

The Degree of Application of The Academic Leaders in Jordanian Universities to The Concept of Trust in Achieving Integrity and Transparency from The Perspective of The Faculty Members

Najwa Abdel Hamid Darawsha
Assistant Professor, Jadara University, Jordan

Mustafa Mohammed issa Ayasreh
Assistant Professor, Jadara University, Jordan

Abstract

The study aimed to reveal the degree of application of academic leaders in Jordanian universities to the concept of trust in achieving integrity and transparency from the perspective of faculty members. The researcher used a descriptive survey method and a questionnaire as a study tool. The study sample consisted of (300) faculty members. The results showed that the degree of academic leaders' application of the concept of trust in achieving integrity and transparency came to a large degree, and the results showed that there were no statistically significant differences in the responses of the sample members on the degree of application of trust in achieving integrity and transparency due to the variables: gender, academic rank, job title and type of College, while there were differences due to the variable type of university that was in favor of private universities.

Keywords: trust, integrity, transparency, Jordanian universities

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1. Introduction

The importance of trust lies in its vital role in providing the foundations of justice, equality and in achieving integrity and transparency in rights and duties among all. That is achieved according to laws, regulations and instructions that express the individual's relationship with the institution in which he works. Academic integrity and transparency are among the high standards that academic leaders should have in the fields of research and teaching. The role of trust in achieving integrity, transparency of activities and the results of higher education institutions is a major goal for governmental assessment of higher education. And since university institutions are part of the environment and society, integrity and transparency are the reflection of the prevailing trust in the society that reflects its impact among all the workers in the universities. This fact has alerted the competent authorities of the importance of integrity and transparency in enhancing the confidence of the workers in its institutions.

Trust is an important element in achieving the goals of universities, when an atmosphere of organizational trust prevails in the university, faculty members can express their ideas and feelings with integrity and transparency.

It is known that workers who enjoy confidence towards their institutions demonstrate a greater willingness to succeed in creating productive educational environments, whereas if they lack confidence in the standards of achieving integrity and transparency they become oversensitive towards issues of fairness, because they feel that their managers do not respect or value their efforts. Accordingly, this will lead to lack of confidence in their institution. According to Annamalai, Abdullah, & Alazidiyeen (2010) trust is a significant indicator for the application of standards of integrity and transparency at work, as Together, they significantly influence the effectiveness and performance of universities.

Transparency requires the disclosure of information related to the development of policies and laws that enjoy integrity, transparency and clarity among workers. Achieving them enhances trust among workers within a participatory approach that is subject to supervision, follow-up and evaluation within institutions. While the absence of transparency and integrity leads to a lack of confidence within the institution and a lack of faith in the rule of law.

The concept of integrity and transparency helped in the appearance of a new perspective on the management of higher education systems globally. The relationships between government authorities and higher education institutions has changed especially because of the increasing importance of information about learning outcomes and the effects of research results in higher education. These reliable informations about the benefits provided by various higher educational institutions (and its sub-branches) for its students, financiers, and society, in general, are considered the key to their legitimacy, financing, and competitiveness. Transparency about these benefits is an important component of governance in higher education because it contributes to quality decision-making and accountability. On the other hand, accountability is expected to reestablish what is called a "guard trust" in higher

education among stakeholders in society (Kohler 2009).

Malingkas, Senduk & Binilang (2018) stated that a leader is one of the most influential human resources in the organization, whose mission is to improve the quality of the institution. Institutional leadership is considered a major global educational issue where governments and stakeholders usually invest in education sector (Kadji-Beltran, Zachariou and Stevenson, 2013).

Integrity and transparency are a civilized requirement since all countries seek to combat corruption in their institutions. Educational institutions as well strive for constant follow-up to reveal its strong points to reinforce, their weak points to handle them and to eliminate the causes leading to them. These goals can only be obtained through following a clear system of integrity and transparency and applying it to all the staff to ensure continuous quality and efficiency of academic and administrative performance in the educational institution (Al-Khatib, 2019).

2. The concept of trust:

The historical roots of the genesis of trust date back to the many decades associated with the creation and development of societies. They are as old as the first forms of human bonds. The scientific interest in organizational trust began in the early fifties as a major topic in psychology, as individuals differ in their inclinations for trust in others, these tendencies arise from their early childhood, personality, and life experiences (Shakarji, 2008). The modern approaches in administrative and organizational thought have an increased interest in the concept of organizational trust during, where the Z theory emphasized three basic pillars, which are (confidence, skill, affection) (Taie, 2007).

Sagheer (2014, p. 32) believes that trust is a concept related to organizational work which predicts expectation, or belief. "Trust is a psychological state resulting from its readiness to accept harm because of positive expectations towards intentions, behavior." It is a positive expectation resulting from roles, experiences and relationships with others (Darawasha, 2018).

