

The role of authentic leadership in building organizational reputation from the point of view of academic leaders in the faculties of the University of M'sila

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Abstract---This study seeks to investigate the influence of authentic leadership and its dimensions (self-awareness, relational transparency, internalized moral perspective, and balanced processing) on the development of organizational reputation and its components (organizational sentiment, admiration and respect, trust, and overall reputation), utilizing a sample of 47 academic leaders from the faculties of the University of M'sila, Algeria. The questionnaire serves as the principal instrument for assessing the research variables, employing various statistical methods, including the simple correlation coefficient to evaluate the relationship between two variables, the (T) test to ascertain the significance of this relationship, multiple regression analysis, and the (F) test to assess the relevance of the regression equation. Utilize R^2 to elucidate the influence of the independent variable on the dependent variable. The research yielded several findings, chief among them being that authentic leadership practices are essential in establishing the university's corporate reputation.

Keywords---Leadership, Authentic Leadership, Academic Leaders, Organizational Reputation.

Jel Classification: A22, C80, D73, I23.

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Introduction

The modern competitive world is characterized by frequent and continuous technological, economic, social, political, and innovative developments. These developments increase the demand for leaders who demonstrate an evident ethical openness in their behaviors & practices towards others. This confirms that leadership in this century involves clear patterns, such as embracing collaboration and participation, promoting creativity within the organization, and fostering equal competition of ideas. As a result, these institutions emphasize the importance of individual collaboration, the convergence of efforts, and the establishment of strong relationships among all members of the organizational entity. Consequently, a new model of educational thinking has emerged, focusing on the production of information rather than its mere transmission.

The occurrence of fundamental transformations in the roles of institutional leaders, particularly in higher education institutions, is evident. An authentic educational institution is characterized by integrated curricula, a facilitative learning environment, flexible teaching methodologies, active learning, authentic assessment, and original leadership capable of formulating a vision for the educational institution that is connected to reality and employs an authentic approach in its implementation. (Avey et al., 2010)

George (2003) states that we need leadership that encourages employees to provide quality services to beneficiaries and the community and focuses on positive forms of leadership, such as so-called "authentic" leadership—collaborative, adaptive, realistic, knowledge-based, and able to deal with issues related to internal and external contexts in order to keep the organization competitive.

Authentic leadership contributes as an optimal direction to solve the leadership crisis in institutions in light of the new millennium and the accompanying rapid variables in the formation of the organizational reputation of the institution, which is one of the most important goals that institutions seek today to achieve and an essential outcome of the type of interactions that the institution achieves with customers or individuals in society and thus appears in the form of indicators such as trust, respect, and awareness towards the institution. Because reputation affects the level of interaction of individuals with the organization, this is reflected directly or indirectly in the value of the organization and its competitive position and the achievement of benefits for the various stakeholders dealing with it.

This exploratory study establishes the core notions of authentic leadership within the framework of organizational theory. This indicates that authentic leadership is grounded in several recognized organizational behaviors and systems, as per organizational theory. Subsequently, we examined a select cohort of academic leaders from the faculties of the Algerian University of M'sila to assess how authentic leadership and its dimensions (self-awareness, relational transparency, an internal ethical perspective, and balanced processing) constitute vital strategic decisions that contemporary institutions must undertake to enhance their organizational reputation and its components (trust, overall reputation), encompassing public perception of the organization and its leaders. This encompasses four chapters. The initial chapter addressed the study's methodology, the subsequent chapter reviewed the relevant literature on the study's variables, the third chapter encompassed the field study, and the last chapter offered a discussion and recommendations derived from the study's findings.

1. Chapter One: Study Methodology

1.1. Study problem

Organizations today need committed and productive individuals to maintain them and develop their competitive advantage. However, their employees suffer from low morale and lack of job security, which requires their leaders to reduce reliance on a traditional approach based on trial and error and

move towards employee participation in decision-making, realization of responsibility for achievement, and bearing the consequences of their decisions.

In addition, the changing conditions that educational institutions are currently experiencing - university institutions in particular - such as economic stagnation and the information revolution, made it imperative to respond to this by making adjustments that keep pace with these conditions through leadership methods that enable universities to develop their organizational capabilities and carry within them an organizational entity that contributes to building organizational reputation, and creates the psychological capital of faculty members, and their academic optimism, as academic leaders are one of the most important essential components of the university development process.

Moreover, although most "authentic leadership" research has been conducted in business contexts, the leadership skills needed to lead companies and universities are similar. Based on the fact that university institutions have a significant impact on societies and reflect the characteristics and events faced by institutions—regardless of their types—economic, political, military, and social. In addition, university education can't isolate itself from the various quantitative, qualitative, financial, scientific, cognitive, technological, technical, media, cultural, and social challenges currently facing university institutions, which makes it impossible to investigate whether authentic leadership is as essential in university institutions as it is in business.

It's become a research problem because academic leaders focus on negatives and vertical structures when managing human resources. There are also more formal control systems and routine tasks while waiting for a problem to happen. Despite Algeria's efforts to keep pace with global developments in the trend towards providing a suitable work environment, developing study systems and higher education curricula, and developing training programs for a qualified workforce, these transformations are taking place separately from the general context of actual development to achieve the alignment of higher education outputs with the requirements of the labor market and the needs of society.

The current research attempts to investigate the role of authentic leadership among academic leaders in university institutions and its relationship to building organizational reputations. This is done through the following main question:

What is the role of authentic leadership in building organizational reputation from the point of view of academic leaders in the faculties of the University of M'sila?

