importance of each statement of procedural justice statements. In the table above (Table 5), significant statistical.

S	Procedural justice	Agree		Neutral	Disagree		Arithmetic circles	standard deviation	level of importance
		Repetitio	%		Repetitio	%			
1	The dean makes important decisions in an unbiased manner.	32	%64	3	16	%32	3.143	0.792	3
2	All administrative decisions made are applied to all subordinates fairly.	27	%54	7	22	%44	3.208	0.652	7
3	The organization's management ensures that subordinates follow orders without exception.	30	%60	4	18	%36	3.148	0.798	4
4	The dean clarifies the content of decisions and provides additional information upon inquiry.	37	%74	2	10	%20	3.653	0.953	2
5	I feel that the outcomes of the decisions made regarding my job in the organization are fair.	26	%52	8	22	%44	3.365	0.755	8
6	My superiors are honest about the decisions related to my work.	28	%56	6	19	%38	3.120	0.517	6
7	I accept the decisions made by superiors when they are fair, even if they are not in my favor.	40	%80		8	%16	3.862	0.532	1
8	Employees are allowed to object to decisions that concern them	29	58%	5	20	20%	3.421	0.723	5
	General Average						3.781	1.205	

Prepared by researchers

In the table above (Table 5), significant statistical In the table above (Table 5), significant statistical differences are observed between the number of respondents who agree and disagree on (8) statements related to the nature of procedural justice, indicating that the average response of the sample on each statement differs from the scale's average used in the questionnaire, which is (3) degrees. The inclination towards agreement on considering these requirements as enhancing leadership integrity suggests a quasi-consensus among the opinions of the sample on these requirements. Statement number (7), which states (I accept decisions issued by superiors when they are fair even if they are not in my favor), recorded the highest percentage, reaching 80% of the respondents agreeing compared to 16% disagreeing with it, highlighting the relative importance of this statement. Meanwhile, statement number (5) recorded the lowest percentage among the previous (8) statements, which states (I feel that the results of decisions made regarding my job in the organization are fair). 52% of the surveyed sample believe that the results of decisions made in the organization are fair and bring positive returns for everyone without exception.

As for the remaining statements related to the nature of procedural justice, their statistical significance is distributed between the number of respondents who agree and disagree on them, and thus, they can be considered requirements for administrative leadership integrity, as the average responses of the sample on these statements differ statistically from the scale's average used, which is (3) degrees from the perspective of the respondents.

Table (5) also illustrates that the questions related to procedural justice tend towards agreement. The highest average percentage appeared in (7), reaching (3.862), with a standard deviation of

(1.220), indicating the consistency and coherence of the sample's responses towards this aspect of procedural justice. Meanwhile, item (6) related to (I feel that the rewards I receive are commensurate with my qualifications at work) recorded the lowest average at (3.120) with a standard deviation of (1.095), demonstrating the consistency and coherence of the respondents' answers in the research sample. According to the above, the overall average for the procedural justice dimension reached (3.783) with a general standard deviation of (1.205), indicating a high positive acceptance by the employees of the college research sample towards the availability of this dimension, as the mean value is relatively higher than the hypothetical average (3), and the responses to the items of this dimension are characterized by harmony and consistency.

Table (6) shows the opinions of the surveyed sample regarding interactive justice in the workplace, which was at a moderate level. The average ratings of interactive justice ranged from (3.012) to (3.972). Item (6) ranked first with an average of (3.972), indicating that the prevailing justice, according to the opinions of the sample, is the one in which subordinates perceive that the manager uses an open-door policy to solve their problems and communicate with them regarding all aspects of work. A manager who possesses breadth of mind and open-mindedness is more favorable to their employees.

Table 6

The arithmetic means, standard deviations, and relative importance of each phrase of interactional justice were combined by merging the phrase "fully agree" with "agree" into the "agree" category and "fully disagree" with "disagree" into the "disagree" category for abbreviation purposes, as shown in the table below..

