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# The Role of Humble Leadership Behaviors in Restricting Organizational Silence: An Investigative Study of Faculty Members' Opinions in the College of Administration and Economics at Tikrit University

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## Abstract

The purpose of this research is to investigate the relationship between humble leadership behaviors and organizational silence of faculty members in the College of Business and Economics at Tikrit University. (145) questionnaires were given to faculty members in the College of Administration and Economics at Tikrit University, who represent the research community. (140) valid questionnaires were obtained for statistical analysis with a response rate of (96.5%) and were analyzed by SPSS program. The theoretical results showed that there was a knowledge gap related to determining the nature of the relationship between humble leadership behaviors and organizational silence. The practical results showed that there are two types of relationships between the research variables, a direct effect relationship and a direct relationship between humble leadership behaviors and organizational silence.

**Keywords:** Humble Leadership, Organizational Silence.



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## Introduction

Recently, the majority of workers in our organizations today show silence to several issues related to work. The reason is that these organizations do not accept any opposition, even if it is legitimate. On one hand, it considers opposition a threat to its existence and interests. On the other hand, these workers are convinced that there is no possibility to change the existing and undesirable organizational conditions. Those workers are receptive to the existing conditions for fear of losing their job positions, or losing the material incentives that were expected to be obtained. This is mirrored in losing self-confidence, feeling of helplessness and low motivation to learn, and consequently low desire to enhance their performance. Humility, which is one of the basic advantages mentioned in several philosophical, religious and scientific texts, can restrict this phenomenon. Humility recently got a special place in the studies of organization and management.

The behavior of humble leadership is one of the administrative concepts, that organizations in general and educational organizations in particular, seek to apply, because this behavior brings success to the organization that make it able to face the threats and difficulties resulting from the educational environment. This is because humility will allow leaders to avoid problems associated with self-sufficiency and overconfidence, to facilitate organizational learning and to develop organizational resilience. Humility is the willingness to accept one's limitations, a deep self-awareness, and the ability to understand something on a larger scale in a larger context with an increasingly turbulent environment and increased competition. Humble leadership is a new, open, and supportive leadership style that encourages workers to work harder and realize the value of their work. Therefore, humble leadership behaviors must be practiced to motivate the workers to prefer the behavior of expression instead of choosing the behavior of organizational silence about the issues and problems they face in the organization under study, and their reluctance to express their opinions. This leads to dire consequences. Accordingly, the research idea crystallized to address a realistic problem that greatly affects the performance of the employees of the organization in question. The aim of the research was to determine the relationship and effect between humble leadership and organizational silence.

## Research Problem

In light of the significant role that educational institutions play in raising the general level of education among citizens, they provide the labor market with qualified workers who meet its needs. Therefore, it is a distinct and unique entity which is of activities and objectives. In order for this entity to achieve success, it must provide all the appropriate conditions that enable its staff to provide the best services and achieve the best scientifically and administratively. Therefore, a number of previous studies and research in this field analyzed the organizational environment of educational organizations, including internal and external forces and variables that may result in various pressures affecting employees' behavior, including organizational silence. Organizations are now seeking to reduce these behaviors by adopting a new leadership style represented by humble leadership to achieve results at the organization level in terms of increasing performance, focusing on workers and confronting all negative phenomena. Accordingly, the research problem lies in the following questions:

1. Is there a correlation and effect between humble leadership behaviors and organizational silence from the faculty members' viewpoints in the College of Administration and Economics at Tikrit University?
2. Do faculty members prefer silence to the issues and difficulties in the College of Administration and Economics at Tikrit University?
3. What is the level of availability of humble leadership behaviors (self-awareness, appreciation of others, ability to learn, openness) among the leadership of the College of Administration and Economics at Tikrit University?
4. What are the levels of organizational silence with dimensions (silence of acquiescence, defensive silence, social silence) among faculty members in the College of Administration and Economics at Tikrit University?
5. Does humble leadership behavior help reduce organizational silence in the organization in question?