2.1 Types of trust: Several types can be identified, namely: contractual trust, open confidence, and trust at the group level (Saudi, 2005).

2.2 As for the dimensions of trust: Most researchers have divided the dimensions of trust into three dimensions, namely trust in supervisors, in work colleagues, and in the institution management (Hoppe & Holley, 2014).

2.3 The importance of trust: Trust is the foundation of success for institutions to achieve high levels of performance. When the leader feels the mutual trust between him and the administrative cadres, he works with a high motivation and seeks to develop his institution. This in turn leads to the effectiveness of organizational behavior in those institutions which positively influencing the leader by increasing his ability and satisfaction with his work (Chang, Chen & Lan, 2013).

Trust in institutions reflects a psychological commitment that is not subject to regulatory laws. Each party believes in the capabilities and competencies of the other which creates greater opportunities to exchange experiences, ideas, and opinions among all workers of all levels (Kowalski & Cangemi, 2005). James (2010) stressed the importance of trust and its role in achieving integration between members of the institution, ensuring long-term stability to achieve their interests and achieving the effectiveness of the institution. As trust and productivity go hand in hand in educational institutions.

3. Integrity and transparency:

3.1 Integrity: The Transparency and Integrity Commission (1: 2008) defined integrity as: "Moral aspects and values associated with the individual performing his ethical tasks such as (honesty, loyalty and protecting public money that protects him from slipping toward corruption)." Scherkoske (2010) defined "integrity as a cognitive virtue".

Burrow (2012) thought that integrity resembles autonomy." While Breakey (2016) defined integrity as a fundamental ethical principle that works to Surgically targeting risks that integrity may impose.

Transparency is defined as a distinction tool that influences management policy according to specific mechanisms sought by the recipient. It sets responsibilities between different levels of management that contribute to enhancing accountability (Mikhlafi, 2013).

Daibes (2001) added that the information reaches those who need it, helps in making and evaluating decisions. Thus, transparency is associated with disclosure, clarity, and participation. As for integrity and transparency in university institutions, the researcher defines them as a set of standards and principles that represent the reference for maintaining the academic leader progress, dignity and the essence of his humanity. Following these standards lead to achieving a high moral level and confidence in work environment, and the ability to improve the quality of that institution .

The concepts of integrity and transparency are closely related to the ethics and norms advocated by the Islamic religion (Salei and Jabour, 2015). Integrity and transparency are simply concerned with providing the necessary information, its clarity and circulation through all the print, written and audio media. In addition to acting openly and publicly to attain the public interest, assisting in making correct decisions and providing success and continuity. Integrity and transparency also play a major role in facilitating and encouraging investments as well as eliminating bureaucratic and routine obstacles. And we can't ignore its greatest role in the development of privatization and anti-corruption (Rashed, 2007).

The importance of integrity and transparency: integrity is a human phenomenon governed by human laws and values, it is related to multiple structural contexts such as that of work or professional integrity, social - learning process, personal or political integrity. Integrity and transparency are essential the relationships that were based on the image of what so called the transparent house which reveals all that covers cheating and deception (Jassim and Sabri, 2015).

Transparency is considered an important tool for achieving accountability and democracy as well as ensuring their success, leading to what is known as "open government." Many laws affirm the right of citizens to monitor, understand and evaluate decisions taken by officials. This can only be achieved if there is an opportunity to obtain correct and transparent information. (Van Hooft, 2001). Lawzi (2002) stated that a high degree of integrity and transparency enhance the fight against administrative corruption within the institution. Based on the above, the researcher concludes that the issue of integrity and transparency is one of the crucial and effective topics in society, as it protects the community of the university from sliding into the scourge of corruption as no society can live or develop without having integrity which is considered one of the important strategies to combat Corruption in society.

3.2 Dimensions of integrity and administrative transparency:

Administrative transparency as stated by Toukhi (2014) includes a set of dimensions which are; information management, management and communication, participation, and accountability. Ramzi (2013) mentioned that Management must also include transparency of information clarity and participation in decision-making, followed by accountability for the achieved results. Transparent information that higher education institutions provide to their students, members, financiers and societies is the key of their legitimacy, financing and their global competitiveness. The relations between government authorities and higher education institutions are changing, especially as a result of the increasing demand for transparency of the results and effects of higher education.

Transparency in educational institutions reflects a psychological commitment that is not subject to regulatory laws. Each party believes in the capabilities and competencies of the other, giving an increased opportunities for exchanging experiences, ideas and opinions among all workers at all levels (Kowalski & Cangemi, 2005) .

3.3 The role of trust in achieving integrity and transparency in the university.

Establishing transparency in the workplace is key to creating a positive company culture and solidifying employee loyalty and engagement. It is known that mutual trust between an administrative leader and his cadres motivate them to develop their institution and obtain professional satisfaction in the workplace .

