



Research Article



The Impact of Ethical Work Climate on Organizational Commitment: An Exploratory Study at the College of Education for Women, Tikrit University

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Abstract: The current study aims to identify the impact of ethical work climate according to its dimensions represented by (laws and procedures climate, caring climate, independence climate, instrumental climate, and rules climate) on organizational commitment according to its dimensions represented by (identity, commitment, loyalty, group, and workplace democracy) at the College of Education for Women, Tikrit University. The study adopted the descriptive-analytical approach to reach its results. A random sample of (103) teaching staff members at the College of Education for Women was surveyed from a population of (200) teaching staff members, and the sample was determined according to Steven Thompson's formula. The questionnaire was adopted as a tool for collecting the study data from the study sample, and the data were analyzed using the statistical program (SPSS V.24), through which arithmetic means, standard deviations, relative importance, correlation, and effect were extracted, in addition to Hotelling's T2 test to verify the extent to which the teaching staff members perceive the importance of ethical work climate and organizational commitment at the college under study. The study reached several conclusions based on realistic field results, the most important of which was that the results of describing the study variables and their dimensions showed that the laws and procedures climate recorded the highest arithmetic mean, indicating that the teaching staff members (the study sample) comply with work laws and procedures in accordance with occupational ethics, respect management decisions and directives, and also take ethical codes into consideration when implementing laws. The results also showed an effect of the four dimensions of ethical work climate represented by (laws and procedures climate, caring climate, independence climate, and rules climate) on organizational commitment, as employees experience harmony at work, enabling them to perform their duties comfortably and away from unfair pressures, in an environment characterized by independence, paternalistic treatment by the organization's leadership, and care that meets their requirements and safeguards their rights. The exception is the instrumental climate dimension, which is characterized by its negative effect on organizational commitment due to its orientations that do not enhance the ethical climate. The added value of this study lies in combining ethical climate and organizational commitment within a single analytical framework, thereby contributing to clarifying the impact of the prevailing ethical climate in the work environment on enhancing teaching staff members' commitment to their college, promoting ethical practices within this college, improving the work environment, and supporting their sense of organizational commitment and stability.

Keywords: Ethical Work Climate, Organizational Commitment, College of Education for Women, Tikrit University

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INTRODUCTION

The contemporary work environment is characterized by the multiplicity of its elements and the factors influencing it. Continuous and constant change has therefore become its defining characteristic, which has increased the complexity of the competitive landscape for organizations operating within this environment. Consequently, organizations have begun searching for methods and procedures that enable them to survive within and adapt to this environment. They have consequently focused their plans on the resources they rely on for the success of their organizational processes, with increasing attention directed toward the human resource represented by their employees, as they constitute the main محور in these processes and a prerequisite for their success. This necessitates developing them and ensuring their loyalty and organizational commitment to the organization in which they work. Organizational commitment among these employees represents an emotional attachment through which they feel their importance and connection to their organizations. Accordingly, they exert maximum effort to achieve organizational objectives, demonstrate greater flexibility in aligning with its orientations, and maintain harmony with its members. This results from their sense of acceptance and respect and their perception that they are active participants in its plans and decisions. Furthermore, their relationships with its leadership are integrated within a framework of trust and transparent dealings based on the interests of all parties.

Here, the prevailing ethical climate within the organization constitutes an influential framework for employees' actions and behaviors and enhances trust among the parties interacting within the organizational environment. The relationship between organizational leadership and employees is therefore based on strong relationships due to the bonds of trust that govern them and are built within an ethical climate based on clarity, transparency, and the public interest. This climate also consolidates organizational processes and enhances their quality and efficiency because it makes organizational values an integral component of employees' implementation of these processes. This provides the organization with added value and a distinctive advantage over competitors in the work environment. This is not separate from ethical dealings with relevant external parties that work with the organization according to the principles of trust, mutual interest, and social values that achieve the objectives of all parties and contribute to sustaining and developing relationships within this ethical framework. However, this matter naturally remains relative, as the ethical climate varies from one organization to another and within the same organization from time to time according to several factors that may strengthen or weaken it, thereby casting its effects on employees and influencing their performance and organizational commitment.

This reflects the importance of the current study in highlighting the ethical climate and its impact on the organizational commitment of teaching staff at the College of Education for Women, as it serves as a guide for their organizational values, relationships, and academic performance in alignment with the declared values and academic orientations of the college.

The current study seeks to determine the impact of the ethical climate on the organizational commitment of the teaching staff at the College of Education for Women, Tikrit University, by focusing on the dimensions of the ethical climate represented by (laws and procedures climate, caring climate, independence climate, instrumental climate, and rules climate), as they constitute the fundamental pillars upon which the ethical climate is based and have an impact on organizational commitment.

The researcher faced several challenges in completing this study. At the theoretical level, the ethical work climate was characterized by its novelty, resulting in a limited number of Arabic and foreign sources addressing it. At the practical level, there was a low response rate among the study sample to the questionnaire items, which took a relatively long time to complete.

To achieve the objective of the study, it was divided into several sections. The first section presents the study methodology, while the second section addresses the ethical work climate. The third section discusses organizational commitment, and the fourth section presents the practical aspect of the study. The fifth section reviews the conclusions and recommendations presented by the current study.

METHOD

Research Methodology

Preface:

The study methodology represents the organized framework adopted by the researcher to address the study problem and achieve its objectives by following scientific procedures and methods in determining the study population and sample, selecting the appropriate instrument for data collection and verifying its validity and reliability, in addition to adopting appropriate statistical methods to analyze these data and test the study hypotheses.

First: Study Problem

Organizations of various types suffer from variations in employees' organizational commitment to them. Employees may feel a weak sense of attachment and a lack of desire to continue working for the organization, which may negatively affect their level of commitment to its objectives, accompanied by a decline in overall performance, work quality, and productivity. Here, employees may experience job alienation, whereby they are physically present while lacking concentration at work, making frequent errors, and experiencing weak communication among themselves and with senior management. This situation requires searching for methods and procedures that enhance employees' organizational commitment to the organization. This cannot be achieved independently of creating an ethical climate governed by organizational values and shared visions regarding the future of the organization and the requirements of its employees. Accordingly, the study problem is embodied in the following main question: **What is the impact of the ethical work climate on organizational commitment at the College of Education for Women, Tikrit University?** From this question, the following sub-questions emerge:

1. What are the characteristics of the ethical work climate in the college under study?
2. What is the level of organizational commitment among the teaching staff in the college under study?
3. Are the dimensions of the ethical work climate available in the college under study?
4. Are the dimensions of organizational commitment available in the college under study?
5. What is the nature of the relationship between the ethical work climate and organizational commitment in the college under study?
6. Is there an effect of the ethical work climate on organizational commitment in the college under study?
7. Do the teaching staff members in the study sample recognize the importance of the ethical work climate and organizational commitment?

Second: Importance of the Study

The importance of the current study stems from the importance of its variables, which highlight the enhancement of organizational commitment in the college under study through a comprehensive value-based framework represented by the ethical work climate. It can be presented from the theoretical and practical aspects as follows:

A. Theoretical Aspect

1. Highlighting the ethical climate that governs interactions among employees, with organizational leadership, and with relevant external parties, according to the principles of transparency, clarity, and fairness.
2. Focusing on the concept of organizational commitment as one of the main indicators that demonstrates the extent of employees' attachment to their organizations and their willingness to perform their duties in accordance with quality and excellence standards.
3. Enriching the Arabic administrative literature with a study that combines the variables of ethical work climate and organizational commitment and enhances the nature of the relationship between them through the intellectual relationship linking these variables.

B. Practical Aspect

1. Enabling the leadership of the college under study to identify the nature of the ethical climate prevailing in the work environment within the college, according to the agreement results of the study sample.
2. Enabling the leadership of the college under study to benefit from the results of diagnosing the level of organizational commitment in the college in order to determine its procedures.

3. Providing practical recommendations that help organizations reduce weak organizational commitment and enhance employees' sense of attachment and loyalty to the organization, thereby positively contributing to their job stability, performance, and achievement of organizational objectives.

