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The Impact of the Administrative Team's Ethical Leadership on Organizational Silence Behavior among Faculty Members at El Illizi University Center

أثر القيادة الأخلاقية للطاقم الإداري على سلوك الصمت التنظيمي لدى أعضاء هيئة التدريس بالمركز الجامعي إيليزي

***Ali messaoudi**
University Center of Illizi
ali.messaoudi@cuillizi.dz

Habib doumer
University Center of Illizi
doumer.habib@cuillizi.dz

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Abstract :

This study aimed to investigate the impact of ethical leadership among administrative staff on organizational silence behavior of faculty members at the University Center of Illizi, focusing on itsthree dimensions. The research adopted a descriptive-analytical approach and used a questionnaire to collect data from a randomsample of 55 faculty members.

Accordingly, the study conclude edthatethical leadership represents a key factor in reducing organizational silence within the academic environment.

Key words: Ethical Leadership; Organizational Silence; Faculty Members; University Center of Illizi.
JEL classification codes: *M12, M14, I23.*

**Corresponding author*

1. INTRODUCTION

Universities are a cornerstone of human development and a hub for innovation and creativity. They contribute to developing competencies, shaping future generations, producing scientific knowledge, and advancing societies. The success of these roles depends on the effectiveness of university administration, which is responsible for ensuring the smooth operation of the educational and research processes. This necessitates leadership with a strategic vision and clear ethical dimensions. Ethical leadership is based on the principles of integrity, transparency, and justice, which contribute to a positive learning environment and strengthen trust between administration and faculty members. Conversely, organizational silence is a negative phenomenon that often arises from a lack of justice or fear of punishment, leading to a decline in academic interaction and weakened intellectual participation. Therefore, adopting ethical leadership is an effective approach to mitigating this phenomenon and improving the university climate in light of the challenges facing Arab universities.

Accordingly, this study sought to answer the following main question: To what extent does ethical leadership influence organizational silence among faculty members at the University Center of Illizi?

Based on this main problem, the following questions branched out:

What is the level of influence of ethical behavior on organizational silence among faculty members? - To what extent do ethical leadership practices influence organizational silence among faculty members?

- To what extent does promoting ethical behavior contribute to reducing organizational silence among faculty members?

Based on the study's central problem and its general and specific questions, the following hypotheses were formulated:

1.1 Main Hypothesis:

There is a statistically significant negative relationship between the dimensions of ethical leadership and organizational silence among faculty members.

1.2 Sub-Hypotheses:

There is a statistically significant negative relationship between ethical behavior and organizational silence among faculty members.

There is a statistically significant negative relationship between the leader's ethical practices and organizational silence among faculty members.

There is a statistically significant negative relationship between promoting ethical behavior and organizational silence among faculty members.

1.3 Study Objectives:

This study aims to achieve the following objectives: - To reveal the level of ethical leadership practiced by the university administration at the University Center of Illizi, as perceived by faculty members.

- To diagnose the prevalence of organizational silence among faculty members.
- To analyze the nature of the relationship between the dimensions of ethical leadership and levels of organizational silence.
- To provide a set of practical recommendations for activating ethical leadership and reducing organizational silence in Algerian universities.

1.4 Methodology:

This study adopted a descriptive-analytical approach, deemed most suitable for the nature of the subject. This approach allows for the description of the phenomenon under investigation—namely, the level of ethical leadership and organizational silence—along with an analysis of the relationship between them. A questionnaire was used as the primary data collection tool, developed based on scientific indicators derived from relevant literature and previous studies. The study targeted a purposive sample of faculty members at the University Center of Illizi, given their direct involvement with the topic of university leadership. The sample included members from various academic ranks and specializations, ensuring a more objective and accurate representation of the academic landscape within the institution.

1.5 Previous studies:

- Study (Zeng, Yan, Chen, & Wen, 2023)

This recent study aimed to investigate the impact of ethical leadership on employee silence in a Chinese context, focusing on the mediating role of organizational trust. Using a descriptive-analytical approach with a sample of 283 employees, the study concluded that ethical leadership has a significant and direct negative impact on employee silence. The results also confirmed that organizational trust plays a crucial mediating role in this relationship, as ethical leadership fosters trust, and trust, in turn, reduces employees'

tendency to remain silent, thus supporting the importance of cultivating an ethical climate to promote disclosure.