To address this query, we can formulate the following subquestions:

- What is the extent to which academic leaders practice authentic leadership in the administration of the faculties at the University of M'sila?
- Do the academic leaders involved in managing the faculties at the University of M'Sila care about the university's reputation in the workplace?
- What is the nature of the relationship and influence between authentic leadership & its dimensions & building the organizational reputation of the university in the faculties of the University of M'sila?

1.2. Study objectives

The current study aims to achieve the following objectives:

- - Revealing the degree of practicing authentic leadership in the administration of the faculties of the University of M'sila under study.
- The extent of academic leaders' interest in managing the University of M'sila's faculties under study in the university's reputation.

- Identify the type and degree of relationship between authentic leadership and its dimensions (self-awareness, transparency of relationships, internalized moral perspective, and balanced processing) and build organizational reputation in the faculties of M'sila University under study..
- Based on the results obtained, we can make several recommendations to guide decision-makers in managing the faculties of the University of M'sila under study.

1.3. The significance of the study

The study is significant because, in the researcher's opinion, it is the first to specifically address a new scientific approach in Arab and Algerian academic leadership, known as authentic leadership. The findings of this study could benefit academic leaders, professors, and researchers in the field of university administration. Higher education institutions can also establish criteria for selecting leaders, which can aid in their professional development. This, in turn, can positively impact the individual's quality of life, maintain these institutions' social and administrative systems, and facilitate the desired change.

It's also possible that the study's results will help provide scientific evidence on the link between authentic leadership and an organization's reputation. This would add to the results of other research projects.

1.4. The hypothetical model for the study

The proposed study model delineates the formulation of a comprehensive plan to attain the research's objectives. Thus, we identified the factors of the study, as illustrated in Figure No. (01)

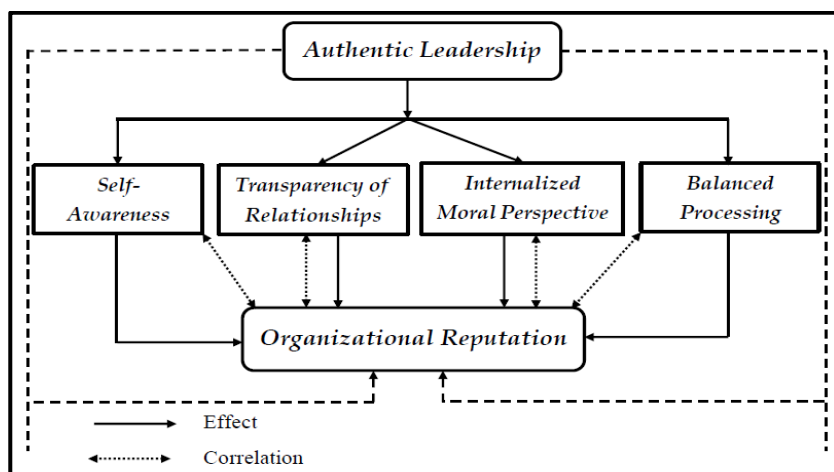


Figure N° 1. The hypothetical model for the study.

Source: Prepared by the researcher based on previous studies.

- **Independent variable:** represented by "Authentic Leadership," and it included four (4) dimensions (self-awareness, transparency of relationships, internalized moral perspective, balanced processing) based on the measures approved by (Walumbwa, et al., 2008; Ilies, et al., 2005; Filipovski, 2014).
- **Dependent variable:** It is represented in the "Organizational Reputation," and it included four (4) dimensions (feeling about the organization, admiration & respect, trust, and total reputation) based on the measures approved by (Sala, 2011).

1.5. Study Hypotheses:

This study is founded on the subsequent hypotheses.

1.5.1. The 1st main hypothesis: There is a statistically significant correlation at the level of significance ($\alpha \leq 0.05$) between authentic leadership and its dimensions (self-awareness, transparency of relationships, internalized moral perspective, balanced processing) and building organizational reputation in the faculties under study.

The following hypotheses emerge from it:

- **H₁:** There is a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the dimension of self-awareness and building organizational reputation.
- **H₂:** There is a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the transparency of the relationships dimension and building organizational reputation.
- **H₃:** There is a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the internalized moral perspective dimension and the building of organizational reputation.
- **H₄:** There is a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the balanced processing dimension and the building organizational reputation.

1.5.2. The 2nd main Hypothesis: A statistically significant effect on building an organization's reputation at the 0.05 significance level is seen when authentic leadership and its aspects (self-awareness, relationship transparency, internalized moral perspective, and balanced processing) are used.

The following hypotheses emerge from it:

- **H₁:** There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) for the self-awareness dimension in building organizational reputation.
- **H₂:** There is a statistically significant effect at the significance level ($\alpha \leq 0.05$) for the transparency of the relationships dimension in building organizational reputation..
- **H₃:** There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) for the internalized moral perspective dimension in building organizational reputation.
- **H₄:** There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) for the balanced processing dimension in building organizational reputation.

1.6. Study population and sample

The University of M'sila in Algeria conducted the field study. The study population consisted of all academic leaders in those colleges, represented by 09 deans and 42 department heads, for a total of 51 individuals. The comprehensive survey of the study population was relied upon, and the study tool was sent via professional mail to those concerned. However, only six deans responded, 66.66% of the total study population; 31 department heads responded, 73.81%. This means the total sample is 37 singles, 72.55% of the study population. Table No. (01) shows the distribution of the study sample according to the levels of its functional variables.

