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Challenges of practicing ethical leadership in Sudanese universities

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Abstract. This study aimed to examine the challenges of practicing ethical leadership in Sudanese universities. To this end, the study used a contemporary mixed research design. Simple random sampling techniques took three hundred sixty-five (365) participants. Quantitative data were collected from teachers using a closed questionnaire. At the same time, interviews were conducted with university directors, deans of faculties, and heads of departments. Quantitative data were analyzed using descriptive and inferential statistics such as mean scores, one-sample t-test, and linear regression analysis. Qualitative data were objectively analyzed and interpreted. The study found that addressing the extent of practicing ethical leadership in Sudanese universities was average and needed further investigations. The study results clearly show that the challenges of practicing ethics showed a high average in terms of internal factors by communicating moral values when dealing with subordinates. Also, honesty and integrity are considered. It is also clear that the mean scores of external factors and ethical leadership behavior and actions were high, indicating that faith and values are statistically unimportant factors for ethical leadership practice in Sudanese universities. The study recommended the necessity of paying attention to the practice of ethical leadership in Sudanese universities in all its dimensions, facing challenges with scientific foundations, and encouraging employees, including university administrators, deans of colleges, and heads of departments, to practice ethical behaviors and values because of their importance in universities.

Keywords. Challenges, Ethical leadership, values. Internal, external, belief, behavior

Introduction

The absence of ethical leadership in a transparency and integrity approach in Sudan represents one of the challenges of the higher education sector; this made educational leaders constantly challenged. Although Sudan has seen remarkable progress in education at various universities, much has been achieved. Still, the difficulty remains in education, be it primary, secondary, or higher education to ethical leadership (Ahmed & Gaffar, 2018).

Understanding how to overcome some of the ethical leadership problems will not only help you keep the public and stakeholders happy, however, potentially saving you serious troubles in the future; corporate ethical dilemmas are too common to think of them in advance (Fulmer, 2004). Consistency Management one of the many barriers to ethical behavior in the world today is continuously complying with the guidelines you lay down for your organization,

your staff will follow your ethical standard and show that you stand by your core beliefs, the same is true if you are prepared to comply with comfort guidelines (Fulmer, 2004).

One issue for a leader is his integrity and credibility, whether it is something to his benefit or his benefit, as regards a personal, monetary, or status gain, he may experience that uncomfortable moment when someone superior to him or the person responsible for his paycheck is doing what he disagrees, even finding it unethical, he may have been sure about his commitment to ethical behavior before this time, but he might have been an example of an ethical challenge, however, if his superior deem it unethical what he witnesses, observe, or is asked to do, how does he answer (Hirsch & Weber,1999).

He may have considered himself ethical before that moment; he may be sure of his commitment to ethical conduct, but when he feels his superior's testimonies, observations, or requests to do as unethical, how is he going to respond? The test demonstrates what we believe; we discover that it is considerably easier than behaving ethically to claim a moral status. Thus, the leader either strengthens his ethical position or creates an ethical vacuum to justify (Hirsch & Weber,1999).

When we operate differently from the way we believe or think, we cause more challenges; often, it is too hard for us to deal with this lack of ethical clarity; in reply, we struggle to justify our behavior and may even change our thinking in the direction of aligning our beliefs with our actions, whether or not we stand up. The position we take is essential to our ethics and the persons we lead. We undergo an internal process of examining our accountability, honesty, and trustworthiness. Our credibility has been routinely challenged (Hirsch & Weber,1999).

In terms of employee effectiveness and ethical leadership, revolutionary change has been demonstrated at many institutional levels in higher education. Other universities worldwide also face significant transformation problems that require considerable supervision (Van & Nelson, 2009).

The researchers expect this article to recognize ethical leadership by discussing the problems and challenges facing Sudanese Universities, to examine the challenges of ethical leadership practiced in universities in Sudan. In this context, the researchers expect this paper to recognize the moral leadership of Sudanese universities. There are several ethical leadership models, one of which is the Bill model (1998) of ethical leadership. The 4-V model was developed by one of the founders of the Center for Ethical Leadership. This strategy helps bring inner beliefs and ideals into line with external conduct and ordinary good acts. Lyrics are values, vision, voice, and virtue. These characteristics contribute to creating a solid ethical leader. The ethical leader needs to grasp and apply these fundamental ideals in all facets of life. The model offers a framework that corresponds to external beliefs with the internal factors (beliefs and values) (behaviors, actions).