- Study(Shaarawi, 2017)

It examined the relationship between ethical leadership and organizational silence behavior, but in the context of the Egyptian banking sector, while testing the mediating role of job engagement. Using the descriptive analytical method on a sample of 384 workers, the study found a negative relationship (although less than average) between the dimensions of ethical leadership and the dimensions of organizational silence behavior. The study also confirmed the presence of an effect of job relatedness as a mediating variable, which means that ethical leadership reduces silence better when employees feel connected and energetic about their work.

-Study (Al-Shinaifi, 2021)

The study of Galaa bint Ibrahim Al-Shinaifi (2021) focused on the variable of organizational silence, but in a university environment (King Saud University), and aimed to determine its relationship to job performance among female administrative employees. Using a descriptive survey method (a sample of 415 female employees), the study provided an important distinction between types of silence. I found that acquiescent silence and defensive silence (negative) were present to a low degree and inversely related to performance, while social silence (positive, with the aim of protecting the institution) was present to a high degree and directly related to performance, which illustrates the complexities of the phenomenon.

- Study(Al-Abed, 2024)

In a study very close to the local Algerian context, Mohamed El Abed (2024) investigated the role of ethical leadership behaviors in reducing the phenomenon of organizational silence, but in the health institutions sector (Biskra Hospital). Through the descriptive approach (a sample of 61 workers), the study found a moderate level for both ethical leadership and organizational silence. Most importantly, it confirmed the existence of a negative correlation and a statistically significant effect between the two variables, which means that strengthening the ethical behavior of leadership in Algerian institutions contributes to reducing employees' tendency toward silence.

1.6 Comment on previous studies:

It is noted from previous studies that they almost completely agree on the existence of a negative relationship between ethical leadership and organizational silence, which confirms that the ethical practices of leaders contribute to creating a safe climate that reduces silence**.**

Studies also highlight the importance of mediating variables such as organizational trust and job engagement, which explain the mechanism of leadership influence. The study (Al-Shinaifi) is of particular importance because it addresses organizational silence in the university environment specifically, highlighting the differences between types of silence**.**

The current study fills a clear gap; While the study of Al-Abed (2024) dealt with the two variables in Algeria (the health sector), and the study of Al-Shenaifi (2021) dealt with silence in the university (Saudi Arabia), the current study combines them, presenting the first study (to the researchers' knowledge) that links ethical leadership with organizational silence in the higher education sector in Algeria, which gives it originality and a valuable scientific contribution.

2. Generalities about ethical leadership and organizational silence

2.1 Ethical leadership

Ethical leadership is one of the modern management practices that has increased interest in organizational studies, because of its profound impact on the behaviors of individuals within the work environment. Ethical leadership is not limited only to adherence to ethical principles, but also includes the leader's ability to embody the values of justice, integrity, and transparency in his dealings with subordinates, which enhances a climate of trust and encourages open communication. Management science literature has emphasized that an ethical leader is one who serves as a role model for behavior and provides a safe environment that enables employees to express their opinions without fear of punishment or marginalization.

2.1.1 The concept of ethical leadership and its importance

A. Definition of ethical leadership:

In the contemporary business environment, managerial competence alone is no longer sufficient to ensure success, but ethics has emerged as a decisive factor. Ethical leadership refers to behaving in a manner characterized by higher human principles such as justice, non-discrimination, honesty, and transparency, with ethical behavior prioritizing the achievement of personal interests or even narrow organizational interests.(Boumnqar & Qasimi, 2019, p. 297)

Researchers have defined ethical leadership with various definitions**:** It is defined as: "demonstrating appropriate leadership behavior in terms of adhering to accepted standards in personal behavior and

relationships between individuals, and disseminating these behaviors among followers**".(The poet & Saeed, 2011, p. 12).**
It is also defined as: "the practical clarification of appropriate behavior through personal actions, and the reinforcement of these behaviors among employees through communication and decision-making**".(Al-Suwaiy, 2019, p. 10).**
Others define it as: "Leadership directed by respect for the moral beliefs, values, and rights of individuals, with an emphasis on concepts such as trust, honesty, fairness, and respect**".(Khabbaba & Baaji, 2015, p. 148).**
It is also defined procedurally as: "the process of organizing individuals and directing resources in a manner consistent with ethical rules, to determine correct and incorrect behavioral patterns for individuals**".(Abu Elba, 2015, p. 31).**
Based on the above, ethical leadership in the context of this study is: the process of directing individuals and organizing resources within the organization in a way that is consistent with ethical rules and achieves positive results characterized by honesty and trust.