Tableau N° 1. The distribution of the study sample according to the levels of its functional variables

| Variable | Category | Iterations | Percentage % |
|-------------------------|----------------------------|------------|--------------|
| <i>Job title</i> | Dean | 06 | 16.22 |
| | Head of Department | 31 | 83.78 |
| Academic rank | Higher education professor | 09 | 24.32 |
| | Lecturer professor | 28 | 75.68 |
| Years of service | Less than 10 years | 11 | 29.73 |
| | More than 10 years | 26 | 70.27 |

Source: Prepared by the researcher based on the outputs of the program (SpssV.27).

Table N^o. (1) shows the following:

- **Job title:** Table N^o (1) indicates that 83% of the sample members are department heads. Deans come in second place (16%).
- **Academic rank:** The results of Table No. 1 showed that most sample members were at the rank of lecturer, at a rate of 75%. Those with the rank of higher education professor came in second place with a rate of 24%.
- **Years of service:** Table No. (1) reveals that individuals with more than 10 years of experience rank highest at 70%. The category (≤ 10 years) comes in second place with a rate of 29%.

1.7. The Study tool (Questionnaire):

The present study utilized a questionnaire as the principal instrument for gathering data pertinent to its practical aspects. We used the five-dimensional Likert scale, a widely used measurement tool. It is both straightforward and precise concurrently. Responses on this scale vary from 1 = strongly disagree to 5 = strongly agree. We employed a pre-existing scale to furnish more dependable information pertinent to this type of study. Our study excluded individuals who failed to complete the questionnaire. The following table illustrates how the researcher used a standard to determine the degree of approval N^o.(2):

Table N^o 2. The standard used to judge the degree of approval

| Range | Percentage % | Decision rule |
|-----------|---------------|----------------|
| 1.00-2.33 | 20% to 46.6% | Low Level |
| 2.34-3.67 | 47% to 73.4% | Moderate Level |
| 3.68-5.00 | 73.6% to 100% | High Level |

Source: Prepared by the researcher

1.8. The validity and reliability of the study tool

To verify the accuracy of the tool's content, the researcher presented it to a panel of arbitrators and field specialists. They verified that the questionnaire aligned with the study's questions and objectives and was capable of measuring its variables.

To verify the stability of the study tool, "Cronbach's Alpha" was computed, aiming for a value of 0.70 or above, as indicated by Hair et al. (2010) and by examining the results. The statistical analysis revealed a high general reliability coefficient of the questionnaire, measuring at 0.851, signifying a substantial level of reliability.

Table N^o 3. The standard is used to judge the degree of approval

| Variables | Code | Dimensions | Code | Cronbach's | N ^o . items |
|----------------------------------|-----------|--------------------------------|------|-------------|------------------------|
| Authentic leadership | AL | Self-awareness | SA | .793 | 4 |
| | | Transparency of Relationships | TR | .771 | 4 |
| | | Internalized Moral Perspective | IMP | .818 | 4 |
| | | Balanced Processing | BP | .749 | 4 |
| Organizational Reputation | OR | - | | .877 | 18 |
| All items | | | | .851 | 34 |

Source: Prepared by the researcher based on the outputs of the program (SpssV.27).

2. Chapter Two: Literature Review

2.1. Authentic Leadership

Many experts, researchers, and practitioners in organizational behavior and human resources management have become more interested in leadership and its problems, such as the lack of ethical leadership and societal issues. These challenges have created the need for a new model of leadership.

Consequently, there is an increasing interest in establishing and embracing a unique leadership paradigm to cultivate future leaders who will enhance organizational progress and equip them to confront challenges and attain strategic objectives, termed "authentic leadership." In this regard, Avolio and Gardner (2005) assert, "We require leaders who guide with purpose, values, and integrity, leaders who create enduring organizations and inspire their employees to deliver exceptional customer service." "ice and generate enduring shareholder value".

As a result, honest leadership is crucial for the success of any firm. Walumbwa et al. (2008) contend that "leaders possessing diverse positive attributes can beneficially impact subordinates' circumstances, behaviors, and performance." They significantly differ from other driving techniques. Moreover, various deficiencies in prevailing leadership styles can be effectively addressed by authentic leadership, as authentic leaders exhibit optimism, trust, and proficient communication skills, which facilitate the establishment of dependable and robust relationships with followers and enhance their capacity for informed decision-making.

2.1.1. The concept of Authentic Leadership

Authentic leadership is one of the types of emerging leadership in the past decade because organizations need to try to adapt to the new disruptive workplace by making a fundamental difference in organizations by helping employees find meaning in their work and connect at work. May et al. (2003) argue that "self-knowledge and honesty with oneself are essential to authentic leadership, and self-awareness refers to the degree to which a leader is aware of strengths, weaknesses, and how the leader influences others".

The roots and origins of authenticity go back to the ancient Greeks' concept, who explained authenticity as "being honest with oneself" (Walumbwa et al., 2008). Positive psychology also mentions it as "having one's personal experiences, whether thoughts, emotions, needs, preferences, or beliefs, and acting in accordance with oneself" (Seligman, 2002).

Wong and Cummings (2009) attribute the concept of authentic leadership to studies that have placed authenticity as a key to self-esteem, while (Walumbwa et al., 2008) attributes the genesis of authentic leadership to the intersection of different aspects of leadership with ethical issues and positive organizational behavior.