## Research Objectives

The key objective of the current research is to verify the relationship among humble leadership behaviors and organizational silence from the faculty member's point of views in the College of Administration and Economics at Tikrit University. Five sub-objectives arise:

1. Determining the impact relationship among humble leadership behaviors and organizational silence from the faculty members' viewpoint in the College of Administration and Economics at Tikrit University.



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2. Diagnosing the extent to which workers prefer silence to the issues and obstacles in the College of Administration and Economics at University of Tikrit?
3. Determining the level of availability of humble leadership behaviors (self-awareness, appreciation of others, ability to learn, openness) among the leadership of the College of Administration and Economics at Tikrit University?
4. Exploring the level of organizational silence with its dimensions (silence of acquiescence, defensive silence, and social silence) among faculty members in the College of Administration and Economics at Tikrit University?
5. Ensuring that humble leadership behaviors help reduce organizational silence in the College of Administration and Economics at University of Tikrit?

## Research Importance

The research importance arises out of the significance of the studied variables, as well as providing a theoretical framework for each of the variables with their sub-dimensions. The significance of the research arises through applying the current research to the education sector, which is one of the most important and vital sectors. The importance arises from the statement of the impact of each of the research variables on the investigated sample and how they affect the attitudes of leaders and faculty members in the researched field.

## The Hypothetical Research Model

According to some previous studies (Pinder & Harlos, 2011) (Shaw, et al., 2020) (Li, 2021), (Al Kaabi, 2018) (Al-Jubouri et al., 2019) and (Iskandar and Al-Kawaz, 2021), they are related to low leadership behaviors (self-awareness, esteem, learnability, and openness) which are all independent variables, and the organizational silence which includes (acquiescence, defensive silence, and social silence) is a dependent variable. The researcher developed a hypothetical model that shows the nature of the relationship between humble leadership behaviors and organizational silence, as shown in the figure below.

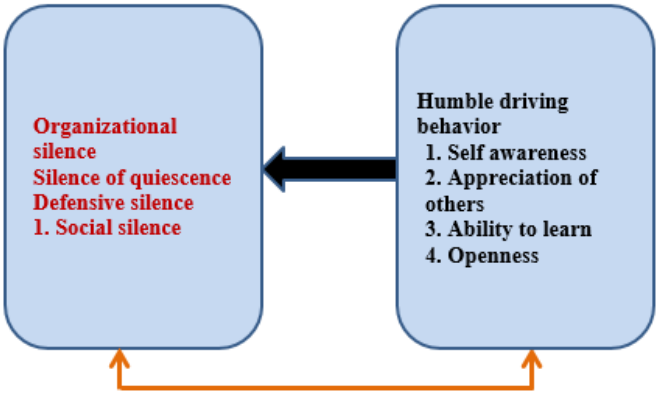



**Figure 1: The Hypothetical Model of the Research**

## Research Hypotheses

The main guideline that directs research in the appropriate direction is a research hypothesis. The researcher arrives at a solid formulation of the research after careful consideration and considerable attention in preparation and writing. As a result, it drew on a variety of prior knowledge contributions that, in one way or another, defined the nature of the logical link between them. These contributions are as follows:

## The Relationship between Humble Leadership and Organizational Silence

A study by (Ren, et al., 2020) indicates that humble leadership behaviors show a good collaborative relationship among leaders and workers. These behaviors contribute to increasing worker's participation and psychological freedom, and stimulate the interaction of organizational members, thus reducing organizational silence. (Li, 2021) further supported the idea that employees' negative attitudes about the corporation are influenced by how strong they perceive their relationships with their leaders to be. This pessimism results in organizational silence, where humble leadership can affect the psychology of its workers, such as psychological security and independence, by reviewing



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many of the literature. A humble leader can foster a relationship of trust, and create an atmosphere of mutual trust that allows workers to gain psychological safety (Tomanda & Yulianti, 2021). The results of a study conducted by (Shaw, et al., 2020) showed that mediocre leadership affects and restricts negative and insignificant organizational behavior. Therefore, organizations increasingly rely on the humble personality of leaders to deal with increasing global competition and rapid environmental change. Humility has become a critical qualification in organizations. Humble leadership positively affects restricting undesirable behavior, including organizational silence, which deprives the organization of new ideas, sharing knowledge, and employee creativity, which negatively affects the performance of the organization (Zhang & Song, 2020). According to what was presented, the following hypotheses were formulated:

## Correlation Hypotheses

1. There is a significant and inverse correlation among humble leadership in its dimensions and organizational silence.
2. There is a significant and inverse correlation among humble leadership and organizational silence in its dimensions.

