



The Role of Visionary Leadership in Reducing Organizational silence: An Exploratory Study of the Opinions of a Sample of Administrative Leaders at the University of the Future

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Abstract

This research aims to demonstrate the role of visionary leadership in its dimensions (vision, values, inspiration, empowerment) in reducing organizational silence in its dimensions (defensive silence, social silence, resignation silence) based on the opinions of a sample of administrative leaders at the University of the Future. the research began with a main problem centered around the role of visionary leadership in mitigating the phenomenon of organizational silence. the research community included administrative leaders at the University of the Future, totaling (180) respondents across all administrative levels. to achieve the research objectives, a descriptive analytical approach was followed. A questionnaire was developed according to a five-point Likert scale to collect the necessary data for the study. Several statistical methods were used, including the weighted arithmetic mean, standard deviation, coefficient of determination (R²), and the (K-S) test. the results indicated that visionary leadership plays a role in reducing the phenomenon of organizational silence.

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Keywords: Visionary Leadership, Organizational silence, University of the Future, Administrative Leaders

Introduction

Visionary leadership is the ability to envision a bright future for the university and guide it towards achieving that future through clear strategies and inspiring vision (Bass *et al.*, 2008) ^[10]. This type of leadership requires skills in strategic planning, motivation, and the ability to influence others to achieve common goals (Manning and Curtis, 2003) ^[24]. Visionary leadership is considered one of the essential factors for the success of organizations, as it contributes to creating an appropriate organizational environment for work (Daft, 2020) ^[17]. and motivate individuals to give their best, directing their behavior towards achieving goals (Anshar, 2017) ^[7]. This makes it the compass relied upon by the work team (Rawolle, 2010) ^[31]. Visionary leadership seeks to elevate individuals to a high level of self-respect by focusing on all aspects of human resources (Berries *et al.*, 2014) ^[11]. It aims for everyone to reach their aspirations and ambitions, making leadership development more important than ever (Almog-Bareket, 2012) ^[4].

The research is presented through four sections: the first section addresses the scientific methodology of the research (Sekaran, 2003) ^[32], the second section is dedicated to the theoretical framework of the research (Bryman, 2011) ^[13], the third section is focused on testing the research hypotheses (Cohen, 1977) ^[15], while the findings and recommendations of the research are presented in the fourth and final section (Cooper and Schindler, 2014) ^[16].

First Section: Scientific Methodology of the Research

First: Research Problem:

The researchers believe that the research problem is centered around the following questions:

1. What is the level of perception of the research sample regarding the variable of visionary leadership and its dimensions in

the university under study?

2. What is the level of perception of the research sample regarding the variable of organizational silence in the university under study?
3. Is there a correlation between visionary leadership and organizational silence?
4. Is there a role for visionary leadership in mitigating organizational silence in the university under study?

Second: Research Objectives:

1. To understand the concept of visionary leadership, define it, highlight its importance and characteristics, and the key aspects related to it (Bass *et al.*, 2008) ^[10], in order to support both the theoretical and practical foundations through its application at the University of the Future (Manning and Curtis, 2003) ^[24].
2. To explore the impact of visionary leadership through its dimensions represented by (vision, values, inspiration, empowerment) (Anshar, 2017; Almog-Bareket, 2012) ^[7, 4] on organizational silence through its dimensions represented by (defensive silence, social silence, resignation silence) (Van Dyne *et al.*, 2003; Brinsfield, 2009) ^[18, 12].
3. To reach various results, recommendations, and conclusions that can contribute to enhancing practices of visionary leadership (Rawolle, 2010) ^[31], the statement of its impact on reducing organizational silence (Zakariya, 2021; Hosni, 2021) ^[39, 21], which may contribute to improving the capabilities of administrative leadership in the research sample organization (McShane and Von Glinow, 2017) ^[26].