Third: Study Objectives

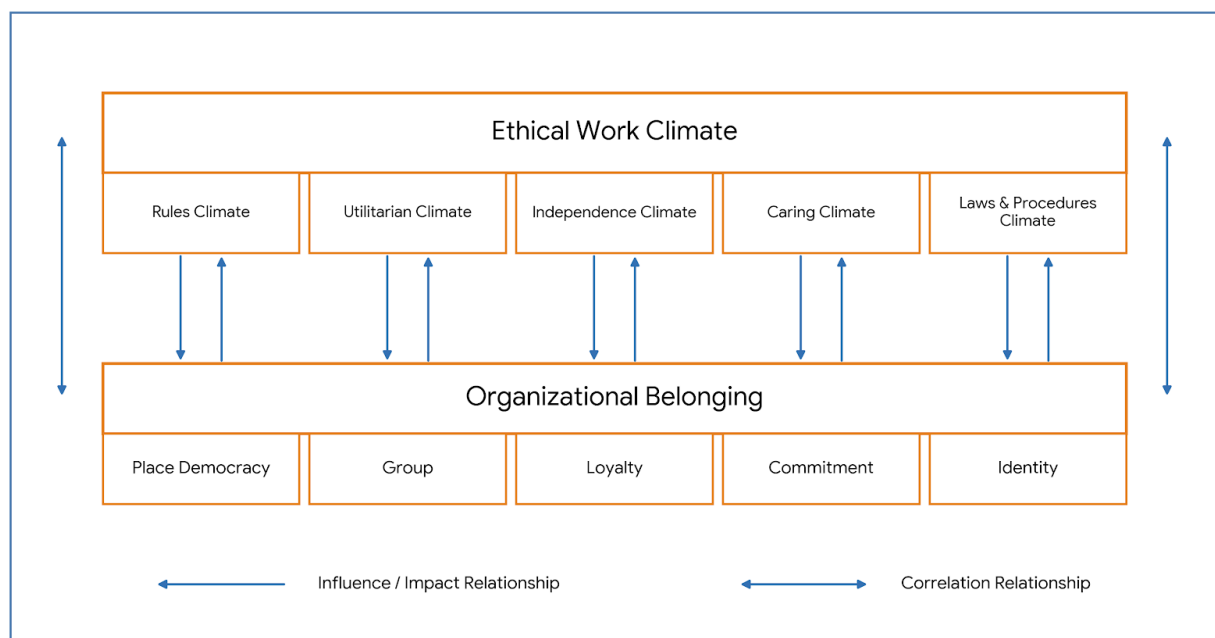
The study seeks to achieve the following objectives:

1. Identify the characteristics of the ethical work climate in the college under study.
2. Determine the level of organizational commitment in the college under study.
3. Identify the availability of the dimensions of the ethical work climate in the college under study.
4. Identify the availability of the dimensions of organizational commitment in the college under study.
5. Identify the nature of the relationship between the ethical work climate and organizational commitment in the college under study.
6. Determine the impact of the ethical work climate on organizational commitment in the college under study.
7. Identify the extent to which the teaching staff members in the study sample perceive the importance of the ethical work climate and organizational commitment in the college under study.

Fourth: Hypothetical Framework of the Study and Its Hypotheses

A. Hypothetical Framework of the Study

Based on the intellectual framework of the literature related to the study variables (ethical work climate and organizational commitment), and relying on the study problem and its relevance to achieving its objectives, the hypothetical framework of the study was formulated and presented in Figure (1), which in turn illustrates the relationships among the study variables and the directions of correlation and effect among them.



Source: Prepared by the Researcher

Figure 1. The Hypothetical Framework of the Study

B. Study Hypotheses:

The study is based on four main hypotheses, from which several sub-hypotheses are derived, as follows:

A. First Main Hypothesis (H1): The dimensions of the ethical work climate and organizational commitment are available in the organization under study.

B. Second Main Hypothesis (H2): There is a statistically significant correlation between the ethical work climate and organizational commitment at the overall level and at the dimensional level.

C. Third Main Hypothesis (H3): There is a statistically significant effect of the ethical work climate on organizational commitment at the overall level and at the dimensional level.

D. Fourth Main Hypothesis (H4): The teaching staff members in the study sample perceive the importance of the ethical work climate and organizational commitment.

Fifth: Study Boundaries

1. **Knowledge Boundaries:** The study boundaries were represented by the two variables: ethical work climate as an independent variable and organizational commitment as a dependent variable.
2. **Human Boundaries:** The study was limited to a random sample of teaching staff members at the College of Education for Women, Tikrit University.
3. **Spatial Boundaries:** The study was conducted at the College of Education for Women, Tikrit University.
4. **Temporal Boundaries:** The study was conducted during the period from 15/7/2025 to 10/11/2025.

Sixth: Study Methodology

The researcher adopted the descriptive-analytical approach as it is the most appropriate for the practical context of the study. It involves monitoring the phenomenon under study and identifying its characteristics and dimensions, employing appropriate tools to collect its data according to the nature and requirements of the study, and subsequently organizing and analyzing the collected data and identifying the relationships, patterns, and trends contained therein through testing its hypotheses. The results are then interpreted in light of the study questions, objectives, and hypotheses.

Seventh: Data Collection Methods

A. Theoretical Aspect

All aspects of the theoretical framework of the current study were covered through the propositions of researchers and their previous studies and the knowledge they provided regarding the two variables of ethical work climate and organizational commitment. These were based on scientific foundations and sound methodology and included theses, dissertations, periodicals, journals, scientific conferences, and books in both Arabic and foreign languages, which the researcher used to cover this study, in addition to the terms and concepts related to these variables available on the World Wide Web (Internet).

B. Practical Aspect

The fieldwork data were obtained by surveying the opinions of a sample of teaching staff members in the Iraqi higher education sector, particularly at the College of Education for Women, Tikrit University. The survey was conducted by distributing a questionnaire prepared by the researcher. A number of mathematical and statistical methods were also employed, including the arithmetic mean, standard deviation, Pearson correlation coefficient, and regression analyses using the ordinary least squares method, through the statistical program (SPSS V.24), for the purpose of descriptively and inferentially analyzing the data, extracting and discussing the results, and evaluating the hypotheses in a manner that achieves the practical objectives of the study.

The questionnaire consisted of three main sections. The first section focused on describing the sample members and identifying their demographic characteristics through seven demographic characteristics: (1. Gender, 2. Age, 3. Educational Attainment, 4. Academic Rank, 5. Years of Service, 6. Job Position, 7. Academic Department). The second section focused on measuring the independent variable (ethical work climate) through (20) statements divided into five dimensions: (A. Laws and Procedures Climate, B. Caring Climate, C. Independence Climate, D. Instrumental Climate, E. Rules Climate), with (4) statements for each dimension. Finally, the third section was devoted to measuring the dependent variable (organizational commitment) through (20) statements divided into five dimensions: (A. Identity, B. Commitment, C. Loyalty, D. Group, E. Workplace Democracy), with (4) statements for each dimension.

Table (1) presents the coding of the questionnaire. The responses of the sample members were quantified using a five-point Likert scale, with scores assigned progressively in the direction of agreement. The response **Strongly Disagree** was assigned a value of (1), **Disagree** a value of (2), **Somewhat Agree** a value of (3), **Agree** a value of (4), and **Strongly Agree** a value of (5). Table (1) presents the description and coding of the questionnaire adopted to measure the study variables.

Table 1. Questionnaire Coding Form

No.	Variables	Sub-dimensions	Code	Measurement Indicators	Sources
1	Demographic Information	Gender	D1		Prepared by researcher
		Age	D2		
		Educational Attainment	D3		
		Academic Rank	D4		
		Years of Service	D5		
		Job Position	D6		
		Academic Department	D7		
2	Ethical Work Climate (X)	Climate of Laws and Procedures	XX1	X1–X4	(Yener et al., 2012, 727)
		Caring Climate	XX2	X5–X8	(Tayan, 2017, 13)
		Independence Climate	XX3	X9–X12	(Ismael, 2020, 28)
		Utilitarian Climate	XX4	X13–X16	(Al-Issawi & Al-Obaidi, 2022, 60–62)
		Rules Climate	XX5	X17–X20	(Mbareki, 2025, 73–74) (Al-Hashemi, 2026, 68)
3	Organizational Belonging (Y)	Identity	YY1	Y1–Y4	(Al-Zurfi & Al-Hadrawi, 2022, 602–604) (Abdullah & Laikh, 2024, 986) (Al-Janabi, 2018, 189)
		Commitment	YY2	Y5–Y8	
		Loyalty	YY3	Y9–Y12	
		Group / Community	YY4	Y13–Y16	
		Workplace Democracy	YY5	Y17–Y20	

Source: Prepared by the Researcher

Eighth: Testing the Study Instrument

The questionnaire form was tested in terms of validity and reliability. The validity of the questionnaire form was assessed using the face validity method, which is considered one of the preliminary tests, as it is conducted before distributing the questionnaire for data collection. This was done to verify that the statements accurately express the variables intended to be measured, as well as to ensure their linguistic and scientific appropriateness within the questionnaire form.

To conduct this test, the questionnaire form was distributed to a number of expert reviewers, four (4) of whom specialized in Business Administration and were academics at Tikrit University. The reviewers provided their comments in the form of a number of scientific and linguistic observations, most of which were taken into consideration to reach the final version of the questionnaire form adopted for data collection.

The reliability of the questionnaire form was tested using Cronbach's Alpha coefficient, which requires a minimum value of 0.70 for the questionnaire to be considered reliable. This means that if the questionnaire form is redistributed to the same individuals under similar conditions, similar results would be obtained. Table (2) shows that the coefficient values for the research variables and the questionnaire as a whole ranged from 0.705 to 0.955. These are high values that confirm the reliability of the questionnaire form and the reliability of its data for subsequent statistical analysis procedures, as presented in the table below.