## Impact Hypotheses

1. There is a significant effect among humble leadership in its dimensions and organizational silence.
2. There is a significant effect among humble leadership and organizational silence in its dimensions.

## Research Scale

The Likert five-way scale was adopted in the current study to assess the respondents' level of participation, the humble leadership behaviors variable and its dimensions (self-awareness, appreciation of others, capacity for learning, and openness), as well as the organizational silence variable and its dimensions (acquiescence silence, defensive silence, and social silence), as shown in Table (1).

**Table 1: Research Scale**

| Adopted scale | No. of items | Dimension | Variable |
|---|---|---|---|
| Pinder & Harlos, 2011 | 3 | Self-awareness | Humble leadership |
| Zhang & Song, 2020 | 3 | Appreciating others | |
| Maldonado, et al., 2021 | 3 | Learnability | |
| Ding, et al., 2020 | 3 | Openness | |
| Pinder & Harlos, 2011 | 3 | Acquiescence | Organizational silence |
| Melda Harbalioglu, 2014 | 3 | Defensive silence | |
| Akturan& Acaray, 2015 | 3 | Social silence | |

## Research Community & Sample

The researcher adopted the faculty members' opinions at the College of Administration and Economics at Tikrit University to fulfill the research requirements due to their high awareness of the effects of these variables on the overall performance of the college and the nature of the research variables represented by humble leadership behaviors and organizational silence. Consequently, the research community consists of (145) academic members. The questionnaire was given to every member of the teaching staff, and (140) valid forms, representing (96.5%) of the community under study, were returned for analysis.

## Humble Leadership Behavior

### 1. Concept and Definition of Humble Leadership

Owens & Hekman (2012) were the first to develop the idea of humble leadership, which is also known as leadership from the bottom up or leadership from the ground up. They emphasized that humility is a pattern of interpersonal conduct that people frequently display and that others may notice. It is not only an accident of cognition or a fleeting emotional expression. (Li, 2021). (Zhou & Wu, 2018) state that humble leaders can deliver strategic value and produce long-term performance for an organization by offering realistic views of themselves, the organization, and



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the environment, and making full use of the advantages of themselves and others. (Lv & Deng, 2020) showed that humble leadership is one or all of the three characteristics of recognizing limitations and mistakes, highlighting the merits and efforts of employees, and learning from others. Thus these characteristics reinforce the explicit attitude of a good cooperative relationship between leaders and their subordinates, and the appreciation and public praise and recognition of workers' contributions to the work (Ren, et al, 2020).

Thus, humility has been defined as "allowing one's accomplishments to speak for themselves (Moghimi, 2021). Humility is the willingness to accept one's limitations, deep self-awareness, and the ability to understand something more broadly (Tomanda & Yulianti, 2021). (Ren, et al, 2020) described humble leadership as "a new, open and supportive leadership style that is not only concerned with the growth and development of employees, but more than that in order to achieve development for them. He has a positive mind and is open to new things. Humble leadership is defined as "individual traits, leader behavior, interaction patterns, role relationships, employee perceptions, influence on them, influence on tasks and goals, and influence on organizational culture" (Campos, et al., 2020). (Ail, et al., 2020) pointed out that humble leadership "are those characteristics of the leader that help him interact with workers, and are characterized by self-awareness, appreciation of others, and the ability to learn, given that it is a personal trait that reflects the leader's humility in his behavior that workers recognize during social interactions."

## Humble Driving Behavior

The researcher reviewed several studies and discovered four characteristics of humble leadership, despite their being major discrepancies in the researchers' approaches to identifying the fundamental behaviors of humble leadership. These behaviors fit the description of mediocre leadership as illustrated in the table below. (Ye, 2019) (Jiag, 2019) (Ali, et al., 2020).