Statement of the Problem

Opara and Oguchialu's study (2014) identified leadership ethics and employee challenges. The study revealed weak guidance ethics, which created corrupt social cognition, prolonged industrial processes, and unilateral governance decision-making leading to many ethical issues. The study showed a critical assessment of the use of ethical values in the management of the organization. It found that leaders need to build a moral structure that will shape workplace behavior. The study examined how leaders might apply ethical beliefs to strategies and performance results in an appropriate way. These plans are made in terms of recommendations, such as the necessity for an ethical approach to management, awareness of the idea of human interactions, and a liberal democratic style of leadership.

According to Borchers (2011), ethical leadership is one of the main reasons for the success of any organization, whether educational or service or industrial; he asserts that ethical leadership practices and behaviors have a great deal of influence on diverse organizational variables. However, it showed a weakness in organizational ethics training; many studies were conducted in the article. A study was done by the above author aimed to develop a model of ethical behavior in organizations that combine individual variables, such as ethical identity, emotions with circumstantial variables. In addition to that, the organizational culture, ethical leadership explained predicts unethical actions. The results revealed that individuals' precise changes primarily affect negative behaviors, aggressive, domineering in the workplace and that moral leadership negatively impacts both aggressive and negative behaviors in the workplace.

Mayer, Kuenzi, Greenbaum, Bardes, & Salvador (2009) aimed to identify the relationship between ethical leadership behaviors of senior management, ethical leadership behaviors at supervisory levels, and their impact on unethical behaviors and organizational citizenship behaviors of employees. One of the crucial standard results of this study was the existence of a direct negative relationship between each of the behaviors of the moral leadership of the administration Supreme and supervisory, with unethical behavior of the workers. However, it also found a positive relationship between each of the ethical leadership behaviors of senior and supervisory management with its organizational citizenship behaviors.

Another study, Bhana&Bayat (2020), aimed to investigate the relationship between the ethical leadership manner of line management leadership and academic and executive at a South African Higher Education. The knowledge used descriptive and linear regression analysis to study the two variables. The descriptive conclusions revealed that ethical leadership style was not present at the line management leadership level. The inferential analysis findings exhibited a significant linear solid relationship of 74.7% between line management leadership and employee items. In another study by Feng (2011) to explore school leaders' ethical orientations in Taiwan, the questionnaire was used to collect sample data from (573) school leaders in Taiwan. The results showed that the most common moral orientation in the leaders of schools in Taiwan is justice. In addition, the results showed that the moral orientation of school leaders in Taiwan is influenced by Confucianism to a certain extent, especially in virtue. It turned out that the contrast in the moral orientation of school leaders is significant by gender, age, job Location, and years of experience in teaching, education, training, and ethics of educational management.

After reviewing previous studies, the researcher concluded that studies had tested the extent of challenges ethical leadership practice in the international context. The researcher found a lack of interest in challenges practicing ethical leadership in Sudanese universities. The studies also dealt with building ethical leadership, predecessors, and results in a limited educational context. This article sheds light on the extent of challenges ethical leadership practice in Sudanese universities because there is a lack of studies dealing with the degree of challenges ethical leadership practice in Sudan. The researcher pointed out that there is a problem in practicing ethical leadership in the field of study, which prompted the researcher to study this topic. The article responds to calls for further research in the practice of ethical leadership to address the missing link. Also, the lack of implementation of the fundamental pillars of moral leadership, values, voice, vision, and virtue in Sudanese universities addresses the ethical gap that helps consolidate the practice of ethical leadership in Sudan.

Therefore, the main focus will be on what leaders or managers must demonstrate in practicing ethical leadership through internal factors (beliefs and values) and external factors (behavior and actions). Therefore, the data sources clearly show the extent of ethical leadership practices in higher education institutions, especially in Khartoum State universities. Based on

the researcher's experience working in higher education as faculty members and his knowledge of the current state of ethical leadership practice in universities in Sudan. Many academics and faculty members and some university leaders are not interested in practicing moral leadership in universities. Instead, we must focus on those who can practice moral leadership in higher education institutions, so the goal of this study was to examine the extent of ethical leadership practice in Khartoum state universities as universities with teaching and academic experience in Sudan. To that effect, the study is guided by the following questions:

1. What are the challenges of practicing ethical leadership in Sudanese universities?
2. Is there a significant difference in ethical leadership practices in the Sudanese universities in Khartoum State based on Gender?
3. Is there a significant difference in challenges of practicing ethical leadership in the Sudanese universities in Khartoum State regarding academic rank?
4. Are there significant differences in challenges of practicing ethical leadership in Sudanese universities in Khartoum State due to years of teaching experiences?