Bass & Steidlmeier (1999) argues that authentic leadership has been developed as an important part of transformational leadership. (Valsania, et al., 2012) argue that there is currently a growing interest in positive forms of leadership because of evidence supporting the idea that positivity increases well-being and functioning.

Through a brief description of authentic leadership, and based on the researchers' findings about the concept of authentic leadership, it can be defined as "A pattern of leader behavior that can be derived and enhanced through positive psychological abilities and a positive ethical climate in order to promote self-awareness, internal ethical perspective, balanced processing of information, and transparency in relationships with the aim of promoting positive self-development of employees" (Walumbwa, et al., 2008).

Avolio & Gardner (2005) believe that the concept of authentic leadership refers to "The desire to train and develop leaders who proactively foster positive environments and conduct business in an ethical and socially responsible manner".

Lopez et al. (2015) defined authentic leadership as "a type of leadership that consists of inspiration and the enhancement of positive psychological potential by highlighting the moral and ethical component of behavior". George (2007) defined authentic leadership as "Leadership that brings employees together around a common mission and values to accomplish organizational goals by serving customers and creating value for all stakeholders".

Authentic leadership can be defined as: **a leadership approach that focuses on self-awareness and authentic personal orientations, with the aim of achieving effective communication by building reliable and solid relationships, enhancing teamwork, motivating the team to increase their satisfaction, and improving their performance.**

2.1.2. The significance of Authentic Leadership

The significance of authentic leadership derives from its reliance on the soft talents and genuine dispositions of leaders. This leadership style emphasizes trust-building, improved communication, and teamwork, hence fostering organizational performance in a dynamic and competitive landscape. This elucidates the distinctions between authentic leadership and other leadership styles. By embracing an authentic leadership style, leaders wield their influence through a repertoire of soft skills, including self-awareness, honest and transparent communication, and constructive interpersonal interactions to achieve tasks efficiently and effectively.

Peterson et al. (2012) observed that "authentic leadership elicits positive emotions in employees by facilitating positive, supportive, equitable, and transparent interactions," which cultivate an environment conducive to creativity in the workplace.

Rego et al. (2012) contends that "authentic leadership can improve employees' perceptions of psychological well-being and augment their self-motivation," and further states (Yuan & Woodman, 2010) that "authentic leadership can promote innovation by cultivating trust, generating hope, elevating optimism, and strengthening resilience".

Aronson et al. (2013) assert that "authentic leadership is devoid of value without employees, as they impact the leader's behavior; consequently, the leader must act in accordance with their expectations to maintain his leadership role and be esteemed by the group." Avolio and Gardner (2005) assert that "authentic leadership is adaptable and scalable," as it can be cultivated and improved through employees' learning from the leader.

As Avolio et al. (2004) argues, "The qualities of a true leader create a positive reputation that increases employees' trust", so a true leader can make a difference in organizations and be important to their success through his actions.

Clapp-Smith et al. (2009) adds, "Authentic leadership perceptions not only positively impact employee attitudes and happiness at work, but can have a positive impact on the performance of any organization".

Hsieh and Wang (2015) contend that "authentic leadership can positively impact employee attitudes, behaviors, and work outcomes, including organizational commitment, employee satisfaction, trust, creativity, performance, engagement, and organizational citizenship behavior".

Therefore, it can be said that authentic leadership as a new leadership style contributes to creating a positive and inspiring work environment, where employees feel valued, supported and trusted, and thanks to this environment, effective communication, innovation and teamwork are fostered, which contributes to the success of the organization and the achievement of its desired goals.

2.1.3. Authentic Leadership dimensions

The present study focused on four dimensions: self-awareness, relational transparency, internalized moral perspective, and balanced processing, as examined in the works of Walumbwa et al. (2008), Ilies et al. (2005), and Flipovski (2014). This is a concise elucidation of these dimensions:

- **Self-awareness:** It is considered of great importance for an individual's awareness of his strengths and weaknesses, which helps him to be honest with himself. It is defined as: "the individual's awareness of his personal characteristics, values, motives, feelings, perception, and confidence in him. Self-awareness includes knowledge of the inherent contradictory self-aspects of the individual and the role of These contradictions influence an individual's thoughts, feelings, actions, and behaviors" (Ilies, et al., 2005). The concept of self-awareness also refers to an emergent process through which leaders understand their unique abilities, knowledge, and experiences (Avolio & Gardner, 2005).
- **Transparency of relationships:** It is one of the main aspects of authentic leadership, and among its most important characteristics is the fact of maintaining relationships with employees on the basis of honesty and honesty. Relationship transparency is defined as: "the desire to make oneself open to inspection and feedback, it is an essential component of the leader's learning process" (Mazutis & Slawinski, 2008). In addition to being self-aware, balanced, and identical in one's goals, motivations, values, and emotions, the authentic leader is also transparent in revealing these expressions to his followers (Ilies, et al., 2005).
- **Internalized moral perspective:** It involves aligning the individual's internal standards with anticipated outcomes, and the authentic leader, equipped with an internal ethical perspective, can navigate and address the conflict between personal values and organizational obligations (Gardner, et al., 2004). The internalized moral perspective is characterized as the process by which an authentic leader harmonizes their ideals with their intents and actions. This approach entails rendering the individual's objectives, ambitions, and beliefs entirely clear to followers, exemplifying leadership by consistency between the adopted ideas and those in practice. The internalized moral perspective denotes the generation of ethical and transparent behaviors intended to benefit the collective interests of the group, which may occasionally contradict the leader's personal goals (Valsania et al., 2012).
- **Balanced processing:** an objective analysis of all relevant data before making a decision. It is defined as: "the heart of the personal integrity of the authentic leader, which greatly influences the decision-making process of the leader" (Ilies, et al., 2005). The concept of balanced processing refers to the objective analysis of facts and data, both external and subjective, that allows leaders to avoid bias in their perceptions due to self-defense, self-glorification and/or self-protection (Valsania et al., 2012).