When staff recognize how much their organization exercise fairness, their loyalty and advocacy are likely to increase. This can lead to improving workplace culture and drives them to make the effort to raise the level of performance and achieve effectiveness and trust for their organization. Generally, trust leads to high productivity, but when examining the traditional method of management, we can notice that it was based on mutual distrust between staff and the supervisors of the organization. Quinn & Spreitzer (2017) explained that trust in workplace range from high level to low level, and it is difficult to shift the low-level group of trust to the higher one because cases with low levels of trust tend to the lowest in a spiral direction, even if the leaders and members of the group showed behavior characterized by high trust. The fundamental transformation from the atmosphere that is characterized by a lack of trust to high trust atmosphere depends on the cooperative relationships and a supportive behavior towards people who are characterized by a lack of confidence.

Darawsha (2017) pointed out that trust is essentially related to the integrity and transparency of the institution in general and universities particularly. She added, if a leader intends to attain trust among staff, it is necessary to shift from a negative perception of the individual to a positive perception and from an individual authoritarian climate to a collective participatory climate that provides an opportunity for the individual to express his views and ideas. It is not easy for an employee to obtain trust in his workplace because it is a complex process, due to its direct association with human behavior and its dealings with many human variables and demands that an individual seeks to satisfy his internal and external needs.

Accordingly, the researcher concludes that integrity and transparency are an important aspect in the internal environment of institutions in general and universities particularly. And that transparency and integrity affect the enhancement of trust through the impact of its dimensions on increasing the confidence of workers in the administration and develop the workers' contribution and commitment towards their institution which are reflected

on their high organizational performance.

Recently, some debates pointed to the existence of various obstacles facing the integrity and transparency of academic leaders and their affiliation to their university such as the clear weakness and deficiency in their awareness of the importance of trust in their university. A leader or a worker, wherever their work is, are staff who have personal goals, desires, aspirations, inclinations and needs. These requirements often encounter conflicts that contradict with the requirements of their workplace, especially if they are working in an atmosphere which lacks integrity and transparency.

Unfortunately, some university institutions do not encourage their employee to work in an ethical way. Likewise, the policies and practices of some universities create an unhealthy atmosphere in the moral sense away from integrity and transparency, which makes faculty members encounter conflicts between mistrust, stability, their interests and their requirements and between the interests of their university. This state leads to incompatibility between the two parties. Every leader and employee hope that the university institution can attain his future vision and demands.

4.Previous studies

Several studies have been conducted on trust, integrity, and transparency such as the Steven et al (2010) study that aimed to reveal the extent to which positivity and transparency affect trust among leaders and their effectiveness within organizations. The descriptive approach was used. The study sample consisted of (304) participants, the questionnaire was used as a tool for the study. The results showed that the positive and transparent had a significant impact on the confidence of the followers and their evaluation of the leader's effectiveness. The results also showed that there were statically significance differences due to the tool variables (gender, age, and the tendency of trust).

James(2010) study focuses on organizational trust and associated variables (empowerment, resistance to change, support for innovation, interpersonal conflict, and demographics). The study sample consisted of (307) faculty members. The questionnaire was used as a tool as a study. The results revealed the positive impact of organizational trust on high levels of organizational and competitive performance, organizational effectiveness, stability and creativity of faculty members.

Hoppes and Holley (2014) conducted a study that attempted to reveal the relationship between organizational trust and variables related to the quality of a faculty member; his ability to make decisions, transparency between faculty members and the effect of organizational trust on the relationship between faculty members and administrators. To achieve the objectives of the study, the researches used interviews and observations. The results showed that the perceptions of faculty members towards the safe climate and the campus in participating in decision-making and transparency were positively affecting the trust between them.

Shobaki and Abu Naser & Ammar(2017) study in the Gaza Strip aimed at determining the degree of administrative transparency in the Palestinian higher education. A descriptive and analytical approach was used. The study sample consisted of (197) participants. The researchers used a questionnaire as a study tool. The results indicated that the degree of administrative transparency in Palestinian higher education was low. It also indicated that there were no statically significance differences attributed to the variables (gender, age, the type of university, and the level of administration) . And there were statically significance differences due to the variable level of years of experience.

Malingskas et al(2018) conducted a study in Indonesia aimed at revealing the effects and integrity of the servant leadership approach on primary performance in Catholic high schools in North Sulawesi. The descriptive approach was used. The sample of the study consisted of (75) teachers. The questionnaire was used as a tool for the study. The study results showed that the servant leadership approach had significant positive effects on the main performance. The results also explained how the servant leader and his integrity can support the positive impact on the main performance. The results indicated that there were no statically significance differences between the variables of the study.