Literature review

The idea of ethical leadership is to influence workers to achieve a high degree of efficacy and efficiency, creating a productive organizational climate in the context of ethical issues and what laws and regulations enable managers to influence their workers under the ethical and community-compatible framework (Tam, 2002). The adoption of practices of ethical leadership promotes collaboration, decision-making involvement, worker support, and growth. It would provide an ethical and human context in which the organization's performance, regardless of whether a school or college, is improved. It is essential to understand the ethical dimension of ethical leadership as university leadership is ethical leadership exclusively. Knowledge of the moral dimension of ethical leadership is crucial as the leadership of universities is only ethical leadership (Van & Nelson, 2009). Ethics is a code of moral ideals and principles that guides people or organizations in their behavior regarding what is right or wrong, and the broader community can accept ethical behavior. In a corporate context, different values and views are seldom considered (Johnson, 1993). Ethical leadership provides a respectful environment for one another. To promote these behaviors, acceptable behavior must be recognized and rewarded, not only bad behavior punished, the difficulty resides in many leaders' reluctance to reimburse individuals for what they ought to do. However, these awards must not be excessive. Personal praise or recognition contributes significantly to strengthening the institution's underlying principles of honesty and integrity (Johnson, 1993).

Success can be insensitive to measure; ideally, what does not happen is difficult to measure. Instead, influential leaders of ethics promote best practices and mandate to make informed choices when the answer is not necessarily clearly defined (Arar & Oplatka, 2016). Policy development, ethical difficulties, and problems can be complex in an organization. Specific policies must be written in mission declarations, rules, regulations, and ethical practices to provide clarity. Leaders of ethics need to have written copies of policies and must be documented in a readily intelligible and unstoppable style. Ethical leadership can also challenge the workplace and the environment. Leaders who may recognize severe ethical concerns in the coercive setting may fear speaking out of fear of ostracism. (Tam, 2002).

Hassan (2010) demonstrated that Sudan has one of the most significant out-of-school kids in the Middle East and North Africa region, with the worst educational issues in Sudan. The estimate shows that approximately 3 million young children aged 5-13 do not attend school, 76% of primary school students; that percentage falls to 28% in secondary schools, and the Blue

Nile is the worst for children out of primary school at 43%, this is a significant difficulty at all levels of education, notably higher education (UNICEF, 2007).

Although Sudan has seen steady improvements in training in specific measures, from increased attendance at primary schools to gender equality in elementary classrooms, a lot of work has been done (Hassan, 2010). It is a challenge in education, both in elementary, high, and higher education and ethical leadership. (Ahmed & Gaffar, 2018).

Theoretical framework

Bill Grace's (1998) Model of Ethical Leadership, one of the founding Centers for Ethical Leadership, supports the theoretical backdrop of this study, the 4-V Ethical Leadership paradigm was developed, this strategy helps bring inner beliefs and ideals into line with external conduct and ordinary good acts, the lyrics are values, vision, voice, and virtue. These characteristics contribute to creating a solid ethical leader; it is vital that the ethical leader understands these core values in all aspects of life and implements them in the organization. The model gives a framework that matches the internal factors (beliefs and values) with external beliefs (behaviors, actions), serving the common good. According to this model, leaders make a difference. The first action begins with self-knowledge and the development of one's core values. Only then will the leader of ethics share his fundamental values and bind him to society. Increased numbers of students seek to grasp the ethical aspects of management in education, particularly education. In recent years, Hodgkin's son has already suggested that a fundamental basis should be restored in (1978) Kohlberg's work on the ethic of moral thinking and care ethics (Langlais, 2012).

Methodology

Research Design

This study intended to examine the extent of challenges ethical leadership practices in Sudan's universities of Khartoum State. It employed a mixed-method applied to collect and analyses data. Creswell noted that this approach was used because it gives the study a better understanding than qualitative or quantitative. It is also a research design in which the researcher collects, analyzes, and mixes (integrates or joins) quantitative and qualitative data in a single research or a multiphase program of inquiry (Creswell, 2012). This article specifically used a convergent design or parallel mixed method design because it permits researchers to triangulate results from the research's separate quantitative and qualitative components. Thereby allows to confirm, cross-validate, or corroborate, merging the two sets of the results into an overall interpretation within a single study (Teddlie, & Tashakkori, 2009). This method was chosen because the researcher seeks to build on quantitative and qualitative data to address the research questions perfectly and obtain different but complementary data on the same topic to understand the research problem best. In the study, the quantitative data was first collected through a developed questionnaire about the practice of ethical leadership, the internal and external factors. The data was analyzed then triangulated with qualitative data.

