The Role of Ethical Leadership Style in Enhancing Strategic Innovation:

Analytical Study of The Faculty Board Members Sample Perceptions in Number of Private Universities in Erbil City During 2021

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ARTICLE INFO	ABSTRACT
	The main objective of this research is to examine the role of ethical leadership style in enhancing strategic innovation based on faculty board members' perceptions in some private universities in Erbil City during 2021. The research used a quantitative research method and applied a survey questionnaire as the data collection's primary instrument. The research population consists of about 136 faculty board members as university presidents, vice presidents, deans, heads of departments, department rapporteurs, lecturers' representatives, and students' representatives, we managed 136 surveys among faculty board members to willingly respond to the questionnaire questions, and finally, 120 surveys were obtained for investigation through using SPSS version 25. The correlation analysis showed significant relationships between two variables and their dimensions. The correlation between ethical behavior practices and strategic innovation was high, ensuring that the increased adoption of ethical behavior practices inevitably leads to an increase in the levels of strategic innovation in the universities studied. There was a high correlation between the availability of ethical behavior and strategic innovation. This shows that the mechanisms of the strategic innovation

in the studied universities reached their peak whenever these universities focused on establishing a culture of ethical leadership. The results confirmed the strong influence of ethical leadership style on strategic innovation. The most substantial effect was between the availability of ethical behavior and strategic innovation. The variances analysis tests indicated no variances in ethical leadership style and strategic innovation according to the personal characteristics of the faculty board members.

1. Introduction

Ethical leadership and innovation received significant attention from authors. Ethical leadership is an essential factor in today's business life, current issues and intends to make vital ethical decisions through bilateral communications; in this regard, innovation behavior is critical in producing and implementing new ideas (Settembre-Blundo et al., 2018). Ethical leadership style creates a comfortable atmosphere for work that helps institutions understand their assigned tasks and carry out many administrative operations and practices. Besides, higher educational institutions, including private Universities and Colleges, are social institutions with organizationally open systems of interaction with students, lecturers, administrators, and other members of society; therefore, ethical leadership and strategic innovation are significant topics to research. Leaders and academic members of private universities direct students and spend much of their time in colleges to reproduce ethical behavior and develop innovative skills (Langlois and Lapointe, 2009).

Strategic innovation leads beyond service and product innovation to connect resources and efforts with a comprehensive business strategy. In addition, the strategic invention in higher education institutions includes making knowledge creation and innovative work a lifestyle, creating and expanding the needs of the market's desires, and redirecting resources, including academic members from profitable but dwindling business lines to support emerging and better lines. Strategic innovation is also a systematic approach that focuses on generating ideas scientifically. Accordingly, innovation becomes strategic when it is an intentional

and iterative process that creates a significant difference in students' value. The significance of this study is embodied in the need for ethical leadership style and practices in enhancing strategic innovation and building the academic members' loyalty to their institution. Moreover, the research serves as a basis for future research on a similar scale within the universities and other institutions.

To remainder this research is organized into five sections; the first section is the introduction. The second section covered the literature review on ethical leadership style and strategic innovation; it also included the research model and hypotheses development. The third section is dealt with the methodology of research. The fourth section includes results; however, the fifth section dealt with conclusions and recommendations.

2. Literature Review

2.1. Ethical Leadership Style

Vast researchers revealed that there are various definitions of ethical leadership; within its context, they also agree that ethical leadership is the process of influencing followers to achieve efficiency and effectiveness in a way that directly affects the performance of their tasks in the best way and according to what is required (Özsungur, 2019) and (Stiab and Maninger, 2012). Brown et al. (2005, p.120) first conceptualized ethical leadership using a social learning and exchange perception. It is defined as a show of standard appropriate behavior through personal procedures and personal relationships and to promote such behavior to followers through two-way communication, promotion, and decision-making. Ethical leadership is a standard and proper management approach of morality, fairness, and trust over interactive and relational relationships. Hence, ethical leaders pursue to promote the right direction through effective and balanced decision-making, bilateral communication among leaders and their followers (Brown et al., 2005).

Also, Kanungo (2001) claimed that ethical leaders should be involved in good actions and avoid harmful acts. Their efforts should be based on adequate motives rather than self-focus. Bowers (2009) examined the relationship between the ethical leadership practice by institute leaders in the United States and levels of collective

competence from the teachers' perceptions. The results showed a strong correlation between ethical leadership behavior and the teachers' collective competence. In this regard, Teyfur et al. (2013) examined the effect of ethical leadership on organizational trust from perceptions of primary school administrations in Izmir, Turkey. Results indicated that the ethical leadership skills of managers directly affect teachers' level of corporate trust. Yang (2014) conducted a study to reveal the impact of ethical leadership on employees and its relationship to job satisfaction, subjective well-being, life satisfaction, and addressing the variables of age, gender, and educational qualification. The results presented a positive association between ethical leadership and job satisfaction.

2.1.1. Ethical Leadership Dimensions

The ethical leadership style dimensions are crucial, as effective practices of the leader. They help that these ethical dimensions, directly and indirectly, contribute to the success and continuity of institutions and organizations. Based on the literature reviewed, there are some dimensions to ethical leadership, but we take only three of them as agreed by most authors. The availability of ethical behavior is a primary dimension in leadership that ethical behavior is necessary for the success of the individual as a leader in the organization, and the multiple models of organizational effectiveness and leadership have confirmed that concern for ethical issues is one of the essential elements of leadership (Dajani, 2018, p.11).

 According to Karakose and Kocabas (2009, p.505) leaders must adhere to ethical values such as sincerity, integrity, justice, respect, tolerance, courage, and trustworthiness. The leader should direct attention to the basic principles: respect, fairness and integrity, and honesty, including an appreciation of others' ideas and caring for them as human beings (House and Peter 2006, p342). Daft (2004, p.380) indicated that workers learn values, beliefs, and goals from watching and observing the leader's behavior. Therefore the leader should use symbols, slogans, and speeches and follow the rules of behavior that correspond to moral values. Actions have a more significant impact than words.

Ponnu and Tennakoon (2009, p.22) affirm that a leader can demonstrate ethical behavior in practice when he does what is right, fair, and reasonable, as the leader

should make morality the cornerstone of the organization's way of working by practicing ethical behavior in his personal life and his organization. Hence, it is necessary to support ethical behavior, improve them and rules of moral behavior by setting ethical standards in the organization and focus on a culture of openness and dialogue by working according to the highest standards of ethical behavior, and this did not oblige leaders to adhere to professional ethics (Brown et al., 2005, p.121). Leaders must monitor employees and punish those who abstain from ethical behavior. Leaders must also develop valuable ethical codes, provide moral training, and provide a system of rewards through which to enhance ethical behavior. In this regard, the leadership's relations with individuals must be a relationship of vitality and interaction to ensure its success in achieving its goals. In this way, the ethical leader will achieve better implementation of the organization's policy (Brown and Treviño, 2006, p.603).