S	Interactive justice	Agree		Neutral	Disagree		Arithmetic circles	standard deviation	level of importance
		Repetitio	%		Repetitio	%			
1	The dean treats me with respect and kindness.	35	%70	5	10	%20	3.439	1.530	3
2	The relationship between superiors and subordinates in my organization is characterized by mutual trust and respect.	27	%24	4	19	%38	3.540	1.052	7
3	The prevailing atmosphere in the organization encourages and stimulates new ideas.	33	%66	2	15	%30	3.660	1.089	4
4	Social relationships among employees are friendly.	25	%50	3	22	%44	3.021	1.431	2
5	There is a sense of fairness and integrity in the way the manager resolves conflicts between colleagues.	30	%60	2	18	%36	3.626	1.094	8
6	The manager is open-minded and allows for discussion and dialogue.	40	%80	2	8	%16	3.972	1.554	6
7	Trust, respect, and cooperation prevail among the employees in my organization.	28	%56	2	20	%40	3.662	1.095	1
8	Employees in my organization believe in the importance of teamwork.	34	%68	1	15	%30	3.012	1.651	5
General Average							3.721	1.464	

Prepared by researchers

The table above (Table 6) indicates statistically significant differences between the number of agree and disagree responses to all phrases related to the dimension of interactional justice, meaning there is a statistically significant difference in the sample individuals' responses. This implies that the sample individuals' response mean to all the aforementioned phrases statistically differs from the mean used as a scale, which is (3) degrees. The phrase number (6) recorded the highest acceptance rate among the previous phrases related to (The manager is characterized by openness and allows discussion and dialogue) as the responses in favor of agreement were 80% compared to 16% in disagreement. This indicates that the sample individuals' perspective sees that the manager's openness and harmony, and dialogue with subordinates have a significant impact on creating productive and positive work atmospheres, ensuring better achievement of the organization's goals and visions.

As for the remaining phrases related to the nature of interactional justice, their statistical significance was distributed between the number of agree and disagree responses, indicating that they can be considered as requirements for the integrity of administrative leadership. The sample individuals' response mean to these phrases statistically differs from the mean used as a scale, which is (3) degrees from the supervisors' point of view.

Table 6 also shows that questions related to interactional justice tend towards agreement, with the highest mean appearing in (1) at (3.972), with a standard deviation of (1.554), indicating

consistency and coherence of the research sample's responses towards this dimension of interactional justice. Meanwhile, item (8) related to (Employees in my organization believe in the importance of teamwork) obtained the lowest arithmetic mean at (3.012) and a standard deviation of (1.651), showing consistency and harmony in the sample individuals' responses.

According to the above, the overall mean for the dimension of interactional justice was (3.721) with a general standard deviation of (1.205), indicating a high positive acceptance by the employees of the researched college toward the availability of this dimension because the arithmetic mean value is relatively higher than the hypothetical mean (3), and the responses to the items in this dimension represent consistency and coherence.

Finally, Table (7) presents the researchers' perception of organizational justice in its three dimensions (distributive justice, procedural justice, interactional justice) in the researched organization by calculating the arithmetic means and standard deviations for the dimensions of the organizational justice variable. The table shows the researchers' perception of the justice enjoyed by their direct supervisors at work, which came with an average weight. The order of the dimensions of organizational justice ranged from (3.481) to (3.783). Procedural justice ranked first with an average of (3.783), indicating that procedural justice, according to the researchers, is the prevailing justice that involves making decisions objectively and implementing them fairly for everyone in the organization, ensuring clear execution by supervisors.

Table (7)
Arithmetic means and standard deviations for the organizational justice variable

variable	Arithmetic mean	standard deviation	Level of importance	The level
Organizational	3.651	0.782	-	middle

justice				
- Distributive justice	3.481	1.205	3	middle
- Procedural justice	3.783	.6870	1	middle
- Interactive justice	3.721	1.464	2	middle

Prepared by researchers

In the second position after interactive justice (3.721) comes respect and appreciation from direct supervisors and others within the organization. This is reflected in their desire to establish personal relationships with the supervisor, as he has good extended relationships and can make appropriate decisions and defend the interests of individuals. Giving subordinates attention and sufficient time to understand their needs and problems and addressing them ensures that individuals trust him and see him as a reference. In the third position, after distributive justice, with an average of (3.481), this dimension describes the level of subordinates' perception of their supervisor's use of justice in distributing duties and tasks among them according to their abilities and qualifications acquired through his job position. It also illustrates the extent to which he obliges his subordinates to follow administrative decisions based on his job position, in addition to using his official powers in distributing tasks and job roles and monitoring various employees' work through the comprehensive and professional application of laws and regulations, ensuring organizational job stability.

This table provides insights into the perceived leadership integrity in the researched organization, indicating a moderate level.

The analysis of the sample's opinions on leadership integrity with its five dimensions (courage, asceticism, justice, rationality, and humanity) in the researched organization was conducted. This was done by calculating the arithmetic means and standard deviations for its five dimensions. Table (8) shows the opinions of the researched sample on leadership integrity in the researched organization, which was at a moderate level.