Table 2. Questionnaire Reliability Test

Dimensions	Code	Cronbach's Alpha Coefficient	Number of Items
A. Climate of Laws and Procedures	XX1	0.782	4
B. Caring Climate	XX2	0.872	4
C. Independence Climate	XX3	0.810	4
D. Utilitarian Climate	XX4	0.705	4
E. Rules Climate	XX5	0.837	4
Ethical Climate	X	0.869	20
A. Identity	YY1	0.860	4
B. Commitment	YY2	0.889	4
C. Loyalty	YY3	0.869	4
D. Group / Community	YY4	0.894	4
E. Workplace Democracy	YY5	0.890	4
Organizational Belonging	Y	0.955	20

Source: Prepared by the Researcher Based on the Outputs of SPSS V.24

Ninth: Description of the Study Field, Population, and Sample

A. Description of the Study Field

The study field was represented by the higher education and scientific research sector, specifically the College of Education for Women at Tikrit University. The College of Education for Women is considered one of the mother colleges of Tikrit University and served as a nucleus for the university, as it is regarded as one of the oldest scientific institutions among its peers due to its establishment in (1987), at the same time as the establishment of the university. It occupies a distinguished position among the university's colleges. Its establishment aimed to graduate female cadres who would contribute to Iraqi society in general and Salah Al-Din Governorate in particular by providing qualified female graduates holding undergraduate and postgraduate academic degrees, according to the specializations of the college's humanities and scientific departments, represented by (the Department of Educational and Psychological Sciences, Department of Geography, Department of Mathematics, Department of Qur'anic Sciences, Department of Biology, Department of Chemistry, Department of History, Department of English Language, Department of Arabic Language, and Department of Home Economics).

The college contains extensive scientific facilities that reflect its long-standing history and accumulated knowledge. It has a large library containing collections of books, publications, and

other cultural materials. It contains (15,575) books, (265) periodicals, and (1,204) theses and dissertations. It was selected as the research field for the following reasons:

1. It is one of the colleges that adheres to a high ethical work culture and climate due to its particularity within the university environment and the surrounding community.
2. It is one of the oldest colleges of Tikrit University, and its faculty members feel a sense of organizational commitment due to its academic status and reputation.
3. Its suitability to the nature of the current study, the problem under investigation, the dimensions on which it is based, and the hypotheses it tests.

B. Study Population and Sample

The target population consisted of the teaching staff at the college across its ten departments (Department of Geography, Department of Mathematics, Department of Qur'anic Sciences, Department of Educational and Psychological Sciences, Department of Biology, Department of Chemistry, Department of History, Department of English Language, Department of Arabic Language, and Department of Home Economics), totaling (200) faculty members. A random sample was selected from this population, and the sample size was determined using the Steven K. Thompson equation, resulting in (132) respondents. These questionnaires represented the study sample. The following table presents the size of the study population and sample.

Table 3. Study Population and Sample Size

College	Population / Academic Staff	Sample / Distributed Questionnaires	Retrieved Questionnaires	Response Rate
College of Education for Women	200	132	123	93.2%

Source: Prepared by the Researcher According to the Population and Sample Size

C. Demographic Distribution of the Sample Members

Table (4) shows the distribution of the sample members according to the seven demographic characteristics that reflect the identifying characteristics of the sample members. Frequencies and percentages were used to describe the sample members.

Table 4. Description of Sample Members According to Demographic Information

Informa tion	Catego ries	Freque ncy	Percent age %	Ra nk	Informa tion	Categori es	Freque ncy	Percent age %	Ra nk
1. Gender	Male	55	41.7	2	6. Job Position	Academic Staff Only	89	67.4	1
	Female	77	58.3	1		Unit Head	20	15.2	2
2. Age	20 – 39 years	39	29.5	3		Division Head	12	9.1	3
	40 – 49 years	47	35.6	1		Departm ent Head	7	5.3	4
	50 – 59 years	41	31.1	2		Others	4	3.0	5
	60 years and older	5	3.8	4		7. Geograp hy Departm ent	12	9.1	5

Information	Categories	Frequency	Percent age %	Rank	Information	Categories	Frequency	Percent age %	Rank
3. Educational Attainment	Master's	45	34.1	2		Mathematics	8	6.1	8
	Ph.D.	84	63.6	1		Quranic Sciences	16	12.1	3
	Others	3	2.3	3		Educational and Psychological Sciences	13	9.8	4
4. Academic Rank	Assistant Lecturer	31	23.5	4		Life Sciences (Biology)	22	16.7	1
	Lecturer	38	28.8	1		Chemistry Department	8	6.1	9
	Assistant Professor	35	26.5	2		History Department	21	15.9	2
	Professor	25	18.9	3		English Language	11	8.3	6
	Others	3	2.3	5		Arabic Language	10	7.6	7
5. Years of Service	10 years or less	47	35.6	1		Home Economics	8	6.1	10
	11 – 20 years	40	30.3	2		Others	3	2.3	11
	21 – 30 years	31	23.5	3					
	31 years and older	14	10.6	4					

Source: Prepared by the Researcher Based on the Demographic Information

The following can be observed from Table (4):

1. Gender: It is observed that the majority of the sample members are females, numbering (77) individuals out of the total sample size (n=132), representing (58.3%), while males accounted for (41.7%). This result is expected given the nature of the study field, represented by the College of Education for Women, which provides particular opportunities for female staff in employment due to their greater compatibility with this field.

2. Age: It is observed that the majority of the sample members belong to the age group (40–49

years), representing (35.6%), whereas the age group (60 years and above) recorded the lowest level of representation, at only (3.8%). This result confirms the intellectual maturity of the sample members, as the majority of the faculty members are at a moderate level in terms of social and professional age, which reflects their maturity, balance, and ethics in interaction and performance resulting from their sense of moral responsibility toward their college. Meanwhile, the lowest level of representation refers to faculty members who have reached retirement age, who constitute a small group.

3. Educational Attainment: It is observed that the majority of the sample members hold a (PhD) degree, representing (63.6%), while those holding a (Master's) degree accounted for only (34.1%). The (Other) category accounted for only (2.3%). These results enhance the academic awareness of the sample members, as they have acquired professional skills and a high level of knowledge due to their educational attainment, which has broadened their perceptions and enhanced their understanding of organizational performance requirements in accordance with ethical standards. This also confirms their sense of belonging to the college and their concern for developing its performance. The lowest percentage was most likely attributed to those working as teaching assistants within the college.

4. Academic Rank: It is observed that the (Lecturer) category had the highest representation among the sample members, accounting for (28.8%), followed by the (Assistant Professor) category, then the (Assistant Lecturer) category, followed by the (Professor) category, and finally the (Other) category, accounting for (2.3%). These results indicate variation in the academic experience of the sample members; however, most of them possess a good level of knowledge that enables them to achieve harmony and interact with the work environment ethically and in accordance with standards governed by organizational values and societal norms.

5. Years of Service: It is observed that the category (10 years or less) had the highest representation, accounting for (35.6%), whereas the category (31 years and above) had the lowest representation, accounting for (10.6%). These results indicate a lack of consistency between the years of service in this college and age. This is evidenced by the academic ranks, as most faculty members at this college hold PhD degrees and may have chosen to work there due to its ethical climate, having transferred from other positions and colleges to this college. Consequently, their years of service specifically at this college are not consistent with their ages. Nevertheless, they possess accumulated knowledge, experience, and capabilities that motivate them toward further learning and a greater sense of belonging to the college.

6. Job Position: It is observed that the category (Faculty Member without an Administrative Position) had the highest representation, accounting for (67.4%), whereas the (Other) category had the lowest representation, accounting for (3%). These results reflect the reality of the study field, indicating that the largest knowledge base is represented by faculty members who do not hold administrative positions and are devoted to academic activities.

7. Academic Department: It is observed that the majority of the sample members are faculty members in the (Department of Biology), representing (16.7%), while the remainder of the sample is distributed across the ten departments with varying proportions. These results confirm the diversity in the representation of the academic departments within the college under study, thereby enhancing the comprehensiveness of representation across these academic departments in the study field.

LITERATURE REVIEW

Ethical Work Climate

preamble:

Organizations of different types and sizes require a balanced work environment in which an ethical climate characterized by honesty and reliability is present. Such a climate enables employees to perform their work tasks with flexibility and in harmony with others, based on shared perceptions and consensus regarding the ethical values and standards that govern decisions. This, in turn, enhances trust between senior management and employees and opens avenues for internal and external interactions that achieve the organization's strategic excellence.

First: The Concept of Ethical Work Climate

The ethical work climate is considered one of the forms of organizational climate, and it varies according to the vision of the organization and its employees. It thereby represents the

organization's character and high principles that strengthen the procedures governing its interactions with various parties [1]. This also indicates the distinctive nature that differentiates an organization from its competitors in terms of characteristics, attributes, interactions, and organizational culture.

The ethical climate differs from one organization to another according to the values held by those organizations and their members. This matter remains relative, as these differences vary from one period to another according to the factors influencing them [2]. It can also be described as a set of shared perceptions and conceptions held by senior management and employees regarding correct behavior, reflecting the manner in which organizational issues are addressed and how they are dealt with according to professional ethics [3]. This is confirmed by Shawabi et al. [4], who indicate that the ethical climate refers to the shared perceptions and conceptions among employees in the organization regarding behaviors believed to be ethically correct, while dealing professionally with issues related to deviations from those behaviors that should be followed within the organization.