Third: Importance of The Research:

The importance of this research arises from two aspects: theoretical scientific importance and practical applied importance as follows:

Fourth: Limitations of the Research:

1. **Spatial boundaries:** the research targets a sample of administrative leadership at the University of the Future.
2. **Temporal boundaries:** 5/3/2025

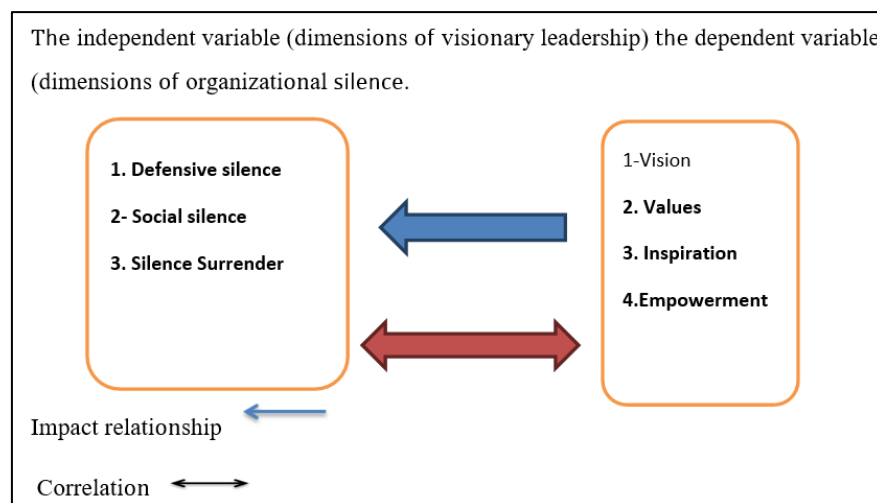
Fifth: Hypothetical Plan for the Research:

1. **Independent variable:** Visionary leadership, which includes three dimensions (vision, values, inspiration, empowerment).
2. **Dependent variable:** Organizational silence, which includes three dimensions (defensive, social, resignation). As shown in Figure (1):

Sixth: Research Hypotheses:

(I wish to test the correlation and impact relationships between the research variables (Cohen, 1977; Field, 2009) ^[15, 20], as the correlation and impact relationships will be tested at the level of the actual hypotheses derived from the main hypotheses (Cooper and Schindler, 2014) ^[16], as well as testing them on the overall level through the interaction of small correlation (Pearson) and simple linear coefficient (Abdel Fattah and Hassan, 2008) ^[11].)

The independent variable (dimensions of visionary leadership) (Anshar, 2017; Almog-Bareket, 2012) ^[7, 4] the dependent variable (dimensions of organizational silence) (Van Dyne *et al.*, 2003; Brinsfield, 2009) ^[18, 12].



Source: Prepared by researchers after using previous studies

Fig 1: Hypothesis of the research

First: Testing the Main Hypothesis: Related to the correlation between visionary leadership and organizational silence (Anshar, 2017; Van Dyne *et al.*, 2003) ^[7, 18]:

1. There is a significant correlation between visionary leadership and organizational silence (Van Dyne *et al.*, 2003; Brinsfield, 2009) ^[18, 12] (and three sub-hypotheses emerged from this, as follows):
2. There is a significant relationship between vision and its dimensions of organizational silence (Rawolle, 2010; Zakariya, 2021) ^[31, 39].

3. There is a significant correlation between values and the dimensions of silence (Almog-Bareket, 2012; Hosni, 2021) ^[4, 21].
4. There is a significant correlation between inspiration and organizational silence along its dimensions (Avramenko, 2014; Brinsfield, 2009) ^[8, 12].

There is a significant correlation between empowerment and organizational silence with its dimensions (Berries *et al.*, 2014; Van Dyne *et al.*, 2003) ^[11, 18]

Second: Testing the second hypothesis regarding the impact relationship between "visionary leadership and organizational silence":

(There is a significant impact of visionary leadership on organizational silence).

Sub-hypothesis one: there is a significant impact of vision on organizational silence and its dimensions.

Sub-hypothesis two: (there is a significant impact of values on organizational silence and its dimensions).

The third theoretical hypothesis: there is a significant impact of inspiration on organizational silence and its dimensions.

Sub-hypothesis four: (there is a significant impact of empowerment on organizational silence and its dimensions).

Sixth: Research Sample: The current research targets a sample of administrative leaders at the University of the Future, consisting of (180) respondents.

Seventh: Statistical Analysis Methods:

1. Conducting validity and reliability tests for the questionnaire items used in data collection using the "Cronbach's Alpha" method.
2. Frequencies and percentages to describe the sample individuals and determine their proportions regarding the phrases in the questionnaire form.
3. The weighted arithmetic mean to rank the responses of the research sample individuals regarding the questionnaire phrases according to the level of agreement.
4. The standard deviation measures the uniformity of individual responses, examining their averages of agreement towards the changes in research, "as it indicates the effectiveness of The mean in representing the center of the data, with the mean becoming more accurate as the value of the standard deviation decreases."
1. 5- Analysis of Pearson Correlation Coefficient.