**A. Self-awareness:** It is clearly demonstrated that the leader conducts a thorough self-evaluation, is non-defensive, and objective, emphasizing the leadership's self-management skills. Leaders delve into their excellent qualities in the practice of their daily work, and self-awareness of their flaws and shortcomings (Li, 2021). Humble leaders display a clear self-awareness that can enhance workers' perceived confidence, and support leaders. Humble leadership has a good sense of self-awareness (Maldonado, et al., 2021). Humble leadership stresses the ability to be honest with oneself, the propensity to hold oneself to high standards via excellence, and the ability to lead by example. (Ye, 2019).

**B. Appreciating Others:** Humble leaders pay respect to the worth and contributions of their staff, see others' talents without feeling threatened, and pay attention to their workers' perceptions of them. Since it helps the organization's members overcome their limitations, this conduct is a crucial aspect of humble leadership. These, in turn, help them work more efficiently and achieve the required tasks (Ding, et al., 2020). A humble leader publicly appreciates the contributions of employees, providing positive psychological benefits and freedom, and making them believe that their efforts are paying off, which leads to an increase in their motivation to work in order to return the favor to their leaders with higher performance (Zhang & Song, 2020).

**C. Learnability:** It highlights a strong willingness to take in fresh knowledge. Humble executives often ask for guidance from educational experiences when developing new procedures to change how the organization functions. This increases the effectiveness. (Maldonado, et al., 2021). They also try to understand their mistakes, and have the ability to deal with mistakes and learn from them (Zhang & Song, 2020). (Shaw, et al., 2020) maintain that humble leaders improve themselves through learning with a focus on employee development, which affects their attitudes and emotions such as job satisfaction.

**D. Openness:** The leader is open to novel ideas, opinions, and good recommendations, in addition to having a relational identity with regard to the worker’s welfare and needs. The humble leader also acts as a main source of information due to their high status and direct participation and interaction with workers (Wang, et al., ). It also encourages the open exchange of ideas and analytical awareness among the organization teams, and to give value to their ideas. This is a prerequisite for collaborative problem solving and action-oriented decision making to achieve specific goals (Liu & Liu, 2019).



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## Organizational Silence

### 1. The Concept and Definition of Organizational Silence

Recently, there has been interest in the topic of organizational silence since it relates to the efficacy and efficiency of the company as well as the unproductive actions of employees that have become a barrier to advancement and development. (Abboud and Hussein, 2021).

(Liu, et al., 2016: 1648) indicated that the decisive factor in the success of the organization in an environment characterized by continuous change, are the workers who are considered the source of creativity and innovation. However, many of them do not express their thoughts and opinions, due to some fears that affect them negatively. They tend to go into organizational silence as a result. Hirschman, who attempted to define silence for the first time in the year (1970) in the business administration literature, described it as "a negative emotion, which is equivalent with loyalty. In other words, if there is silence, it would mean that the employees are unhappy with the way that unfair treatment is being handled. (Pinder & Harlos, 2021).

Silence is also defined as “a set of feelings, thoughts, and actions based on communication and dissatisfaction (Hammad, 2022). Organizational silence refers to “the tendency of workers to prevent or avoid providing information, opinions, and talking about the problems and issues of the organization (Youssef, 2014). Employees have about organizational issues. However, they do not want to talk about it, because there are various motives for them to remain silent.” (Al-Ghanimi, 2018) described organizational silence as “the rules, regulations, instructions and official relations, which prevent talking about the problems of the organization.”

Based on the foregoing, organizational silence can be defined procedurally as the teacher’s reluctance to talk about issues related to work, for fear of being misinterpreted by the leadership in the college in which he works, which could negatively harm his relations and work.