Accordingly, it represents a mutual understanding or agreement that serves as a reference for proper behavior and for establishing a work environment characterized by ethical values within the organization [5]. It represents a model framework for workplace ethics based on consolidating the ethical values and principles of employees in the organization, founded on prioritizing the public interest over personal interest [6].

The researcher believes that the ethical work climate represents the compass through which an organization can regulate its interactions with the internal and external environment according to the system of values upon which it is based, translating these values into actions founded on transparency, safeguarding the rights of others, achieving overall objectives, and prioritizing the interests of all stakeholders over personal interests.

Second: Characteristics of the Ethical Climate

Organizations characterized by distinctive ethical characteristics provide employees with motivation to interact with and commit to them, as the process is built on mutual trust and prioritizing the interests of all over personal interests. This, in itself, gives the organization a competitive advantage over others and increases employee loyalty at the lowest possible costs. Therefore, it is necessary for the ethical work climate to possess a number of characteristics, as follows [6], [7]:

1. **Credibility:** A climate characterized by credibility and honesty in interactions, as well as transparency in the policies adopted and instructions issued, makes employees more harmonious in their work. They assume responsibility for organizational errors, share knowledge with others, and take the initiative to present creative ideas.
2. **Diversity of Values:** The values and cultures of employees differ across organizations, whether industrial or service organizations. This, in essence, indicates the organization's success in integrating different cultures within a cultural ethical climate based on organizational values and ideals that seek to enhance cooperation among employees and appreciate their contributions regardless of affiliation, color, race, or religion.
3. **Respect for Others:** Strengthening the work climate within the organization and increasing employee interaction require respect to prevail between organizational leadership and employees. The efforts and status of others should be respected and appreciated, and they should be granted the authority that makes them feel effective within the organization. Decisions should be based on established laws rather than the power of authority granted to one organizational entity over another.
4. **Cooperation:** Cooperation is based on the principle of mutual trust among the interacting parties. When the work climate is positive and focuses on ethical interactions, employees will develop the motivation to provide greater organizational performance and work as one team based on a shared vision [2].

Third: Dimensions of the Ethical Climate

The studies of Yener et al. [8], Tayan [9], Ismael [7], Mubarki and Khan [3], Al-Essawi and Al-Obaidi [1], and Mubarki [6] addressed the dimensions of ethics in the workplace. The current study adopted these dimensions because they are consistent with its orientation and aligned with its objectives and the field under investigation, as follows:

1. Laws and Procedures Climate:

An ethical climate based on principles does not arise solely from personal ethics, but also from the organization's rules and procedures [10], as well as its decisions and ethical behaviors, which are based on internal and external codes of conduct derived from organizational values and grounded in external codes of conduct whose sources are societal customs and traditions, divine religions, and environmental laws [1].

2. Caring Climate:

This climate is the most prevalent among employees because it produces direct outcomes for them, through which they perceive the organization's concern for them. This climate enhances positive performance outcomes by reinforcing appropriate behaviors consistent with the care and concern they perceive from the organization. Within this ethical climate, selfishness and the prioritization of personal interests at the expense of the public interest are reduced, as this results from positive feelings developed within the framework of care [9].

3. Independence Climate:

Under this climate, employees are granted freedom and independence with regard to the tasks assigned to them, which is reflected in their interactions with various internal and external stakeholders, while their ethical values and principles govern such interactions [3]. Employees operating within this climate act according to their ethical beliefs, and their conduct is governed by the principles from which they derive their behavior. Their freedom in decision-making and in performing the tasks assigned to them does not mean exploiting the authority granted to them; rather, the execution of tasks is governed by the ethical principles they have learned and internalized within the ethical climate [7]. Therefore, work autonomy has a positive impact on employees in several ways [10]:

A. It reduces psychological stress among employees by granting them the authority to make decisions and choose the best way to perform tasks according to their own standards.

B. Work autonomy demonstrates an inverse relationship with emotional exhaustion, which helps prevent burnout through its significant effect on job satisfaction.

4. Utilitarian Climate:

This is also referred to as the self-interest climate. In this dimension, self-interest is prioritized over others, with selfishness being prevalent. Individuals adopting this orientation embrace the principle that self-interest guides behavior, even at the expense of others. The prevailing belief is that decision-making does not necessarily have to be based solely on serving the organization and achieving its interests; rather, the perspective of personal interest remains present [3]. Under this climate, individuals' behaviors and actions are directed toward achieving personal interests, and it is divided into the following [2]:

A. Personal Interest Climate: It is based on achieving self-interests at the individual level, without concern for the interests of others or their organizational affiliations.

B. Organizational Profitability Climate: At the organizational level, employees' actions and behaviors are based on the principle of commitment to the organization's interests in achieving the profitability sought by their organizations.

5. Rules Climate:

This dimension enhances the regulation of professional behavior in the workplace, as employees rely on ethical codes and formal rules that require them to perform tasks and activities in ways consistent with organizational principles and that prevent deviations in organizational performance. In other words, organizational decisions within this dimension are guided by specific internal rules and professional behavioral standards specifically designed to direct employees toward a culture of commitment and occupational discipline [11].

Organizational Commitment

Organizational Belonging

preamble:

Organizations strive to achieve employees' sense of belonging to the work environment because of the benefits it provides to the organization. Belonging enhances employees' feeling that they are part of the organization and that their relationship with it is emotional and extends beyond short-term personal interests. It also makes them feel that their opinions are valued and

respected and enables them to express themselves within the organization. When belonging becomes firmly established among employees, it becomes difficult for other organizations to attract them, thereby reducing employee turnover and the associated costs, particularly the costs of advanced training, acquired knowledge, and transferred technology. In return, this organizational stability is reflected in performance and in the increased accuracy and quality of production processes.

First: The Concept of Organizational Belonging

Organizational belonging refers to employees' sense of acceptance, appreciation, respect, and integration within the work environment, which enhances their sense of connectedness and psychological security [12].

This makes them feel positive about their role in the organization and motivates them toward greater harmony with the work environment. It is an emotional bond through which employees experience collective immersion, leading to the alignment of their orientations with the organization's overall objectives [13]. This indicates employees' sense of acceptance and approval by senior management and the organizational community [14]. It is a complex concept because it is associated with behavioral issues through which individuals feel a sense of belonging to the organizational environment with which they interact, and it has strong effects on the resulting emotional patterns and creative and cognitive processes [15].

The researcher believes that organizational belonging is an emotional feeling among employees resulting from the interaction of positive organizational factors that provide them with appreciation and respect in the workplace and make them feel that they are a vital, important, and active part of the organization, thereby leading to positive outcomes.

Second: Patterns of Organizational Belonging

Organizational belonging takes several forms depending on the surrounding factors. It has been identified in three patterns, as follows [16]:

1. Participation Pattern: This includes active participation in tasks and substantive decisions through establishing communication channels that create a sense of shared reality through which work can be carried out and identity can be constructed.

2. Alignment Pattern: This coordinates energies and activities so that individual behaviors are consistent with the perceived collective endeavor and shared objectives, contributing to broader activities. Here, participants do what is necessary to become part of something larger, leading to positive and creative outcomes at the same time.

3. Imagination Pattern: This refers to individuals' interpretation of the experiences they have undergone across time and space within the organization. It involves constructing an image of the self and the surrounding community, enabling employees to develop their orientation toward alignment with or rejection of organizational orientations.

Third: Stages of the Sense of Organizational Belonging

Employees' sense of organizational belonging passes through three stages, as follows [17]:

1. Acceptance: This means that employees should build good relationships with others within the organization, which encourages them to accept their participation and guidance. One of the clear indicators of belonging at this stage is the employee's sense of pride in belonging to the organization.

2. Compliance: This relates to the values that organizational members are expected to adhere to and accept, as they are consistent with their own values.

3. Internalization: This is based on the principle of reliability; that is, when organizational members become trustworthy, they will consistently cooperate for the sake of their common interests and internalize the instructions issued to them.

Third: Dimensions of Organizational Belonging

Researchers have presented various perspectives regarding the dimensions of organizational belonging. The current study adopted the dimensions presented in the studies of Al-Janabi [18], Al-Zarfi and Al-Hadrawi [19], due to their consistency with the objectives of the current study and its field of investigation, in addition to the agreement of several other researchers regarding these dimensions. The dimensions adopted in the current study are as follows:

1. Identity: Belonging strengthens employees' identity, which represents their existence and position within the organization. Employees adopt it as a distinguishing feature among their peers,

reflecting their behaviors, roots, values, culture, communication styles, and social relationships.

2. Commitment: Commitment emerges through adherence to social standards and systems and emphasis on organizational principles, away from personal favoritism and the pursuit of self-interest. The public interest becomes the foundation upon which orientations and standards of collective work are established, simultaneously achieving harmony and avoiding conflicts [20]. When commitment is established among individuals, the organization does not need to fear fluctuations in the work environment, whether economic, social, or environmental, as employees follow the plans established by organizational leadership and comply with its directives.