Eighth: Testing for the Normal Distribution of Data:

After the researcher confirmed the data collection tool by subjecting it to the previously mentioned tests, and since the current research hypotheses rely on statistics, it is assumed that the data being analyzed should be distributed normally. If parametric methods are used for data that does not follow a normal distribution, this leads to unreliability of the results obtained from those tests (Field, 2009: 1320). Although statisticians indicate that in cases where the researcher uses a large sample compared to the research population, there is no need to worry about the normal distribution of data (Field,

2009: 329), the researcher, being cautious and aiming for the reliability of the research results, subjected the data obtained from the questionnaire to one of the most important tests for normal distribution, the Kolmogorov-Smirnov test. If the significance of the Kolmogorov-Smirnov statistic is greater than or equal to (0.05), then the data is normally distributed, and therefore parametric statistical analysis tools can be used with confidence in the results. In contrast, non-normally distributed data requires the researcher to use non-parametric analysis tools. Table (1) shows the normal distribution of the research variables and their dimensions.

The Theoretical Aspect of the Research

Visionary Leadership: Leadership is considered one of the most important methods and styles through which organizations, in particular, and society in general can advance. the more influential a leader is within their environment, the more flexible and easier it becomes to achieve objectives. (Marzuki & Maulana, 2023, p. 7) ^[25]

Concept of Visionary Leadership:

The concept of visionary leadership is a fertile ground for research by specialists, as it includes many related definitions under various names. Among the most prominent are insightful leadership, wise leadership, and leadership with vision. therefore, visionary leadership can be defined as the capability of leaders to influence others towards the future state of the university through a gradual change process of the prevailing culture among individuals within the university, ensuring the implementation of the previously established vision (Bryman, 2011). It can also be defined as the leaders' foresight regarding the future of their organizations, characterized by a rapid response to dynamic and complex changes, devising solutions to reach desired levels and achieve future goals successfully by confronting any problems and establishing appropriate solutions through planning and ideal execution (Bass *et al.*, 2008, p. 107) ^[10]. Visionary leadership is viewed as a bundle of cumulative capabilities, experiences, and skills possessed by leaders, aimed at positively motivating collaborating individuals within the university, achieving the desired organizational innovation based on openness to change (Molina, 2018, p. 115). Visionary leadership is referred to as the leadership style that organizations seek in leaders, which empowers employees to develop and implement new ideas in order to achieve the desired organizational goals in a way that ensures the transition from good to better in the near and distant future (Kadir *et al.*, 2020).

Table 1 below presents a number of opinions from researchers and writers regarding visionary leadership.

Table 1: Some Concepts of Visionary Leadership

Concept	Researcher	Num
It is the competence of the leader to be about owning and socializing that vision through creative and innovative ideas, setting long-term strategic goals and planning to achieve them.	(Mukti, 2018: 80) ^[28]	1
((It is the events and creativity of an inspiring vision among subordinates to achieve and maintain superior performance, which It has a positive impact on commitment to the leader, trust in the leader, performance levels l	(Oweidah, 2021:15)	2

Source: Preparing researchers based on sources.

Secondly: Dimensions of Visionary Leadership:

The dimensions identified by Manning and Kent (2003: 56), which include three dimensions (vision, values, inspiration, and empowerment), will be adopted because researcher Manning and his colleagues were the first to introduce the term visionary leadership, and these dimensions have been used in many studies and research. Below is an explanation of these dimensions:

1. **Vision:** Almog-Bareket (2012: 4351) explains that vision objectives are a set of contexts that aim to reflect the future of the university descriptively, showcasing what this organization will look like in the coming days (Ansharr, 2017: 54). Vision clarifies the future directions of the university and what can be achieved through proper strategic planning at all levels of the organizational structure (Etodike & Obibuba, 2020, 10, No. 4, pp. 44-54).
2. **Values:** Values are considered one of the essential elements in building the culture of both the individual and the university, as they are fundamental components of character due to their influence on individual and societal behavior. Values are defined as the mix or composition that includes all the principles, beliefs, and standards that individuals acquire, as well as the actions undertaken by them as a result of their interaction with a specific situation. In addition to being the accumulated experience acquired, as represented and manifested through Kurland (2010: 19 *et al.*), visionary leadership and the values it embodies serve as a positive motivator for individuals by contributing to the definition of the leader and the core values possessed by employees, which enables them to guide their performance in distinctive and unexpected ways (Podsakoff *et al.*, 2016: 88).
3. **Inspiration:** Inspiration is defined as an essential part of visionary leadership, due to the significant role an inspiring leader plays in influencing others and striving to change their current behaviors to undesirable ones (Avramenko, 2014: 117). This is achieved by activating and motivating others to accept change, adapt to the new situation, and instill belief in their vision (Daft, 2021: 4341). Inspiration is understood as a collaborative effort that occurs through collective cooperation between leaders and employees within the university, by providing leaders with motivational and moral support, empowering them to take on responsibilities with confidence, and contributing to the university's success (Row, 2012: 60).
4. **Empowerment:** Empowerment is one of the most important elements that must be ensured in visionary leadership, as it is viewed as a supportive concept for the vision through the distribution of tasks and authorities to individuals, making them a central part of the university (Berraies *et al.*, 2014: 87). Empowerment is defined as a set of practices that encourage employees within their environment, including their organizational culture, focusing on the value of individual responsibility at all levels, characterized by strength and purpose in making business-related decisions within organizations. It is recognized as a management and leadership strategy that includes encouraging incentives to unleash latent potential. It is defined as a management and leadership strategy that includes encouraging

incentives to unleash the latent potential of individuals and their collaboration within planning processes aimed at shaping the future of the university. (Voegtlin, *et al.*, 2015: 359)

Secondly: Organizational silence:

1. **Concept of Organizational silence:** Recently, there has been an increased interest in the topic of organizational silence due to its association with the efficiency and effectiveness of the university and the negative behaviors of employees, which have become obstacles to progress and development (Al-Faouri, 2004). the concept of silence is one of the modern and unfamiliar concepts at first glance, especially since it is difficult to define a specific concept for it. This concept has gone through three periods: the first period refers to describing the phenomenon at the collective level of employees who withhold information, opinions, or concerns related to work (Zakariya, 2021). It is seen that organizational silence is not an individual behavior but rather spreads throughout all parts of the university (Tutar, 2010 & Aktan, 2006). According to Subra (2008) ^[34], it refers to the general attitude of employees towards issues occurring within the university; the attitude in which an employee refrains from sharing information that could be beneficial to the university, whether intentionally or unintentionally. (Shantz, A., Alfes, 2003) is a conscious or unconscious behavioral choice to withhold information, opinions, and suggestions related to the university, which can take various forms, such as employee silence in meetings and decreased levels of participation in suggestion schemes. It is also a clear indicator of the absence of a healthy communication environment within the university (Sumeysra, 2021) ^[35]. The researchers believe that organizational silence is the failure of members of the supporting staff in higher institutes to speak, either negatively or positively, in order to preserve their current positions and their relationships with colleagues.

Secondly: Dimensions of Organizational silence:

Dyne *et al.* (2003)

Dyne, Ang, and Botero proposed a three-dimensional framework for organizational silence. This model views organizational silence as a multi-dimensional concept based on employee behavior and motivations. these dimensions are:

1: **Defensive silence:** This dimension was developed by Dyne *et al.* based on previous studies, including Morrison & Milliken (2009) ^[27] and Tummers (2015) ^[36], which explored defensive silence. the motivations for this type of silence stem from self-protection and self-defense. In this type of silence, employees deliberately do not express their opinions and viewpoints due to fear of potential consequences if they speak up. This behavioral pattern is designed by employees to protect themselves from external threats (Akan & Oran, 2017) ^[2].

2: **Social silence:** This is defined as silence that supports social relationships, which restricts and prevents the sharing of information, ideas, and suggestions related to work problems and issues as a form of altruism and cooperation with others, and to maintain good relationships with them (Mostafa, Mona Sami Mahmoud: 2023). Social silence is also characterized as silence that supports social relationships, restricting and preventing the provision of

information, ideas, and suggestions related to work problems and issues as a form of altruism and cooperation with others, and maintaining good relationships with them (Al-Sayed, Mohamed Youssef Mostafa, 2021) [5, 38].

3: Silence of Submission (Compliance): This type of silence is defined as the withholding of information and opinions by employees, stemming from a desire to surrender and withdraw. Employees adopt this approach, believing that expressing their opinions is futile and that discussing and reporting problems will not make a significant difference (Husni, 2020).

The Practical Aspect of the Research

Section one: Tests of Reliability, Validity, and the Normal

Table 2: illustrates the reliability coefficients for the research variables and their dimensions.