2. **Reasons for Organizational Silence:** Organizational silence is a social phenomenon that arises through three organizational, administrative, and individual levels. It is the result of one of the factors that are related to the individual who shows the behavior of silence. Therefore, there are many reasons that motivate workers to choose silence, as they have been categorized into three levels as follows: (Silavimansor, et al., 2015) (Shojale, et al., 2019).
    - **A. Organizational Reasons:** They have been identified with organizational inefficiency, poor organizational performance, organizational culture, and an organizational climate characterized by silence, and unfair treatment among employees. All these organizational reasons can lead to the worker’s silence.
    - **B. Administrative Reasons:** They can be summed up by negative fears from managers, arbitrary judgments towards work and employees, manager’s personality, and lack of confidence in management, in addition to employees’ beliefs that their suggestions will be rejected by management. All this leads to an increase in organizational silence within the organization.
    - **C. Individual Reasons:** The key reasons are isolation, fear of negative reactions such as penalties and withholding of rewards, fear of losing job, and get reprimand from management. These reasons are enough to motivate the workers to prefer silence.
3. **Dimensions of Organizational Silence:** The organizational silence literature has extensively covered a number of dimensions. However, the majority of studies focused on three main dimensions, namely (acquiescence silence, defensive silence, and social silence). According to the researcher's review of several studies, it was found that although the dimensions differed between the studies, their content fits into these three dimensions. Therefore, it was adopted as it is more comprehensive in terms of the dimensions of organizational silence. The following is an exposition of these dimensions: (Beheshtifar, et al, 2017) (Karaca, 2018) (Khalil, 2019) (Naama, 2022).

**A. Silence of Acquiescence:** Workers lack good communication with their managers, and although they have thoughts and ideas that would be beneficial to the company, they do not share them. Since they are aware that talking won't help, they are loners who are hesitant to try to improve the situation or initiate conversation. As a result, employees keep their ideas, opinions, and knowledge to themselves. It is an intentional negative behavior as a result of refusing the organizational conditions imposed on them and an expression of their job dissatisfaction.

**B. Defensive Silence:** It used to describe willful neglect based on fear of the consequences of speaking out of fear, and consistent with the logic of psychological safety. Intentional and purposeful behavior in order to protect oneself



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from external threats is when some refrain from delivering bad news to avoid a negative reaction or personal consequence. Sometimes, it is called self-protection.

**C. Social Silence:** It is the worker's behavior to withhold and conceal their opinions, ideas, and information related to work in order to provide benefits to the organization or other workers, and for collaborative motives. Social or positive silence takes place to protect co-workers or organization. Social silence is a positive type of silence that contrasts with acquiescence and defensive silence. This behavior is optional, stemming from the awareness of not disclosing information with the intention of protecting its confidentiality, and preventing unwanted parties from accessing it.

## The Field Side

**First:** A descriptive statistical analysis of the dimensions of humble leadership.

**Table 2: Arithmetic Means and Standard Deviations of the Dimensions of Humble Leadership**

| Indicator | Standard deviation | Arithmetic mean | Questions | Availability |
|---|---|---|---|---|
| **Arithmetic means and standard deviations of the self-awareness dimension** | | | | |
| X1 | 0.69 | 4.87 | The leadership always reviews itself, even in matters of little importance | %97 |
| X2 | 0.47 | 4.73 | Leadership believes that others have more knowledge and skills than it has | %95 |
| X3 | 0.49 | 3.93 | Leadership recognizes when you don't know how to do something | %79 |
| **Average** | **0.55** | **4.51** | **%90** | |
| **Arithmetic means and standard deviations of the appreciating others dimension** | | | | |
| X4 | 0.54 | 4.34 | Leadership notices the strengths of others | %87 |
| X5 | 0.55 | 4.35 | Leadership values the contributions of others | %87 |
| X6 | 0.67 | 4.19 | Leadership always praises others for their abilities | %84 |
| **Average** | 0.59 | 4.3 | %86 | |
| **Arithmetic means and standard deviations of the learnability dimension** | | | | |
| X7 | 0.44 | 3.99 | Leadership is willing to learn from others | %80 |
| X8 | 0.43 | 3.74 | Leadership accepts advice from others | %75 |
| X9 | 0.57 | 4.22 | The leadership seeks to develop its scientific and professional expertise. | %84 |
| **Average** | 0.48 | 3.98 | %80 | |
| **Arithmetic means and standard deviations of the openness dimension** | | | | |
| X10 | 0.53 | 4.17 | Leadership is open to the ideas of others | %83 |
| X11 | 0.59 | 4.21 | Leadership is open to advice from others | %84 |
| X12 | 0.63 | 4.38 | The leadership encourages the exchange of ideas and information | %88 |
| **Average** | 0.58 | 4.25 | %85 | |