Comment on previous studies: The previous studies dealt with the concepts of trust and integrity and transparency as two separate variables. These studies varied between Arab and foreign studies, most of these studies used a quantitative survey method. The researcher benefited from the previous studies when building the study tool. The researcher also examined the theoretical literature related to the subject of the study. The current study is in line with the previous studies in terms of addressing the topics trust, integrity and transparency in universities. While it differs from the previous Arab and foreign studies in terms of not addressing the two variables; trust, integrity and transparency separately.

The researcher has benefited from these studies in developing an information gathering tool, identifying the results of the previous studies and comparing them with the results of the current research to support its results. Thus, the current study is distinguished from the previous studies in identifying the degree of application of academic leaders in Jordanian universities of the concept of trust in achieving integrity and transparency from the perspective of faculty members. There isn't any study in Jordanian universities addressed the two variables together.

5. The study problem and questions:

Trust, integrity and transparency are one of the most important pillars that university principles are based on. They are also considered as a means for stability, the improvement of the productivity of faculty members and increasing their trust and affiliation with the universities in which they work. The academic leaders in higher education institutions are among the most important factors who are qualified to make change and development in the academic environment of a university. Despite many studies that examined the topic trust, integrity and transparency, trust and its role in achieving integrity and transparency in the Jordanian universities did not attain the importance they deserve. Therefore, the current study came to discuss the role of trust in achieving Integrity and transparency in the Jordanian universities.

Based on the previous literature we can recognize the impact of integrity and transparency in increasing the efficiency of achievement on one hand. And the role of trust in strengthening the system of the administrative work, increasing its productivity and efficiency on the other hand. Some studies pointed to the significant role of trust in achieving security, psychological and functional stability among workers. There is a link between trust and achieving integrity and transparency which is the main pillar upon which the success and failure of institutions is established. Hence, the problem of this study is determined in revealing the degree of the application of academic leaders in Jordanian universities to the concept of trust in achieving integrity and transparency from the perspective of its faculty members. Specifically, the study tried to answer the following questions:

1. What is the degree of application of academic leaders in Jordanian universities to the concept of trust in achieving integrity and transparency from the perspective of faculty members?
2. Are there statistically significant differences at the level of significance ($\alpha=0.05$) from the perspective of faculty members in the Jordanian universities in the responses of the sample members about the degree of academic leaders' application of the concept of trust in achieving integrity and transparency due to the different variables (gender, academic rank, type University, college, and Job title)?

6. The importance of the study:

This study obtained its importance from the significance of the topic it deals with and the goals it seeks to achieve, as the topic of trust, integrity and transparency is one of the modern topics that has witnessed increasing interest. Despite the importance of this topic, but it still needs more emphasis. This study differs from other studies by dealing with an issue that represents the level of the importance of trust in achieving integrity and transparency in Jordanian universities. Because trust affects the behavior of faculty members, the degree of their organizational trust and determines the mechanism of interaction among faculty members, university administration and students.

7. Definitions of Terms

7.1 Organizational Trust:

"The global evaluation of an organization's trustworthiness as perceived by the employee. Organizational trust is defined as an employee's feeling of confidence that the organization will perform actions that are beneficial, or at least not detrimental, to him or her" (Tan & Tan, 2000, p. 243).

Albrecht and Travaglione (2003) defined it as the expectation of individual or group for the word or promise issued by an individual or group in the institution that can be relied upon, as it is the extent to which the individual is ready to attribute goodwill to the words of other individuals in the institution.

Albrecht and Travaglione (2003) defined it as the expectation of individual or group for the word or promise issued by an individual or group in the institution that can be relied upon, as it is the extent to which the individual is ready to attribute goodwill to the words, actions and words of other individuals in the institution (Allbrecht Confidence in this study is known procedurally to the degree that the responses of faculty members in Jordanian universities achieve on the organizational confidence questionnaire.

7.2 *The procedural definition of Trust* : it is the degree to which faculty members' responses in Jordanian universities on the organizational trust questionnaire.

7.3 *Integrity and transparency*: " The set of standards and principles representing the reference that maintains the human being's dignity and the essence of his humanity. Leading to achieve a high moral level, confidence in life and ability to improve the quality of that life through integrity" (Zayed, 128: 2015).

7.4 *The procedural definition of integrity and transparency*: they are the moral values that academic leaders enjoy, and which represent a system of human values that instill a spirit of integrity and honesty in the application of laws, regulations and legislation, which were identified within areas prepared by the researcher for the purposes of this study.

8. Study limitations: The current study is limited to faculty members in Jordanian universities for the academic year (2019/2020). And what limits the generalization of the results of the current study to the objectivity of researchers in conducting the current study. And, the application process and the seriousness of the study sample in responding to the study tool, in addition to the availability of Psychometric characteristics of the study tools related to honesty and consistency.