Population and Sampling

The population of the study was university staff members in universities in Khartoum state in Sudan. There are eight public universities in Khartoum state. About 10692 teachers in different academic ranks in these eight universities, starting from Instruction assistants, Lecturers, Assistant Professors, Associate Professors, and Full Professors. In this study, four universities out of the total eight were selected randomly to focus on the research. To determine the study's sample size, the researcher applies Yamane's (1967) formula to the population size

(10692). We get 365 samples. For the four selected public universities, the sample was determined through a proportional allocation method. This method was used because it can estimate the sample size with a higher degree of precision, and the individuals selected are proportional to their representation in the total population (Creswell, 2012). In sum, 365 participants filled out and returned the questionnaires. Besides, 12 teachers, deans, and head department were selected purposively and interviewed independently. The collection of qualitative data was conducted in the four universities.

Instruments

Primary data for this study has been collected through self-prepared instruments (questionnaires, one-to-one interviews), all of which were conducted after translation into Arabic for enhancing communication. Multiple data collection methods were applied to refine personal perceptions further and tap the data's advantages (Croasmun&Ostrom, 2011). Five points Likert scale (TA= Totally Agree; A= Agree; P= partially agree; DA=Disagree; TDA= totally disagree) was designed for all the subscales of the questionnaires. The participants for the questionnaire were 365 university teachers. The questionnaires were piloted at Khartoum University to ascertain reliability and validity factors. The comments secured from experts also approved both the content and construct validity of the instruments. However, the questionnaires have demonstrated good internal consistency. Some items were excluded based on the feedback from the participants indicated by the pilot data analysis. The reliability coefficients (Cronbach Alpha) of the subscales in each package after improvement were 0.764, 0.791, and 0.777, respectively.

Data Analysis

A thematic data analysis that implemented the descriptive (mean and standard deviation) and inferential (between the group and within-group t-test) statistics were manipulated by using the Statistical Package for Social Sciences (SPSS-25) computer software. A five percent ($\alpha = 0.05$) significance level was applied to determine whether scores significantly differed. It is often a conventional standard degree of significance for educational and behavioral studies (Creswell, 2012). To help refine (triangulate), and use quantitative data results in qualitative data gathered through interview guides, analyzed thematically by embedding them in the quantitative data.

Results

For the sake of clarity, the presentation of the results is organized according to basic questions.

The extent of the challenges of practicing ethical leadership in Sudanese universities

One sample t-test is used to examine the means of respondents about external factors (behavior and action) on challenges ethical leadership practices at the universities in Sudan of Khartoum State.

Table 1 *One sample t-test results of external factors of Ethical Leadership*

N	Behavior and action items	Mean	SD	T	Df	Sig
1	Absence of a culture of democracy in the organization	3.1699	1.53661	2.112	364	.035
2	Lack of the proper culture in introducing the role model	3.1726	1.27327	2.590	364	.010
3	Lack of power and authority	3.1945	1.18969	3.124	364	.002

4	Lack of involve staff in decision making	3.3726	1.28530	5.538	364	.000
5	Conflict between leaders' values and the values of the organization	3.3315	1.28483	4.929	364	.000
6	Uncertainty about how to deal with staff	3.3315	1.25673	5.040	364	.000
7	Dissatisfaction caused by being forced to perform certain tasks due to shortage of staff	3.1233	1.36222	1.729	364	.085
8	Discomfort following the implementation of procedures in accordance with organizational policies and rules	3.1068	1.33922	1.524	364	.128
9	Conflict between the needs and expectations	3.1342	1.32849	1.931	364	.054
10	Lack of facilities	3.2822	1.42961	3.771	364	.000
	Total	3.2085	.79719	76.893	364	.000

As shown in Table 1, among the challenges of ethical leadership is the lack of involving staff in decision-making, which score mean 3.3726, $t(364) = 5.538$, $p < 0.05$. This is beside the conflicts between the leaders whose score mean is 3.3315, $t(364) = 4.929$, $p < 0.05$. Also, some leaders find themselves uncertain about how to deal with the staff problems, which scored 3.3315, $t(364) = 5.040$, $p < 0.05$. This indicates that ethical leadership faces many challenges. That is why it requires the leader to understand his subordinates to deal with them ethically. The overall mean score of the challenges of ethical leadership was higher 3.2085, $t(364) = 91.171$, $p > 0.05$. This indicated that there was statistical insignificance of ethical leadership in Khartoum universities in Sudan. Therefore, the highest mean score shows that many of the difficulties in Khartoum universities in Sudan encounter ethical leadership.

There is no culture of democracy in the organization that is similar to that outlined by Cheteni and Shindika (2017): ethics is an essential part of credentials for leadership. The ethical leader can help build a democratic ethical climate, provide moral leadership, and assure employee satisfaction by making morality a priority. However, several obstacles impede ethical leaders from exercising this kind of leadership. They identify and describe some problems and obstacles in ethical leadership faced by ethical leaders. It helps them achieve more accurate information and a broader perspective in this field. This leadership style could be promoted by developing suitable programs and providing clear-cut strategies for removing the current obstacles, challenges and correcting the organizational structure. Thus, it can lead to ethical improvement and a culture of democracy in the organization.