The results of Table (2) indicate the following:

1. The arithmetic mean value of this dimension reached (4.51), which is a high value amongst the study hypothetical mean value, indicating a positive trend in this direction. The value of the standard deviation indicates that there is homogeneity among respondents' answers (0.55). This indicates that the leadership, in the College of Administration and Economics at Tikrit University, possesses self-awareness by reviewing itself in most cases, in addition to its perceiving that others may possess more skills.

2. From the follow-up of the indicators above, it becomes obvious that the leadership of the studied field appreciates others' contributions, as the arithmetic mean value is (4.3), which is a high value. The value of the standard deviation indicates homogeneous answers of the respondents, it is (0.59). Respondents agree that leadership recognizes and values their strengths.

3. The results indicate that there is a positive attitude from the leadership about the ability to learn. The arithmetic mean value was (3.98), which was a value that exceeds the hypothetical mean value, with a standard deviation of (0.48). Hence, the respondents agree, according to their answers, that the leadership seeks to develop its scientific



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and professional expertise. This is an indication that the leadership has a desire to learn and develop its capabilities by relying on the experiences and advice of others.

4. According to the statistical results, the openness dimension is of great importance to the leadership of the field under study. The arithmetic mean value was (4.25), whereas the value of the standard deviation was (0.58), which indicates that there is homogeneity in the respondents' answers. This indicates that the leadership encourages the exchange of ideas and information, and is open to the advice and ideas of others.

Based on the foregoing, the leadership in the studied field practices humble leadership behaviors at an acceptable level. This is a good indicator of the leadership orientation for this type of modern leadership that is compatible with the contemporary work environment.

**Second:** Descriptive statistical analysis of the dimension of organizational silence.

**Table 3: Arithmetic Means and Standard Deviations of the Dimensions of Organizational Silence**

| Indicator | Standard deviation | Arithmetic mean | Questions | Availability |
|---|---|---|---|---|
| **Arithmetic means and standard deviations of the silence of acquiescence dimension** | | | | |
| X13 | 0.62 | 2.53 | The worker keeps solutions to problems passively. | %51 |
| X14 | 0.49 | 2.41 | The worker keeps the opinion to himself because he has a sense of low efficiency to bring about change | %48 |
| X15 | 0.39 | 2.19 | The worker withholds opinions about work improvement on the basis of non-interaction | %44 |
| **Average** | **0.5** | **2.38** | **%48** | |
| **Arithmetic means and standard deviations of the defensive silence dimension** | | | | |
| X16 | 0.72 | 3.44 | The worker withholds relevant information due to fear of driving | %69 |
| X17 | 0.67 | 4.88 | The worker avoids expressing his views on improving work in order to protect himself from responsibility | %98 |
| X18 | 0.70 | 4.52 | The worker does not present any suggestions in order not to enter into clashes with others | %90 |
| Avg. | 0.7 | 4.28 | %86 | |
| **Arithmetic means and standard deviations of the social silence dimension** | | | | |
| X19 | 0.70 | 4.68 | The worker protects his organization by maintaining the confidentiality of his information | %94 |
| X20 | 0.44 | 4.27 | The worker refuses to disclose information that could harm the reputation of the organization | %85 |
| X21 | 0.46 | 4.68 | The worker resists pressure from others by keeping the organization secrets | %94 |
| | 0.53 | 4.6 | %92 | |

The results of Table (3) indicate the following:

1. The results of the statistical analysis refer to the dimension of silence of acquiescence, where the average scores of the sample members reached (2.38), which was low in comparison to the hypothetical arithmetic mean, with a standard deviation of (0.5). This indicates the agreement of the opinion of the researched sample towards the items of this dimension. The workers do not suffer from the silence of deference, as this is a good indication that most of the workers do not hide their opinions related to improving work, and they interact with each other and with their leadership to achieve and serve the goals of their college.