3. Loyalty: Organizational loyalty is essentially an emotional relationship between the individual and the organization, embodied in a strong belief in its objectives and core values, a willingness to exert maximum effort for its benefit, and a belief in remaining within it and not leaving it [21]. This results in distinguished organizational performance due to employees' willingness to exert the greatest possible efforts to ensure the success of the organization whose approach they believe in.

4. Group: This refers to the bonds of belonging reflected in employees' inclination toward collective performance through work teams and decision-making, as well as the unification of the vision and sub-objectives that integrate with the overall objectives of the organization to which they belong. It emphasizes cooperation and the desire for integration [18]. In this case, collective work is elevated toward achieving organizational objectives, and employees voluntarily share knowledge without fear of losing their job-related privileges.

5. Workplace Democracy: This represents the flexible procedures and ways of thinking adopted by organizational leadership, which are reflected in the practices and statements expressed by individuals to demonstrate their belief in their abilities and capabilities, while recognizing the individual differences that distinguish them within the organization [19].

Fourth: The Conceptual Relationship Linking the Study Variables

Organizations operating in a world characterized by rapid change and intense competition need a set of distinctive ethical standards and values and must work harder to achieve and reinforce them. This is because organizations that adopt an ethical leadership approach succeed in increasing employee participation and achieving long-term commitment resulting from strong organizational loyalty [8]. Organizational leadership reinforces this ethical climate by establishing justice, accountability, and transparency in the decision-making process. When leaders encourage ethical standards and demonstrate integrity, employees become more influenced by these values and exhibit ethical behavior consistent with the organization's orientations. Conversely, when leaders tolerate unethical behaviors or are lax in enforcing ethical policies, employees may perceive misconduct as acceptable within the organization [22].

Employees' perceptions of the ethical climate enhance their organizational belonging and affect levels of organizational trust in their leaders and even their colleagues, thereby fostering sound work relationships, stable procedures, and collective cohesion. In turn, organizational leadership makes the ethical climate a formal approach aimed at aligning employees' behaviors with senior management's orientations and ensuring that work proceeds in accordance with predetermined ethical principles [23]. These ethical principles enhance employees' sense of organizational belonging, as they perceive themselves as valuable members of the organization and believe that they can be themselves at work, while believing that their organization is an environment that enables everyone to fulfill their requirements and benefit from their capabilities [24].

Accordingly, it can be observed that the ethical climate, with its values, principles, and standards that guide employees' conduct, stimulates their sense of organizational belonging and collective work, strengthens their organizational identity and loyalty to its orientations and stated objectives, and contributes to achieving a competitive advantage that is difficult for others to imitate, as it is built upon an established culture and stable values, as well as extensive experience acquired through a high level of commitment to task performance and the resolution of organizational errors.

RESULT AND DISCUSSION

Result

This section presents the applied aspect of the study and is based on a set of systematic scientific procedures that enable the examination of the reality of the phenomenon under investigation and the identification of the nature of the relationships and effects among its variables, leading to objective results that can be relied upon to achieve the study's objectives and answer its questions.

First: Description of the Study Variables and Dimensions

The study includes two variables: (Ethical Work Climate and Organizational Belonging). A descriptive analysis was conducted for these variables and all their dimensions using a number of statistical methods, including the arithmetic mean, standard deviation, minimum value, and maximum value. Table (5) presents the descriptive results.

Table 5. Description of Study Variables

Dimensions	Code	Mean	Standard Deviation	Minimum Value	Maximum Value	Coefficient of Variation	Relative Importance	Rank
A. Climate of Laws and Procedures	XX1	4.241	0.580	2.50	5.00	13.7%	84.8%	1
B. Caring Climate	XX2	3.589	0.886	1.50	5.00	24.7%	71.8%	4
C. Independence Climate	XX3	3.926	0.749	2.00	5.00	19.1%	78.5%	3
D. Utilitarian Climate	XX4	3.155	0.902	1.00	5.00	28.6%	63.1%	5
E. Rules Climate	XX5	4.182	0.591	2.50	5.00	14.1%	83.6%	2
Ethical Climate	X	3.819	0.513	2.75	5.00	13.4%	76.4%	-
A. Identity	YY1	4.339	0.597	2.50	5.00	13.8%	86.8%	1
B. Commitment	YY2	4.339	0.636	2.25	5.00	14.7%	86.8%	2
C. Loyalty	YY3	4.140	0.705	2.00	5.00	17.0%	82.8%	3
D. Group / Community	YY4	4.123	0.723	1.75	5.00	17.5%	82.5%	4
E. Workplace Democracy	YY5	4.009	0.797	1.00	5.00	19.9%	80.2%	5
Organizational Belonging	Y	4.190	0.594	2.80	5.00	14.2%	83.8%	-

Source: Prepared by the Researcher Based on the Outputs of SPSS V.24

It can be observed from Table (4) that there is a high level of agreement regarding the Ethical Work Climate variable and its five dimensions (A. Laws and Procedures Climate, B. Caring Climate, C. Independence Climate, D. Utilitarian Climate, and E. Rules Climate), as perceived by the

teaching staff members at the College of Education for Women/University of Tikrit, the field of the study. This is indicated by the high value of the calculated arithmetic mean for this variable and its dimensions, all of which exceeded the hypothetical arithmetic mean of (3), in addition to the high relative importance value. The arithmetic mean for the Ethical Work Climate variable reached (3.819), with a relative importance of (76.4%). This indicates that the College of Education for Women has an ethical work climate according to the agreement of the teaching staff members constituting the study sample. This climate represents a comprehensive framework comprising several dimensions that reinforce it, with the results as follows:

Dimension (A. Laws and Procedures Climate) recorded the highest level of agreement, with an arithmetic mean of (4.241). This result confirms that the teaching staff members adhere to the decisions and directives of the organization's leadership, which are characterized by ethical conduct, as they are formulated in accordance with the announced laws and ethical codes. It was followed by Dimension (E. Rules Climate), with an arithmetic mean of (4.182), indicating that the teaching staff members are governed by clear work behaviors and rely on formal work rules that require them to perform tasks and activities in ways consistent with organizational principles. This was followed by Dimension (C. Independence Climate), with an arithmetic mean of (3.926), indicating that the organization's leadership respects the decisions made by teaching staff members concerning their areas of work, which are based on the principles of trust and mutual respect. Next came Dimension (B. Caring Climate), with an arithmetic mean of (3.589), where ethical treatment of teaching staff members is reflected in providing them with support and care and maintaining a work environment in which they can work in an atmosphere of optimism that takes their feelings into consideration. Finally, Dimension (D. Utilitarian Climate) recorded an arithmetic mean of (3.155), indicating that teaching staff members seek to achieve their personal interests through the distribution of work tasks and the supervision of undergraduate and postgraduate studies. Figure (2) illustrates the level of agreement regarding the Ethical Work Climate and its five dimensions.

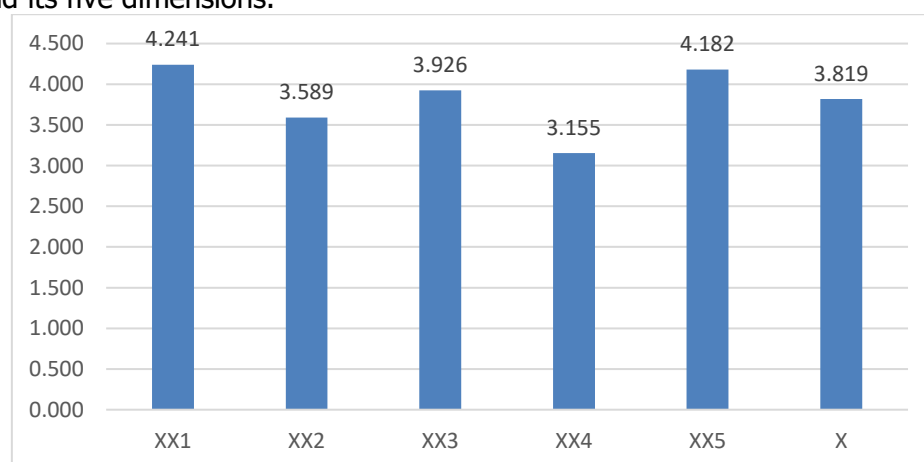


Figure 2. Level of Agreement Regarding the Ethical Work Climate and Its Five Dimensions

As can also be observed from Table (5), there is a high level of agreement regarding the Organizational Belonging variable and its five dimensions (A. Identity, B. Commitment, C. Loyalty, D. Group, and E. Workplace Democracy), as perceived by the teaching staff members at the College of Education for Women/University of Tikrit, the study site. This is indicated by the high value of the calculated arithmetic mean for this variable and its dimensions, all of which exceeded the hypothetical arithmetic mean of (3), in addition to the high relative importance value. The arithmetic mean for the Organizational Belonging variable reached (4.190), with a relative importance of (83.8%). This indicates that the teaching staff members constituting the study sample have a notable sense of organizational belonging to their college, as demonstrated by the results of its dimensions.