2.2. Organizational Reputation

In the contemporary corporate landscape, the capacity to cultivate organizational reputation is a fundamental pillar upon which entities depend to attain excellence in a swiftly evolving competitive milieu. Organizational reputation results from the organization's engagements with various stakeholders, including government entities, local communities, non-governmental organizations, and individuals. This reputation pertains to their diverse perceptions of the organization's capacity to produce high-quality outcomes that meet their expectations, as evidenced by indicators such as trust, respect, and awareness of the organization.

Rashid and Al-Ziyadi (2014) assert that reputation is a crucial intangible asset that organizations strive to cultivate and preserve over time. Its significance lies in the organization's continuity and crisis management capabilities. A strong reputation allows organizations to attract top talent and investments, thereby fostering sustainability and generating benefits for various stakeholders, including customers, employees, and suppliers.

2.2.1. The concept of Organizational Reputation

Reputation is a complex concept that varies in meaning between disciplines and perspectives. For instance, strategic specialists perceive an organization's reputation as a competitive asset, whereas accountants regard it as an ambiguous preference or a form of notoriety whose worth varies in the marketplace. (Al-Hisnawi & AL- Goraiti, 2021)

Kawengian et al. (2019) believe that organizational reputation refers to a combination of expectations, perceptions, and opinions of the organization, which have been developed over time, by customers, employees, suppliers, investors, and the public in general, especially with regard to the organization's qualities, characteristics, and behavior based on Personal experience, rumors, and previous dealings with the organization.

An organization's reputation is also expressed as: "the general organizational characteristic, which reflects the extent to which external stakeholders view the organization as good rather than bad" (Roberts & Dowling, 2002). In the same context, (Confente et al, 2019) defines organizational reputation as: "a perception or judgment of stakeholders about an organization's ability to create value based on previous achievements".

Oncar and Yildiz (2012) defined organizational reputation as: "A twofold image:

- **The external part**, which stems from the social responsibility of the organization towards customers and stakeholders, through which its organizational reputation and continuity are improved, which is reflected in its competitive performance.
- **The internal part**, which stems from the manager's interest in employees and their cooperation with each other to preserve the identity and image of the organization, improve its performance and maintain its continuity".

Pires & Trez (2018) sees organizational reputation as "one of the most valuable intangible resources for an organization, and this value stems from the fact that it reduces stakeholder uncertainty about its future performance, strengthens competitive advantage, gains the trust of the target audience, and maximizes the organization's ability to provide high value-added products and services to beneficiaries".

The term organizational reputation is distinct from academic reputation; the latter is specifically associated with universities and reflects the favorable perception and positive mental image cultivated both internally and externally. It signifies the quality of administration and the caliber of outputs, correlating with recent student performance, which in turn attracts prospective students by providing transparent information.

Academic reputation, according to (Elnaggar, 2019), is also the basic foundation through which the parent chooses and chooses the appropriate university for his child, which best meets their needs. He defines it as: "achieving clear objectives for evaluating the university's internal performance, so that it leaves a positive mental impression and image inside, and abroad with excellence in performance and quality of outputs".

It is evident that academic reputation is the foremost intangible asset that universities and their leaders strive to cultivate and uphold. This reputation is primarily associated with the products and services offered, as well as influenced by various internal and external factors, including the reputation of

clientele and other organizations within the same sector. A strong academic reputation fosters employee confidence, attracts exceptional talent, enhances parental satisfaction, and supports stakeholders. Furthermore, the diverse communication systems employed by universities form the foundation of their organizational reputation capital, enabling leaders to effectively manage this reputation and present it distinctively to external stakeholders.

Based on the above, academic (organizational) reputation can be defined as: **The comprehensive recognition and evaluation by stakeholders of the University's ability to meet their needs and requirements in a way that surpasses other organizations operating in the same field in performance and quality of outputs.**

2.2.2. The significance of Organizational Reputation

Due to the challenges of increasing competition and the rapid changes and developments faced by organizations in general and educational institutions in particular, organizational reputation has become prominent in all activities and at all levels. Specifically, organizational reputation is a key foundation for creating an organization's value and retaining customers in the long term, as well as building good relationships with various stakeholders.

Kanto et al. (2013) have shown that an organization's reputation of vital importance has grown rapidly over the past two decades as an intangible asset, as it can lead to many strategic benefits for the organization, such as creating barriers to market entry, enhancing customer retention, and enhancing competitive advantages .

Schulz & Johann (2020) stated that a good reputation is an intangible resource that is difficult to replicate, facilitating access to resources controlled by key stakeholders, thereby affecting an organization's ability to create and maintain a competitive advantage that ultimately leads to better performance.

Feldman et al. (2014) noted that the main benefits of a good organization's reputation are:

- Improve consumer perceptions of the quality of products or services.
- Improve the ability to recruit and retain talented individuals.
- Raising the morale of employees.
- Protecting the organization's value & distinguishing it from its competitors
- Attracting the largest number of investors (good credibility).
- Distinguishing the organization from its competitors.

Thus, a good reputation increases the value of organizations and provides a sustainable competitive advantage, as organizations can achieve their goals more easily if they have a good reputation among stakeholders (Iwu-Egwuonwu, 2011).