Table (8)
Means and Standard Deviations and Relative Importance of Each Statement of Leadership Integrity.
Note: Fully Agree merged with Agree, and Fully Disagree merged with Disagree for presentation purposes in the table only.

dimensions	Interactive justice	Agree		Neutral	Disagree		Arithmetic circles	standard deviation	level of importance
		Repetition	%		Repetition	%			

Category	Statement							
Courage	1. My supervisor takes on long and significant topics despite the risk to personal reputation.	31	%62	5	24	%48	3.561	1.125	5
	2. My supervisor confronts and speaks about issues of injustice and personal condemnation despite the risk.	27	%54	4	19	%38	.3.641	1.050	9
	3. My supervisor acts with continuous initiative even in the face of personal risks.	26	%52	4	20	%40	3.860	1.149	10
	4. My supervisor contributes to my fundamental change even though it involves personal risks.	24	%48	3	23	%46	3.923	1.069	12
Asceticism	5. My supervisor prioritizes organizational interests over personal interests.	33	%66	2	15	%30	3.054	1.124	3
	6. My supervisor avoids fulfilling personal desires at the expense of others.	30	%60	2	18	%36	3.120	1095	6
	7. My supervisor tries to minimize personal successes to avoid upsetting less successful colleagues.	15	%30	2	33	%48	3.734	1.220	16
	8. My supervisor seeks to maximize organizational gains even when there are opportunities to maximize personal gains.	36	%72	-	24	%48	3.421	1.340	2
Justice	9. Valuable resources are allocated objectively by my supervisor.	22	%44	3	25	%50	3.901	1.650	13
	10. My supervisor takes individual interests and rights into account when assigning responsibilities.	20	%40	5	25	%50	3.578	1.905	14
	11. My supervisor applies legal procedures in a fair and objective manner.	32	%64	-	27	%54	3.020	1.212	4
Rationality	12. My supervisor exhibits sound thinking in decision-making related to ideal aspects of work.	41	%82	-	9	%18	3.941	1.990	1
	13. My supervisor contributes to complicating most situations when issuing judgments.	19	%38	2	29	%58	3.972	1,834	15
	14. My supervisor allocates only the necessary resources in response to the demands of any given situation.	33	%66	-	17	%34	3.609	1.933	3
Humanity	15. My supervisor shows interest and care for peers.	29	%58	3	18	%36	3.031	1.210	7
	16. My supervisor shows concern for the difficulties of others.	28	%56	-	22	%44	3.511	1.912	8
	17. My supervisor shows concerns about the needs of subordinates.	25	%50	2	23	%46	3.709	1.211	11
	18. My supervisor is the first to take the initiative in personal events of subordinates.	29	%58	3	18	%63	3.001	1.612	7

Prepared by researchers

In Table (8) above, significant statistical differences were observed between the number of agreeable and disagreeable responses to all statements related to the integrity of leadership, indicating statistical significance in the responses of the sample individuals. This means that the average response of the sample individuals to all the aforementioned statements statistically differs from the median used as a scale, which is (3) degrees. Statement number (12) ("Supervisors excel in making decisions related to the ideal aspects of work") recorded the highest acceptance rate among the previous related statements, with 82% of respondents in favor compared to 18% who disagreed. This suggests that the perspective of the sample individuals sees that the supervisor exhibits rationality and maturity in making administrative decisions. This perception among subordinates is derived from the positive outcomes achieved by the organization from those decisions, which mostly benefit its employees.

On the other hand, statement number (7) ("Supervisors try to minimize personal successes to avoid bothering others who are less successful") had the lowest percentage (30%) of agreeable responses. This indicates that the sample individuals' perspective does not see the supervisor as operating in this dimension of hiding personal successes. On the contrary, the supervisor seems to be trying to highlight such matters. Thus, the dimension of modesty in the researchers' perception is not clearly available in the supervisor's behavior according to the respondents.

Regarding the level of perception of the researchers about the integrity of leadership with its five dimensions (courage, modesty, justice, rationality, and humanity) in the researched organization, the average and standard deviation of the importance level for each dimension of leadership integrity were calculated as follows:

Table (9)
Arithmetic means and standard deviations for the driving integrity variable

variable	Arithmetic circles	standard deviation	Level of importance
Leadership integrity	3.42	0.628	-
- Courage	3.29	.7590	4
- Asceticism	3.03	.7290	5
- Justice	3.39	.7400	3
- Rationality	3.57	.7130	1
-Humanity	3.43	.6620	2

Prepared by researchers

The table (9) above shows the level of awareness of the researchers in the organization for leadership integrity, where the estimation came out as average. The ranking of the dimensions of leadership integrity ranged between (3.03) and (3.57). Rationality came first with an average of (3.57), followed by humanity with an average of (3.43), indicating that the attribute of humanity

prevails among the leaders according to the estimation of their subordinates. This characteristic reflects the direct supervisor's understanding and acceptance of subordinates' excuses when they face personal problems. Instead, it concerns him and he engages the subordinates in addressing those issues completely, just as he shares their joys, in addition to the direct supervisor's efforts to meet the needs of his subordinates.