2.2. Strategic Innovation

Strategy is a long-term plan to reach a goal, and it is a necessary skill to achieve business success. It is also known as the intelligent use of resources through a specific business system to achieve the goal (Hitt et al., 2011, p.99). Innovation is the process of finding new things that are central to the entrepreneurial processes (Barringer and Ireland, 2008, p.19). That innovation is the ability to collect or share information in ways that lead to the development of new ideas (Daft, 2010, p.420). Innovation is a combination of abilities, preparations, and personal characteristics that, if a suitable environment is found, can promote mental processes to lead to original and valuable productions, whether about the individual's previous experiences or the experiences of the institution, society, or the world if the results are of the level of innovative breakthroughs in one of the fields of human life (Dodgson et al., 2008).

Innovation is the tendency to engage with creative ideas, activities, and experiences through excellence in new products and services and to enter markets with a high degree of confidence. Innovation is the specific function of entrepreneurship, whether in a general organization or a new project introduced by a particular individual. Innovation provides new resources that produce wealth or survive on

existing resources while improving their production capabilities. It is seen as the primary output for organizations looking for, often the source of competitive success (Mustafa, 2016, p.23). Strategic innovation is a guide that makes companies think about why they are innovating before trying to innovate. Strategic innovation consists of financial purposes and areas of growth with a new service or service; They are the comprehensive criteria that provide a set of filters through which the concepts of strategic roles and the new product or service should pass, thus defining the strategic mission of the new products or services (Terence, 2013, p.687).

Strategic innovation identifies strategies that constitute approaches to objectives, methods, and ways to enhance and improve a company's innovative potential (Lendel and Varmus, 2011, p.821). Strategic innovation enables senior management to follow the activities of its competitors, access customer market information, use company resources effectively, and make adequate investments in research and development (Oke et al., 2012, p.279).

2.2.1. Dimensions of Strategic Innovation

Organizational learning as the first dimension of strategic innovation can be defined as how organization members work independently and collaboratively to develop their abilities to achieve the results they constantly desire, including innovative performance (Mustafa, 2016, p.22). Organizational learning is one of the theories of organizational adaptation. The organization adjusts itself defensively to changes in the environment and uses knowledge effectively to improve the fit between it and the environment. This view includes all individuals at all levels of the organization (Wheelen and Hunger, 2010, p.61), which is a relatively permanent change in behavior resulting from experience, which is the process by which individuals acquire abilities and beliefs that affect their behavior in organizations (Schermern et al., 1994, p.196). Organizational learning is also the learning mechanism that organizations adopt and is part of their corporate culture (Popper and Lipshitz, 2000, p.39).

Organizational learning is the process through which new knowledge or technology is acquired to make strategic decisions and improve the capabilities to develop and apply new methods, thus increasing survival and success (Mustafa, 2016, p.23).

Through organizational learning, managers use to improve the memory capacity of the organization to understand and manage the organization and its environment for decision-making and to increase organizational effectiveness (Jones, 2010, p.363); thus, organizational learning is a process through which organizations pursue to improve their activities through knowledge and understanding to ensure their continuity and adaptation to different environmental conditions (Jashapara, 2011, p.133).

Teamwork is the unifying vision of a group of individuals who desire to cooperate to achieve a specific goal or a set of plans, and more importantly, reach strategic innovation, so that no individual can accomplish these goals alone (Barringer and Ireland, 2008; Mustafa, 2016, p.25). Teamwork is a combination of individuals' strengths and skills that a group of people possesses to achieve a specific task, with the necessity of all team members to perform all functions, and the responsibility is distributed to them (Wu and Lin, 2011). On the other hand, the collaboration may work together or separate its team members at different distances. The work may be continuous, or it is in the form of intermittent periods (Verhees and Meulenberg, 2004, p139). Teamwork may not work alone, but rather within an integrated work environment that contains several teams, each of which has a specific job, and allocating a common goal and focusing on it is an essential tool for team development and reach innovation in the work tasks (Tang, 1998, p.300).

The training strategy is one of the modern concepts and practices in the new philosophy of management (Khatri, 2000). The training strategy is to adapt the training programs to develop the organization by forming the human element according to the study of its reality, actual needs, and sub-needs for employees (Shahnaei and Long, 2015). Training, human resource development, and performance assessment are vital activities that are interrelated with each other. Human resource managers cannot effectively achieve the organization's goals if they are not aware of the nature of the required training based on identifying training needs according to a scientifically studied method (Amiri and Ghalbi, 2007, p.600). The training strategy contributes to refining the skills of individuals with high creative abilities, as well as helping to raise the level of individuals with moderate creative talents to an acceptable level of creativity, especially in the case of keeping

pace with current technological data, where the training strategy plays a vital role in determining the needs of the organization has the required skills, behaviors and knowledge in terms of number and quantity and a manner commensurate with the strategic aspirations of the organization (Abdullah et al., 2020; Caliskan, 2010).

2.3. Research Conceptual Model

Figure 1 reveals the conceptual research model; the predicted variable is the ethical leadership style, and the outcome variable is the strategic innovation. A similar model was examined by Özsungur (2019), which included ethical leadership and innovation behavior of services institutions. As indicated by Brown and Mitchell (2010), empirical studies have shown that institutions' success in attaining their goals is measured by a range of variables, including leaders' ethical behaviors and innovation. The model is also based on ethical leadership and innovation theories, namely social exchange theory and social learning theory.
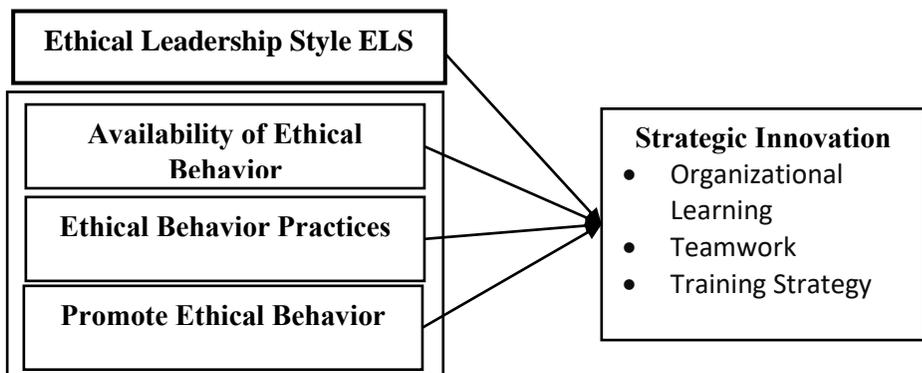
Figure (1): The Conceptual Study Model

Source: By the researchers

2.3.1. Hypotheses Development

Ethical leadership plays a vital role that affects the success or failure of organizations, meaningfully higher education institutions, as effective leadership is an individual ability to direct a group of individuals to reach specific goals (Northouse, 2013; Özsungur, 2019, p. 79). Therefore, the need for ethical leadership

is growing, especially in the face of systemic competition. Strategic innovation is based on the human element and the institutional work that takes place in the process of creating and implementing new ideas. Thus, leaders' ethical behaviors significantly enhance the human aspect of implementing creative ideas (Han and Park, 2017). Based on the findings of empirical studies, we proposed that ethical leadership style (ELS) enhance strategic innovation (SI) such as organizational learning, teamwork, and training strategy.