Dimensions (A. Identity) and (B. Commitment) recorded the highest level of agreement, with an arithmetic mean of (4.339). This indicates that they identify themselves to others and to the surrounding environment as part of the college and seek to promote its culture among the surrounding community and beneficiary entities. They also remain committed to working within

the college under various circumstances. This was followed by Dimension (C. Loyalty), with an arithmetic mean of (4.140). This result confirms that the teaching staff members remain committed to their work even when better opportunities are available to them at other colleges. Next came Dimension (D. Group), with an arithmetic mean of (4.123). This result indicates that they share knowledge among themselves to develop organizational processes. Finally, Dimension (E. Workplace Democracy) recorded an arithmetic mean of (4.009), indicating that they express their ideas and suggestions freely and without pressure from the college leadership.

Figure (3) illustrates the level of agreement regarding Organizational Belonging and its five dimensions.

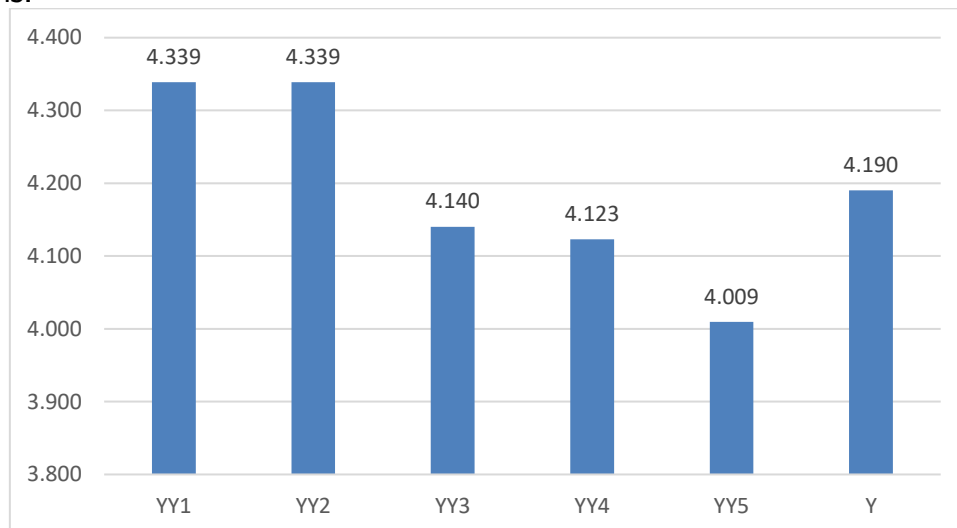


Figure 3. Level of Agreement Regarding Organizational Belonging and Its Five Dimensions

The low values of the standard deviation and coefficient of variation for the two study variables (Ethical Work Climate and Organizational Belonging) and all their dimensions also indicate consistency and a lack of dispersion in the responses of the sample members. The standard deviation values ranged between (0.513) and (0.902), while the coefficient of variation values were relatively low, ranging between (13.4%) and (28.6%), which are below the hypothetical value of the coefficient of (50%). These results confirm the reliability of the arithmetic mean values in representing the overall sample. This provides an answer to the question arising from the study problem: "What is the level of organizational belonging among the teaching staff members in the college under investigation?"

Second: Normality of the Data

The normality of the data was verified because it is a primary condition for using parametric statistical methods rather than non-parametric methods. This condition was verified by testing the normal distribution of the residuals of the regression model using the Kolmogorov-Smirnov test and the Shapiro-Wilk test, in addition to calculating the skewness coefficient and kurtosis coefficient. The data are considered normally distributed if the statistical significance (Sig.) of the Kolmogorov-Smirnov and Shapiro-Wilk tests is greater than 5%. In addition, the skewness coefficient should fall within the range of +1 to -1, while the kurtosis coefficient should fall within the range of +3 to -3.

Upon examining Table (6), it can be observed that the values of the skewness and kurtosis coefficients fell within the specified ranges. Moreover, the statistical significance (Sig.) values of the Kolmogorov-Smirnov and Shapiro-Wilk tests were greater than (5%), indicating that the data approximate a normal distribution. Accordingly, the condition of normality is satisfied for these data, and these results enable the researcher to use parametric statistical methods to test the study hypotheses.

Table 6. Data Normality Test

Statement	Skewness	Kurtosis	Kolmogorov-Smirnov	Shapiro-Wilk	
	Skewness	Kurtosis	Value	Sig.	Value
				Sig.	

Statement	Skewness	Kurtosis	Kolmogorov-Smirnov	Shapiro-Wilk
Residuals	-0.128	0.294	0.042	0.200
				0.992
				0.672

Source: Prepared by the Researcher Based on the Outputs of SPSS V.24

Discussion

Third: Hypotheses Testing

This section included four main hypotheses, as follows:

A. First Study Hypothesis (H1): The dimensions of the Ethical Work Climate and Organizational Belonging are present in the organization under investigation.

To test this hypothesis, the **One-Sample T-Test** was used. Through this test, the significance of the differences between the means of the study variables (Ethical Work Climate and Organizational Belonging) and the hypothetical arithmetic mean was determined. Table (7) presents the test results.

Table 8. Test for Availability of Study Variables

Table of Test for Availability of Study Variables				
Dimensions	Code	Test Value = 3		
		t	df	Sig. (2-tailed)
A. Climate of Laws and Procedures	XX1	24.578	131	0.000
B. Caring Climate	XX2	7.641	131	0.000
C. Independence Climate	XX3	14.209	131	0.000
D. Utilitarian Climate	XX4	1.977	131	0.050
E. Rules Climate	XX5	22.973	131	0.000
Ethical Climate	X	18.328	131	0.000
A. Identity	YY1	25.748	131	0.000
B. Commitment	YY2	24.183	131	0.000
C. Loyalty	YY3	18.592	131	0.000
D. Group / Community	YY4	17.836	131	0.000
E. Workplace Democracy	YY5	14.555	131	0.000
Organizational Belonging	Y	23.037	131	0.000

Source: Prepared by the Researcher Based on the Outputs of SPSS V.24

It can be observed from Table (8) that the probability significance (Sig.) of the **t-test** was statistically significant at a significance level of less than (5%), indicating that there are significant differences between the calculated means of the study variables and dimensions and the hypothetical arithmetic mean. This means that the Ethical Work Climate and Organizational Belonging are present in the organization under investigation, according to the perceptions of the sample members. This result confirms the **acceptance of the first study hypothesis** and provides an answer to the study question, which states: "To what extent are the dimensions of the Ethical Work Climate and Organizational Belonging present in the college under investigation?"

B. Second Main Hypothesis (H2): There is a statistically significant correlation between the Ethical Work Climate and Organizational Belonging in the college under investigation.

To test the relationship between the study variables, the **Pearson correlation coefficient** was calculated for the Ethical Work Climate and Organizational Belonging, through which the significance, direction, and strength of the relationship can be determined. Table (9) presents the correlation coefficient matrix.

Table 9. Correlation Matrix Between Variables

Variables	Measure	YY1	YY2	YY3	YY4	YY5	Y
XX1	Pearson	0.593**	0.627**	0.622**	0.592**	0.546**	0.693**
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000
XX2	Pearson	0.364**	0.413**	0.539**	0.485**	0.712**	0.599**
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000
XX3	Pearson	0.571**	0.523**	0.572**	0.540**	0.755**	0.697**
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000
XX4	Pearson	-0.074	-0.136	-0.112	-0.091	-0.008	-0.095
	Sig.	0.396	0.121	0.202	0.300	0.927	0.279
XX5	Pearson	0.724**	0.709**	0.736**	0.655**	0.630**	0.801**
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000
X	Pearson	0.567**	0.552**	0.624**	0.578**	0.732**	0.718**
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000

(**). Statistically significant at the 1% significance level; (*). Statistically significant at the 5% significance level.

It can be observed from Table (9) that there is a positive (direct) correlation at a statistically significant level of less than (5%) between the Ethical Work Climate variable and four of its dimensions (A. Laws and Procedures Climate, B. Caring Climate, C. Independence Climate, and E. Rules Climate) and the Organizational Belonging variable and its five dimensions (A. Identity, B. Commitment, C. Loyalty, D. Group, and E. Workplace Democracy). This indicates that the presence of an Ethical Work Climate in four of its dimensions is accompanied by an increase in the level of Organizational Belonging across its five dimensions. However, the relationship between the Utilitarian Climate dimension and the Organizational Belonging variable and its five dimensions was not statistically significant.

This confirms the validity of the correlation hypothesis, as all four dimensions are consistent with the ethical climate at the College of Education for Women and constitute fundamental pillars of its integration, with the exception of the Utilitarian Climate, which prioritizes personal interests over the interests of the organization or the public interest. This is inconsistent with general and professional ethics and contributes to undermining and weakening the Ethical Work Climate. It is negatively associated with Organizational Belonging, which is governed by organizational and social values and professional ethics.

Accordingly, the correlation hypothesis is accepted at both the overall and dimensional levels, with the exception of the Utilitarian Climate.

C. Third Main Hypothesis (H3): There is a statistically significant effect of the Ethical Work Climate on Organizational Belonging.

The following sub-hypotheses are derived from this hypothesis:

1. First Sub-Hypothesis (H3.1): There is a statistically significant effect of the Laws and Procedures Climate dimension on Organizational Belonging.