In third place, justice came with an average of (3.39), reflecting the direct supervisor's justice in allocating and distributing high-value resources fairly, respecting the interests and individual rights of the employees when determining their responsibilities. Justice also prevails in problem-solving, fair treatment, and making substantive decisions such as promotion based on work efficiency.

Courage came fourth with an average of (3.29), reflecting the direct supervisor's success, according to the opinion of his subordinates, in making the best ethical decisions, applying ethical standards even with his friends, as well as his great initiative, successfully defending his beliefs,

and ensuring not to harm others even if it requires risking his job.

In the last place after asceticism (3.03), reflecting several characteristics, such as the direct supervisor showing the interests of the organization over his personal interests, avoiding his selfish desires at the expense of others, in addition to not being drawn to partial tasks and balancing his work without exaggeration.

Secondly: Analysis of the research hypotheses

1.   Analysis of the correlation hypothesis The correlation hypothesis (there is a statistically significant relationship between each dimension of organizational justice (distributive justice, procedural justice, and interactional justice) and leadership integrity represented by (courage, asceticism, justice, rationality, humanity). To test the existence of a relationship between the research variables organizational justice and its dimensions, and leadership integrity collectively, and relying on the statistical program SPSS, correlations between the variables were found. The following table shows the test results:

Table (10)
Correlation coefficient between study variables

Variables	Correlation	distributive justice	Procedural justice	Interactive justice	organizational justice
Leadership integrity	Pearson Correlation	0.594	0.610	0.540	0.594
	Sig. (2-tailed)	0.007	.317	0.137	0.007
Courage	Pearson Correlation	0.521	0.371	0.394	0.521
	Sig. (2-tailed)	0.370	0.443	0.437	0.370
Asceticism	Pearson Correlation	0.410	0.349	0.840	0.410

	Sig. (2-tailed)	0.026	0.201	0.302	0.026
Rationality	Pearson Correlation	0.632	0.404	0.719	0.632
	Sig. (2-tailed)	0.040	0.000	0.005	0.040
Humanity	Pearson Correlation	0.582	0.411	0.390	0.582
	Sig. (2-tailed)	0.002	0.000	0.004	0.002

prepared by researchers

The table above (Table 10) presents the correlation relationships between the dimensions of organizational justice and administrative leadership integrity individually and collectively. It is evident that there is a statistically significant negative relationship below the 5% significance level. The results indicate the presence of a statistically significant negative correlation between distributive justice and the dimensions of collective leadership integrity by (0.410). Similarly, there is a statistically significant negative correlation between the second dimension of organizational justice, procedural justice, and the dimensions of collective leadership integrity, with a correlation value of (0.430). Furthermore, a statistically significant negative correlation was recorded between the third dimension of organizational justice, interactional justice, with a correlation value of (0.340). At the level of the organizational justice variable, the results show a statistically significant negative correlation between them, with a correlation value of (0.594). Therefore, the main correlation hypothesis is accepted: "There is a statistically significant relationship between each dimension of organizational justice (distributive justice, procedural justice, interactional justice) and administrative leadership integrity represented by (courage, asceticism, justice, rationality, humanity)."

Analysis of the Impact Hypothesis

The impact hypothesis states: "There is a statistically significant impact between each dimension of organizational justice (distributive justice, procedural justice, interactional justice) and administrative leadership integrity represented by (courage, asceticism, justice, rationality, humanity)."

To test the existence of an impact between the research variables, organizational justice and its dimensions, and administrative leadership integrity collectively, and relying on the statistical program SPSS, linear regression coefficients were calculated between all dimensions of organizational justice (the independent variable) and each dimension of the dependent variable (leadership integrity), in addition to the total leadership integrity variable. The results of the linear regression test are as follows in the table below:

Table (11)
Regression analysis indicators

Variable	Coefficient of Determination R2	Regression Parameter (Effect)	Calculated t value for regression parameter	Significance Calculated t value Sig.	The decision
Distributive justice	%17.9	0.35	2.872	0.005	Acceptance (significant below 5% significance level)
Procedural justice	%37.2	0.66	5.730	0.000	Acceptance (significant below 5% significance level)
Interactive justice	%29.1	0.56	3.540	0.002	Acceptance (significant below 5% significance level)
Organizational justice	%35.2	0.62	5.761	0.00	Acceptance (significant below 5% significance level)

Prepared by researchers

The results of linear regression in Table 11 above show that the coefficient of determination R^2 for the impact model of distributive justice on leadership integrity variable was 17.9%. The regression coefficient value was 0.35 with a t-test value equal to 2.872, which is statistically significant below the 5% level due to its significance value of 0.005. This means that an increase in the value of distributive justice by one unit leads to an increase in the value of leadership integrity by 35%.