Hypothesis (H1): The study's variables significantly differ according to faculty board members' perceptions.

H1a: Ethical leadership style and it is components significantly different according to perceptions of faculty board members.

H1b: Strategic innovation and it is components significantly different according to perceptions of faculty board members.

Hypothesis (H2): Ethical leadership style is positively and significantly correlated to strategic innovation based on perceptions of faculty board members at some private universities in Erbil, at the level of ($0 \leq 0.05$).

H2a: Availability of ethical behavior is positively and significantly correlated to strategic innovation based on perceptions of faculty board members at some private universities in Erbil.

H2b: Ethical behavior practices is positively and significantly correlated to strategic innovation based on perceptions of faculty board members at some private universities in Erbil.

H2c: Promote ethical behavior is positively and significantly correlated to strategic innovation based on perceptions of faculty board members at some private universities in Erbil.

Hypothesis (H3): Ethical leadership style has a positive and significant impact in enhancing strategic innovation based on perceptions of faculty board members at some private universities in Erbil, at the level of ($0 \leq 0.05$).

H3a: Availability of ethical behavior has a positive and significant impact in enhancing strategic innovation based on perceptions of faculty board members at some private universities in Erbil.

H3b: Ethical behavior practices have a positive and significant impact in enhancing strategic innovation based on perceptions of faculty board members at some private universities in Erbil.

H3c: Promote ethical behavior has a positive and significant impact in enhancing strategic innovation based on perceptions of faculty board members at some private universities in Erbil.

Hypothesis (H4): According to the respondent characteristics (gender, age groups, academic achievement, job position, and years of service in the educational sector), there are no significant variances in the respondents' perceptions regarding ethical leadership style and strategic innovation.

3. Research Methodology

The research methodology includes methods and techniques applied to achieve the primary purpose of the study, it also describe the study design, followed by researchers to reach accurate results—When researchers identify the study's problem, they should look for a solutions to the whole situation. In this regard, empirical data collection techniques are employed to access and obtain data that meet the study objectives. Thus, in this research, we used a quantitative study method. This method or approach is appropriate close since the study examines the impact and correlations between study variables (Mustafa et al., 2020). However, the quantitative method is used by researchers when they have empirical data. The study design is also suitable for its purpose, as it enables the survey responses or faculty board members to reveal perceptions regarding the study questions (Rossi et al., 2013).

3.1.The Study Population and Sampling

The study population included all faculty board members in the number of private universities in Erbil city during 2021, such as Lebanese French University-LFU, Tishk International University TIU (previously Ishik University), Cihan University-Erbil, Bayan University BNU, and Knowledge University KNU. We distributed surveys and obtained empirical data from faculty board members in these private universities

during the COVID-19, which affected our abilities to obtain enough large sample size.

The population consists of about 136 faculty board members as university presidents, vice presidents, faculty deans, heads of departments, department rapporteurs, lecturers' representatives, and students' representatives. Therefore, faculty board members are selected as study samples, and they may recall ethical leadership and have knowledge and information on strategic innovation. However, the sampling procedure was demonstrated, as well as the sampling process. A set of processes launched the sample procedures to narrow the study's scope to classify the suitable samples for final analysis. We distributed 136 surveys among faculty board members to willingly respond to the questionnaire questions, and we returned 125 surveys. Five questionnaires were removed due to some incomplete parts. Therefore, 120 surveys were obtained for investigation, and analysis, as shown in Table number 1.

Table (1): The Study Population and Samples.

S	University's Name	Year Founded	The Number of Departments	Distributed Surveys	Survey Sample
1	Lebanese French University-LFU	2007	20	30	25
2	Tishk International University TIU (previously Ishik University)	2008	22	34	30
3	Cihan University-Erbil	2007	20	28	25
4	Bayan University BNU	2013	9	18	15
5	Knowledge University KNU	2009	11	26	25
			Sample Size	136	120

Source: By the Researcher, Based on Data Analysis

3.2. Survey Instrument

In this research, we built the conceptual model to explore the role of ethical leadership style in enhancing strategic ınnovation based on empirical data were obtained from the faculty board members in the number of private universities in Erbil city during 2021. To reach this purpose, the study employed survey questionnaires. It is an appropriate technique to support the study model (Mustafa

et al., 2020; Rossi et al., 2013). The survey constructs and their indicators were adapted from published studies. The first section of the survey comprises information on the surveyed universities and general information about faculty board members, namely gender, age, academic achievement, job position, total years of service, and No. of years service in the educational sector. However, the second section comprises two parts. Part one covered ethical leadership style (ELS) in terms of availability of ethical behavior (AEB), ethical behavior practices (EBP), and promote ethical behavior (PEB). Part two included strategic innovation (SI), which represents organizational learning (OL), teamwork (TW), training strategy (TS). Finally, the survey used the following measuring scale: 5= Strong Agree, 4=Agree, 3=Neither Agree nor Disagree, 2= Disagree, 1= Strong Disagree, to measure the variables of the study, see Table number 2.

Table (2): The Survey Questionnaire.

Main Variables	Sub-Variables	Number of Statements	Scale Symbol
First: Demographic Variables	Gender, age, academic achievement, job position, total years of service, and No. of years' service in the educational sector.	6	N/A
Second: Ethical Leadership Style	Availability of Ethical Behavior (AEB).	7	AEB1- AEB7
	Ethical Behavior Practices (EBP).	7	EBP1- EBP7
	Promote Ethical Behavior (PEB).	7	PEB1- PEB7
Third: Strategic Innovation	Organizational Learning (OL)	7	OL1- OL7
	Teamwork (TW).	7	TW1- TW7
	Training Strategy (TS).	7	TS1- TS7

Source: By the researchers

3.3. Research Subjects

The study subjects or demographic variables related to survey samples that faculty board members in some private universities in Erbil city during 2021 included gender, age, academic achievement, job position, total years of service, and overall service in the educational sector. As shown in Table number 3, male faculty board members constitute 78.3% (n=94) of the survey sample; however, female faculty board members 21.7% (n= 26) indicated that most faculty board members are male. As summarized in Table 3, results showed that 50% (n= 60) of the faculty board

members who participated in this survey were aged between 31-40 years, 24% (n= 29) were aged fall in the group of 51 years and over; 20% (n= 25) were age between 41-50 years; while 5% (n= 6) of faculty board members were aged under 30 year.