9. Method and procedures:

It includes a description of the study methodology, study population, its sample and how the sample and the tools were chosen.

It also explains methods of verifying the validity and reliability and followed procedures.

9.1 *Study methodology:* the descriptive survey method was used.

9.2 *Study population:* The study population consists of (2875) faculty members in Jordanian public and private universities in northern of Jordan during the first academic year. (2019/2020)

9.3 *Study Sample:* The study sample was chosen in a simple random way, represented by the study population of (320) faculty members, during the academic year (2019/2020) , at a percentage of (22%) of the study population. 320 questionnaires were distributed (300) questionnaire was returned with a proportion of (94%).

Table (1) shows the distribution of the study sample according to the independent variables. Table (1)
 Distribution of the study sample according to the levels of their variables

Variables	Categories/level	No.	Percent
Gender	male	160	53.3%
	female	140	46.7%
Type of collage	Public university	168	56.0%
	Private university	132	44.0%
Academic rank	Co-professor	143	47.7%
	Assistant Professor	113	37.7%
	professor	44	14.7%
Collage	Humanity	151	50.3%
	Scientific	149	49.7%
Job title	Faculty member	272	90.7%
	Head of the Department	28	9.3%

9.4 *Study Tool:* To achieve the goals of the study, the researcher built a tool aimed at identifying the degree of application of academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of faculty members. The questionnaire consisted of (28) items distributed in four areas (laws and regulations, the Distribution of duties, Administrative procedures, And communication).

9.5 *Validity and reliability of the tool :*Face validity of the tool was confirmed. It was presented to (10) experienced arbitrators from faculty members in the colleges of education in Jordanian universities. They were asked to examine the items of the questionnaire to decide the degree of its clarity, the linguistic structure and its appropriateness to what it intends to measure. And if there are any suggestions for adding more items or deleting others. The final statement was confirmed. The final form of the questionnaire consisted of (27) items. Accordingly, a standard of (80%) of the arbitrators' agreement on the items was adopted.

To measure the reliability of the questionnaire, the internal consistency coefficient was used to measure the four questionnaire areas. To verify the consistency of the study tool, the Cronbach's α was used. It was applied on an exploratory sample from outside the study sample consisting of (35) faculty members, and the consistency coefficient was as shown in Table (2):

Table (2) coefficient of Test-retest reliability and internal consistency of the Cronbach alpha for the total tool and its areas.

NO.	Areas	internal consistency	Test-retest reliability
1	Laws & regulations	0.88	0.825
2	Distribution of duties	0.85	0.863
3	Administrative procedures	0.85	0.874
4	communications	0.83	0.852
Tool		0.91	0.902

Table (2) indicates that the results are of a high degree of internal consistency and reliability, so that they can

be relied upon to measure what they are designed for.

9.6 Correction of the study tool

The Likert five-point scale was adopted to correct the study tools, by giving each of its items one of the five grades (very high, high, moderate, low, and very low) represented digitally (1,2,3,4,5), respectively. The following scale has been adopted for the purposes of analyzing the results.

The statistical standard for determining the degree of application of academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of faculty members

Mean	Degree
From 1.80 to less than 1.00	Very low
From 2.60 to less than 1.80	low
From 3.40 to less than 2.60	moderate
From 4.20 to less than 3.40	high
From 5.00 to less than 4.20	Very high

9.7 Study variables:

Study variables include the following:

- Demographic variables, which are as follow:

- 1 . Gender: It has two categories: (male, Female).
- 2 . Academic rank: It has three levels: (Professor, Associate Professor, Assistant Professor).
- 3 .The type of university: It has two categories: (public and private).
- 4 .The College: It has two categories: (scientific and humanity).
 - Dependent variables: the degree to which academic leaders in Jordanian universities apply the concept of integrity and transparency from the perspective of faculty members.

10. Discussion of the results:

10.1 Results related to the first question:

What is the degree of application of the academic leaders in the Jordanian universities to the concept of integrity and transparency from the perspective of faculty members?

To answer this question, means and standard deviations were calculated for the estimates of the study sample on the areas of application of the academic leaders in the Jordanian universities to the concept of integrity and transparency from the perspective of faculty members and each of its area as shown in Table (3).

Table (3) means and standard deviations for the estimates of the study sample on the areas of the tool for the application of the academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of the faculty members and the total score in descending order.

No.	Areas	Means	SD	Rank	Degree
4	communications	3.95	.878	1	high
3	Administrative procedures	3.93	.846	2	high
2	Distribution of duties	3.79	.812	3	high
3	Laws & regulations	3.63	.665	4	high
Total		3.82	.749		high

Table (3) indicates that the degree of the areas of the application of academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of faculty members for the total score was high with a mean of 3.82; SD = .749. Where the fourth area “communications” came in first place with a mean of 3.95; SD =.878 and a high degree, followed by the area of “Administrative procedures” with a mean of 3.39;SD =.846 and a high degree. The area of “laws and regulations” ranked last with a high degree and a mean of 3.63;SD =.665.