B. The importance of ethical leadership:

The importance of ethical leadership is most evident in complex situations where there are no clear laws and regulations, or when interests conflict. Here, the leader's moral conscience becomes the guide to making the appropriate decision. The true value of leadership ethics is evident in the leader's dealings with employees by respecting their feelings, understanding their needs, and contributing to addressing their problems, which enhances familiarity and team spirit, and pushes employees towards dedication and creativity**.(Al-Tarawneh, 2010, p. 109).**
The effects of ethical leadership are not limited to internal relations, but rather extend to the continuity of the organization's work and protecting it from negative practices such as corruption and nepotism. The presence of leadership characterized by integrity and justice contributes to establishing a balanced organizational environment, based on trust and mutual respect, and motivates employees to commit and discipline**.(Al-Tarawneh, 2010, p. 109).**
The essence of ethical leadership also lies in its ability to control individuals' behavior and direct it towards correct behavior, especially in new situations. Ethics here plays the role of a "compass" that guides individuals to what to do in the absence of official directives. It gives decision-makers a frame of reference that enables them to think rationally and make decisions consistent with values**(Ghoneim, 2020, p. 2204).**

In the university sector in particular, ethical leadership is doubly important. Academic institutions are beacons that are supposed to be based on a system of scientific and educational values. It requires good management characterized by integrity, transparency and responsibility. Ethical leadership at the university not only contributes to improving administrative and academic performance, but is also necessary to ensure justice among faculty members, students and employees, achieve an educational environment based on mutual respect, and encourage free and responsible scientific research**.(The poet & Saeed, 2011, p. 12).**

Ethical leadership is not just an individual behavioral commitment, but rather a comprehensive system that affects the culture of the entire organization, enhances mutual trust and supports long-term institutional stability.

2.1.2 Traits and skills of an administrative leader

Leadership is the cornerstone of the management process. A number of administrative thinkers have unanimously agreed that leadership is the key to administrative success, because of its direct impact in directing the efforts of employees and motivating them. The most prominent qualities and skills of an ethical administrative leader are:

A. Self-skills:

It relates to the personal qualities that contribute to building a strong and effective personality. The most prominent of these skills are physical attributes (general health and physical ability), and mental abilities (intelligence, critical thinking, problem solving). These capabilities help the leader make informed decisions. In addition, having a sense of fun and humor, and finally, self-control that enables the leader to manage his emotions in stressful situations. (Abbas, 2017, p. 365)

B. Human skills:

It is the essence of leadership, and relates to the leader's ability to deal with his subordinates and coordinate their efforts. A leader who possesses these skills can build strong relationships with team members. Its most important features are integrity and integrity of personality, the ability to deal with individuals and build good relationships, giving way to the spirit of creativity and innovation among subordinates, and being consciously aware of the inclinations and tendencies of his subordinates and understanding their feelings.

C. Technical skills:

It relates to the specialized knowledge in the leader's field of work and the ability to use the tools and methods necessary to accomplish the work. A leader who possesses these skills has a high ability to take responsibility and make the right decisions, demonstrates self-confidence, and a deep and comprehensive understanding of work-related matters. He also has the ability to distinguish the general and non-general aspects of a problem, and believes in the goal he seeks to achieve (Hassan, 2009, pp. 90-99)

D. Mental skills:

It is the ability to see the organization from a comprehensive perspective and understand how its various components interrelate. A leader who possesses these skills has the ability to analyze the impact of changes occurring in any part of the organization on the rest of the parts, and this deep understanding helps in making strategic decisions that enhance the sustainability of performance within the organization. (Abbas, 2017, p. 365)

1.2 Organizational silence

Organizational silence is one of the modern concepts that has received increasing attention in the field of organizational behavior, due to its profound impact on the effectiveness of performance within organizations. Instead of expressing opinions and observations, many employees resort to avoiding talking or refraining from presenting their ideas or observations as a result of a number of psychological, social, and organizational factors**.**(Ghogha & Owaisi, 2021, p. 9) **.**It is a negative phenomenon that undermines effectiveness and hinders innovation

1.2.1 The concept of organizational silence and its dimensions

Understanding organizational silence requires returning to its conceptual roots and identifying its multiple dimensions that constitute its theoretical structure**.**

A. Definition of organizational silence:

Organizational silence is a complex behavioral concept. Johannesen was one of the first to address the definition of organizational silence, suggesting that it meant the lack of information sharing among employees(Ghogha & Owaisi, 2021, p. 9)