The results of survey samples academic achievement show that 59.2% (n= 71) of faculty board members gained master degrees; 40% (n= 48) Ph.D. holders. However, 0.8% (n= 1) hold a bachelor degree, which belongs to the Student representative who participated in the survey.

Table (3): The Study Subjects

Gender		Frequency	Percent	Valid Percent
Valid	Male	94	78.3	78.3
	Female	26	21.7	21.7
	Total	120	100.0	100.0
Valid	Under 30 years	6	5.0	5.0
	30-40	60	50.0	50.0
	41-50	25	20.8	20.8
	51 years and over	29	24.2	24.2
	Total	120	100.0	100.0
Valid	Ph.D.	48	40.0	40.0
	Master	71	59.2	59.2
	Bachelor	1	.8	.8
	Total	120	100.0	100.0
Valid	University's president	2	1.7	1.7
	Vice President	3	2.5	2.5
	College Dean	10	8.3	8.3
	Head of Department	68	56.7	56.7
	Department Rapporteur	33	27.5	27.5
	Lecturers Representative	3	2.5	2.5
	Students Representative	1	0.8	0.8
	Total	120	100.0	100.0
Valid	Less than 5 Years	4	3.3	3.3
	5-10 Years	22	18.3	18.3
	11-15 Years	52	43.3	43.3
	16-20 Years	15	12.5	12.5
	21 years and over	27	22.5	22.5
	Total	120	100.0	100.0
Valid	Less than 3 Years	2	1.7	1.7
	3- 5 Years	29	24.2	24.2
	6- 8 Years	46	38.3	38.3
	9 Years or More	43	35.8	35.8

	Total	120	100.0	100.0

Source: By the researcher, based on data analysis results

Regarding the job positions of faculty board members, results in Table 3 show that 56.7% (n= 68) of the overall samples are heads of departments, which was the most significant frequency of the survey samples. 27.5% (n= 33) of faculty board members are academic department rapporteurs in private universities in Erbil city. 8.3% (n= 10) college deans, 2.5% (n=3) equally university vice presidents and lecturers representative, however, 1.7% (n= 2) university's president also participated in this study by replying to questionnaire items, finally, 0.8% (n= 1) students representative also participated in the survey. Results on survey respondent's total years of service revealed that 43.3% (n= 52) of faculty board members' total years of service belonged to the group 11-15 years. 22.5% (n= 27) serviced 21 years and over. 18.3% (n= 22) of faculty board members indicated their overall service is between 5-10 years. However, 12.5% (n= 15) of the overall samples serviced between 16-20 years. Finally, 3.3% (n= 4) of the faculty board members who participated in the survey mentioned their total years of service is less than five years. The outcomes on years of service in the educational sector showed in Table umber 3 that 38.3% (n= 46) of faculty board members serve in the educational sector belonged to 6-8 years. On the other hand, 35.8% (n= 43) serviced nine years or more in the educational sector. While 24.2% (n= 29) of faculty board members indicated their serve in the educational sector is between 3-5 years. Finally, 1.7% (n= 2) of the faculty board members serve less than three years.

4. Results

4.1. Establishing Reliability and Validity

To establish the study model's reliability, we used Cronbach's alpha to measure survey instrument consistency. As the results are shown in Table number 4, the loading values through the Cronbach alpha coefficient were high for the independent variable, which is ethical leadership style (ELS) (0.854>0.60). The values of ELS dimensions, namely availability of ethical behavior (AEB), ethical behavior practices (EBP), and promote ethical behavior (PEB), are (0.769, 0.782, and 0.881>0.60). In addition, the value of dependent variable indicators that represent

strategic innovation (SI) was reached (0.943), which is higher than (0.60). Table number 4 also showed the values of organizational learning (OL), teamwork (TW), and training strategy (TS) reached (0.851, 0.905, and 0.907) respectively, which all loaded high value and greater than (0.60). Thus, the model presented a high level of reliability based on the results. The overall survey indicators loading value is (0.927), higher than the appropriate and recommended value (0.60) by most academics. Accordingly, the survey instrument used for obtaining empirical data is highly reliable; see Table number 4 below.

Table (4): Reliability Analysis

Variables	Cronbach's Alpha	No. of Items	N	%
Ethical Leadership Style	**0.854**	**21**	**120**	**100.0**
Availability of Ethical Behavior	0.769	7	120	100.0
Ethical Behavior Practices	0.782	7	120	100.0
Promote Ethical Behavior	0.881	7	120	100.0
Strategic Innovation	**0.943**	**21**	**120**	**100.0**
Organizational Learning	0.851	7	120	100.0
Teamwork	0.905	7	120	100.0
Training Strategy	0.907	7	120	100.0
Overall	**0.927**	**42**	**120**	**100.0**

Source: By the researcher, based on data analysis results.

4.2. Hypotheses Testing
4.2.1. Descriptive Statistics

Table number 5 displayed the results of descriptive analysis such as mean, standard deviations, and weight of agreement related to the perceptions of faculty board members regarding ethical leadership style dimensions, namely availability of ethical behavior (AEB), ethical behavior practices (EBP), and promote ethical behavior (PEB). When we look at the results below Table, we can realize that the overall mean, standard deviations of ethical leadership style (4.192 and 0.37647), respectively, and the weight of agreement reached (83.9%); therefore, this clarifies that faculty board members in the number of private universities in Erbil through practicing ethical leadership can positively influence their academic to enhance strategic innovation. The statistical mean values of the availability of ethical

behavior, ethical behavior practices, and promote ethical behavior are (4.2298, 4.2619, and 4.0869), all higher mean scores. Nevertheless, standard deviations are (0.39561, 0.44035, and 0.52491) respectively. The results also showed that (84.6%, 85.2%, and 81.7%) respectively, of the overall faculty board members' perceptions, agreed that the dimensions of ethical leadership style effectively practiced by the university's president, vice president, college deans, head of departments, department rapporteurs, lecturers representative.

Table (5): Descriptive Statistics Results of Ethical Leadership Style Constructs

Constructs	N	Minimum	Maximum	Mean	Std. Deviation	Weight of Agreement
AEB	120	3.14	5.00	4.2298	0.39561	84.6%
EBP	120	3.29	5.00	4.2619	0.44035	85.2%
PEB	120	2.57	5.00	4.0869	0.52491	81.7%
ELS	120	3.38	4.86	4.1929	0.37647	83.9%

Note. ELS= ethical leadership style, AEB= availability of ethical behavior, EBP= ethical behavior practices, PEB= promote ethical behavior, SI= strategic innovation, OL= organizational learning, TW= teamwork, and TS= training strategy.

