



Research Article



The Role of Ethical Leadership in Reducing Job Burnout: An Analytical Study of the Opinions of a Sample of Employees at the College of Arts, Tikrit University

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Abstract: The study aimed to identify the role of ethical leadership in reducing job burnout, by using the analytical method on a random sample of employees at the College of Arts at Tikrit University. This revolved around the significance of having ethical leadership as one of the current administration methods that can improve the work environment and minimize the detrimental impact of job-related stress. The study applied the descriptive analytical method, with a main instrument being the questionnaire that was used for data collection. The research population included those working in the College of Arts in Tikrit University. (220) questionnaires were sent out and (209) were returned, making (200) valid questionnaires for statistical analysis. The research adopted ethical leadership as an independent variable, with its dimensions represented by (power sharing, integrity, fairness, ethical guidance, people orientation, role clarification, and concern for sustainability), while the dependent variable was job burnout, with its dimensions represented by (emotional exhaustion, depersonalization, and reduced personal accomplishment). For data analysis, the statistical program (SPSS) was used, along with a set of statistical methods, including the arithmetic mean, standard deviation, coefficient of variation, relative importance, Pearson correlation coefficient, simple linear regression, and multiple linear regression. The results of the research showed that the level of ethical leadership was high, whereas the level of job burnout was moderate. The results also indicated the existence of a statistically significant correlation between ethical leadership and job burnout, in addition to a significant effect of ethical leadership on job burnout, with differences in the level of contribution of the sub-dimensions. The concern for sustainability dimension emerged as the most influential compared with the other dimensions. The research concluded with a set of conclusions and recommendations, the most prominent of which was the necessity of strengthening ethical leadership practices within the college, expanding employee participation in decision-making, paying attention to improving the work environment, and implementing programs that contribute to reducing job burnout, thereby supporting the efficiency and sustainability of institutional performance.

Keywords: Ethical Leadership, Job Burnout, College of Arts, Tikrit University



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INTRODUCTION

In recent management theories, leadership has assumed more and more importance as a key determinant in influencing employees' behaviour and implementing the organisation's goals, especially in higher education institutions that are confronted with increasingly dynamic challenges, stemming from the new technology, growing competition and the increasing demands of the users. Given these issues, the success of the leader is not merely defined by the achievement of organizational goals but also in the extent to which they embrace ethical values that engage in the development of trust, fairness, transparency, and create a positive and stable work setting.

Ethical leadership is regarded as one of the most prominent modern administrative approaches, based on the leader's commitment to ethical values and principles in various administrative practices. This commitment is reflected in the nature of relationships within the organization and enhances organizational justice, psychological support, and mutual respect, while encouraging employees to actively participate in decision-making. It also contributes to creating an organizational climate characterized by trust and cooperation, thereby enhancing employee well-being and improving the quality of institutional performance.

Despite the importance of ethical leadership, higher education institutions continue to face the challenge of job burnout, which has become one of the most widespread organizational phenomena affecting human resource efficiency. Job burnout is considered a state of emotional, physical, and mental exhaustion resulting from continuous exposure to work-related stress, increasing job demands, role ambiguity, and inadequate organizational support. This, in turn, leads to reduced enthusiasm for work, declining job satisfaction, weakened organizational commitment, and lower productivity, in addition to its negative effects on the quality of services provided by higher education institutions.

Job burnout is made worse by the type of work at the university and its growing demands and requirements, which also characterize the academic and administrative fields. It directly impacts on teaching and operational performance and on staff's ability to operate, innovate, achieve and continue to deliver services efficiently. Hence, lessening job burnout is now a priority for university administrations that have sought to employ leadership styles that can create a supportive and just workplace for staff.

As per the management literature, ethical leadership is one of the major approaches which can possibly help in reducing the job burnout. It seeks to create fairness and transparency, increase trust and confidence amongst leaders and employees, create psychological and organizational support, and include employees in decision-making. Such practices help to alleviate stress at work, and can lower levels of exhaustion and work-related depletion, and conversely, increase job satisfaction and stability.

Thus, the aim of the current study is to shed the light of the role of ethical leadership in reducing job burnout through analysis of the opinions of a random sample of employees in the College of Arts at Tikrit University. It attempts to determine the extent of ethical leadership practice, the degree of job burnout and the nature of the relationship and influence of these two variables, as well as recommending the measures that can be taken to strengthen the leadership practice, reduce job burnout, and improve the work environment of the university.

METHOD

First: Research Problem

People in higher education institutions are also facing more increasing challenges such as the increase in the level of job burn out among employees due to work related stress, rise in job demands and ongoing changes in the work environment. This can have a negative impact on the quality of services delivered, organisations commitment and job performance. One of the modern administrative techniques that can reduce this phenomenon is the practice of ethical leadership which can improve the work environment, provide fairness, increase trust, support employees and set ethical values. Research on the relationship between these two variables and job burnout among Iraqi universities has been limited and calls for further research as it is a research gap. The main question of the study is therefore:

What is the role of ethical leadership in reducing job burnout from the perspective of a sample

of employees at the College of Arts, Tikrit University?