Bajaj (2019) mentioned that the lack of an ethical culture in introducing the role model ethical leadership could form an organization's culture. Although a thriving culture can contribute to the ability of employees to adapt, ethical leaders who act as a guide and support can also make a difference by minimizing uncertainty. However, existing research has strengthened the role of ethical leadership the employees' readiness to change is practically non-existent. In addition, the lack of the proper culture in introducing the role model reveals that ethical leadership enhances employees' readiness to change and that an organizational culture of effectiveness partially mediates this impact.

Tam (2002) demonstrated that the absence of power and authority in the working environment and culture might equally challenge the lack of power and authority in ethical leadership. Employees with severe ethical concerns could be unwilling to speak in repressive circumstances out of fear of being ostracized. It requires you to hire senior and middle managers carefully. It offers hurdles in everyday operations; sometimes, ethical difficulties have unique and sophisticated consequences; the fight against fraud and bribery requires continual engagement from leaders and staff—Mckinney (2019) has shown that leaders were unable to

make sound moral and ethical judgments. Leadership conduct can influence the corporate culture if it does not involve personnel in decision-making if these norms and values are compromised because it reduces employers' engagement, performance, and motivation. As increasing absenteeism and turnover, thus adversely affecting organization operations and incurring costs, the results can have implications for social change by developing higher ethical standards and adequate moral training.

Ethical factors may influence leaders to make sound decisions to protect the organization from unethical behavior. So it must be considered with caution, lack of involving staff in decision making may lead to the deterioration of the organization. Therefore, it is necessary to provide leaders with information to improve strategies when making decisions that affect ethical behavior at work. The item conflict between leaders' values and the organization's values, Babalola, Stouten, and Euwema (2016), showed that drawing on social learning theory and role of ethical leadership in conflict situations. Moral leadership was predicted to build employees' resolution efficacy and subsequently increase employees' ability to deal with conflict situations between leaders' values and values.

Concerning uncertainty about how to deal with staff, according to Callanan and Tomkowicz (2017), the doubt about dealing with workers and the lack of interest in them. This event leads to a sudden transformation in an ethical leader's personal and professional life within the organization. The unprecedented impact lies in many unknowns in the future. Few current best practices can be revived for ethical leadership. It means that rebuilding and managing individuals must take place. Inappropriate circumstances, organizations will need to implement excellent and flexible ethical leadership practices, which evolve as more practices become available. In addition, organizations will likely need to develop a newly emerging approach in response to unexpected challenges. The dissatisfaction was caused by being forced to perform specific tasks due to staff shortage and discomfort following procedures according to organizational policies and rules. It is similar to Peters (2015), showing that the leaders with poor reputations and questionable business practices diminish ethics and cultivate an environment of distrust, to prevent bad choices, in other words, dissatisfaction resulting from being forced to perform specific tasks due to lack of staff and discomfort after implementing procedures in accordance with policies and organizational rules may lead to their deterioration, and this represents a significant challenge to the leader.

The conflict between the needs and expectations, lack of facilities is similar to Oplatka and Arar (2016). They showed that the person has the right to know what is happening within an organization that he discloses in the context of a conflict between the needs and expectations. Although lack of facilities falls under the heading of non-practice of ethics in the organization, participants and employees have the right to obtain certain expectations related to how the information conveyed by the ethical leader to employees is dealt with, and expectations about the reliability, efficiency, and truthfulness of the information and knowing what some of these expectations are, and the ethical obligations that lead to facilitating the task.

The difference in challenges ethical leadership practices in the Sudanese universities in Khartoum State based on Gender.

One sample t-test is used to examine the means of respondent's challenges to ethical leadership practices in the Sudanese universities in Khartoum State based on Gender.

Table 2: T-test results for challenges of ethical leadership based on Gender.

Variable	Sex	N	Mean	SD	T	Df	Sig
Challenges	Male	200	32.2350	7.84778	.041	363	.967
	Female	165	32.2000	8.38204			

As indicated in table (2) the sex (male & female) the score mean, as (M=32.2350 and 32.2000), $t(1,363) = .526$, $p < 0.05$. which indicates there is no statistically significant differences between male and female in the challenges faces the practice of ethical leadership in Sudanese universities in Khartoum state based on gender. This finding is supported by Grace (1999). She showed that in all aspects of ethical leadership (perceptions, development, practice), men and women both utilize a combination of principles and relationships as the significant elements in their decision-making. However, women leaders are more willing than men to engage in relationships as a legitimate part of their public leadership. Also, ethical leadership demonstrates the concepts of ethical leadership, communicated through the voices of a collective group of male and female leaders. They have exhibited those traits identified by the informed observers through the program philosophy and components identified. They serve as examples of how an individual can link ethical reasoning to ethical action through the challenges that face males and females in practicing ethical leadership; compared and contrasted male and female ethical leaders, the results discovered that males and females have much in common.