Means and standard deviations were calculated for the estimates of the study sample members on each of the items of each area of the degree of application of the academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of faculty members.

The discussion of each area according to its rank in the results:

- The first area: integrity and transparency in communication

Table (4) means and SD for the estimates of the study sample members on the items of the area of integrity and transparency in communication, arranged in descending order.

NO.	Items	*means	SD	Rank	Degree
5	The leader provides modern and advanced means of communication.	4.02	.948	1	high
4	There is mutual trust between the leader and the staff within the university.	3.99	1.005	2	high
6	The leader provides staff with a suitable environment for expressing their opinions, seeking justice and equality.	3.95	.935	3	high
1	The communications in university management between the leader and staff are flexible and have no complication.	3.91	.882	4	high
3	The leader treats all staff fairly.	3.91	.939	5	high
2	The leader clarifies to staff his vision regarding university policies	3.89	1.027	6	high
The first area: integrity and transparency in communication		3.95	.878		high

It is noted from Table (4) that the means for the items of the first area ranged between (3.89-4.02) with a degree (high). Whereas, item (5) stipulated that "The leader provides modern and advanced means of communication" ranked first with a mean of (4.02) ; SD (0.948) and a high degree. While item (2) which specifies that "The leader clarifies to staff his vision regarding university policies" ranked last with a mean of (3.89) ; SD (1.027) and (high) degree.

The previous results may be attributed to the effective role of academic leaders in providing modern means of communication to keep pace with the change and advancement of the university institution to compete the advanced universities with the quality of their outputs. This depends on the role of academic leaders in enhancing mutual trust between them and the faculty members and the staff. This can be achieved by providing an appropriate environment that is free from restriction and complexity. Encouraging open dialogues and discussion as well as sharing ideas between leaders and staff could be a reason of the previous results. Which was implied in the items (4,5,6) and with a (high) degree . Regarding the item that ranked last and with a (high) degree "The leader provides staff with a suitable environment for expressing their opinions, seeking justice and equality. It was attributed to the leader's fair and transparency in dealing with the staff. And as a result of his clear vision which is derived from the university vision.

This result due to the leaders' awareness of the importance of clarifying the basics of building transparency and its dimensions within universities increases awareness among staff of Jordanian universities . The results of the current study are consistent with the results of the study of Shobaki, Abu Naser & Ammar(2017) and the study of (Malingkas et al, 2018) .

- The second area: Administrative procedures

Table (5) means and standard deviations for the estimates of the study sample members on the area of Administrative procedures are in descending order.

NO.	Items	*means	SD	rank	degree
1	The leader makes his career decisions objectively.	4.10	.971	1	high
8	The leader creates annual reports according to job competence.	4.02	.886	2	high
2	When the leader makes his administrative decisions, he based on logical reasons.	3.94	.966	3	high
4	The leader is keen to have his staff following his instructions.	3.93	.992	4	high
3	The leader applies administrative decisions to all the members of the staff.	3.92	.911	5	high
5	The leader explains the administrative decisions to all member of the staff.	3.84	1.049	6	high
6	The leader is involved his staff in academic decision-making.	3.84	1.122	7	high
7	The leader holds all staff accountable without bias.	3.84	1.067	8	high
The second area: Administrative procedures		3.93	.846		

Table (5) indicates that the mean for the items of the second field ranged between (3.84- 4.10) with a (high) degree. Whereas, item (1) stated that " The leader makes his career decisions objectively" came at the first position with a mean of (4.10) and SD (971) and a (high) degree. This result may be attributed to the academic leader's eagerness to make his career and administrative decisions based on logical reasons that have transparency and objectivity far from bias. Thus, he sets the staff annual reports according to their competence.

Logically, Whenever the teaching staff members are committed to implementing the instructions of the university administration and perform their academic work clearly, the more they are evaluated on clear logical principles proclaimed to all the members of the staff. The results of items (5), (6) and (7) ranked last respectively with a mean of (3.84) and a (high) degree. This result due to the academic leaders 'awareness of the importance

of clarifying and sharing administrative decisions with the members of the staff, because this contributes to the distribution of responsibility in a participatory manner and away from bias. The results were consistent with the results of the study of Shobaki, Abu Naser & Ammar(2017) and the study of (Malingkas et al,2018).

- The third area: integrity and transparency in the area of the Distribution of duties.

Table (6) means and SD for the study sample estimates on Integrity and Transparency in the area of Distribution of duties in descending order.