This question gives rise to a number of sub-questions, as follows:

What is the level of ethical leadership practices at the College of Arts, Tikrit University?

What is the level of job burnout at the College of Arts, Tikrit University?

Is there a statistically significant correlation between ethical leadership and job burnout?

Does ethical leadership have a statistically significant effect on reducing job burnout?

Second: Research Significance

Highlighting the importance of ethical leadership as one of the modern administrative approaches that contributes to promoting ethical values and establishing fairness, transparency, and trust within higher education institutions.

Highlighting the importance of reducing job burnout due to its direct effects on improving job performance, increasing job satisfaction, and enhancing organizational commitment among employees.

Demonstrating the role of ethical leadership in reducing job burnout by providing a supportive work environment that contributes to reducing occupational stress and work-related exhaustion. Enriching the Arabic academic literature, particularly in the field of management, with a study addressing the relationship between ethical leadership and job burnout in the Iraqi university environment.

Providing findings and recommendations that decision-makers and university administrations can benefit from in developing leadership policies and practices that contribute to reducing job burnout and improving the work environment.

Providing a knowledge base that can serve as a starting point for researchers to conduct future studies addressing ethical leadership and job burnout in different sectors and organizations.

Third: Research Objectives

The research seeks to achieve the following objectives:

Identify the level of ethical leadership practices at the College of Arts, Tikrit University.

Diagnose the level of job burnout among the employees of the college.

Identify the nature of the relationship between ethical leadership and job burnout.

Test the role of ethical leadership in reducing job burnout.

Provide recommendations that contribute to strengthening ethical leadership and reducing job burnout at the college.

Fourth: Hypothetical Research Model

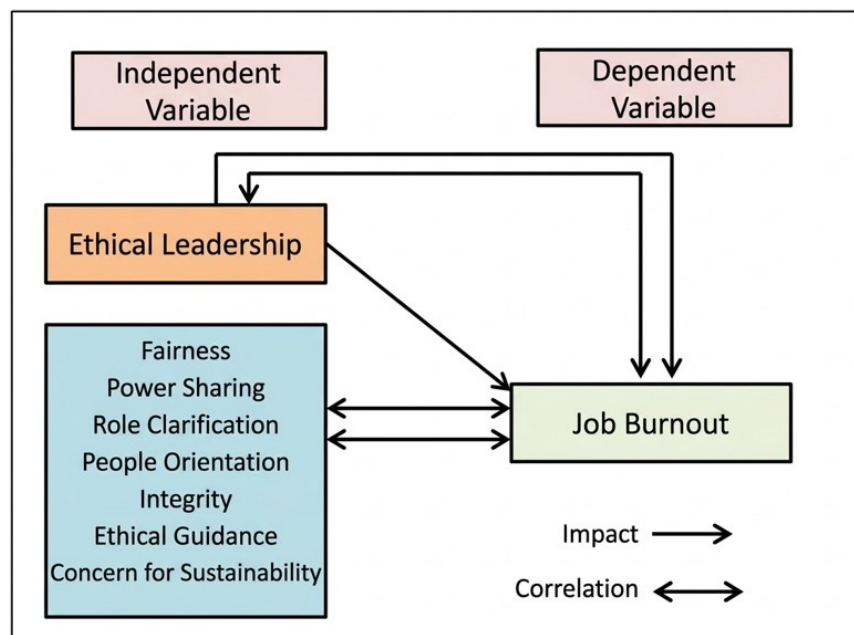


Figure 1. Hypothetical Model of the Research
Source: Prepared by the Researcher

Fifth: Research Hypotheses

First Main Hypothesis: There is a statistically significant correlation between ethical leadership and job burnout at the College of Arts/University of Tikrit.

It is subdivided into a set of sub-hypotheses as follows:

1. There is a statistically significant correlation between justice and job burnout at the College of Arts/University of Tikrit.
2. There is a statistically significant correlation between power sharing and job burnout at the College of Arts/University of Tikrit.
3. There is a statistically significant correlation between role clarification and job burnout at the College of Arts/University of Tikrit.
4. There is a statistically significant correlation between people orientation and job burnout at the College of Arts/University of Tikrit.
5. There is a statistically significant correlation between integrity and job burnout at the College of Arts/University of Tikrit.
6. There is a statistically significant correlation between ethical guidance and job burnout at the College of Arts/University of Tikrit.
7. There is a statistically significant correlation between concern for sustainability and job burnout at the College of Arts/University of Tikrit.

Second Main Hypothesis: Ethical leadership has a statistically significant effect on reducing job burnout at the College of Arts/University of Tikrit.

It is subdivided into a set of sub-hypotheses as follows:

1. There is a statistically significant effect of justice on job burnout at the College of Arts/University of Tikrit.
2. There is a statistically significant effect of power sharing on job burnout at the College of Arts/University of Tikrit.
3. There is a statistically significant effect of role clarification on job burnout at the College of Arts/University of Tikrit.
4. There is a statistically significant effect of people orientation on job burnout at the College of Arts/University of Tikrit.
5. There is a statistically significant effect of integrity on job burnout at the College of Arts/University of Tikrit.
6. There is a statistically significant correlation between ethical guidance and job burnout at the College of Arts/University of Tikrit.
7. There is a statistically significant effect of concern for sustainability on job burnout at the College of Arts/University of Tikrit.