Construct / Dimension	Item Code	Cronbach's Alpha
Visionary Leadership (Overall)	—	0.751
Vision	11	0.7300
Values	22	0.7011
Inspiration	33	0.7600
Empowerment	44	0.7366
Organizational Silence (Overall)	—	0.7900
Defensive Silence	111	0.8011
Social Silence	22	0.7000
Surrendering Silence	33	0.7033
Total Scale Stability	—	0.801

Num	Visionary Leadership	K-S Statistic	Sig.	Organizational Silence	K-S Statistic	Sig.	Resolution
1	Vision	0.1990	0.079	Defensive Silence	0.1466	0.0533	Naturally distributed
2	Values	0.1155	0.086	Social Silence	0.1699	0.0611	Naturally distributed
3	Inspiration	0.1855	0.051	Surrendering Silence	0.1411	0.0733	Naturally distributed
4	Empowerment	0.1733	0.076	—	—	—	Naturally distributed
—	Visionary Leadership (Overall)	0.201	0.093	Organizational Silence (Overall)	0.179	0.0833	Naturally distributed

Construct / Dimension	Item Code	Cronbach's Alpha
Surrendering Silence	33	0.7033
Total Stability of the Scale	—	0.801

Source: Program Outputs (SPSS V.27)

Table (2) shows that all values of the reliability and validity coefficients fall within statistically acceptable limits. This means that the scale used to measure the research items has high reliability, allowing the researcher to rely on the results obtained for making sound decisions.

Second: the dataset that follows a normal distribution:

(After the researcher ensured the data collection tool was subjected to the aforementioned tests, and since the hypothesis testing in the current research relies on parametric statistics, which is based on the fundamental assumption that the data being analyzed must follow a normal distribution. If parametric methods are applied to data that do not follow a normal distribution, the results of these tests cannot be trusted. (Field, 2009:1321). Although statisticians point out that when researchers use a large sample size from the research population, it can lead to a normal distribution of responses, the researcher was particularly diligent in ensuring the quality of the research results by subjecting the data obtained from the survey questionnaire to one of the most important tests for normal distribution, which is the Kolmogorov-Smirnov test. If the Kolmogorov-Smirnov statistic is greater than or equal to (0.05), the data is considered to be normally distributed, and

Distribution of Research Variables.

First: (Reliability and Validity of the Research Measurement tool): the reliability of the scale means its consistency and lack of contradiction with itself, thus it will yield the same results if reapplied to the same sample. In other words, reliability refers to the stability of the scale (Sekrana, 2003: 203). one of the most well-known scales used to measure the reliability of questionnaire items is Cronbach's Alpha. Sekrana (2003: 311) indicates that if the value of this test is less than (0.600), it indicates weak stability of the scale used. Conversely, the reliability of the scale is considered acceptable if it exceeds (0.700), and it becomes very good if it reaches (0.80) or higher.

parametric statistical analysis tools can be used to ensure the validity of the results. However, if the data is not normally distributed, the researcher will use non-parametric analysis tools.

(2) A table that uses the normal distribution test for the research variables and their dimensions

Source: Program Output (SPSS V.27)

The table above shows that the data for the variables, both at the sub-level and the general level, follows a normal distribution. This is because the significance of the (K-S) test for all dimensions of the political skills variable was greater than (0.05), making it suitable for parametric analysis tools.

Requirement Two: Description and Diagnosis of Research Variables:

This section aims to present, analyze, and interpret the results of the responses from the research sample regarding the items included in the questionnaire by reviewing the values of the weighted means, relative importance, standard deviations, and coefficients of variation for each item of the research variables. the research will rely on the arithmetic mean, standard deviation, coefficient of variation, and the intensity and direction of the responses from the surveyed

sample according to their answers. the research utilized a five-point Likert scale for the responses of the sample to the

questionnaire, where each variable will be rated between (1-5) across four levels (Abdul Fattah, 2008: 541).