Source: By the researcher, based on data analysis results.

Table number 6 demonstrated the descriptive analysis results, mean values, standard deviations, and weight of agreement connected to the perceptions of faculty board members on strategic innovation and it is dimensions, namely organizational learning (OL), teamwork (TW), and training strategy (TS). As the results are shown in Table 6, the values of statistical mean, standard deviations of strategic innovation are (3.8972 and 0.56718), respectively. The weight of agreement reached (77.9%) explains that faculty board members in the number of private universities in Erbil mainly enhance their strategic innovation by practicing ethical leadership and practical academic efforts. The statistical mean values of the organizational learning, teamwork, and training strategy are (3.8679, 3.9381, and 3.8857), all with higher mean scores. Yet, standard deviations are (0.6289, 0.5788, and 0.6668) respectively. Based on the mean values, we can establish that (77.4%, 78.8%, and 77.7%), respectively, of the overall faculty board members' perceptions, agreed on the importance of academic staff organizational learning, teamwork

among academic members, and training strategy. Strategic innovation drives beyond service and product innovation to connect resources and efforts to a comprehensive business strategy. Additionally, the strategic invention in higher educational institutions contains making knowledge creation and innovative work a lifestyle, creating and expanding markets needs rather than just responding to markets demand, and redirecting resources from profitable but dwindling business lines to support emerging and better lines. Strategic innovation also represents a systematic approach that focuses on generating ideas scientifically.

Table (6): Descriptive Statistics Results of Strategic Innovation Constructs

Constructs	N	Minimum	Maximum	Mean	Std. Deviation	Weight of Agreement
OL	120	2.43	5.00	3.8679	0.62891	77.4%
TW	120	2.57	5.00	3.9381	0.57880	78.8%
TS	120	2.00	5.00	3.8857	0.66688	77.7%
SI	120	2.57	4.90	3.8972	0.56718	77.9%
Note. SI= strategic innovation, OL= organizational learning, TW= teamwork, and TS= training strategy.						

Source: By the researcher, based on data analysis results.

4.2.2. Correlation Analysis

We have used correlation analysis as the vital step to hypotheses chicking and establishing relationships between study variables. As summarized in Table number 7, the results illuminate that all study variables are linked to each other. The ethical leadership style is positively and significantly related to strategic innovation (**r**= 0.422**; p0.000<0.05). However, the availability of ethical behavior, ethical behavior practices, and promote ethical behavior positively and significantly correlated with strategic innovation. Furthermore, results clarify that availability of ethical behavior and ethical behavior practices, through (r=0.371**, and 0.403**) respectively, have strong positive associations with strategic innovation, where p-value of (0.000 and 0.000) respectively. Nonetheless, promoting ethical behavior has a weak relationship with strategic innovation compare to other ethical leadership style dimensions. Thus, the hypotheses (*H2, H2.a, H2.b, and H2.c*) were accepted.

Table (7): The Correlation Coefficient between ELS and itis Constructs with SI

Constructs	Strategic Innovation		
	R	**P-value**	**Result**
ELS	0.422**	0.000	Significant and Supported
AEB	0.371**	0.000	Significant and Supported
EBP	0.403**	0.000	Significant and Supported
PEB	0.275**	0.003	Significant and Supported
**. Correlation is significant at the 0.01 level (2-tailed).			
b. Listwise N = 120			
Note. ELS= ethical leadership style, AEB= availability of ethical behavior, EBP= ethical behavior practices, PEB= promote ethical behavior, SI= strategic innovation.			

Source: By the researcher, based on data analysis results.

4.2.3. Regression Analysis

We have used a regression analysis to examine the impact of the predicted variable on the outcome variable. The regression analysis or test of effects will be used when independent variables are linked to the dependent variable. Based on that, we established positive and significant associations between the study variables. Therefore, the regression analysis can be completed in this study. Tables number 8 and 9 demonstrated that the regression analysis was used to investigate the impact of the ethical leadership style on strategic innovation, based on empirical data obtained from faculty board members at some private universities in Erbil city during 2021.

Table (8): Regression Analysis (Model Summary)

Model Summary					
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate
1	0.366[a]	0.334	0.327		0.53008
F-test of Significance Analysis					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.125	1	5.125	18.239	0.000[b]
	Residual	33.156	118	0.281		
	Total	38.281	119			
a. Dependent Variable: Strategic Innovation					
b. Predictors: (Constant), Ethical Leadership Style					

Source: By the researcher, based on data analysis results.

The model summary showed that the ^{R} Square's coefficient value was (0.334), representing the difference defined outcome variable strategic innovation due to the predicted variables represented by ethical leadership style and its dimensions. Thus, the dimensions of ethical leadership style, such as availability of ethical behavior, ethical behavior practices, and promote ethical behavior, assume 33.4% of the faculty board members at some private universities in Erbil. Furthermore, the results showed an f-test significance where F (18.239) describes that of the importance of the impact (p0.00<0.05), which is suitable for the study model, accordingly, the model has considerable in about how the ethical leadership style and its dimensions affect strategic innovation in terms of organizational learning, teamwork, and training strategy; thus the hypothesis (*H3*) was accepted.

Table (9): Regression Coefficients and t-values and p-value

Hypotheses	Regression Analysis			Standardized Coefficients (β)	*t*-value	*p*-value	Result
H3	*ELS*	--->	SI	β = 0.366	4.271	0.000	Supported
H3a	*AEB*	--->	SI	β = 0.270	3.052	0.003	Supported
H3b	*EBP*	--->	SI	β = 0.389	4.585	0.000	Supported
H3c	*PEB*	--->	SI	β = 0.257	2.891	0.005	Supported
Note. *ELS= ethical leadership style, AEB= availability of ethical behavior, EBP= ethical behavior practices, PEB= promote ethical behavior, SI= strategic innovation, OL= organizational learning, TW= teamwork, and TS= training strategy.*							

Source: By the researcher, based on data analysis results.

Table 9 presented that ethical leadership style impacted Strategic innovation, with a coefficient of impact up to (β=0.366), and (p=0.000, which is less than (0.05), hence it was significant. Besides, results presented that the availability of ethical behavior is positively and significantly impacts strategic innovation, with a coefficient of impact up to (β =0.270), and (p=0.003), which is less than (0.05). Table 9 also confirmed the positive and significant impact of ethical behavior practices on some private universities' strategic innovation with a coefficient of effects up to (β =0.389), and (p=0.000). Additionally, promote ethical behavior positively and significantly impacted some private universities' strategic innovation, with a coefficient of impact up to (β =0.257), and (p=0.005), which is less than (0.05). Therefore, the hypothesis (*H3a, H3b, and H3c*) were accepted.