Sixth: Research Population and Sample

Means all teaching and administrative staff at College of Arts/ University of Tikrit are the research population in the current study as they are the group which has a close link with the practices of leadership and work environment in the college. The research used the simple random sampling to select the sample members because the sampling method would get a sample member that would properly represent the research population. The total population members were 220 and questionnaires distributed to them were 209. Valid questionnaires for analysis were (200) having been examined the questionnaires returned and the completeness of the data contained in the questionnaires and determined whether they can be used for statistical analysis or not. Therefore, the final sample consisted of (200) respondents which gave an improved representation of the population members and ensured more objective and generalizable results.

Seventh: Research Methodology

The research adopted the descriptive-analytical approach due to its suitability for the nature and objectives of the study. It is used to describe the reality of ethical leadership and job burnout at the College of Arts/University of Tikrit, analyze the relationship

between them, and examine the role of ethical leadership in reducing job burnout, based on field data collected from the research sample members using the questionnaire.

Section Two, Theoretical Framework

Ethical Leadership

First: The Concept of Ethical Leadership

The concept of Ethical Leadership is one of the modern concepts of leadership that emphasizes guiding the leader's behavior in accordance with ethical values and human behavior so that trust, integrity and justice in the organization can be increased. This has become the current concept due to the ever-increasing demand for responsible leadership practices that can deliver organizational goals and uphold ethical principles when dealing with employees and stakeholders.

According to Brown et al. [1] ethical leadership is the "demonstration of normatively appropriate conduct through personal action and interpersonal interactions and the communication, reinforcement and decision making of such conduct to followers." The definition suggests that ethical leadership does not just refer to the leader's actions governing his or her personal ethics, but also those he or she carries out with employees, such as through role modeling, justice, transparency, and accountability.

Moreover, Yukl [2] believes that ethical leadership is manifested when leaders are able to inspire others through their dedication to integrity, honesty, and fair play that would promote trust and ethical behavior among employees in the organization. In this regard, Northouse [3] provides a definition of ethical leadership as a leadership process in which people's rights are respected, leaders serve followers, justice is promoted, and integrity is demonstrated in administrative decisions and practices, which helps to establish an organization based on responsibility and mutual trust.

Second: The Importance of Ethical Leadership

The importance of ethical leadership stems from its being one of the leadership styles that contributes to building organizations based on ethical values. It has a direct impact on the behaviour and attitudes of employees and contributes to an organisational culture based on integrity, justice and transparency which facilitates trust between leaders and employees, and thus a positive work environment [1].

Ethical leadership also helps to enhance the quality of the administrative decision making, since ethical leaders use the principles of justice, responsibility and objectivity in making administrative decisions. This minimizes the possibility of bias and administrative corruption, and increases the organization's credibility with employees and stakeholders [4].

One of its significance is that it can improve the job satisfaction and organizational commitment. When leaders act fairly and respectfully with employees, by abiding by clear ethical principles, employees are more likely to feel fair and respectful toward the organization, which in turn will result in higher levels of performance [5].

According to Yukl [2] ethical leadership is very significant in building organizational trust, stimulating cooperation among employees, and reducing negative behavior in an organization that has a positive impact on performance efficiency and the stability of the organizational environment.

In the same context, Northouse [3] explained that the importance of ethical leadership is manifested in its ability to achieve a balance between accomplishing organizational objectives and maintaining human values, making it a foundation for building sustainable organizations that enjoy credibility and social acceptance.

Banks et al. [6] also illustrated that ethical leadership is one of the essential elements of innovation, organizational citizenship behavior, and institutional performance, which has paved the way for increased interest in it in the current management studies.

Third: Dimensions of Ethical Leadership

The current research adopts the model of Kalshoven, Den Hartog, and De Hoogh [5] to identify the dimensions of ethical leadership, as it is considered one of the most comprehensive and widely used models in management studies. This model argues that the dimensions of ethical leadership can be represented by seven dimensions: fairness, power sharing, role clarification, people orientation, integrity, ethical guidance, and concern for sustainability [5].