(a) Differences in challenges of practicing ethical leadership in Sudanese universities in Khartoum State due to the academic rank

An ANOVA analysis test is conducted to compare the opinions of the individuals about the internal ethical leadership practices (beliefs and values) according to the academic rank.

Table 3: ANOVA results of internal factors of ethical leadership based on academic rank

Factors		Sum of Squares	df	Mean Square	F	Sig.
Internal (believe and value)	Between Groups	1887.552	4	471.888	4.833	.001
	Within Groups	35152.656	360	97.646		
	Total	37040.208	364			

The results in table 3 indicate $f(4,360) = 4.833$, $p > 0.05$. It indicates that there is a statistical significance difference between respondents' views about the academic rank (professor, associate professor, assistant professor, lecturer, and teaching assistant) on internal ethical leadership practices (beliefs and values) in Khartoum universities in Sudan. So, academic rank is not a determinant factor for the practice of ethical leadership. The results are strong evidence that an academic rank does not influence the values or beliefs of an academic. They have explained that ethics for Baglioni (2007) described how ethics is expressed through decisions and behaviors that show their devotion to personal ideals every day for many leaders. Values permeate our lives, and our actions are influenced. The decisions and actions of managers should represent their ethics and reflect their values and views, both and male or female.

Table 4: ANOVA results of external factors of ethical leadership based on academic rank

Factors		Sum of Squares	Df	Mean Square	F	Sig.
external (behavior and action)	Between Groups	1629.171	4	407.293	2.978	.019
	Within Groups	49237.941	360	136.772		
	Total	50867.112	364			

Table 4 indicates $f = .2.978$, $p < 0.05$, which means no statistically significant difference between respondents' views about the academic rank on external ethical leadership practices (behavior and action) in Khartoum universities in Sudan based on their academic rank. So, academic rank is not a determinant factor for the preparation of ethical leadership. Nevertheless, the results are strong evidence that an academic rank influences an academic's behavior and actions.

Table 5: ANOVA test results on internal and external ethical leadership practices (beliefs, values, behaviors, and actions) according to the academic rank variable

Practices	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Internal & external	Between Groups	5671.258	4	1417.815	3.856	.004
	Within Groups	132371.986	360	367.700		
	Total	138043.244	364	-		

We note from table 5 above that the calculated "F" values are more significant than the "F" rate read from the statistical tables in front of the freedom scales (4,360) below the 0.05 indicative level of 3.03. Thus, it indicates statistically significant differences between the mathematical averages of the opinions of the sample members attributable to the academic rank variable on internal and external ethical leadership practices.

Table 6: Comparisons of internal and external ethical leadership practices (beliefs and values, behaviors and actions)

Academic rank		
	1	2
Lecturer	82.0317	-
Professor	88.2990	88.2990
Teaching assistant	89.1724	89.1724
associate professor	-	92.7798
Assistant Professor	-	93.0448

The table shows that there is an ethical difference between the academic ranks of the sample members: lecturers, professors, teaching assistants, assistant professors, and associate professors, while there is no difference between teaching assistants, assistant Professors, and associate professors; however, teaching assistants, assistant Professors, and associate professors are more agreeable than the others.

Table 7: ANOVA test results analysis about the challenges of ethical leadership according to the academic rank variable

Variable	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Challenges	Between Groups	184.164	4	46.041	.702	.591
	Within Groups	23594.302	360	65.540		
	Total	23778.466	364	-		

Table 7 indicated that $f(4,360) = .702$, $p < 0.05$ indicative levels of 2.63. Thus, it implies no statistically significant differences between the statistical averages of the sample members' opinions attributable to the academic rank variable (professor, associate professor, assistant

professor, lecturer, and teaching assistant) in Khartoum, Sudan, on the challenges of ethical leadership.

(b) Differences in challenges of practicing ethical leadership in Sudanese universities in Khartoum State due to years of teaching experiences

Table 8: ANOVA test results about internal ethical leadership (beliefs and values) based on number of years of service at the university

Practice	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Internal beliefs and values	Between Groups	1168.209	3	389.403	3.919	.009
	Within Groups	35872.000	361	99.368		
	Total	37040.208	364			

Table 8 indicated that $f(3,361)=3.919$, $p < 0.05$ indicative levels of 2.63, showing significant differences. Based on the number of years of service at the university about internal ethical leadership practices (beliefs and values). To support this comparison is set in the table as follow:

Table 9: Comparisons of internal ethical leadership practices (beliefs and values) years of Experience

years of Experience	1	2
10 and under 15 years old	32.9294	-
15 years and over	33.9286	-
5 and less than 10 years old	35.6283	35.6283
Less than 5 years	-	37.5040

It is clear from the table above: there is an ethical gap between people with experience of fewer than five years and those with over five years of experience. However, there is no difference between those over five years of their five-year service at the university.