4.2.4. Variance Analysis

We have checked the hypotheses of variance by using an independent t-test and variance analysis (ANOVA). However, the Mann Whitney U Test and the Wilcoxon Test will be used; in the nonparametric case, the significance level of the acquired data is accepted as ($p>0.05$). The variance analysis was applied according to the demographic variables with two levels or more. This study has checked variance analysis according to gender, age groups, academic achievement, job position, and years of service in the educational sector.

Table (10): Independent Samples Test for Gender

Group Statistics					
	Respondent's gender	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Ethical Leadership Style	**Male**	94	4.1337	0.37562	0.03874
	Female	26	4.4066	0.29852	0.05854
Strategic Innovation	**Male**	94	3.9063	0.55036	0.05677
	Female	26	3.8645	0.63484	0.12450
			Levene's Test for Equality of Variances		
				F	Sig.
Ethical Leadership Style	**Equal variances assumed**			4.096	0.055
	Equal variances not assumed				
Strategic Innovation	**Equal variances assumed**			1.790	0.183
	Equal variances not assumed				

Source: By the researcher, based on data analysis results.

Table number 10 revealed the results of the independent samples test for gender, which was no variance towards the impact of ethical leadership style in enhancing strategic innovation from faculty board members' perceptions in the number of private universities in Erbil City. F (4.096; p0.055>0.05) for ethical leadership style, and F (1.790; p0.183>0.05) for strategic innovation. However, in Table number 10, group statistics display male and female statistical means (4.1337 and 4.4066), respectively, regarding ethical leadership style, besides male and female statistical means (3.9063and 3.8645) for private universities' strategic innovation that is both smellier at their nature.

Since the age groups have more than two levels, the ANOVA was used to determine if there is variance in the faculty board members' replies toward the impact of

ethical leadership style in enhancing strategic innovation. Results in Table number 11 showed that there is no variance in the means based on age groups, F (0.346; p0.792>0.05), for ethical leadership style, and F (2.056; p0.110>0.05), for strategic innovation.

Table (11): ANOVA test Age Groups

		Sum of Squares	df	Mean Square	F	Sig.
Ethical Leadership Style	Between Groups	0.150	3	0.050	0.346	0.792
	Within Groups	16.716	116	0.144		
	Total	16.866	119			
Strategic Innovation	Between Groups	1.933	3	0.644	2.056	0.110
	Within Groups	36.348	116	0.313		
	Total	38.281	119			

Source: By the researcher, based on data analysis results.

Table number 12 summarized the outcomes of the independent samples test for academic achievement, which was no variance towards the impact of ethical leadership style in enhancing strategic innovation from faculty board members' perceptions of the number of private universities in Erbil City. The value of F(4.066; p0.798>0.05) for ethical leadership style, and F (0.011; p0.918>0.05) for strategic innovation. However, group statistics show Ph.D. and master degree statistical means (4.2421 and 4.1529) regarding ethical leadership style, besides male and female statistical means (3.9663 and 3.8431) for strategic innovation smellier at their nature.

Table (12): Independent Samples Test for academic achievement

Group Statistics					
	Respondent's academic achievement	N	Mean	Std. Deviation	Std. Error Mean
Ethical Leadership Style	Ph.D.	48	4.2421	.36949	.05333
	Master	71	4.1529	.37787	.04485
Strategic Innovation	Ph.D.	48	3.9663	.59476	.08585
	Master	71	3.8431	.54689	.06490
		Levene's Test for Equality of Variances			
		F		Sig.	
Ethical Leadership Style	Equal variances assumed	0.066		0.798	
	Equal variances not assumed				
Strategic Innovation	Equal variances assumed	0.011		0.918	

Equal variances not assumed			

Source: By the researcher, based on data analysis results.

The ANOVA test of variance was used to determine any variance among the faculty board members' responses in the number of private universities in Erbil city towards the impact of ethical leadership style in enhancing strategic innovation. Results established that there was no variance in the means regarding the faculty board members' job positions. The value of F(0.882; p0.122>0.05) for ethical leadership style, and F (0.882; p0.510>0.05) for strategic innovation, see (Table number 13).

Table (13): ANOVA test of Job Position

		Sum of Squares	df	Mean Square	F	Sig.
Ethical Leadership Style	Between Groups	1.415	6	0.236	1.725	0.122
	Within Groups	15.451	113	0.137		
	Total	16.866	119			
Strategic Innovation	Between Groups	1.713	6	0.285	0.882	0.510
	Within Groups	36.568	113	0.324		
	Total	38.281	119			

Source: By the researcher, based on data analysis results.

As displayed in Table number 14, the ANOVA test of variance presented applied to determine any variance among the faculty board members' responses towards the impact of ethical leadership style in enhancing strategic innovation. Outcomes showed no variance regarding the faculty board members' no. of years of service in the educational sector. The value of F (1.800; p0.134>0.05) for ethical leadership style, and F (2.103; p0.085>0.05) for strategic innovation, see (Table number 14).

Table (14): No. of Years Serviced in the Educational Sector

		Sum of Squares	df	Mean Square	F	Sig.
Ethical Leadership Style	Between Groups	.994	4	0.248	1.800	0.134
	Within Groups	15.872	115	0.138		
	Total	16.866	119			
Strategic Innovation	Between Groups	2.610	4	0.652	2.103	0.085
	Within Groups	35.672	115	0.310		
	Total	38.281	119			

Source: By the researcher, based on data analysis results.

As revealed above, the results of variance analysis established that there were no variances among the perceptions of faculty board members regarding the role of ethical leadership style in enhancing strategic innovation according to the survey samples' demographic variables. These results indicate that ethical leadership is at the forefront of what matters in today's higher educational institution efforts, presents issues, and intends to make effective, ethical decisions through bilateral communications. Strategic innovation is also essential for academic members and institutional actions in producing and implementing new ideas; **since all p-values greater than (0.05) the hypotheses (*H4a, H4b, H4c, H4d, and H4e*) were accepted.**

5. Conclusions, Recommendations, and Future Works

5.1. Conclusions

Through the results of the hypotheses tested, which proposed in the study, the researcher reached a set of conclusions as follows:

1. The results of the survey data test, after their distribution, revealed the validity, reliability and the existence of a large set of positive correlations between the indicators of ethical leadership, strategic innovation, and their dimensions.

2. The study subjects showed that the majority of the faculty board members in private universities are males and young, and most of them hold a master's degree, and their full service exceeds ten years. This result presented consistent with the ages of private universities in Erbil, as they are young and still universities in their stages of growth and development.