1. **Fairness:** Fairness refers to treating employees equally and objectively and making decisions free from bias or favoritism, thereby ensuring respect for the rights of all employees [3]. In support of this, Cropanzano et al. [7] explain that the fairness of an ethical leader directly influences the development of a psychologically safe environment, in which subordinates feel that distributive and procedural decisions are made according to transparent and consistent standards. Sharif and Scandura [8] also argue that organizational justice practiced by leadership enhances levels of trust and organizational citizenship and reduces counterproductive work behaviors.
2. **Power Sharing:** Power sharing refers to involving employees in decision-making, listening to their opinions, and giving them the opportunity to influence issues related to their work, thereby enhancing their sense of responsibility and belonging [2]. Newman et al. [9] demonstrated that power sharing and delegation of authority effectively contribute to utilizing employees' innovative skills and motivating their creative behavior. In the same direction, Zhao and Zhang [10] confirmed that ethical leaders are keen to genuinely listen to subordinates' voices and grant them job autonomy to encourage their self-initiated initiatives.
3. **Role Clarification:** Role clarification refers to the leader's concern with clearly defining responsibilities and job expectations, which helps employees perform their tasks efficiently and according to specified standards [11]. Bormann and Rowold [12] indicated that the continuous clarification of tasks reduces role ambiguity and role conflict, thereby increasing levels of organizational commitment and operational efficiency. Breevaart and Zacher [13] further added that setting objectives and clarifying job expectations in an ethical manner enables employees to manage their daily efforts effectively and avoid psychological stress.
4. **People Orientation:** People orientation refers to the leader's concern for employees' needs, respect for their feelings, support for them, and efforts to provide a work environment based on cooperation and mutual respect [14]. Peng and Kim [15] confirm that a human-oriented approach toward subordinates and the provision of social and psychological support constitute the fundamental basis for enhancing their work engagement and sense of personal values within the organization. Demirtas et al. [16] also stated that ethical leaders treat their subordinates as partners and strategic assets, emphasizing the quality of working life and their material and psychological well-being.
5. **Integrity:** Integrity refers to consistency between the leader's words and actions, as well as commitment to honesty, trustworthiness, and keeping promises, thereby enhancing trust and credibility within the organization [4]. Leroy et al. [17] argue that behavioral consistency between a leader's beliefs and their expressed actions contributes to establishing a role model that all employees can emulate. According to Mo and Shi [18], leadership integrity plays a pivotal role in protecting organizational culture from ethical misconduct and enhances the credibility of the organization's strategic decisions.
6. **Ethical Guidance:** Ethical guidance refers to the leader's role in clarifying ethical

standards for employees, encouraging them to adhere to these standards, and providing guidance when facing various ethical situations [1]. Babalola et al. [19] explained that effective ethical guidance requires continuous dialogue and explicit communication concerning complex ethical dilemmas, as well as rewarding appropriate behaviors. Ahmad et al. [20] address the role of leadership in formulating written and unwritten codes of conduct to ensure the translation of ethical values into practical practices in the workplace.

7. **Concern for Sustainability:** Concern for sustainability refers to the leader's consideration of the economic, social, and environmental impacts of their decisions, thereby achieving a balance between organizational objectives and its responsibility toward society and future generations [21]. Freire and Goncalves [22] interpreted this dimension by linking leadership behavior to sustainable urban development and the application of Environmental, Social, and Governance (ESG) standards to protect available resources. Saleem et al. [23] added that a leader's concern for sustainability broadens the scope of ethical responsibility to include maximizing value for all stakeholders and ensuring long-term organizational survival and excellence.

RESULT AND DISCUSSION

Job Burnout

First: The Concept of Job Burnout

Job burnout came into existence because of the occupational stresses that staff members were facing, which included the lack of psychological and physical resources, a decrease in staff motivation for the job, and a reduced job performance. As research in this area has advanced, job burnout is now seen as a persistent psychological reaction that occurs when an individual is continually subjected to stress at work and cannot deal with it [24].

One of the most frequently used definitions in the literature is given by Maslach and Jackson [25]. They described job burnout as a psychological syndrome of three elements: emotional exhaustion, depersonalization or indifference towards others and diminished sense of personal accomplishment. It stems from ongoing work-related stress and is used by most subsequent studies to measure job burnout and study its dimensions.

According to Schaufeli et al. [26], job burnout is a condition of physical, emotional, and mental depletion, which leads to a loss of productivity in job performance, leads to a reduction in job satisfaction and organizational committedness, and may result in negative relationships with co-workers. Leiter and Maslach [27] similarly suggest that job burnout is not a reflection of personal weakness, but rather a miss-match between the demands of the job and resources of the employee. The risk rises when work demands are greater than a person's ability to adapt and adjust, which leads to poor job performance and greater absenteeism and turnover rates.

Second: The Importance of Job Burnout

Job burnout has garnered much attention in the administrative and behavioural literature for its detrimental impact on both employees and organisations. It is one of the major indicators that reflect the quality of the work environment and the level of occupational stress that employees experience [27].

The significance of investigating job burn out is that it actually affects job performance. High levels of burnout lead to decreased productivity, deterioration in performance quality, and an increase in errors in task completion, which negatively affects organizational efficiency and its ability to achieve its objectives [26].

Job burnout is also one of the factors affecting job satisfaction and organizational commitment, as the persistence of occupational stress and the depletion of employees' psychological energy lead to lower levels of job satisfaction, weaker organizational belonging, and an increased desire to leave the job [27].

Freudenberger [24] indicated that job burnout leads to the depletion of employees' psychological and physical capacities and limits their ability to interact positively with work demands, which affects the quality of services provided by the organization.