To test this hypothesis, Simple Linear Regression Equation (1) was developed to estimate the value of Organizational Belonging through the Laws and Procedures Climate dimension within the Ethical Work Climate variable, in order to determine the extent of the effect of this dimension on Organizational Belonging in the organization under investigation. Table (10) presents the test results.

Table 10. Results of the Effect of Ethical Work Climate and Its Dimensions on Organizational Belonging

Model	Explanatory Variable	Dependent Variable	Constant	Regression		t	F	R ²	
				Coefficient	t				
			β ₀	β	Value	Sig.	Value	Sig.	
1	XX1	Y	1.184	0.709	10.945	0.000	119.801	0.000	0.480
2	XX2	Y	2.750	0.401	8.525	0.000	72.681	0.000	0.359
3	XX3	Y	2.020	0.553	11.092	0.000	123.036	0.000	0.486
4	XX4	Y	4.387	-0.062	-1.087	0.279	1.182	0.279	0.009
5	XX5	Y	0.825	0.805	15.270	0.000	233.177	0.000	0.642
6	X	Y	1.019	0.831	11.761	0.000	138.323	0.000	0.516

Source: Prepared by the Researcher Based on the Outputs of SPSS V.24

It can be observed from Table (10) that Regression Equation Model (1) is valid, as indicated by the value of (F), which amounted to (119.801) at a statistically significant level of less than (5%). This means that the value of Organizational Belonging can be estimated through the Laws and Procedures Climate dimension within the Ethical Work Climate variable. The value of (T), amounting to (10.945) at a statistically significant level of less than (5%), also indicates the significance of the effect. Furthermore, the positive beta regression coefficient (β), amounting to (0.709), indicates that the effect is positive, and that a one-unit increase in the Laws and Procedures Climate leads to an increase of approximately (70%) in Organizational Belonging. The coefficient of determination (R^2), amounting to (0.480), indicates that the Laws and Procedures Climate dimension explains (48%) of the variations occurring in the Organizational Belonging variable in the organization under investigation, while the remaining percentage is attributable to other factors not included in the current model.

These results indicate that the teaching staff members in the college under investigation adhere to the organization's laws in every decision made, in accordance with the principle of professional ethics resulting from adherence to the college's directives and procedures adopted to achieve its stated objectives. These procedures were established on ethical foundations and implemented within an ethical climate arising from organizational commitment. **Accordingly, the first sub-hypothesis is accepted.**

2. Second Sub-Hypothesis (H3.2): There is a statistically significant effect of the Caring Climate dimension on Organizational Belonging.

To test this hypothesis, Simple Linear Regression Equation (2) was developed to estimate the value of Organizational Belonging through the Caring Climate dimension within the Ethical Work Climate variable, in order to determine the extent of the effect of this dimension on Organizational Belonging in the organization under investigation. It can be observed from Table (10) that Regression Equation Model (2) is valid, as indicated by the value of (F), which amounted to (72.681) at a statistically significant level of less than (5%). This means that the value of Organizational Belonging can be estimated through the Caring Climate dimension within the Ethical Work Climate variable.

The value of (T), amounting to (8.525) at a statistically significant level of less than (5%), indicates the significance of the effect. Furthermore, the positive beta regression coefficient (β),

amounting to (0.401), indicates that the effect is positive, and that a one-unit increase in the Caring Climate leads to an increase of approximately (40%) in Organizational Belonging. The coefficient of determination (R^2), amounting to (0.359), indicates that the Caring Climate dimension explains (35.9%) of the variations occurring in the Organizational Belonging variable in the organization under investigation, while the remaining percentage is attributable to other factors not included in the current model.

This confirms the senior management's concern for the needs of the teaching staff members and its provision of material and moral support to them in accordance with an ethical orientation that reflects commitment and concern for their well-being in a manner consistent with the stated organizational values, thereby strengthening their organizational belonging to the college under investigation. **Accordingly, the second sub-hypothesis is accepted.**

3. Third Sub-Hypothesis (H3.3): There is a statistically significant effect of the Independence Climate dimension on Organizational Belonging.

To test this hypothesis, Simple Linear Regression Equation (3) was developed to estimate the value of Organizational Belonging through the Independence Climate dimension within the Ethical Work Climate variable, in order to determine the extent of the effect of this dimension on Organizational Belonging in the organization under investigation. It can be observed from Table (10) that Regression Equation Model (3) is valid, as indicated by the value of (F), which amounted to (123.036) at a statistically significant level of less than (5%). This means that the value of Organizational Belonging can be estimated through the Independence Climate dimension within the Ethical Work Climate variable.

The value of (T), amounting to (11.092) at a statistically significant level of less than (5%), indicates the significance of the effect. Furthermore, the positive beta regression coefficient (β), amounting to (0.553), indicates that the effect is positive, and that a one-unit increase in the Independence Climate leads to an increase of approximately (55%) in Organizational Belonging. The coefficient of determination (R^2), amounting to (0.486), indicates that the Independence Climate dimension explains (48.6%) of the variations occurring in the Organizational Belonging variable in the organization under investigation, while the remaining percentage is attributable to other factors not included in the current model.

This indicates that the college leadership provides teaching staff members with freedom of action within the scope of their duties and enables them to implement their innovative ideas in the educational process, thereby enhancing their organizational belonging. **Accordingly, the third sub-hypothesis is accepted.**

4. Fourth Sub-Hypothesis (H3.4): There is a statistically significant effect of the Utilitarian Climate dimension on Organizational Belonging.

To test this hypothesis, Simple Linear Regression Equation (4) was developed to estimate the value of Organizational Belonging through the Utilitarian Climate dimension within the Ethical Work Climate variable, in order to determine the extent of the effect of this dimension on Organizational Belonging in the organization under investigation. It can be observed from Table (10) that Regression Equation Model (4) is not valid, as indicated by the value of (F), which amounted to (1.182) at a statistically non-significant level, as it is greater than (5%). This means that the value of Organizational Belonging cannot be estimated through the Utilitarian Climate dimension within the Ethical Work Climate variable. The value of (T), amounting to (-1.087) at a statistically non-significant level, as it is greater than (5%), also indicates that the effect is not statistically significant.

The results for this dimension confirm that the teaching staff members' emphasis on their personal benefits and pursuit of their own interests at the expense of others is inconsistent with organizational ethics. Such behavior weakens the Ethical Work Climate and Organizational Belonging in the college under investigation, which was reflected in the inverse results obtained.

Accordingly, the fourth sub-hypothesis is rejected.

5. Fifth Sub-Hypothesis (H3.5): There is a statistically significant effect of the Rules Climate dimension on Organizational Belonging.

To test this hypothesis, Simple Linear Regression Equation (5) was developed to estimate the value of Organizational Belonging through the Rules Climate dimension within the Ethical Work Climate variable, in order to determine the extent of the effect of this dimension on Organizational

Belonging in the organization under investigation. It can be observed from Table (10) that Regression Equation Model (5) is valid, as indicated by the value of (F), which amounted to (233.177) at a statistically significant level of less than (5%). This means that the value of Organizational Belonging can be estimated through the Rules Climate dimension within the Ethical Work Climate variable.

The value of (T), amounting to (15.270) at a statistically significant level of less than (5%), indicates the significance of the effect. Furthermore, the positive beta regression coefficient (β), amounting to (0.805), indicates that the effect is positive, and that a one-unit increase in the Rules Climate leads to an increase of approximately (80%) in Organizational Belonging. The coefficient of determination (R^2), amounting to (0.642), indicates that the Rules Climate dimension explains (64.2%) of the variations occurring in the Organizational Belonging variable in the organization under investigation, while the remaining percentage is attributable to other factors not included in the current model. This confirms that the teaching staff members rely on formal work rules that require them to perform tasks and activities in ways consistent with organizational principles. **Accordingly, the fifth sub-hypothesis is accepted. Based on the results of the sub-hypotheses, it can be concluded that the second study hypothesis is accepted, which states: "There is a statistically significant effect of the Ethical Work Climate on Organizational Belonging."**

To further confirm the acceptance of the second study hypothesis, the researcher tested the statistical significance of the overall effect of the Ethical Work Climate variable on Organizational Belonging. This test was conducted by developing Simple Linear Regression Equation (6) to estimate the value of Organizational Belonging through the Ethical Work Climate as a whole, in order to determine the extent of the effect of the latter on Organizational Belonging in the organization under investigation.

It can be observed from Table (10) that Regression Equation Model (6) is valid, as indicated by the value of (F), which amounted to (138.323) at a statistically significant level of less than (5%). This means that the value of Organizational Belonging can be estimated through the Ethical Work Climate as a whole. The value of (T), amounting to (11.761) at a statistically significant level of less than (5%), indicates the significance of the effect. Furthermore, the positive beta regression coefficient (β), amounting to (0.831), indicates that the effect is positive, meaning that the Ethical Work Climate as a whole has a positive effect on Organizational Belonging, and that a one-unit increase in the Ethical Work Climate leads to an increase of approximately (83%) in Organizational Belonging. The coefficient of determination (R^2), amounting to (0.516), indicates that the Ethical Work Climate as a whole explains (51.6%) of the variations occurring in the Organizational Belonging variable in the organization under investigation, while the remaining percentage is attributable to other factors not included in the current model. **This result further supports the acceptance of the second study hypothesis.**

D. Fourth Main Hypothesis (H4): The teaching staff members constituting the study sample perceive the importance of the Ethical Work Climate and Organizational Belonging.