2. From the follow-up of the above indicators, it is clear that the sample under study has a tendency towards defensive silence. The arithmetic mean value was (4.28), which is a high value. Also, the value of the standard deviation indicates homogeneous answers of the respondents, it was (0.7). This kind of silence is not the result of fear of leadership, but fear of legal accountability and self-protection.

3. According to the statistical results, the dimension of social silence occupies a great importance for the sample studied. The arithmetic mean value was (4.6), which is high, and the standard deviation was (0.53), which indicates the presence of homogeneity in the respondents' answers. This indicates that the faculty members have a social silence. This type is the positive type of organizational silence where, they are keen to preserve confidential and other information that could harm the interest and reputation of the college.



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**Third:** Testing the correlation hypotheses:

1. Testing the first correlation hypothesis and its accompanying sub-hypotheses:

**Table 4: The Results of the Correlation between the Dimensions of Humble Leadership and Organizational Silence**

| Indep. variable / Dep. variable | Openness | Learnability | Appreciating others | Self-awareness | Humble leadership |
|---|---|---|---|---|---|
| Organizational silence | - 0.830** | - 0.663** | - 0.745** | - 0.420** | - 0.872** |
| (a) value calculated | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Type of correlation | There is a significant inverse correlation between each dimension of humble leadership and organizational silence | | | | |

Specific α value (0.01) confidence score (0.99) N=140.

Table (4) indicates that there is a statistically significant correlation between humble leadership with its dimensions and organizational silence. The correlation coefficient was (-0.872), which indicates a strong and negative correlation between the two variables. This indicates that the more the leadership of the field under study practiced humble leadership behaviors, the lower the organizational silence of the faculty members. It is also evident from the above table that there is a statistically significant correlation between the dimensions of humble leadership and organizational silence, as follows:

A. There is a negative significant correlation between self-awareness and organizational silence, as the correlation value was (-0.420) at a significant level (0.000).
B. There is a negative significant correlation between the appreciation of others and organizational silence, as the correlation value was (-0.745) at the level of significance (0.000).
C. There is a negative significant correlation between the ability to learn and organizational silence, as the correlation value was (-0.663) at the level of significance (0.000).
D. There is a negative significant correlation between openness and organizational silence. The correlation value was (-0.830) at the level of significance (0.000). All were high and inverse, indicating that the first hypothesis is accepted.

2. Testing the second correlation hypothesis and its accompanying sub-hypothesis:

**Table 5: The Results of the Correlation between Humble Leadership and the Dimensions of Organizational Silence**

| Indep. variable / Dep. variable | Acquiescence | Defensive silence | Social silence |
|---|---|---|---|
| Humble leadership | - 0.830** | - 0.663** | - 0.745** |
| calculated (a) value | 0.000 | 0.000 | 0.000 |
| Type of correlation | There is a statistically significant correlation between humble leadership and each dimension of organizational silence | | |

Specific α value (0.01) confidence score (0.99) N=140

The simple correlation coefficient test was adopted as shown in Table (4), by using (α) to determine the significance of the relationship. Accordingly, it becomes clear that there is a statistically significant correlation between humble leadership and the dimensions of organizational silence as follows:

A- There is a negative significant correlation between humble leadership and silence of acquiescence, as the correlation value was (-0.629) at the level of significance (0.000).
H- There is a negative significant correlation between humble leadership and defensive silence, as the correlation value was (-0.598) at a significant level (0.000).

B- There is a positive significant correlation between humble leadership and social silence, as the correlation value was (0.644) at the level of significance (0.000). All were high and inverse, except the social silence was high and positive. This means that the second hypothesis is accepted.