Recent studies have also confirmed that reducing job burnout contributes to enhancing employees' psychological health, improving their occupational well-being, and increasing creativity and innovation, in addition to reducing rates of absenteeism and employee turnover. This makes job burnout an important variable that organizations seek to manage and address continuously [28].

Third: Dimensions of Job Burnout

A number of models have been developed to address the dimensions of job burnout, but the most popular and widely-used model in the administrative literature is the model developed by Maslach and Jackson [25], where job burnout is defined as a combination of three dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment [25]. The model is the one currently adopted because of its extensive use and high level of validity and reliability in many studies.

1. **Emotional Exhaustion:** Emotional exhaustion refers to the employee's feeling of physical and emotional depletion resulting from continuous work-related stress, leading to a loss of the energy and enthusiasm necessary to perform job tasks [29]. In this regard, Edú-Valsania et al. [30] explain that emotional exhaustion represents an explicit response to chronic exhaustion accumulated from high job demands, whereby the employee experiences a complete depletion of psychological and physical resources and an inability to restore their energy to cope with the daily demands of the job.
2. **Depersonalization:** Depersonalization refers to the employee's tendency to deal with others in a detached or negative manner and to lose empathy and concern for them as a result of accumulated pressures in the work environment [26]. West et al. [31] indicated that this dimension is manifested in the employee adopting a withdrawn and impersonal attitude toward colleagues and clients as a defensive mechanism to protect themselves from increasing pressures, resulting in a deterioration in the quality of organizational relationships and psychological detachment from the work environment.
3. **Reduced Personal Accomplishment:** Reduced personal accomplishment refers to the employee's feeling of diminished competence and ability to achieve success in performing their tasks, which affects their self-confidence and satisfaction with their job performance [27]. Khattak et al. [32] confirmed that this reduction is associated with a negative self-assessment of the individual's achievement capabilities and a feeling of personal ineffectiveness, whereby the employee is dominated by a sense of futility and inability to make any positive impact or achieve their planned professional goals.

Section Three, Practical Aspect of the Research

First: Characteristics of the Research Sample

Based on the responses of the research sample to the questionnaire, the tables below present the demographic characteristics of the research sample and the participation rate of each category in answering the questionnaire items.

1. Distribution of the Research Sample Members by Gender

Table 1. Distribution of the Research Sample by Gender

Table 21: Distribution of the Research Sample by Gender				
S	Variable	Category	Frequency	Percentage
1	Gender	Male	183	91.5%
		Female	17	8.5%
Total			200	100%

Source: Table prepared by the researcher.

The results of the statistical analysis presented in Table (1) for the gender variable indicate that the majority were male, with (183) respondents, representing (91.5%), compared with a limited representation of females, comprising only (17) respondents, representing (8.5%).

2. Distribution of the Research Sample Members by Age

Table 2. Distribution of the Research Sample by Age				
S	Variable	Category	Frequency	Percentage
1	Age	Less than 30 years	32	16%
		30–39	79	39.5%
		40–49	72	36%
		50 years and above	17	8.5%
Total			200	100%

Source: Table prepared by the researcher.

Table (2) shows the distribution of the research sample members according to the age variable. The results indicate that the age group (30–39 years) ranked first, with (79) respondents, representing (39.5%) of the total sample, followed by the age group (40–49 years), with (72) respondents, representing (36%). The age group under (30) years comprised (32) respondents, representing (16%), while the age group (50 years and above) ranked last, with (17) respondents, representing (8.5%).

3. Distribution of the Research Sample Members by Educational Qualification

Table 3. Distribution of the Research Sample by Educational Qualification				
S	Variable	Category	Frequency	Percentage
1	Educational Qualification	Bachelor's	32	16%
		Higher Diploma	9	4.5%
		Master's	135	67.5%
		Ph.D. / Doctorate	24	12%
Total			200	100%

Source: Table prepared by the researcher.

Table (3) shows the distribution of the research sample members according to educational qualification. The results indicate that holders of master's degrees constituted the largest proportion of the sample, with (135) respondents, representing (67.5%), followed by holders of bachelor's degrees, with (32) respondents, representing (16%), then holders of doctoral degrees, with (24) respondents, representing (12%). Meanwhile, holders of higher diploma degrees ranked last, with (9) respondents, representing (4.5%).

4. Distribution of the Research Sample Members by Years of Service

S	Variable	Category	Frequency	Percentage
1	Years of Experience	Less than 5 years	54	27%
		5–10 years	72	36%
		More than 10 years	74	37%
Total			200	100%

Source: Table prepared by the researcher.

Table (4) shows the distribution of the research sample members according to years of service. The results indicate that the group with more than (10) years of service ranked first, with (74) respondents, representing (37%), followed by the group with (5–10) years of service, with (72) respondents, representing (36%), while the group with less than (5) years of service ranked last, with (54) respondents, representing (27%).