Table 3: Illustrates this

Weighted Average Range	Answer Scale	Answer Level
1.00 – 1.79	No, I totally don't agree	Very weak
1.80 – 2.59	I don't agree	Weak
2.60 – 3.39	Neutral	Average
3.40 – 4.19	I agree	Good
4.20 – 5.00	I totally agree	Very good

This aspect will be addressed in the following paragraphs:

First: Presentation, analysis, and interpretation of the responses of the research sample regarding visionary leadership:

The dimensions of this variable will be addressed through the extraction of weighted arithmetic means, standard deviations, coefficients of variation, and response intensity, as follows:

Table 4: Descriptive Statistics for the Variable of Visionary n=180

Num	Dimension	Weighted Mean	Standard Deviation	Answer Intensity (%)
1	Vision	3.0777	0.999	61.16%
2	Values	3.1550	0.880	63.30%
3	Inspiration	3.0555	0.910	60.00%
4	Empowerment	3.3550	0.900	67.70%
—	Visionary Leadership (Overall)	3.3800	0.880	68.00%

Source: SPSS V.27 and Microsoft office Excel 2010 outputs

It is clear from the data presented in Table (4.4) that the variable (Visionary Leadership) achieved a weighted mean of (3.38) with a general standard deviation of (0.888), while the response intensity of the sample individuals regarding this variable reached (68%).

The mentioned results support the findings reached at the level of the sub-dimensions of the research sample's perception of the availability of the dimensions of the visionary leadership variable in the researched organization. Upon reviewing the results in Table (4.4), we observe the following:

The dimension of vision achieved a weighted mean of (3.07), indicating a (moderate) level, while the response intensity was (61%). the value of the standard deviation was (0.99). This indicates that the university is concerned with its vision in a way that ensures the achievement of its goals. Meanwhile, the dimension of values achieved a weighted mean of (3.155), meaning it enjoys a (moderate) response level, with a response intensity of (63%). the standard

deviation value was (0.88). From these results, it is evident that senior management cares about the principle of values in a manner consistent with its capabilities. on the other hand, the dimension of inspiration achieved a weighted mean of (3.05), which indicates a (moderate) response level, with a response intensity of (60%). the standard deviation value was (0.844), indicating that the leadership is inspiring. Finally, the dimension of empowerment achieved a weighted mean of (3.35), meaning it falls within a (moderate) response level, with a response intensity of (67%). the standard deviation value was (0.90), indicating that management empowers its leadership.

Secondly: Presentation, analysis, and interpretation of the responses of the research sample regarding: organizational silence.

This will address the dimensions of this variable by extracting the weighted means, standard deviations, coefficients of variation, and response intensity as follows:

Table 5: Descriptive Statistics of the universitaly silence Variable n=180

Num	Dimension	Weighted Mean	Standard Deviation	Answer Intensity (%)
1	Defensive Silence	22.344	11.010	47.70%
2	Social Silence	22.420	11.020	49.90%
3	Surrendering Silence	22.600	0.922	52.20%
—	Organizational Silence (Overall)	2.550	0.960	51.00%

Source: Program Outputs (SPSS V.27) and Microsoft office Excell 2010

It is evident from the data presented in Table (55) that the variable of Organizational silence achieved a weighted mean of (2.55) with a general standard deviation of (0.96), while the response intensity of the sample individuals regarding this variable reached (52%). the mentioned results support the findings related to the sub-dimensions of the research sample's perception of the availability of dimensions of the Organizational silence variable within the studied organization.

Observing the results shown in the above table, we note the

following:

The dimension of Defensive silence achieved a weighted mean of (2.34), indicating a (weak) level, while the response intensity reached (47%), and the standard deviation was (1.01). on the other hand, the dimension of Social silence achieved a weighted mean of (2.42), meaning it also holds a (weak) response level, with a response intensity of (49%) and a standard deviation of (1.02). This indicates the presence of this dimension in the university under study. Meanwhile, the dimension of Submissive silence achieved a weighted mean

of (2.60), indicating a (moderate) response level, with a response intensity of (52%) and a standard deviation of (0.92).

Section Three: Testing the Hypotheses of Correlation and Impact Between the Research Variables: This section aims to test the correlation and impact relationships between the research variables, where correlation and impact relationships will be tested at the level of the sub-hypotheses derived from the main hypotheses, as well as testing correlation and impact relationships at the overall level through the use of the simple correlation coefficient (Pearson) and the simple linear regression coefficient.

First: Testing the first main hypothesis related to the correlation between visionary leadership and organizational silence.

(There is a statistically significant correlation between visionary leadership and organizational silence).

Three sub-hypotheses emerged from this, as outlined below:

1. There is a statistically significant correlation between vision and organizational silence dimensions.
2. There is a statistically significant correlation between

values and organizational silence dimensions.

3. There is a statistically significant correlation between inspiration and organizational silence dimensions.
4. There is a statistically significant correlation between empowerment and organizational silence dimensions.