Table 10: ANOVA analysis test results about what the external ethical leadership (behaviors and actions) based on the number of years of service at the university

Practices	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
External behaviors and actions	Between Groups	489.200	3	163.067	1.169	.322
	Within Groups	50377.912	361	139.551		
	Total	50867.112	364	-		

Table 10 showed that $F(3, 361) = 1.169$, $p < 0.05$. It indicates no statistically significant differences attributable to the change in the number of years of service at the university about external ethical leadership practices.

Table 11: ANOVA analysis test results about the internal and external factors of ethical leadership based on the number of years of service at the university

Practices	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Internal & external	Between Groups	2482.832	3	827.611	2.204	.087
	Within Groups	135560.411	361	375.514		
	Total	138043.244	364	-		

As indicated in Table 11 $F=2.204$, $df=(3, 361)$, $p < 0.05$ which suggests that there are no statistically significant differences between internal and external factors of ethical leadership

based on the number of years of service at the university (less than 5 years, 5 and less than 10 years, 10 and less than 15 years, 15 years and more).

Table 12: ANOVA results analysis about the challenges of ethical leadership according to the variable number of years of service at the university

Variable	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Challenges	Between Groups	115.180	3	38.393	.586	.625
	Within Groups	23663.286	361	65.549		
	Total	23778.466	364	-		

As can be seen in Table 12 $F(3, 361)=.586, p < 0.05$. which indicates that there are no statistically significant differences in the challenge that face the practice of ethical leadership based on the number of years of service at the university (less than 5 years, 5 and less than 10 years, 10 and less than 15 years, 15 years and more).

Discussion

The study's overall purpose was to measure the extent of challenges ethical leadership practices in the universities of Khartoum State. After implementing analytical techniques, the research came up with the following significant findings.

The first question examined the status of challenges in ethical leadership practice among Sudanese universities.

The absence of a culture of democracy in the organization is similar to what Cheteni and Shindika (2017) have shown that ethics is an essential component of leadership qualifications and that an ethical leader can help create an ethical and democratic atmosphere, provide moral guidance, and ensure professional satisfaction of employees by prioritizing ethics, some problems, however, prohibit ethical leaders from implementing this form of leadership, identifying and describing some of the issues and obstacles in ethical leadership that ethical leaders face, and helping them achieve more accurate, through the interview tool, some participants said, this style of leadership can be strengthened by By developing appropriate programs and providing clear strategies for removing current obstacles and challenges and correcting the organizational structure, this can lead to an improvement in the morale and culture of democracy in an organization.

Bajaj (2019) stated that lacking the appropriate culture in providing a role model ethical leadership can shape an organization's culture and a culture of effectiveness can help increase employees' readiness for change, and ethical leaders, who act as a guide and offer support, can also make a difference by reducing uncertainty. However, current research on the role of ethical leadership in enhancing employee readiness for change is practically non-existent, and the lack of an appropriate culture in presenting the role and outcomes model reveals that ethical leadership enhances employee willingness to change and that this effect is mediated in part by an organizational culture of effectiveness. These results agree with the study of Mayer, Kuenzi, Greenbaum, Bardes, and Salvador (2009), whose results showed that ethical leadership style was not present at the level of executive management leadership. The data collected through the interviews also reflected that the participants reinforced this belief by noting that the lack of visions, transparency, fairness, and integrity leads to a failure to improve moral leadership in Sudanese universities in Khartoum. Moreover, she clarified that focusing on selecting leaders who do not raise ethical values and do not set regulations transparently so that management practices are carried out with integrity does not improve ethical leadership and may not address its challenges.

The second question dealt with whether there is a significant difference in the challenges of ethical leadership practices in Sudanese universities in Khartoum based on gender. The results indicate no statistically significant differences between males and females in the challenges facing the trial of ethical leadership in Sudanese universities in Khartoum based on gender. This result is supported by Grace (1999). She showed that in all aspects of ethical leadership (perceptions, development, practice), both men and women use a mixture of principles and relationships as essential decision-making components. However, women leaders are more willing than men to engage in relationships as a legitimate part of their overall leadership. Ethical leadership also articulates the concepts of ethical leadership, which are communicated through the voices of a collective group of male and female leaders, and they have demonstrated those traits identified by informed observers. Through the program's philosophy and specific components, they serve as examples of how the individual relates moral reasoning to moral action through the challenges facing males and females in the exercise of moral leadership, compared to and comparison between male and female ethical leaders, the results discovered that males and females have a lot in common.