Second: Description and Diagnosis of the Research Variables

The purpose of description and diagnosis is to identify the level of availability of the research variables and their dimensions from the perspective of the sample members by analyzing their responses using a set of descriptive statistical methods, represented by the arithmetic mean,

standard deviation, and coefficient of variation. This analysis can be used to know the level of each variable, its dimensions and the level of agreement or disagreement of the sample members with the variable, thus giving a picture of the reality of the variables of research and as a basis in continuing the test for the research hypotheses concerning the correlation and effect relationship between the variables.

1. Description and Diagnosis of Ethical Leadership

Table (5) displays the result of the descriptive analysis of dimensions of the ethical leadership variable in the College of Arts at the University of Tikrit by arithmetic means, standard deviation, coefficient of variation and relative importance, with the purpose of diagnosing the level of adoption of ethical leadership from the point of view of the sample members.

Table 5. Descriptive Analysis of Ethical Leadership Dimensions

S	Dimensions	Mean	Standard Deviation	Coefficient of Variation
1	Fairness	3.72	0.85	23.02%
2	Power Sharing	3.77	0.90	23.88%
3	Role Clarification	3.62	0.61	17.06%
4	People Orientation	3.69	0.76	20.83%
5	Integrity	3.74	0.97	25.97%
6	Ethical Guidance	3.55	0.76	21.53%
7	Concern for Sustainability	3.61	1.00	27.71%
Overall		3.67	0.84	22.86%

Source: Prepared by the researcher based on the SPSS program

Table (5) indicated that the College of Arts/University of Tikrit has a high level of ethical leadership in general, with the arithmetic mean of the variable (3.67) and the standard deviation (0.84) and the coefficient of variation (22.86%). This indicates good consistency of responses from the sample members and high agreement amongst the sample members about the presence of ethical leadership practices in the college. This is a confirmation that the university leadership demonstrates leadership behaviours based on ethical values, which help improve trust, justice and transparency in the workplace.

Power sharing was the highest sub dimension with a mean score of (3.77), a standard deviation of (0.90) and a coefficient of variance of (23.88%), meaning that administrative leaders are eager to engage employees in making decisions, and give them opportunities to contribute to the resolution of workplace problems. Integrity was second with arithmetic mean (3.74), standard deviation (0.97) and coefficient of variance (25.97%), indicating the commitment of the leaders to credibility and transparency in their dealings with employees. Fairness was ranked third (3.72), Standard Deviation was (0.85) and Coefficient of Variation was (23.02) and therefore the perception of the sample members regarding the duties and decision making process is at an acceptable level.

The fourth most popular was people orientation with an arithmetic mean of (3.69), standard deviation of (0.76) and coefficient of variation of (20.83%). This indicates that the leaders' orientation towards the needs of employees and supporting them as they carry out their task is good. Role clarification was ranked fifth with an arithmetic mean of (3.62), a standard deviation of (0.61) and a coefficient of variation of (17.06%), reflecting a satisfactory level of clarity in work role responsibilities and roles. The concern for sustainability was ranked sixth, with the arithmetic mean (3.61), the standard deviation (1.00) and the coefficient of variation (27.71%), reflecting the differential perceptions of the respondents on the issue of leadership concern for sustainability-related aspects. In contrast, ethical guidance had the lowest arithmetic mean (3.55), the lowest standard deviation (0.76) and the lowest coefficient of variation (21.53%). However, it was still at the high level, which demonstrates that leaders continue to focus on ensuring that staff uphold ethical values and standards in their work.

Overall, it shows that ethical leadership is a clear practice in the College of Arts/University of Tikrit, creating a working environment that is characterized by participation, justice and integrity that may help to reduce the occurrence of job burnout and increase the performance of the

college.

1. Description and Diagnosis of Job Burnout

Table (6) presents the results of the descriptive analysis of the dimensions of job burnout at the College of Arts, University of Tikrit, using the arithmetic mean, standard deviation, coefficient of variation, and relative importance, with the aim of diagnosing the level of job burnout from the perspective of the sample members.

Table 6. Descriptive Analysis of Job Burnout Dimensions

S	Dimensions	Mean	Standard Deviation	Coefficient of Variation
1	Emotional Exhaustion	3.41	0.83	24.40%
2	Depersonalization	3.27	0.79	24.18%
3	Reduced Personal Accomplishment	3.11	0.74	24.01%
Overall		3.26	0.79	24.20%

Source: Prepared by the researcher based on the SPSS program

The results in Table (6) revealed that the level of job burnout among the employees at the College of Arts/ University of Tikrit was moderate and leaning towards the high level, as the arithmetic mean of the variable was (3.26) with a standard deviation of (0.79) and coefficient of variation of (24.20%). This suggests a good level of stability within the sample group and is a sign of the employees' varying exposure to different levels of stress at work that can impact their work stability and performance.

Emotional exhaustion was the highest, with arithmetic mean of (3.41), SD of (0.83) and CV of (24.40%) at the sub dimension level suggesting that employees have a higher level of emotional exhaustion and depletion due to work demands and continuous stresses. Depersonalization was the second, with an arithmetic mean of (3.27), a standard deviation of (0.79) and a coefficient of variation of (24.18%), indicating that some workers were more inclined to have less positive interaction with others because of the pressures they experienced in the work environment.