He explained that there are implicit standards and rules that often prevent workers from speaking about technical issues or matters related to the organization’s policies(Al-Kasasbeh & Al-Faouri, 2010, p. 147)

Academic interest in organizational silence began in the organizational behavior literature, based on two main studies: the first examined the determinants and consequences of organizational

silence, while the second study focused on silence as a response to unfair organizational practices**.(Ghogha & Owaisi, 2021, p. 9).**

Organizational silence is defined as: "the desire of employees to retain information related to work problems and organizational problems, and the unwillingness to discuss them with management, as well as the failure to participate in solving those problems or submitting the necessary proposals to develop the organization**".(Al-Qassam, 2023, p. 26).**

From here, it is clear that there is no unified definition of organizational silence, but most definitions agree that organizational silence reflects negative organizational behavior, as individuals refrain from sharing information, ideas, and suggestions, and keep them to themselves despite the extreme importance of the flow of information for the organization's development.

B. Dimensions of organizational silence:

A number of researchers agreed to identify three main dimensions of organizational silence, which are:

-Silence of submission: This type of silence refers to the concealment of information or opinions as a result of submission or a desire to withdraw from the situation. Individuals here adopt silence not necessarily out of fear, but based on their firm belief that expressing their opinions will not lead to any change or will not receive any attention. It is a silence resulting from a feeling of despair over the impact of previous attempts at change (Salama & Al-Sufi, 2021, pp. 177-178)

- **Defensive silence**: Defensive silence is sometimes described as "quiet silence," and is more common. It is characterized by intentionally refraining from speaking out of fear of negative consequences, such as accountability, loss of trust, or damage to one's career. This type of silence refers to hiding thoughts or information to protect oneself from potential threats. It is a defensive method aimed at avoiding personal risks (Al-Saadi, 2020, p. 94)
- **Social silence**: Social silence is a purposeful behavior adopted by individuals to withhold information or ideas about work in order to protect others (colleagues, for example) or the organization (to preserve its reputation). This type of silence differs from defensive silence, in that it is based on "positive" or cooperative and voluntary motives rather than fear. An

employee may adopt silence to protect the interests of the organization or to protect the interest of his co-workers (flowers, 2019, p. 571)

1.2.2 . The effect of organizational silence on performance:

There is no doubt that organizational silence - in its various forms - casts a negative shadow on the organization's performance. The most prominent of these effects can be summarized as follows **(Al-Duwayan & Al-Saeed, 2022, p. 605):**

-Weakening knowledge management: Disrupting the knowledge exchange process hinders the benefit of experiences and ideas**.**

-Obstructing organizational development: perpetuating the traditional style of management without taking into account the opinions of employees**.**

Weak communication channels: reducing the effectiveness of internal up and down communication**.**

-Low quality of decision-making: Lack of information leads to inaccurate or ill-informed decisions**.**

Lack of feedback: The absence of effective communication prevents the organization from identifying errors and correcting them**.**

-Increased possibility of crises: Failure to report problems in a timely manner leads to their exacerbation**.**

-Loss of cognitive diversity: The absence of expressing opinions reduces creativity and innovation**.**

-Low participation in decision-making: employees' reluctance to contribute**.**

-Erosion of the climate of trust: an environment of suspicion and stagnation prevails**.**

- Weakening team spirit: Teamwork turns into mere formal coordination.

1.2.3 . Theories explaining organizational silence

To explain and clarify the organizational silence among faculty members in universities, we can apply some theories that explain the behaviors of individuals within institutions:

A. Individual and organization theory (Argyris, 1972):

This theory is a useful tool for understanding organizational silence, as it focuses on the contradiction between the needs of individuals (for self-actualization, autonomy) and the needs of the formal organization (for discipline, and adherence to rules). In universities, faculty members may feel that formal organization (university administration) requires them to strictly adhere to regulations without the opportunity to express their opinions. This conflict, according to Argyris, leads to "psychological failure," where

individuals feel frustrated and helpless, which translates into organizational silence as a withdrawal mechanism.**(Bahri, 2018, pp. 243-244)**

B. Cognitive control theory:

This theory is based on the idea that individuals constantly evaluate whether their personal expectations about work match organizational reality. If there is a mismatch between what a faculty member expects (support, appreciation, fairness) and what is provided to him in the university environment, this may lead to him feeling frustrated and anxious, which reinforces the behavior of silence in response to this cognitive dissonance.