No.	items	*means	SD	rank	degree
4	The leader gives occasional leave to staff without favoritism.	3.95	1.050	1	high
6	The leader distributes job duties according to the capabilities and professionalism of the staff members.	3.91	1.011	2	high
5	The leader selects coordinators according to competence.	3.89	1.035	3	high
7	Leaders participate in all social events.	3.78	.902	4	high
3	The leader provides an opportunity for all staff to participate in external activities without exception.	3.76	1.038	5	high
1	The leader distributes job duties among the staff (with integrity and transparency)	3.68	1.059	6	high
2	The leader provides educational aids for all staff members in a transparent manner and without bias.	3.57	.869	7	high
The third area: transparency and integrity in the Distribution of duties		3.79	.812		high

Table (6) showed that the mean for the items of the third field ranged between (3.57 - 3.95) with a (high) degree. Item (4) which stipulated “ The leader gives occasional leave to staff without favoritism.” came first with a high degree. This result may be attributed to the transparency and integrity of the leaders in distributing occasional vacations to staff members fairly, and to the fair distribution of job tasks considering the professional capabilities of the members of the staff. Whereas, item (2) which stated that “The leader provides educational aids for all staff members in a transparent manner and without bias. ” came in the last rank and with a (high) degree. This result due to the leader's integrity and transparency in providing educational aids to the staff without bias. This result was consistent with the results of Shobaki, Abu Naser & Ammar (2017) study and the study of (Malingkas et al, 2018) .

- The fourth area: laws and regulations

Table (7): mean and the SD for the estimates of the members of study sample on the items of the area of laws and regulations in descending order.

NO.	Items	*means	SD	rank	rank
2	The leader applies academic policies and goals in accordance with the applicable Ministry of Higher Education law.	3.96	.926	1	high
1	The leader applies the laws and instructions issued by the university administration to all staff.	3.92	1.020	2	high
3	The leader presents laws, regulations and instructions related to the academic process within the university to the staff.	3.75	1.005	3	high
4	The leader explains to the staff all that is related to academic legislation and standards.	3.46	.831	4	high
6	The leader is keen on the participation of staff in making decisions based on laws and academic regulations issued by the Ministry of Higher Education.	3.44	.810	5	high
5	The leader makes important decisions in a timely manner in accordance with the regulations and instructions in force at the university.	3.27	.852	6	moderate
The fourth area: laws and regulations		3.63	.665		high

Table (7) indicated that the mean for items ranged between (3.27 - 3.96) with a degree (moderate - high). Where item (2) came first and with a (high) degree. The result may be attributed to the transparency and integrity of leaders in applying academic policies and goals in accordance with the law of the Ministry of Higher Education in force, while item (5) ranked last with a (moderate) degree. This result may be attributed to the lack of time management of academic leaders in making important decisions that are an important component of the success of the institution in accordance with the regulations and instructions followed within the university, although the leaders exchange ideas and decisions in a participatory manner with workers with integrity and transparency.

10.2 The results of the second question which stated: " Are there statistically significant differences at the level of significance ($\alpha= 0.05$) from the perspective of faculty members in the Jordanian universities in the responses of

the sample members about the degree of academic leaders' application of the concept of trust in achieving integrity and transparency due to the different variables (gender, academic rank, type University, college, and Job title)?

To answer this question, means and standard deviations have been calculated for the estimates of the members of study sample on the degree of application of academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of faculty members, according to the variable (gender, university type, academic rank, college, and job title) as shown in Table (8).

Table (8) means and standard deviations for the estimates of the members of study sample according to the variable (gender, university type, academic rank, college, and job title)

variables	Level/category	mean	No	SD
Type of university	Public	3.43	168	.674
	private	4.32	132	.504
	total	3.82	300	.749
gender	male	3.41	160	.676
	female	4.30	140	.510
	total	3.82	300	.749
Academic rank	Co-professor	3.74	143	.767
	Assistant Professor	3.84	113	.719
	professor	4.06	44	.731
	total	3.82	300	.749
collage	Humanity	3.86	151	.766
	Scientific	3.79	149	.733
	total	3.82	300	.749
Job title	Faculty member	3.80	272	.757
	Head of the Department	4.03	28	.645
	total	3.82	300	.749

Table (8) showed that there are apparent differences between the means of the estimates of the members of the study sample on each field of study according to the variable (gender, university type, academic rank, college, and job title). To determine the statistical significance of these apparent differences, the five-way variance analysis was applied as shown in Table (9).