As for educational institutions, Eryilmaz (2016) noted that a university's reputation affects student loyalty levels.

clearer (Sagir ; Dos & Cetin, 2014) in their study that the goals of a good organizational reputation of an educational institution, which includes university institutions, are:

- Forming the organizational image, identity, culture and university climate, which motivates the teacher to use different methods and techniques and play various roles within the classroom, which changes his attitudes and even his lifestyle within the university institution. So it can be said that reputation can change the factors directed to workers in university institutions.
- Motivate the members of the administrative body to exert more effort to maintain the organizational reputation of the university & its continuity, by adopting modern methods & methods of work.
- Providing high-quality educational services and outputs that increase positive feedback among stakeholders.

- Achieving academic success for students, as well as instilling moral, cultural, social, social adaptation and other values, which help to modify their behaviors and socialize properly.

Badri & Mohaidat (2014) also pointed out that “the university administration, represented by its academic leaders, carries out many practices related to the quality of the educational process, attracting new qualified professors, in addition to providing all financial and organizational resources that improve the university’s performance and the quality of its educational outcomes as a whole, and ensures The university institution has a good reputation, achieving the satisfaction & loyalty of parents & students, as they are the beneficiary and the first customer whose expectations it seeks to meet”.

It is clear from the above, that the importance of academic reputation lies in the formation of visions and a good mental image for everyone, whether inside the university institution, represented by employees, professors, students, or outside it, represented by various stakeholders, in an effort to meet the needs of all, which increases their loyalty to the university institution, and has a positive impact on the quality of educational outputs and products, and the sustainability of the good organizational reputation of the university institution for long periods in the minds and perceptions of everyone.

3. Chapter Three: Results and Outcomes

The findings of the descriptive statistics are shown below, encompassing the mean, standard deviations, and significance levels. Moreover, the outcomes of testing the study hypotheses aim to elucidate the relationship and impact between the variables.

3.1. Description and Diagnosis of Authentic Leadership Dimensions

Table N° 4. mean, standard deviations, and relative importance to authentic leadership dimensions

| Rank | Dimension | Mean | St. Deviation | Rate of importance | Level |
|---|-----------|--------------|---------------|--------------------|-------------|
| 3 | SA | 3.701 | 0.992 | 74.02 | high |
| 4 | TR | 3.668 | 0.934 | 73.36 | Moderate |
| 2 | IMP | 3.842 | 1.011 | 76.84 | high |
| 1 | BP | 3.950 | 1.083 | 79.00 | high |
| General level of Authentic Leadership (AL) | | .3774 | 1.051 | 75.48 | high |

Source: Prepared by the researcher based on the outputs of the program (SpssV.27).

- Table (4) indicates that the overall degree of authentic leadership and its dimensions is significantly elevated at 75%. The arithmetic mean was 3.77, while the standard deviation was 1.051. The standard deviation verifies the minimal dispersion of the sample members' responses from their arithmetic mean.
- Table (4) shows the balanced treatment dimension came in first place with a arithmetical average (3.95) and a high degree (79%), and the internal ethical perspective dimension came in second place with a arithmetical average (3.84) and a high degree (76%), and it came in third place after the transparency of relationships with a arithmetical average. (3.70) and with a high degree (74%), and finally it came after Transparency of Relationships with an arithmetic mean (3.66) and with a high degree (73%).

- This high result for the level of authentic leadership reflects the awareness of the academic leaders, members of the study sample, of the importance of the role of authentic leadership, and their ability to realize its various dimensions.

3.2. Description and diagnosis of Organizational Reputation

Table N° 5. mean, standard deviations, and importance to Organizational Reputation

| Rank | Dimension | Mean | St. Deviation | Rate of importance | Level |
|------|--|-------|---------------|--------------------|-------|
| | General level of Organizational Reputation (OR) | 3.812 | 1.137 | 76.24 | high |

Source: Prepared by the researcher based on the outputs of the program (SpssV.27).

- Table (5) shows The general level of importance of organizational reputation is high at (76%).The arithmetic mean was (3.81).The standard deviation was (1.137). The standard deviation confirms the low level of dispersion of the sample members' answers from their arithmetic mean.
- This high result for the level of organizational reputation reflects the extent of awareness of academic leaders, members of the study sample, of the importance of building academic reputation, and their desire to advance their faculties, and thus advance the university institution to which they belong.

3.3. Testing study hypotheses

To evaluate the study's assumptions, the Pearson correlation coefficient was computed to ascertain the link between the variables (Table 6). The study employs Multiple Linear Regression Analysis and the interpretation coefficient (R^2) to quantify the extent to which authentic leadership influences the development of organizational reputation in the faculties of the University of M'sila (Table 7).

3.3.1. Analyzing correlation hypotheses

- Table (6) illustrates the relationships between authentic leadership and the collective development of organizational reputation. The correlation coefficient was 0.649, which is statistically significant at the established significance level ($\alpha \leq 0.05$).
- Table (6) demonstrates a robust and positive association between the facets of authentic leadership and the development of organizational reputation.
- The results indicate that the most robust link exists between the balanced processing dimension and the enhancement of organizational reputation, with a correlation coefficient of (.609), which is statistically significant at the established significance level ($\alpha \leq 0.05$). The smallest association was seen between the dimension of relationship transparency and the development of corporate reputation, with a correlation coefficient of (.341), which is statistically significant at the established significance level ($\alpha \leq 0.05$).
- Therefore, endorsing the primary hypothesis and its four derived sub-hypotheses.