Similarly, the results of linear regression from Table 11 above indicate that the coefficient of determination R^2 for the impact model of procedural justice on leadership integrity variable was 37.2%. The regression coefficient value was 0.66 with a t-test value equal to 5.730, which is statistically significant below the 5% level due to its significance value of 0.000. This means that an increase in the value of procedural justice by one unit leads to an increase in the value of leadership integrity by 66%.

Additionally, the results of linear regression from

Table 11 above show that the coefficient of determination R_2R2 for the impact model of interactional justice on leadership integrity variable was 29%. The regression coefficient value was 0.56 with a t-test value equal to 3.540, which is statistically significant below the 5% level due to its significance value of 0.000. This indicates that an increase in the value of interactional justice by one unit leads to an increase in the value of leadership integrity by 56%.

Regarding the overall impact of the independent variable, organizational justice, on the dependent variable, administrative leadership integrity, the coefficient of determination for the impact model reached 35.2%. Meanwhile, the regression coefficient value was 0.62 with a t-test value equal to 5.761, which is statistically significant below the 5% level due to its significance value of 0.000. Thus, the main impact hypothesis is accepted: "There is a statistically significant impact between each dimension of organizational justice (distributive justice, procedural justice, interactional justice) and administrative

leadership integrity represented by (courage, asceticism, justice, rationality, humanity)."

CONCLUSIONS

1. The analysis results indicate that the level of organizational justice exhibited by the officials in the researched organization was at moderate levels according to the opinions of the research sample individuals.

2. The results show that procedural justice adopted by the officials in the researched organization was the most influential dimension of organizational justice on administrative leadership integrity, despite its moderate level of impact.

3. The analysis results reveal that interactional justice came second in terms of influence on the dimensions of administrative leadership integrity.

4. The results of the analysis show that distributive justice ranked third in terms of influence on the dimensions of administrative leadership integrity.

5. The analysis results for the variable of administrative leadership integrity, as perceived by the subordinates in the researched organization, recorded moderate levels despite the importance of this variable and its positive impact on creating organizational justice.

6. The dimensions of administrative leadership integrity showed moderate levels with varying frequencies of importance as perceived by the direct supervisor in the researched organization, with rationality ranking first, followed by humanity, then justice, courage, and asceticism respectively.

Recommendations

1. It is essential to enhance all dimensions of organizational justice, whether distributive, procedural, or interactional, in organizations due to their significant role in creating sound administrative leadership that fosters a positive and constructive work environment ensuring the existence of an integrated organizational unit.

2. Developing and strengthening informal relationships alongside formal relationships between officials and subordinates within organizations and actively participating in events occurring within and outside the work environment.

3. It is imperative to empower officials and grant them the authority for promotion and reward to subordinates who excel in performance compared to their peers, motivating those with creative performance and creating a culture of appropriateness within the professional field to ensure everyone's rights without discrimination or favoritism; diligence is rewarded and negligence is held accountable.

4. Expanding the horizons of officials through participation in specific qualitative courses and being informed about the developments in work-related issues arising due to the rapid changes witnessed globally across various levels and how to deal with them in a new manner that aligns with reality, such as conflict management, crisis management, employee development, and empowerment in decision-making.

5. Rotating officials in different positions within the same organization to provide them with new experiences and insight into the nature of work at different managerial levels, working with diverse groups to make subordinates feel that the leader is with them at all levels, not limited to the top of the pyramid.

6. Developing managers' skills in making various decisions not limited to administrative decisions, especially in informal relationships within organizations; ethical decision-making related to human aspects, developing the art of dialogue and persuasion, and establishing clear regulations and instructions that are not subject to interpretations, and encouraging employees to promote credibility and humanity values and compete for them.

7. The necessity of working on enhancing and developing the existing relationships between employees and their leaders, ensuring that management remains equidistant from everyone in terms of how they interact with their employees.

8. It is necessary to adopt modern concepts of leadership styles that have proven successful in many studies to ensure the development of organizations, their leaders, and the achievement of their goals.

9. More efforts and careful consideration should be made when nominating and selecting suitable administrative leaders according to fair and objective rules and criteria to achieve the university's goals.

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