3. The results of descriptive statistics on faculty board members' perceptions regarding the level of ethical behavior practices showed high agreement and interest in achieving the benefits of the university and the college. Faculty board members strive to make fair and balanced decisions. They often discuss university values with counselors. Faculty board members agreed that they make sure to prepare a schedule for completing my work and by the ethical values prevailing in the university. However, they strive to instill moral values among all workers under my supervision. This is an indication of the universities seeking to consolidate ethical behavior practices in universities.

4. The descriptive analysis showed the availability of ethical behavior in the surveyed universities. This supports leaders in the universities surveyed to deliver on their promises to the college and all parties involved in the academic departments. Leaders showed that they pursue eliminating areas of financial and administrative corruption in the college or academic departments. They also give priority to ethical values and principles of social responsibility. In this context, faculty board members allowed the academic staff to express their suggestions and opinions freely. However, courses are held in the college to spread the principles of commitment to ethical values; accordingly, the organizational climate in the colleges is suitable for adopting moral values.

5. The results confirmed that the universities surveyed adopt the ideas of promoting ethical behavior. This supports the high level of the faculty board members' perception that success depends primarily on adopting ethical behavior while achieving goals. These results confirm the availability of principles and foundations of ethical leadership that call for rationality in behavior.

6. The results on strategic innovation showed the ability of the researched universities to learn through the adoption of the new applications and methods to keep pace with technological changes. This indicates the universities' keenness to discover new ways to achieve precedence over competitors in seizing opportunities.

7. The results showed that teamwork is an essential issue that the universities focus on because the results confirmed their good level by providing the appropriate organizational climate supporting creative processes.

8. The results indicated the orientation of the colleges in the universities surveyed towards training strategies through the colleges' endeavor to provide information on training operations quickly and accurately, and all of this confirms the suitability of colleges to complete training programs in response to changes.

9. The results confirmed the validity of the hypothesis, which states that the ordinal importance of the study variables and sub-variables is supported by the difference in the values of arithmetic circles, where ethical leadership style

ranked first through the availability of ethical behavior. Strategic innovation came in second place through the dimension of teamwork, and these results support the availability of the two variables and their dimensions in the universities studied in varying proportions.

10. The correlation coefficient established the existence of strong relationships between the two variables and their dimensions. The correlation between ethical behavior practices and strategic innovation was high, ensuring that the increased adoption of ethical behavior practices inevitably leads to an increase in the levels of strategic innovation in the universities studied. On the other hand, there was a high correlation between the availability of ethical behavior and strategic innovation. This shows that the mechanisms of the strategic innovation in the studied universities reached their peak whenever these universities focused on establishing a culture of ethical leadership.

11. The simple and multiple regression results confirmed the strong influence of ethical leadership on strategic innovation and at the general level. The most substantial effect was between the availability of ethical behavior and strategic innovation, especially the availability of ethical behavior.

12. The variances analysis tests indicated no variances in ethical leadership style and strategic innovation according to the personal characteristics of the faculty board members.

5.2.Recommendations

Leaders in private universities and those who are a member of faculty boards need to have a sense of strategic innovation to achieve progress and success. In this context, creative thinking always provides excellence for the team, and innovative ideas can achieve goals in reality when they are successful. Based on the conclusions reached in the current study, we suggested several recommendations:

1. Surveyed universities have to assign females administrative tasks as faculty board members and benefit from some of their characteristics such as cooperation, endurance, and the ability to think multiple and determine the mature age group. Together with young people to invest their expertise and

knowledge by adopting their advice and expertise in the universities covered by the study.

2. The need to maintain good levels of academic variables and strive hard to increase these levels and ensure that some ethical practices are not neglected to serve other ethical practices. Since there is a well-established idea among academic members that the leader must be a cruel person in real life, studies have proven that institutions that rely on ethical leaders who have an emotional sense are the most successful institutions.

3. The study emphasized the necessity of holding courses in the colleges surveyed to spread commitment to ethical values through participation in meetings and meetings outside official working hours and encouraging participation in conferences and seminars.

4. Faculty board members must acknowledge ethical violations by some employees and strive to correct them by adopting fair punishment and reward systems.

5. The necessity of having financial allocations for research and development centers in colleges to carry out their tasks efficiently by seeking funding sources or relying on self-financing.

6. The study recommends the necessity of adopting the demands and desires of employees that go beyond the nature of the current services of universities to increase their sense of pride and belonging to universities by relying on the results of performance evaluation and diagnosing emerging needs.

7. The necessity of faculty board members to emphasize the expansion of current and future training programs to bring about a positive change in employee behavior through their participation in training programs in proportion to their training needs.

8. The study recommended the necessity of strengthening a system to reward employees and encourage them to innovate and be creative by allocating a paragraph in the budget to motivate and support innovative and distinguished people.

9. Although the results showed a difference in the ordinal significance of the study variables, as this difference is a given and axiom, the study indicates an

increase in the importance of ethical leadership, especially the promotion of ethical behavior, as well as an increase in the levels of organizational learning in the universities that were investigated.

10. The need to invest in the strong relationships between the study variables at the macro and micro levels and direct them to serve the universities in question will strengthen the relationship between promoting ethical behavior and strategic innovation.

11. The necessity of harnessing the strong influence relationship of the ethical leadership style in strategic innovation to enhance the effects between each dimension of ethical leadership and each dimension of strategic innovation and the serious pursuit of the investigated universities to support weak relationships significantly influence ethical leadership behavior over strategic innovation.

12. As long as there are no differences in the respondents' answers according to their characteristics, the study suggests including direct behaviors as personal characteristics that may highlight the differences in the responses.

5.3.Future Works

Based on the study findings, the researcher endorses the need for further research on ethical leadership style and strategic innovation and adding other variables within the general trend to represent an initial exploratory attempt, especially strategic management, as this part aims to identify several topics that could be conducted in future studies, as follows:

1. Examine the sequential impact of ethical leadership and human resource management practices in achieving performance excellence.

2. Exploring the reality of adopting an ethical leadership style in the health sector influences achieving patient satisfaction.

3. Investigating the role of leadership styles in promoting strategic renewal in service and manufacturing companies.

4. Studying the effect of adopting the ethical leadership style in enhancing organizational commitment and organizational citizenship behaviors.

5. Analyzing the relationship of the characteristics of the competitive environment with the adoption of ethical leadership and its impact on strategic performance.