Table (4) presents the matrix of simple correlation coefficients (Pearson) between these variables and their dimensions. Before proceeding to test these hypotheses, Table (4) displays the sample size (1800) and the type of test (two-tailed). the abbreviation (Sig.) in the table refers to the significance test of the correlation coefficient. If an asterisk (*) appears next to the correlation coefficient, it indicates that the correlation is statistically significant at the 5% level, while if a double asterisk (**) appears next to the correlation coefficient, it indicates that the correlation is statistically significant at the 1% level. the strength of the correlation coefficient is judged according to Cohen's criteria (1977: 79-81) ^[15], as follows:

- **Low correlation:** If the correlation coefficient value ranges between (0.100 - 0.29).
- **Moderate correlation:** If the correlation coefficient value ranges between (0.30 - 0.49).
- **Strong correlation:** If the correlation coefficient value ranges between (0.50 - 1.0).

Table 6: shows the correlation matrix between the research variables.

Organizational Silence	Vision	Values	Inspiration	Empowerment	Visionary Leadership (Overall)
Pearson Correlation (r)	-0.53**	-0.54**	-0.43**	-0.555**	-0.60**
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
N	180	180	180	180	180

Correlation is significant at the 0.01 level (2-tailed)

Source: SPSSs V.27 Outputs

The table above shows the correlation matrix that tested the first main hypothesis and its derived hypotheses, indicating that there are long-standing relationships (since their value is greater than 0.50) with statistical significance at the (1%) level between organizational silence and visionary leadership. the correlation coefficient between visionary leadership and organizational silence was found to be (-0.600) at the (1%) significance level, indicating a strong relationship according to Cohen's criteria. At the level of dimensions, the strongest correlation was found between values and organizational silence, with the correlation value reaching (-0.54) at the (1%) significance level, indicating a strong inverse relationship according to Cohen's criteria.

Meanwhile, the weakest correlation was found between inspiration and organizational silence, with the correlation value reaching (-0.43), which is also considered a strong inverse relationship according to Cohen's criteria. the results obtained from the table (above) accept the first main hypothesis and its sub-hypotheses, which state that "there is a significant correlation between visionary leadership and organizational silence."

Secondly: Testing the second main hypothesis related to the impact relationship between visionary leadership and organizational silence (there is a significant impact of visionary leadership on organizational silence).

Table 7: estimates the simple linear regression relationship between visionary leadership and organizational silence.

Independent Variable	Beta (β)	R ²	t-value	p-value	F-value	p-value
Visionary Leadership	-0.63	0.355	10.028*	0.000	70.222	0.000

Source: SPSSs V.26 Outputs

It is evident from the results of the table above that the regression coefficient of the visionary leadership variable on organizational silence is (-0.63). This means that if visionary leadership changes by one unit, organizational silence will decrease by (63%). It is noteworthy that the effect is significant, as the calculated value of (t) is (10.28), which is significant at the (0.000) level. Additionally, it is observed that visionary leadership explains (355%) of the changes occurring in organizational silence, and the estimated model is generally important because the calculated value of (f) is

(70.22), which is significant at the (0.000) level. therefore, the main hypothesis, which states that there is a significant second effect of visionary leadership on organizational silence, should be accepted.

Referring to Table (6), to validate the sub-hypotheses derived from the second main hypothesis, the following is evident:

Sub-hypothesis one: there is a significant effect of vision on organizational silence in its dimensions.

Table (7) presents the estimation of the simple linear regression relationship between vision and organizational silence.

Source: SPSSs V.26 Outputs

It is evident from the table above that the regression coefficient is (-0.53). This indicates that the effect was significant because the calculated value of (t) was that if the dimension changes by one unit, the variable of organizational silence will decrease by (53%). It is worth noting that the effect was significant as the calculated value

of (t) was (30.09), which is significant at the (0.000) level. the value of the coefficient of determination (R^2) was approximately (0.30), meaning that the dimension explains (30%) of the changes occurring in organizational silence. We find that the calculated value of (F) was (30.82), which is significant at the (0.000) level. Based on the above, the first sub-hypothesis derived from the second main hypothesis is accepted.

Second sub-hypothesis: there is a significant effect of values on organizational silence in its dimensions.

Table 8: estimates the simple linear regression relationship between values and organizational silence.