To test this hypothesis, **Hotelling's T^2 test** was adopted. This test is used to determine the extent to which the teaching staff members perceive the importance of the Ethical Work Climate and Organizational Belonging in the college under investigation. Table (11) presents the test results.

Table 11. Perception of the Importance of Ethical Work Climate and Organizational Belonging

Variables	F Value	Hypothesis	df	Sig.	Hotelling's T^2
Perception of Importance	266.602		2.000	0.000	537.305

Source: Prepared by the Researcher based on the outputs of SPSS V.24

It is evident from Table (10) that the value of **Hotelling's T^2** was (537.305), which is a large value. Moreover, the statistical probability (Sig.) was statistically significant at a significance level of less than (5%). This indicates that the tendency of the teaching staff toward perceiving the importance of the Ethical Work Climate and Organizational Belonging differs from their respective

hypothetical means (3, 3) considered jointly. This indicates that the teaching staff clearly perceive the importance of the presence of an ethical climate in the workplace and Organizational Belonging in achieving the college's objectives efficiently and effectively. **Accordingly, the third study hypothesis can accepted.**

CONCLUSION

1. The results of the descriptive analysis of the study variables and their dimensions revealed that the Laws and Procedures Climate achieved the highest arithmetic mean. This indicates that the teaching staff (the study sample) comply with work laws and procedures in accordance with professional ethics, respect the decisions and directives of management, and take ethical codes into consideration when implementing laws.
2. The Rules Climate also achieved a high level of agreement according to its arithmetic mean. This indicates that the teaching staff in the college under investigation accurately follow regulations and adhere to the formal rules established for work within the college.
3. The lowest level of agreement was recorded for the **Utilitarian Climate** dimension in terms of its arithmetic mean. This indicates that pursuing and insisting on personal benefits at the expense of others and the college as a whole does not contribute to creating an ethical climate and weakens Organizational Belonging.
4. It is evident that the teaching staff in the college have a high level of Organizational Commitment toward their college, as indicated by the high arithmetic means across all dimensions of this variable. The highest percentages were recorded for the **Identity and Commitment** dimensions, indicating that the teaching staff work as an integral part of their college, feel proud when providing their educational services therein, are committed to working within its framework, and stand in solidarity with it under various circumstances.
5. The results of the **Workplace Democracy** dimension ranked last, although it also recorded a high arithmetic mean. This confirms a high level of agreement among the sample members regarding the existence of democracy within the college environment and indicates that the teaching staff have freedom in performing their duties, which enhances their sense of belonging to the college.
6. The dimensions of the Ethical Work Climate and Organizational Belonging are present in the college under investigation, according to the results of the **t-test**. This demonstrates that the college possesses solid foundations for creating an ethical climate that supports organizational directives and fosters confidence, respect, empowerment, and a sense of belonging among its teaching staff.
7. A strong, positive, and statistically significant correlation was found between the Ethical Work Climate and Organizational Belonging at both the overall level and across four of its sub-dimensions: **Laws and Procedures Climate, Caring Climate, Independence Climate, and Rules Climate**. This confirms that the availability of an Ethical Work Climate in the college enhances Organizational Belonging by achieving greater alignment between the orientations of organizational leadership and the teaching staff, who perform their duties cooperatively within the framework of ethical principles governing their interactions. The exception is the **Utilitarian Climate**, which exhibited an inverse correlation due to the nature of this dimension, characterized by self-interest and egoism. Individuals who operate according to this dimension seek to achieve personal gains, even at the expense of the public interest, which contradicts the ethical principle upon which the organization operates.
8. The Ethical Work Climate has a strong and statistically significant effect on Organizational Belonging, as demonstrated by the results of the effect test. This confirms that the ethical climate prevailing in the college has influenced its teaching staff, who behave in accordance with the ethical contexts, laws, and rules established and followed by the college to achieve

- its objectives and preserve its academic reputation within the surrounding community and environment.
9. The four dimensions of the Ethical Work Climate, namely **Laws and Procedures Climate, Caring Climate, Independence Climate, and Rules Climate**, have an effect on Organizational Belonging as a result of the harmony that employees experience with their work. This enables them to perform their duties comfortably and free from undue pressures, within an environment characterized by autonomy, supportive treatment by organizational leadership, and care that meets their needs and safeguards their rights. The exception is the **Utilitarian Climate**, which has an inverse effect on Organizational Belonging due to its orientations, which do not promote an ethical climate in the workplace.
 10. The teaching staff (the study sample) recognize the importance of the Ethical Work Climate in their college and the importance of Organizational Belonging in achieving positive outcomes in academic work and organizational outputs that are consistent with the values espoused by the surrounding community.

Recommendation

1. Develop new legal legislation and ethical codes that keep pace with changes in the work environment in a manner that safeguards the rights of teaching staff and their intellectual outputs, while maintaining and reinforcing their ethical conduct, given their commitment to laws and procedures, which enhances their sense of belonging to the organization.
Implementation Mechanism: Survey the opinions of teaching staff regarding their needs for updated legislation that benefits them and safeguards their rights, while monitoring their academic behaviors by following up on complaints submitted against them by students and colleagues and comparing them with ethical standards and codes to identify any deviations.
2. Strengthen formal work rules, as the teaching staff demonstrated a high level of adherence to them due to their sense of belonging to the college and their commitment to work regulations when performing academic tasks.
Implementation Mechanism: Establish specific regulations for the implementation of each task, together with a clear mechanism of rewards and penalties in cases of proper implementation or deviation from these rules.
3. The organizational leadership should emphasize to the teaching staff the need to refrain from pursuing private benefits and narrow personal objectives at the expense of the general interest of the college, and the organizational leadership should serve as a role model in this regard.
Implementation Mechanism: Organize seminars and lectures, with the participation of psychology professors, on the importance of maintaining an ethical climate in the workplace and avoiding unfair gains at the expense of others, which undermine their Organizational Belonging.
4. Strengthen the teaching staff's sense of belonging to the college under investigation by involving them in the decision-making process, empowering them within the limits of their responsibilities, and performing tasks through work teams.
Implementation Mechanism: Hold periodic meetings, or meetings whenever necessary, between the college leadership and teaching staff to hear their opinions and proposals, incorporate them into the work plan, identify their requirements and needs, and address them according to the available resources.
5. The need to strengthen Workplace Democracy and remain open to new and innovative ideas proposed by the teaching staff, while encouraging the organizational leadership to accept criticism regarding its performance of leadership tasks.
Implementation Mechanism: Provide teaching staff with opportunities to express their opinions regarding the performance of their leadership through open dialogue and candid

discussions, or by surveying their opinions, while responding to their feedback positively and without arbitrary treatment.

6. Strengthen the foundations of ethical work and Organizational Belonging through leadership directives aimed at reinforcing strengths and addressing weaknesses in the organizational performance of the college as a whole.

Implementation Mechanism: The organizational leadership should provide material and moral support to teaching staff, strengthen the resources used in the educational process, and seek to invest them optimally to support ethical directives within the college and enhance Organizational Belonging.

7. Raise the level of the Ethical Work Climate in the college under investigation in order to correspondingly enhance the level of Organizational Belonging, while emphasizing practices that strengthen Organizational Belonging without disturbing the ethical climate, thereby improving employee performance in light of the interrelationship between the two. Regarding personal benefits, teaching staff should be educated on obtaining them through reasonable methods and within reasonable limits.

Implementation Mechanism: Provide teaching staff with training and educational courses aimed at reinforcing behaviors consistent with the directives and Ethical Work Climate of the college and enhancing their Organizational Belonging, with these programs being continuously updated.

8. Strengthen the Ethical Work Climate in the college under investigation by emphasizing practices that raise the level of this climate and achieve inclusiveness, justice, and fairness.

Implementation Mechanism: The college leadership should adopt fair practices that foster trust among teaching staff through a fair system of rewards and incentives that is consistent with their efforts and creativity.

9. Consolidate the dimensions of the Ethical Work Climate that have been shown to influence the teaching staff's Organizational Belonging to the college under investigation, while working to address dimensions that weaken and negatively affect the Ethical Work Climate, such as the Utilitarian Climate.

Implementation Mechanism: Make workplace ethics a general culture and a permanent and continuous framework by intensifying methods and means of raising awareness of ethical issues, disseminating them through display screens and brochures, and organizing joint meetings and general meetings between the college leadership and teaching staff to raise awareness of these matters.

10. The energies, capabilities, and ethical practices of teaching staff should be utilized to raise the academic performance of the college, given their awareness of the importance of both the Ethical Work Climate and Organizational Belonging.

Implementation Mechanism: Encourage them to demonstrate greater creativity in the workplace, provide them with material and moral incentives, and showcase their creative achievements on the college's honor boards.

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