Table (9) Analysis of the five-way variance of the mean for the estimates of the members of the study sample according to the variable (gender, university type, academic rank, college, and job title)

variables	SS	DF	MS	f value	P value
Type of university	1.391	1	1.391	4.115	.043
gender	.835	1	.835	2.470	.117
Academic rank	.596	2	.298	.881	.415
collage	.699	1	.699	2.069	.151
Job title	.477	1	.477	1.412	.236
error	93.280	276	.338		
total	4556.485	300			
Modified total	167.878	299			

Table (9) shows that there is no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) for the estimates of the members of the study sample according to the gender variable, the job title, the collage variable, and the academic rank. It also showed that there were differences due to the type of university variable. To determine the statistical significance of these apparent differences, the five-way variance analysis was applied as shown in Table.(10)

Table (10) Analysis of the five-way variance of the mean of the estimates of the members of the study sample on each of its areas according to the variable (gender, university type, academic rank, college, and job title)

Source of variance	areas	SS	DF	MS	F value	P value
Type of university Wilk's Lambdat Trace= 0.967 Sig.=0.057	Laws & regulation	.065	1	.065	.191	.663
	Distribution of duties	1.463	1	1.463	3.417	.066
	Administrative procedures	2.488	1	2.488	6.008	.015
	communications	2.806	1	2.806	6.017	.015
Gender Hotelling's trace value=.011 Sig.=	Laws & regulation	.978	1	.978	2.860	.092
	Distribution of duties	.965	1	.965	2.254	.134
	Administrative procedures	.775	1	.775	1.873	.172
	communications	.644	1	.644	1.382	.241
Academic rank Hotelling's trace value=015 Sig.=0.847	Laws & regulation	.107	2	.054	.157	.855
	Distribution of duties	1.017	2	.508	1.187	.307
	Administrative procedures	.949	2	.475	1.146	.319
	communications	.695	2	.348	.746	.475
collage Hotelling's trace value=0.974 Sig.= 0.126	Laws & regulation	.278	1	.278	.813	.368
	Distribution of duties	1.817	1	1.817	4.243	.040
	Administrative procedures	.894	1	.894	2.160	.143
	communications	.274	1	.274	.588	.444
Job title Hotelling's trace value=0.991 Sig.=0.126	Laws & regulation	.707	1	.707	2.067	.152
	Distribution of duties	.355	1	.355	.829	.363
	Administrative procedures	.566	1	.566	1.367	.243
	communications	.330	1	.330	.707	.401
Error	Laws & regulation	94.368	276	.342		
	Distribution of duties	118.201	276	.428		
	Administrative procedures	114.280	276	.414		
	communications	128.718	276	.466		
	First area					
Total	Laws & regulation	4092.722	300			
	Distribution of duties	4510.918	300			
	Administrative procedures	4844.359	300			
	communications	4899.639	300			
Modified total	Laws & regulation	132.389	299			
	Distribution of duties	197.356	299			
	Administrative procedures	213.836	299			
	communications	230.731	299			

Table (10) indicates that:

- The type of university variable: the results showed that there was a statistically significant difference at the level of statistical significance ($\alpha = 0.05$) for the estimates of the members of the study sample on all areas of the degree of application of academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of faculty members, according to the variable type of university, with the exception of the areas of (administrative procedures) and (communication). The differences were in favor of the type of private universities. This result may be attributed, according to the estimates of the study sample, to the role of academic leaders in enhancing the communication side, which is considered an important source for dissemination of the visions and mission of private universities, which are the only entity funded its staff because it is an academic profitable company. Communication is an effective factor that contributes clearly and transparently in the application of the laws and Legislation without bias. Because private university aims to meet the requirements of the institution and develop them. Therefore, it needs to communicate and interact more than government universities for which financial support is provided from multiple donors.
- As for the gender variable, the academic rank, the college, and the job title: the results indicated that there was no statistically significant difference at the level of statistical significance ($\alpha = 0.05$) for the estimates of the members of study sample on the degree of application of academic leaders in Jordanian universities to the concept of integrity and transparency from the perspective of faculty members in total. According to the variable of gender and academic rank, the result may be attributed to the fact that the leader is a leader in his field whether he is a male or female, both of whom have professional advantages in terms of tasks and duties. On the other hand, the rule of law and legislation, do not differentiate between the gender of the leader, academic rank or the type of college. Which according to the current study don't influence achieving integrity and transparency, the leader may

be an academic professor or an assistant professor, they both have the same rights and duties in the field of leadership.

11. Recommendations:

Considering the results of the study, the researcher recommends the following:

- Working to develop positive trust values that achieve integrity and transparency within universities by improving the university environmental system, providing a comfortable atmosphere for work, and creating a fair organizational climate that encourages achievement and excellence.
- The academic leader shall set some techniques to predict problems before they occur and find effective mechanisms to solve them, such as using a suggestion box to receive suggestions from faculty members for developing the institution and finding solutions to their problems.
- Raising the academic leader's awareness of the importance of positive trust that achieves institutional integrity and transparency.
- Conducting studies on trust, integrity and transparency with other variables, which may contribute to improving the environment and the university organizational climate.

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