Sub-Independent Variable	Beta (β)	R^2	t-value	p-value	F-value	p-value
Vision	-0.53	0.300	9.30	0.000	30.82	0.000

Source: SPSSs V.26 Outputs

It is evident from the table above that the regression coefficient is (-0.53). This indicates that the effect was significant because the calculated value of (t) was that if the dimension changes by one unit, the variable of organizational silence will decrease by (53%). It is worth noting that the effect was significant as the calculated value of (t) was (30.09), which is significant at the (0.000) level. the value of the coefficient of determination (R^2) was

approximately (0.30), meaning that the dimension explains (30%) of the changes occurring in organizational silence. We find that the calculated value of (F) was (30.82), which is significant at the (0.000) level. Based on the above, the first sub-hypothesis derived from the second main hypothesis is accepted.

Second sub-hypothesis: there is a significant effect of values on organizational silence in its dimensions.

Table 9: estimates the simple linear regression relationship between inspiration and organizational silence.

Sub-Independent Variable	Beta (β)	R^2	t-value	p-value	F-value	p-value
Values	-0.54	0.311	8.111	0.000	33.133	0.000

Source: SPSSs V.26 Outputs

The table above shows that the regression coefficient is (-0.54), which means that if the dimension changes by one unit, the organizational silence variable will decrease by (54%).

It is noteworthy that the effect was significant, as the calculated value of (t) is (8.11), which is significant at the level of (0.000). Additionally, the value of the coefficient of determination (R^2) is approximately (0.31), indicating that the dimension explains (31%) of the changes occurring in organizational silence. Furthermore, the calculated value of (F) is (33.13), which is significant at the level of (0.000), thus we observe that the estimated model is significant overall. Based on the above, the second sub-hypothesis derived from the second main hypothesis is accepted. Third sub-hypothesis: there is a significant effect of inspiration on organizational silence with its dimensions.

The table above shows that the regression coefficient is (-0.61), which means that if the dimension changes by one unit, the variable of organizational silence will decrease by (61%). Note that the effect is significant because the calculated value of (t) is (9.63), which is significant at the level of (0.000). the value of the coefficient of determination (R^2) is approximately (0.20), which means that the dimension explains (20%) of the changes occurring in organizational silence. the calculated value of (F) is (63.52), which is significant at the level of (0.000); therefore, we observe that the estimated model has general significance. Based on the above, the third sub-hypothesis is accepted based on the second main hypothesis.

Fourth sub-hypothesis: there is a significant effect of empowerment on organizational silence in its dimensions.

Table 10: presents the estimation of the simple linear regression relationship between empowerment and organizational silence.

Sub-Independent Variable	Beta (β)	R^2	t-value	p-value	F-value	p-value
Empowerment	-0.55	0.300	10.222	0.000	55.420	0.000

Source: SPSSs V.26 Outputs

Table (9) shows that despite reaching a regression coefficient of (-0.55), this indicates that if the dimension changes by one unit, the variable of organizational silence will decrease by (55%). Note that the effect was significant as the calculated value of (t) was (10.22), which is statistically significant at the level of (0.000). the value of the coefficient of determination (R^2) was approximately (0.30), indicating that the dimension explains (30%) of the changes occurring in organizational silence. We find that the calculated value of (F) is (55.42), which is statistically significant at the level of (0.000); therefore, we observe that the estimated model is

statistically significant overall. Based on the above, the fourth Sub-Hypotheses derived from the second main hypothesis is accepted.

Conclusions:

1. The results of the statistical analysis regarding the visionary leadership variable and its dimensions showed that there is interest among the surveyed sample members, but it was not at the desired level.
2. Descriptive statistical results regarding the dimensions of organizational silence indicated that there is organizational

silence in the university across its three axes (defensive - social - submissive).

The statistical results showed an inverse correlation between the variables and their dimensions. there is an effect of visionary leadership and its dimensions (vision - values - inspiration - empowerment) on silence.

Recommendations:

1. To recognize that the senior leadership at Future University understands the importance of visionary leadership and participation in decision-making.
2. To enhance the adoption of a visionary leadership approach in universities, aiming to increase the level of participation in decision-making.
3. To invest in the positive relationship regarding the degree of practicing visionary leadership and participation in decision-making
4. The necessity of involving as many administrative leaders as possible in the decision-making process, rather than limiting it to a specific employee to whom matters have been entrusted.

Secondly: Conclusions

1. the impact of organizational silence on organizational commitment: A comparative study between administrative leaders in private institutes and public universities.
2. the impact of organizational silence on organizational commitment, applied to the university.
3. the impact of defensive silence on organizational commitment.
4. the impact of surrender or submissive silence on organizational commitment in its various dimensions.

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