Table 6. Pearson Correlations for All the Variables

| Variables | | (SA) | (TR) | (IMP) | (BP) | (AL) | (OR) |
|--|---------------------|--------|--------|--------|--------|--------|--------|
| (SA) | Pearson Correlation | 1 | .464** | .571** | .644** | .603** | .597** |
| | Sig (2-tailed) | - | .009 | .003 | .002 | .001 | .002 |
| | N | 37 | 37 | 37 | 37 | 37 | 37 |
| (TR) | Pearson Correlation | .464** | 1 | .476** | .220* | .364** | .341* |
| | Sig (2-tailed) | .009 | - | .003 | .009 | .005 | .025 |
| | N | 37 | 37 | 37 | 37 | 37 | 37 |
| (IMP) | Pearson Correlation | .571** | .484* | 1 | .537** | .580** | .569** |
| | Sig (2-tailed) | .003 | .025 | - | .004 | .000 | .007 |
| | N | 37 | 37 | 37 | 37 | 37 | 37 |
| (BP) | Pearson Correlation | .644** | .613** | .589** | 1 | .623** | .609** |
| | Sig (2-tailed) | .002 | .003 | .000 | | .001 | .001 |
| | N | 37 | 37 | 37 | 37 | 37 | 37 |
| (AL) | Pearson Correlation | .603** | .364** | .580** | .623** | 1 | .649** |
| | Sig (2-tailed) | .001 | .005 | .000 | .001 | - | .003 |
| | N | 37 | 37 | 37 | 37 | 37 | 37 |
| (OR) | Pearson Correlation | .597** | .341* | .569** | .609** | .649** | 1 |
| | Sig (2-tailed) | .002 | .025 | .007 | .001 | .003 | - |
| | N | 37 | 37 | 37 | 37 | 37 | 37 |
| **correlation is significant at the 0.05 level (2-tailed). | | | | | | | |
| * Correlation is significant at the 0.05 level (2-tailed). | | | | | | | |

Source: Prepared by the researcher based on the outputs of the program (SpssV.27).

3.3.2. Analysis the effect between the study variables

- Table (07) indicates a statistically significant positive effect of authentic leadership on the development of organizational reputation in the faculties of the University of M'sila under investigation, as the computed (F) value was (113.547), exceeding the tabulated value of (2.282) at the significance level ($\alpha \leq 0.05$). This signifies a statistically significant relationship in analyzing the dependent variable (organizational reputation) via the independent variables (dimensions of authentic leadership).
- The coefficient of determination (R^2) is .421, indicating that the independent variables (dimensions of authentic leadership) account for 42% of the variance in the dependent variable (organizational reputation). The remaining percentage, estimated at 58%, is attributed to the influence of factors not accounted for by the model.
- The effect score (β) was (.465), indicating that a one-degree rise in the implementation of genuine leadership dimensions results in a (.465) increase in the development of organizational reputation.

Table 8. Results of Regression Analysis of authentic leadership on building organizational reputation

| R | R ² | Adjusted R | SE of the estimate | F | Sign |
|--|-----------------------------|------------|---------------------------|-----------------|------|
| .649 ^a | .421 | .369 | | 113.547 | .000 |
| Model | Unstandardized coefficients | | Standardized coefficients | t | Sign |
| | B | | SE | Beta (constant) | |
| authentic leadership | .465 | | .258 | 11.179 | .000 |
| F _{tab} (a=0.05; df1=3;df2=34)= 2.282 N=37 **correlation is significant at the 0.05 level (2-tailed). | | | | | |

Source: Prepared by the researcher based on the outputs of the program (SpssV.27).

In order to give detailed indications of the nature of the impact of authentic leadership dimensions on building organizational reputation, this will be analyzed as shown in Table (8).

Table 9. Analyzing the effect of authentic leadership on building organizational reputation

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|--|-----------------------------|------------|---------------------------|-------|--------|-------------------------|------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| (Constant) | 1.739 | .384 | - | 10.62 | .000** | - | - |
| (SA) | .517 | .233 | .612 | 5.709 | .011** | .547 | 5.81 |
| (TR) | .445 | .191 | .583 | 4.581 | .009** | .453 | 7.67 |
| (BP) | .563 | .250 | .681 | 8.939 | .007** | .590 | 6.95 |
| (TR) | .591 | .277 | .739 | 8.722 | .000** | .651 | 7.66 |
| a. Dependent Variable: organizational reputation (OR) **correlation is significant at the 0.05 level (2-tailed). | | | | | | | |

Source: Prepared by the researcher based on the outputs of the program (SpssV.27).

Using the input method, Table (8) shows:

- The effect of balanced processing dimension in building organizational reputation, and this is shown through the value of (β) which amounted to (.739), which is a significant value within the approved significance level ($\alpha \leq 0.05$). This dimension is regarded as the most influential compared to other dimensions. This is attributable to the cognizance of academic leaders at the University of M'sila regarding the significance of objective analysis of the facts and data they encounter, as this practice enables them to mitigate bias in their perceptions and uphold the reputation of their faculties.
- The influence of the internalized moral perspective component on the development of organizational reputation is evidenced by a β value of .681, which is statistically significant at the accepted significance level ($\alpha \leq 0.05$). The academic leaders in the faculties of the University of M'sila exhibit an internal ethical perspective and recognize the significance of fostering ethical and transparent behaviors that serve the collective interests, even when these may occasionally conflict with their personal interests.
- The influence of the self-awareness dimension on organizational reputation is evidenced by a β value of .612, which is statistically significant at the established significance level ($\alpha \leq 0.05$). The academic leaders in the faculties of the University of M'sila under examination are cognizant of their strengths

and weaknesses, as well as the conflicting self-aspects within them, and understand how these contradictions affect their thoughts, emotions, actions, and interactions with stakeholders.