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ڕۆڵی شێوازی سەرکردایەتی ئاکاری لە بەرزکردنەوەی نوێگەریی ستراتیژی:

تۆێژینەوەیەکی شیکارییە بۆ ڕای بژاردەیەك لە ئەندامانی ئەنجوومەنی زانستی لە ژمارەیەك لە زانکۆ تایبەتەکانی شاری هەولێر لەماوەی ساڵی 2021

پـوخـتـە:

ئامانجی سەرەکی و گرنگی ئەم تۆێژینەوەیە، شیکردنەوەی ڕۆڵی شێوازی سەرکردایەتی ئاکاریە لە بەرزکردنەوەی نوێگەریی ستراتیژی لەسەر بنەمای تێڕوانینی ئەندامانی ئەنجوومەنی زانستی کۆڵێژ، لە بەشێك لە ئەندامانی ئەنجوومەنی کۆڵێژەکانی زانکۆ ئەهلییەکان لە شاری هەولێر. لە تۆێژینەوەکەدا میتۆدی چەندییە بەکارهاتووە، لەگەڵ بەکارهێنانی فۆرمی راپرسی وەك ئامرازی سەرەکی بەدەستهێنانی داتای پێویست. کۆمەڵگەی تۆێژینەوە برتیبوو لە تەواوی ئەندامانی ئەنجوومەنی کۆڵێژکان لە بەشێك لە زانکۆ ئەهلی لە شاری هەولێر لەماوەی ساڵی 2021 دا، کە ئەوانیش بریتیبوون لە زانکۆی لوبنانی فەرنسی، زانکۆی تیشکی نێودەوڵەتی، زانکۆی جیهان-هەولێر، زانکۆی بەیان و زانکۆی نۆلیج. ژمارەی ئەندامانی کۆمەڵگەی تۆێژینەوە بە نزیکەی 136 ئەندامی ئەنجوومەنی زانستی کۆڵێژەکانە، کە پێکهاتوون لە سەرۆکی زانکۆ، جێگرانی سەرۆك، ڕاگرانی کۆڵێژ،

سەرۆکی بەشە زانستییەکان، بڕیاردەرانی بەشەکان، نوێنەرانی مامۆستایان و نوێنەری قوتابیان. له کۆتاییدا (120) فۆرمی شیاو بۆ شیکردنەوه و وەرگرتنی ئەنجامەکان بەدەستهێنران، لەرێگەی بەکارهێنانی پڕۆگرامی ئاماری SPSS نووسخەی 25 داتاکان شیکرانەوه. سەرنجام، تۆیژینەوەکە گەیشت بەچەندین دەرئەنجام، که گرینگترینیان بوونی پەیوەندی بەهێزبوو له نێوان گۆڕاوەکانی تۆیژینەوه و رەهەندەکانیان. که تۆیژینەوه گەیشت به بوونی پەیوەندی بەهێز لەنێوان پیادەکردنی هەڵسوکەوتی ئاکاری ونوێگەریی ستراتیژی، بۆیه دلنیابوون له بەرزی ئاستی پیادەکردنی هەڵسوکەوتی ئاکاری دەبێته هۆی بەرزبوونەوەی ئاستەکانی نوێگەریی ستراتیژی له زانکۆ ئەهلییەکاندا. هاوکات، پەیوەندیەکی بەرز له نێوان بوونی رەفتاری ئاکاری و نوێگەری ستراتیژیدا هەبوو. ئەمەش ئەوه دەردەخات که میکانیزمەکانی نوێگەری ستراتیژی له زانکۆ دراسەکراوەکان بەرزدەبێتەوه، هەر کاتێک ئەم زانکۆیانه جەخت لەسەر دامەزراندنی کولتووری سەرکردایەتی ئاکاری بکەنەوه. ئەنجامی شیکردنەوەی کاریگەری، گەیشت به بوونی کاریگەریی بەهێزی شێوازی سەرکردایەتی ئاکاری لەسەر نوێگەریی ستراتیژی و لەسەر ئاستی گشتیدا. گرنگترین کاریگەریش لەنێوان بوونی رەفتاری ئاکاری و نوێگەریی ستراتیژیدا بوو. تاقیکردنەوەی جیاوازی له وەڵامی بەشدارانی راپرسیەکه نیشانیدا که بەگوێرەی تایبەتمەندییەکانی نموونەی تۆیژینەوه، جیاوازی نییه له وڵامەکان له بەرامبەر شێوازی سەرکردایەتی ئاکارییه و نوێگەریی ستراتیژی.

دور نمط القيادة الأخلاقية في تعزيز الابداع الاستراتيجي:

دراسة تحليلية لعينة من أعضاء مجلس الكليات في عدد من الجامعات الاهلية في مدينة أربيل خلال عام 2021

الملخص:

الهدف الرئيسي والاساسي من هذا البحث هو دراسة دور نمط القيادة الأخلاقية في تعزيز الابداع الاستراتيجي القائم على تصورات أعضاء مجلس الكلية في بعض الجامعات الخاصة في مدينة أربيل، خلال عام 2021. واستخدم البحث منهج الوصفي وطبق استمارة الاستبيان كأداة رئيسية لجمع البيانات. حيث يتكون مجتمع البحث من حوالي 136 عضوًا في مجلس الكلية كرؤساء جامعات ونواب رؤساء وعمداء ورؤساء أقسام ومقررين، وممثل التدريسين، وممثل الطلاب وأخيرًا، تم الحصول على 120 استمارة صالحة للتحليل، وتم اختبار علاقات الارتباط والتأثير والتباين من خلال تطبيق الاساليب الاحصائية بواسطة برنامج الإصدار 25 من SPSS. وتوصل البحث الى مجموعة من الاستنتاجات أهمها وجود علاقات معنوية بين المتغيرين وأبعادهما. وكان الارتباط بين ممارسات السلوك الأخلاقي والابداع الاستراتيجي مرتفعًا، مما يضمن أن زيادة تبني

ممارسات السلوك الأخلاقي قد تؤدي إلى زيادة مستويات الابداع الاستراتيجي في الجامعات المبحوثة. وكان هناك ارتباط كبير بين توافر السلوك الأخلاقي والابداع الاستراتيجي. وهذا يدل على أن آليات الابداع الاستراتيجي في الجامعات المبحوثة بلغت ذروتها كلما ركزت هذه الجامعات على ترسيخ ثقافة القيادة الأخلاقية. وأكدت النتائج التأثير القوي لنمط القيادة الأخلاقية في الابداع الاستراتيجي. وكان التأثير الأكبر بين توافر السلوك الأخلاقي والابداع الاستراتيجي. وأشارة اختبارات تحليل التباين إلى عدم وجود فروق في نمط القيادة الأخلاقية والابداع الاستراتيجي على وفق الخصائص الشخصية لأعضاء مجلس الكليات.

الكلمات المفتاحية: القيادة، نمط القيادة الأخلاقية، الابداع الاستراتيجي، الجامعات الاهلية، مدينة أربيل.