Reduced personal accomplishment was the third and last dimension, with an arithmetic mean of (3.11), a standard deviation of (0.74) and a coefficient of a variance of (24.01%). This dimension was the least common across the other dimensions. However, it does convey a feeling by some staff that there has been a reduction in their achievement and ability to complete job activities.

Overall, these findings suggest that the sample respondents have moderate level of job burnout and need attention from the university administration in implementing administrative and leadership practices, especially ethical leadership, that can alleviate occupational stress, improve the working environment, and increase occupational well-being among employees.

Third: Testing the Research Hypotheses

The testing of the research hypotheses aims to verify the validity of the hypotheses concerning the relationship and effect between the research variables, based on a set of appropriate statistical methods, such as the Pearson correlation coefficient and regression analysis, in order to obtain results that support the acceptance or rejection of the hypotheses, as follows:

1. Correlation Relationship (Pearson Correlation):

Table (7) presents the results of testing the Pearson correlation coefficient to measure the nature and strength of the relationship between ethical leadership as the independent variable and job burnout as the dependent variable. This test aims to verify the existence of a statistically significant correlation between the two research variables and to determine its direction and strength, in order to test the validity of the main correlation hypothesis of the research.

Table 7. Correlation Between Ethical Leadership and Job Burnout

Independent Variable	Dependent Variable	R	Sig.
Ethical Leadership	Job Burnout	0.413	0.000

Source: Prepared by the Researcher Based on the SPSS Program

Table (7) presents the results of the Pearson correlation coefficient test to measure the nature

of the relationship between ethical leadership as the independent variable and job burnout as the dependent variable. The results revealed a statistically significant positive correlation between the two variables, as the correlation coefficient reached ($R = 0.413$) at a statistical significance level of ($\text{Sig.} = 0.000$), which is less than (0.05), indicating the statistical significance of the relationship between the two variables.

This result indicates the existence of a moderately strong correlation between ethical leadership and job burnout, thereby confirming the validity of the main correlation hypothesis of the research. This means that changes in the level of ethical leadership are associated with changes in the level of job burnout among employees at the College of Arts/University of Tikrit.

Table 8. Correlation Relationships Between Ethical Leadership Dimensions and Job Burnout

S	Dimensions	R	Sig.
1	Fairness	0.374**	0.000
2	Power Sharing	0.317**	0.000
3	Role Clarification	0.396**	0.000
4	People Orientation	0.293**	0.000
5	Integrity	0.365**	0.000
6	Ethical Guidance	-0.188**	0.000
7	Concern for Sustainability	0.636**	0.000
Overall		0.313	0.000

Source: Prepared by the Researcher Based on the SPSS Program

Table (8) presents the results of the Pearson correlation coefficient test to measure the nature of the relationship between the dimensions of ethical leadership and job burnout. The results revealed statistically significant correlations between all dimensions and job burnout, as the significance level ($\text{Sig.} = 0.000$) was obtained for all dimensions, confirming the statistical significance of these relationships at the significance level of (0.05).

At the level of the sub-dimensions, the concern for sustainability dimension ranked first in terms of correlation strength, with a correlation coefficient of (0.636), indicating that it has the strongest relationship with job burnout compared with the other dimensions. Role clarification ranked second, with a correlation coefficient of (0.396), followed by fairness in third place with a value of (0.374), then integrity with a value of (0.365), and power sharing with a value of (0.317), while people orientation ranked sixth, with a correlation coefficient of (0.293).

As for ethical guidance, it showed a negative correlation with job burnout, with a correlation coefficient of (-0.188), indicating that the higher the level of ethical guidance, the lower the level of job burnout. This is consistent with the theoretical framework, which emphasizes the importance of establishing ethical standards in reducing occupational stress and work-related exhaustion.

Overall, the total correlation coefficient between the dimensions of ethical leadership and job burnout was (0.313), indicating a statistically significant moderate correlation between the two variables. This supports the acceptance of the correlation hypothesis and paves the way for testing the effect of ethical leadership and its dimensions on job burnout using regression analysis.

2. Testing the Effect Relationship (Regression Analysis)

Table (9) presents the results of the Simple Linear Regression Analysis conducted to measure the effect of ethical leadership as the independent variable on job burnout as the dependent variable. This analysis aims to test the main effect hypothesis of the research and determine the extent to which ethical leadership contributes to explaining the changes occurring in job burnout, as well as to verify the significance of the regression model through the regression coefficient (β), coefficient of determination (R^2), F and T tests, and the statistical significance level (Sig.).

Table 9. Simple Linear Regression Analysis

Independent Variable	(β)	(R^2)	(F)	T	Significance Level	Decision
Ethical Leadership	0.406	0.222	56.403	7.510	0.000	Accept Hypothesis

Source: Prepared by the Researcher Based on the SPSS Program

Table (9) presents the results of the simple linear regression analysis conducted to test the effect of ethical leadership on job burnout among employees at the College of Arts/University of Tikrit. The results indicated that ethical leadership has a statistically significant effect on job burnout, as the regression coefficient reached ($\beta = 0.406$), indicating the presence of an effect of ethical leadership on the dependent variable.