- The effect of the Transparency of Relationships dimension in building organizational reputation, and this is shown through the value of (β), which amounted to (.583), which is a significant value within the level of significance ($\alpha \leq 0.05$). This dimension is regarded as the least impactful in comparison to the influence of other dimensions. The academic leaders in the faculties of the University of M'sila exhibit qualities of honesty, integrity, and transparency in their interactions with stakeholders.
- Consequently, The previous statistical results support the validity of the second main hypothesis and the four sub-hypotheses emanating from it.

4. Discussion and Conclusion

Authentic leadership emerged as a novel paradigm in managerial leadership, positing that the practice of self-awareness, relational transparency, internal moral perspective, and balanced processing can profoundly influence organizations and their employees. This leadership style facilitates the successful cultivation and management of relationships, enabling leaders to comprehend optimal strategies for enhancing performance and productivity, thereby fostering a robust organizational reputation.

4.1. Results:

- There is an impact of authentic leadership on building organizational reputation in the faculties of the University of M'sila under study.
- The balanced treatment dimension is considered the most important dimension of authentic leadership that affects building organizational reputation in the faculties of the University of M'sila under study.
- The internal ethical perspective is considered less distant than the dimensions of authentic leadership, which affects building the organizational reputation in the faculties of the University of M'sila under study.
- The results of the study showed that there is a significant correlation between authentic leadership and organizational reputation in the faculties of the University of M'sila under study.
- The correlation between the dimension of transparency of relations and organizational reputation was the weakest, which explains the ambiguity of academic leaders in the faculties of the University of M'sila, which is the subject of research in college management. This means that there is a need to improve the transparency of relationships between academic leaders, faculties members, and stakeholders, in order to build a strong organizational reputation and achieve improvement in academic performance and excellence.

4.2. Recommendations:

- The need for academic leaders in the University of M'sila to pay attention to authentic leadership behaviors, adopt them, and rely on them to influence the building of academic reputation.
- It is necessary to enhance and increase interest in building academic reputation by academic leaders in the faculties of the University of M'sila, because it has a significant impact on the state of harmony between employees, leadership, and the external environment, which in turn leads to creating satisfaction with the faculties and then the university and enhancing belonging to it.
- It is necessary to increase attention to transparency in relationships by academic leaders in the faculties of the University of M'sila by following honesty and honesty in giving information, admitting errors, working to amend them, and benefiting from the experiences of all employees within the faculties.

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Annexe

Appendix. Summary of variables and items used in the research model

| Variable | Dimension | Item |
|---------------------------|--------------------------------|---|
| Authentic leadership | Self-awareness | The leader adjusts his decisions to fit the university's priorities & goals. |
| | | The leader gets feedback to improve communication with others. |
| | | A leader is honest with himself about how others evaluate his potential. |
| | | A leader understands how his or her attitudes can affect others. |
| | Transparency of Relationships | The leader carefully listens to different points of view before arriving at conclusions. |
| | | The leader works collaboratively & allows those with differing opinions to express their opinions freely. |
| | | The leader explores opinions that challenge his or her established positions. |
| | | The leader collects and analyzes data before making a decision. |
| | Internalized Moral Perspective | The leader demonstrates honesty & integrity in dealing with all situations. |
| | | The leader asks teachers to hold positions that support his core values. |
| | | A leader makes difficult decisions based on high ethical standards. |
| | | A leader's actions match his words, and he sets a role model. |
| | Balanced Processing | The leader encourages everyone to express their ideas. |
| | | The leader speaks clearly and concisely about what he means. |
| | | The leader admits mistakes when they occur without hesitation. |
| | | The leader tells others the facts frankly without hypocrisy. |
| Organizational Reputation | Feeling about the organization | The university is keen to provide high-quality educational services. |
| | | The university takes into account the opinions and suggestions of teaching staff regarding its educational activities and services. |
| | | The university contributes to participating in conferences and seminars of other universities. |
| | | The university refrains from carrying out any action that conflicts with moral values. |
| | Admiration and respect | The university seeks to maintain its good relations with all its beneficiaries. |
| | | The university is a good place to work and it is worth putting in academic efforts. |
| | | The university is interested in the opinions and suggestions of beneficiaries about its performance. |
| | | The university's dealings with all parties are characterized by transparency. |
| | | The university benefits from the mistakes and weaknesses of other universities. |
| | Trust | The university contributes to building a climate of shared responsibility for the advancement of the university. |

| Variable | Dimension | Item |
|----------|------------------|--|
| | | The university is making every effort to obtain teachers who have high skills and abilities. |
| | | The university contributes to preserving talented people. |
| | | The university depends on attracting talented teachers in order to continue and compete among universities. |
| | | The university encourages the holding of discussion circles among its staff to invest in their energies and ideas. |
| | Total reputation | The rules and instructions at the university are consistent with the needs and requirements of all parties. |
| | | The university seeks to provide a climate that encourages its teachers to excel and create. |
| | | Innovation and creativity are supported by the university. |
| | | The university seeks to provide opportunities to develop the future of all parties working in it. |