C. Psychological field theory (Lewin, 1936):

This theory provides a framework for understanding the conflict between opposing forces that influence the behavior of individuals. An individual's behavior (such as speaking or remaining silent) is the product of a balance between "driving forces" and "restraining forces**".**

In our context, the “driving forces” may be the desire for business improvement or self-actualization. The “resisting forces” may be fear of management’s reaction, fear of colleagues, or an organizational culture that does not encourage criticism. When the resisting forces (fear) are stronger than the driving forces (the desire to improve), the result is organizational silence **)**Cherry**(**2023 ،

2.Field study:

To achieve the objectives of the study and test its hypotheses, the descriptive analytical approach was relied upon, as it is the most appropriate to describe the phenomena of ethical leadership and organizational silence, and to analyze the nature of the relationship between them in the academic community at the Elysee University Center**.**

2.1 Study methodology

2.1.1 Limitations of the study

The dimensions of this study were determined procedurally, as the spatial boundaries were represented by the university center in Illizi. As for the human limitations, they were limited to the research community represented by the center’s faculty members, who numbered 55 professors. The time limits were determined by the data collection period, which took place during the second semester of 2025**.**

2.1.2 Study tool

The questionnaire was relied upon as the main tool for collecting data. It was designed based on previous literature and studies, and consisted of three axes**:**

-The first axis: personal (demographic) data**.**

-The second axis: Ethical leadership (with its three dimensions: ethical behavior, ethical behavior practices, and enhancing ethical behavior**.(**

-The third axis: organizational silence. A five-point Likert scale was used (from 5 = strongly agree, to 1 = strongly disagree)**.**

2.1.3. Validity and reliability of the tool:

To ensure the validity of the questionnaire, its validity and reliability were verified**:**

A. Internal consistency validity of the ethical leadership axis:

The correlation coefficient was calculated between the scores of each dimension and the total score of the axis**.**

Table No. (01): Calculating the internal consistency validity of the ethical leadership axis

Distance	Correlation coefficient	Significance level
Ethical behavior	0.712**	D at 0.01
Ethical behavior practices	0.704**	D at 0.01
Promoting ethical behavior	0.631**	D at 0.01

Source*:* Prepared by researchers based on the outputs of SPSS.V 27

The table shows that all correlation coefficients are statistically significant at the 0.01 level, which means that the scale has high internal consistency.

B. The stability of the ethical leadership axis:

Cronbach's alpha coefficient was calculated for the axis as a whole.

Table No. (02): Cronbach's alpha coefficient for the ethical leadership axis

Number of VIEWS	Cronbach's alpha
20	0.741

Source: Prepared by researchers based on the outputs of SPSS.V 27

The alpha value (0.741) is high and indicates the stability of the scale and its suitability for analysis.

C. Internal consistency validity of the organizational silence axis:

The correlation coefficient was calculated between each statement and the total score for the axis.

Table No. (03): Calculating the internal consistency validity of the organizational silence axis

phrase	Correlation coefficient	Significance level
1	0.70**	D at 0.01
2	0.71**	D at 0.01
3	0.74**	D at 0.01
4	0.70**	D at 0.01
5	0.82**	D at 0.01
6	0.77**	D at 0.01
7	0.32**	D at 0.01
8	0.48**	D at 0.01
9	0.39**	D at 0.01

Source: Prepared by researchers based on the outputs of SPSS.V 27

The table shows that most statements are significant at 0.01, indicating the scale's validity.

D. Reliability of the Organizational Silence Axis

Table (4): Cronbach's Alpha Coefficient for the Organizational Silence Axis

Number	Alpha Cronbach
20	0.752

Source: Prepared by researchers based on the outputs of SPSS.V 27

The alpha value (0.752) is high and indicates the reliability of the scale.

2.1.4. Study Population and Sample

This study employed a comprehensive survey methodology targeting all 55 faculty members at the University Center of Illizi.

In terms of demographic characteristics, a male predominance of 65% (36 professors) was observed, compared to 35% females. This can be explained by the specific characteristics and culture of the desert region of Illizi. Age-wise, the younger age group was dominant, with the 30-39 age group comprising the largest percentage at 53% (29 professors), followed by those under 30 (27%). This reflects the center's policy of staff renewal. This finding is consistent with the distribution of academic ranks, with the largest percentage concentrated in the middle ranks, specifically "Lecturer B" (27%) and "Assistant Professor B" (26%). This distribution is related to the institution being newly established and relying on

professors at the beginning of their professional and academic careers.