The third research question dealt with: Are there statistically significant differences in the challenges of practicing ethical leadership in Sudanese universities in the state of Khartoum in terms of academic rank? And the results found statistically significant differences between the mathematical averages of the opinions of the sample members attributed to the academic. Internal and external factors affect the academics in the universities of Sudan. The results contradict the Bhana and Bayat (2020) study. The descriptive results revealed that the ethical leadership style was not present at the level of executive management leadership; The results of the inferential analysis showed a large solid linear relationship of 74.7% between direct management leadership and personnel elements, and the results of data collection by participants reflected that academic rank is not a determining factor for practicing ethical leadership. The results are strong evidence that academic rank does not affect an academic's values or beliefs.

The fourth research question dealt with: Are there statistically significant differences in the challenges of practicing ethical leadership in Sudanese universities in the state of Khartoum attributable to years of teaching experience?

The results showed significant differences. Based on the number of years of service at the university about internal ethical leadership practices (beliefs and values). It was further explained that an ethical difference between their experience is less than 5 years and those with more than five years of experience. While there is no difference between those over five years of their service of five years in the university, indicating that there are no significant differences between the mathematical averages of the opinions of the sample members attributable to the change in the number of years of service at the university, as evidenced by the absence of statistically significant differences in the challenge facing the practice of ethical leadership based on the number of years of service at the university about external ethical leadership practices (behaviors and actions).

Implications

The main suggestion of this study is that the extent of challenges ethical leadership practices in the universities of Khartoum State. Ethical leadership practices were also shown to measure a unified concept of ethical leadership through internal factors (beliefs and values) and external factors (behavior and actions). Thus, the internal and external aspects of ethical leadership and practice correlations were influential. The study considered these factors and the factors for one demographic variable (academic rank factors information).

Conclusion

This research revealed that the ethical leadership practices in Sudanese universities in Khartoum state showed a high average in internal factors. Leaders report ethical problems with their superiors, meaning that ethical leadership has high importance and fairness and integrity are essential personal values. They also notice that they are crucial. Since non-ethical behaviors are assumed to contribute to increased efficiency, to this effect, leaders treat their subordinates with high ethical value to represent overall university success. There was a high average score of external influences and the attitudes and acts of ethical leadership.

Nevertheless, beliefs and values in Khartoum Universities in Sudan are statistically significant factors. The higher level of external factors shows that behavior and action in the University of Khartoum have less potential, and leaders have confidence in relations with others. This behavior ensures harmony between members. It shows clear evidence that academic rank does not affect a scholars' ideals or convictions, specifically to the practice of ethical leadership.

It also shows that the challenges of ethical leadership practices in Sudanese universities in Khartoum showed that ethical leadership is critical and that justice and integrity are among the fundamental personal values. They also note that it is essential. As challenges are addressed, and for this purpose, leaders treat their subordinates with a high moral value to represent the university's overall success. The beliefs and values in the universities of Khartoum in Sudan are statistically significant factors.

Recommendations

After what was observed in the introduction and problem of the study, the literature review, and what has been observed in discussing the results indicating the study recommends the following:

This needs to pay attention to practicing ethical leadership in Sudanese universities in all its dimensions of ethical considerations. It also encourages employees, including university administrators, faculty deans, and department heads, to practice ethical behaviors and values and avoid unethical behaviors due to their importance in institutions, educational administrations, and higher institutes.

The need for a procedural guide explaining ethical leadership practices to spread its culture among administrators, faculty deans, and faculty at all Sudanese universities and guide university leaders at various administrative levels.

Setting objective and specific criteria for selecting educational and educational leaders at all levels of administration, the ethical component is a significant component. Moreover, university leaders' comprehensive preparation and development are needed (principals, faculty deans, department heads) at complete levels to enhance their ethical leadership practices.

Establishing a training program on ethical leadership is in its various dimensions. Its results are monitored at the university's level to instill ethical leadership practices among the employees, besides overcoming challenges that face ethical leadership practices in Sudanese universities and developing a leadership planning program to develop the skills of future generations of administrative leaders to achieve sustainability and provide leaders with an ethical orientation in management.

In addition to adopting a commitment to address the challenges facing leaders, and the leadership's keenness on fairness, objectivity, integrity, honesty, and honesty in distributing and evaluating burdens and costs to employees, in order not to reflect negatively on their performance at work, as well as to establish the principle of cooperation and teamwork, and to establish an emergency office for the challenges facing ethical leadership.

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