There was also a coefficient of determination ($R^2 = 0.222$) which means that ethical leadership explains (22.2%) of the variance in job burnout, and the percentage of (77.8%) is explained by other factors and variables that are not included in the research model.

The results, however, indicated that the value of the (F) test was (56.403) and the value of the (T) test was (7.510) with a statistical significance level of (Sig. = 0.000) which is lower than the adopted significance level (0.05). The result is an affirmation of the importance of the regression model and the importance of the effect of ethical leadership on job burnout.

From these results, the main effect hypothesis that there is a statistically significant effect of ethical leadership on job burnout is accepted. This indicates that ethical leadership is one of the variables influencing the explanation of changes in job burnout among employees at the College of Arts/University of Tikrit.

Table 10. Multiple Linear Regression Analysis

S	Dimensions	(β)	T
1	Fairness / Justice	0.00	0.03
2	Power Sharing	0.13	1.41
3	Role Clarification	0.22	2.55
4	People Orientation	-0.09	-1.21
5	Integrity	0.05	-0.75
6	Ethical Guidance	0.04	-0.67
7	Concern for Sustainability	0.58	7.10
Total	Overall	0.133	1.209

Source: Prepared by the Researcher Based on the SPSS Program

Table (10) shows the results of the multiple linear regression analysis undertaken to examine the effect of the dimensions of ethical leadership on the employees' job burnout collectively at the College of Arts/University of Tikrit. The results showed that the influence of the sub dimensions was not uniform, since the values of the values of the regression coefficient and (T) test differed from one sub dimension to another, meaning the levels of influence of sub dimensions in explaining job burnout changes were not the same.

The results indicated that the sustainability concern dimension had the most significant impact with a regression coefficient of ($\beta = 0.58$) and a (T) test of (T = 7.10) and thus was the most important dimension in explaining changes in the job burnout. The role clarification dimension had the second highest value ($\beta = 0.022$) and value of (T = 2.55), suggesting that it has significant effect on dependent variable.

The power sharing dimension had a value of ($\beta = 0.13$) and a (T) value of (T = 1.41), whereas the integrity dimension had a value of ($\beta = 0.05$) and a (T) value of (T = -0.75). The employee orientation dimension scores were ($\beta = -0.09$) and (T = -1.21), and the ethical guidance dimension scores were ($\beta = 0.04$) and (T = -0.67). The values of the ($\beta = 0.00$) and (T = 0.03) were recorded for the justice dimension, which shows that the effects of this dimension were limited compared with the sustainability concern and role clarification dimensions.

Overall, the multiple regression results show that the dimensions of ethical leadership do not equally predict job burnout. The sustainability concern dimension emerged as the greatest

contributor and effect of the dimensions, with the role clarification dimension showing the next highest levels of effect and the remaining dimensions showing low levels. This validates the need to emphasize the dimensions which have the most influence when implementing ethical leadership in the college.

CONCLUSION

The results of the descriptive analysis revealed high level of ethical leadership in the College of Arts/ University of Tikrit and the leaders' awareness of using ethical conduct in the management of their work.

It was determined that sharing power dimension was the most important dimension of ethical leadership, and the ethical guidance dimension was the least important dimension of ethical leadership, but it was still in the upper level.

The findings indicated that employees had moderate level of job burnout with the greatest dimension of job burnout being emotional exhaustion dimension than depersonalization dimension and reduced personal accomplishment dimension.

The results of the correlation tests showed a statistically significant correlation between ethical leadership and job burnout indicating that there is a substantive relationship between the two variables.

5. Correlations between the sub-dimensions revealed that the most highly correlated sub-dimension with job burnout was the sustainability concern dimension and the lowest was the ethical guidance dimension.

The results of simple linear regression showed that there was a significant effect of ethical leadership on job burnout because there was a part of the variance of the dependent variable explained by ethical leadership.

The results of the multiple linear regression analysis showed that the effect of the dimensions of ethical leadership was different from each dimension, with the sustainability concern dimension being the most influential, followed by the role clarification dimension and the remaining dimensions had relatively lower influence.

Recommendations

1. Improve the ethical leadership practices in the college through the integration of ethical values of integrity, justice and transparency at various levels in the administration.
2. Involving more employees in the decision making process and empowering them with more power, thus improving their sense of responsibility and attachment to the institution.
3. Focusing on the creation of periodic programmes to prevent job burnout, especially to relieve job-related stress and enhance work environment.
4. To increase the awareness of sustainability as one of the more influential dimensions through incorporation into administrative policy and college development plans.
5. Clarifying the role and responsibilities of staff in such a way that role ambiguity is reduced and performance is more efficient.
6. Conduct trainings and workshops to build ethical leadership skills of academic and administrative leaders and have a positive impact on the working environment and colleagues.
7. Inviting researchers to future research on other organizational variables that can help to explain job burnout and conducting the study in other universities and institutions to compare the findings.

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