2.1.5. Statistical Methods Used

To analyze the data, the SPSS 27 statistical software was used, and the following were employed:

Arithmetic means and standard deviations (for descriptive analysis).

- Normality test (Kolmogorov-Smirnov) and (Shapiro-Wilk).
- Pearson's correlation coefficient (R) to measure relationships.
- Simple linear regression analysis (to measure the effect).

3.1. Presentation, Analysis, and Discussion of Results

3.1.1. Descriptive Analysis of Study Variables

* Analysis of the Ethical Leadership Axis

Table No. (08): Direction of the Sample Members' Responses on the Ethical Leadership Axis

Phrases	Average	Standard deviation	Rank	Trend
First dimension: Ethical behavior	**3.39**	**0.19**		**high**
The manager is keen to maintain professional values and ethics at work.	3.60	1.08	1	high
The words of the organization's director are consistent with his actions.	3.56	1.08	2	high
The manager is keen to establish ethical principles.	3.45	1.13	3	high
The director of the institution explains the standards related to ethical conduct.	3.25	1.23	4	middle
The director treats all faculty members according to the same standards.	3.11	1.29	5	high
The second dimension: ethical behavior practices	**3.63**	**0.12**		**high**
The manager is aware of the problems that employees face while performing their tasks.	3.76	0.99	1	high
The director consults with faculty members before making decisions.	3.73	1.14	2	high
The director deals with the problems faced by faculty members with flexibility and objectivity.	3.73	0.97	3	high
The director guides faculty members towards the best way to perform tasks.	3.67	1.07	4	high

There is guidance on the correct way to work from the director of the institution.	3.55	1.23	5	high
The manager takes into account the overall goals of the institution as well as the needs of the faculty members.	3.54	1.22	6	high
The manager of the organization pays attention to professional communications in the workplace.	3.42	1.15	7	high
Third dimension: Promoting ethical behavior	**3.59**	**0.17**		**high**
The director works to foster a team spirit among faculty members.	3.84	1.07	1	high
The manager listens actively to the feedback of the faculty members.	3.67	1.15	2	high
The principal motivates faculty members and commends their efforts in performing their duties.	3.62	1.10	3	high
The director provides ongoing support to faculty members in the performance of their duties.	3.44	1.26	4	high
The head of the institution is more interested in the achievements of the faculty members than in individual performance.	3.36	1.16	5	middle
The director works to foster a team spirit among faculty members.	3.54	-	6	high

Source: Prepared by researchers based on the outputs of SPSS.V 27

The results indicate that faculty members' overall assessment of the administration's ethical leadership practices was high, with an overall average of 3.54.

The highest average score (3.63) came after ethical behavior practices, reflecting the strength of the practical aspect of leadership.

The second highest score (3.59) came after promoting ethical behavior, with the highest score being "The principal provides continuous support" (3.84).
The lowest score (3.39) came after ethical behavior. Although high, the statement "The principal treats all faculty members according to the same standards" scored only 3.25 (average), suggesting room for improvement in perceived fairness.
The lowest-rated statement across the entire axis was "The principal listens effectively to faculty feedback" (3.36), reflecting the need to promote active listening.

****. Analysis of the Organizational Silence Axis**

Table No. (09): Trends in Sample Responses to Statements on the Organizational Silence Axis

Phrases	Average	Standard deviation	Trend	Rank
Faculty members avoid submitting proposals for improving the tasks they are assigned.	3.49	1.21	high	1
Faculty members prefer not to inform the manager about the problems and difficulties they encounter while performing their daily tasks.	3.18	1.22	Middle	2
Faculty members refrain from sharing the problems and obstacles they face because of the director's reaction.	3.18	1.39	Middle	3
Faculty members tend to avoid expressing the plans made by the director.	3.07	1.29	Middle	4
Faculty members avoid discussing work problems in order to maintain good relationships with their colleagues.	3.05	1.16	Middle	5
Faculty members refrain from providing negative information due to personal concerns.	3.00	1.35	Middle	6
Faculty members refrain from providing negative information and problems because they do not believe it will be taken into consideration.	2.95	1.13	Middle	7
Faculty members refrain from sharing negative	2.87	1.19	Middle	8

information with the manager because they feel underestimated in their own abilities.				
Faculty members avoid sharing negative information with the director in order to protect the institution's interests.	2.83	1.40	Middle	9
Overall average of organizational silence	**3.05**	**0.15**	**Middle**	**Middle**

Source: Prepared by researchers based on the outputs of SPSS.V 27

The results indicate that the degree of organizational silence was at a moderate level, with an overall mean of 3.05.

Notably, the only statement with a "high" trend was "Faculty members avoid sharing negative information with the director in order to protect the institution's interests" (3.49). This suggests that the primary motivation for silence may be "social" (to protect the institution) rather than "defensive" (fear).

Statements related to fear of the director's reaction (3.07), a feeling of futility in sharing (3.05), and personal concerns (3.00) all had a "moderate" level.

The least common instance of silence was "avoiding suggestions for improving tasks" (2.83), implying that faculty members may be willing to offer positive suggestions but are reluctant to share negative information or problems.

3.1.2 . Normality Test

Of course, here is the text in one paragraph:

Before proceeding with hypothesis testing, a normality test was conducted to ensure the data were suitable for analysis. Using the Shapiro-Wilk test on the ethical leadership variable, the results showed a statistical significance level (Sig.) of 0.316. Since this value is greater than the accepted significance level (0.05), this confirms that the data follow a normal distribution, allowing for the use of parametric statistical tests in subsequent analyses.

3.1.3 . Presentation and Discussion of Hypothesis Results

First Sub-Hypothesis: "The ethical behavior dimension negatively affects organizational silence behavior among faculty members."

Table (11): Correlation Coefficient between Ethical Behavior and Organizational Silence

Decision	N	Significance level (Sig.)	R	variable
The correlation is significant at 0.05	55	0.002	-0.421*	Ethical behavior

Source: Prepared by researchers based on the outputs of SPSS.V 27

Table No. (12): Simple linear regression analysis of ethical behavior on organizational silence

The model	Significance level (Sig.)	value of f	Coefficient of determination R^2	R-link
trust	0.002	11.243	0.177	-0.421
Transactions	**Significance level (Sig.)**	**value of f**	**Beta Standard**	**B Non-standard**
The constant	0.001	3.705		9.214
Ethical behavior	0.002	-3.354	-0.421	-0.315

Source: Prepared by researchers based on the outputs of SPSS.V 27

Tables 11 and 12 show a moderately strong (-0.421) and statistically significant (Sig = 0.002) negative correlation between ethical behavior and organizational silence. Regression analysis reveals that ethical behavior explains (R^2 = 0.177), or 17.7%, of the variance in organizational silence behavior, a statistically significant effect (F = 11.243). The value of Beta (-0.421) confirms that the higher the level of ethical behavior (integrity, fairness, consistency between words and actions) among leadership, the lower the level of organizational silence among faculty members. Therefore, the first sub-hypothesis is accepted**.**

The second sub-hypothesis: "Ethical behavior practices negatively affect organizational silence behavior among faculty members**".**

Table 13: Correlation coefficient between ethical behavior practices and organizational silence

Decision	N	Significance level (Sig.)	Rp	variable
The correlation is significant at 0.05	55	0.004	-0.389*	Ethical behavior practices

Source: Prepared by researchers based on the outputs of SPSS.V 27

Table No. (14): Simple linear regression analysis of ethical behavior practices on organizational silence

The model	Significance level (Sig.)	value of f	Coefficient of determination R^2	R-link
trust	0.004	8.925	0.151	-0.389
Transactions	Significance	value	Beta Standard	B Non-

	level (Sig.)	of t		standard
The constant	0.000	3.880		12.476
Ethical behavior	0.004	-2.987	-0.389	-0.452

Source: Prepared by researchers based on the outputs of SPSS.V 27

The results show a statistically significant inverse correlation (-0.389) (Sig = 0.004) between ethical behavior practices and organizational silence. This dimension ($R^2 = 0.151$) explains 15.1% of the variance in organizational silence, a statistically significant effect (F = 8.925). The value (Beta = -0.389) confirms that leadership practices (such as consultation, guidance, flexibility, and attention to communication) contribute to reducing organizational silence. Therefore, the second sub-hypothesis is accepted.

The third sub-hypothesis: "The dimension of promoting ethical behavior negatively affects organizational silence among faculty members".

Table (15): Correlation coefficient between promoting ethical behavior and organizational silence

Decision	N	Significance level (Sig.)	Rp	variable
The correlation is significant at 0.05	55	0.001	-0.436*	Promoting ethical behavior

Source: Prepared by researchers based on the outputs of SPSS.V 27

Table No. (16): Simple linear regression analysis of the reinforcement of ethical behavior over organizational silence

The model	Significance level (Sig.)	value of f	Coefficient of determination R^2	R-link
trust	0.004	9.212	0.190	-0.435
Transactions	Significance level (Sig.)	value of t	Beta Standard	B Non-standard
The constant	0.028	2.256		5.214
Ethical behavior	0.004	-3.036	-0.435	-0.482

Source: Prepared by researchers based on the outputs of SPSS.V 27

Tables 15 and 16 show that "promoting ethical behavior" has the strongest inverse correlation with organizational silence (-0.436) compared to the other two dimensions. It is also the most explanatory dimension ($R^2 = 0.190$), accounting for 19% of the variance in organizational silence, a statistically significant effect (F = 9.212). The Beta value (-0.435) confirms that leadership efforts to promote behavior (through continuous support, fostering team spirit,

motivation, and listening) are the strongest factor in reducing faculty silence. Therefore, the third sub-hypothesis is accepted**.**

4.Discussion of the Main Hypothesis

The main hypothesis stated: "The dimensions of ethical leadership negatively affect organizational silence behavior among faculty members**".**

The results of the current study showed that ethical leadership, with its three dimensions (ethical behavior, ethical behavior practices, and the promotion of ethical behavior), significantly contributes to reducing organizational silence behavior among faculty members. All correlation coefficients were negative and statistically significant, meaning that the practice of ethical leadership by academic leaders provides a safe environment that encourages speaking out rather than remaining silent.

This result is consistent with a number of studies, including one that found**)**Zeng**(2023 وآخرون،** In China, ethical leadership reduces employee silence by fostering organizational trust, as confirmed by a study**) .**Zehir **و** Erdogan**(2011 ،** In Türkiye, ethical leadership contributes to reducing organizational silence**.**

In the Arab context, a study concluded **...(Shaarawi, 2017)**In Egypt, a negative correlation was found between dimensions of ethical leadership and organizational silence. At the local level, a study **...(Al-Abed, 2024)** In Algeria, the study found the closest correlation, establishing a statistically significant negative relationship and effect between ethical leadership behaviors and organizational silence in healthcare institutions—a result that perfectly matches the findings of the current study**.**

These results confirm that ethical leadership acts as a countermeasure to organizational silence. Leaders who are fair, honest, and practice and promote ethical values reduce feelings of fear, hesitation, or apathy among their subordinates regarding expressing their opinions**.**

Conclusion:

Today's university institutions face increasing challenges related to their ability to adapt to social, cognitive and technological transformations, which makes them required to adopt modern leadership styles that are efficient and effective. In this context, this study sought to shed light on one of the vital administrative issues in the academic environment, which is the nature of the relationship between ethical leadership practices among the administrative staff and the organizational silence behavior among faculty members,

considering that silence represents an obstacle to the flow of information and proposals that would contribute to developing university performance.

To achieve this goal, the study relied on the descriptive analytical approach, and a questionnaire was applied to a comprehensive sample of 55 professors at the University Center in Elysee. The analysis centered on measuring the impact of the dimensions of ethical leadership (represented in: ethical behavior, ethical behavior practices, and enhancing ethical behavior) on the extent to which faculty members practice organizational silence behavior.

The study highlighted a number of important results, the most prominent of which were:

Faculty members showed a "high" evaluation of the level of ethical leadership practice by the administrative staff at the university center.

It was found that the level of organizational silence behavior among faculty members was "medium."

The results demonstrated the existence of a statistically significant inverse (negative) correlation between all dimensions of ethical leadership and organizational silence behavior, which confirms the validity of the main hypothesis of the study.

The results revealed that the dimension of "promoting ethical behavior" (represented by support, motivation, and listening) was the most influential dimension in reducing organizational silence behavior among professors.

Based on these results, the study recommends the following:

The university administration must strive to consciously and continuously enhance and activate ethical leadership practices, by organizing training courses and workshops for university administrators on the importance of ethical leadership and effective communication.

The importance of establishing safe and clear institutional channels that allow professors to freely express their opinions, observations, and problems.

Promoting effective listening practices by management, and allocating mechanisms to respond to submitted proposals.

Enshrining the principles of transparency and justice in all academic and administrative management processes, ensuring that the motives for organizational silence are reduced and that the climate of mutual trust and teamwork is enhanced within the institution.

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