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**Fourth:** Testing the hypotheses of the effect:

1. Testing the first effect hypothesis and its accompanying sub-hypothesis:

**Table 6: Analysis of the Influence Relationship between Humble Leadership Dimensions in Organizational Silence**

| Depen. variable / Indep. Variable | Value F | | Org. silence | Constant | Coefficient |
|---|---|---|---|---|---|
| | Level of Sig. F | Calculated | $B_1$ | A | $R^2$ |
| Humble leadership | **0.000** | **139.153** | **- 0.769** | **0.667** | **0.76** |
| Self awareness | **0.000** | **34.654** | **- 0.570** | **1.867** | **0.18** |
| Appreciation of others | **0.000** | **121.435** | **- 0.644** | **2.030** | **0.57** |
| Learnability | **0.000** | **56.432** | **- 0.629** | **1.838** | **0.44** |
| Openness | **0.000** | **42.503** | **- 0.598** | **1.710** | **0.69** |

**N=140 d.f.=139 **p ≤ 0.01**

A- The effect of humble leadership on organizational silence:

The results of Table (6) indicate that there is a significant impact of humble leadership upon organizational silence. This is supported by the (F) value of (139.153) at a significant level (0.000), which is less than the hypothetical significance level of the research (0.01). The explanatory power of the estimated model was high, as through the interpretation coefficient R2, the humble leadership showed that (76%) of the total current changes were in organizational silence, whereas the other (24%) may be due to other variables that were not included in the model. It is clear from the foregoing that the level of organizational silence among the respondents will decrease with the increase in the influence of humble leadership.

B- The effect of self-awareness on organizational silence: The results of Table (6) indicate that there is a significant impact of self-awareness on organizational silence. This is supported by the value of (F) which is (34,654) at the level of significance (0.000), which is less than the default significance level for the research (0.01). Through the interpretation coefficient R2, this dimension showed that (18%) of the total current changes were in organizational silence, whereas the other (82%) is due to other variables that were not included in the model.

C- The effect of estimating others on organizational silence: The results of Table (6) indicate that there is a significant effect of estimating others on organizational silence. This is supported by the (F) value of (121.435) at the significant level (0.000), which is less than the default significance level for the research (0.01). Through the interpretation coefficient R2, this dimension showed that (57%) of the total current changes were in organizational silence, whereas the other (43%) is due to other variables that were not included in the model.

D- Effect of the ability to learn in organizational silence: The results of Table (6) indicate that there is a significant effect of the ability to learn in organizational silence. This is supported by the (F) value of (56,432) at the significant level (0.000), which is less than the default significance level for the research (0.01). Through the interpretation coefficient R2, this dimension showed (44%) of the total current changes were in organizational silence. The other (56%) may be due to other variables that were not included in the model.

E- The effect of openness on organizational silence: The results of Table (6) indicate a significant effect of openness on organizational silence. This is supported by the (F) value of (42.503) at a significant level (0.000). We find that it is less than the default significance level for the research which is (0.01). Through the interpretation coefficient R2, this dimension showed that (69%) of the total current changes were in organizational silence. The other (31%) may be due to other variables that were not included in the model. It is clear from the foregoing that the level of organizational silence among the sample members will decrease by increasing the effect of the dimensions of humble leadership. This means that the first effect hypothesis and its accompanying sub-hypothesis are verified.

Testing the second effect hypothesis and its associated sub-hypothesis:

**Table 7: Analysis of the Influence Relationship between Humble Leadership in the Dimensions of Organizational Silence**

| Indep. variable | Coefficient $R^2$ | F Value | | Humble leadership | Constant |
|---|---|---|---|---|---|
| Depe. variable | | Level of Sig. F | Calculated | $B_1$ | A |
| Silence of submission | **0.40** | **0.000** | **416.478** | **- 0.805** | **0.855** |
| Defensive silence | **0.36** | **0.000** | **194.660** | **- 0.483** | **2.049** |
| Social silence | **0.42** | **0.000** | **163.387** | **0.547** | **1.794** |

**N=140 d.f.=139 **p ≤ 0.01**



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F- The effect of humble leadership on the silence of acquiescence: The results of table (7) indicate that there is a significant effect of humble leadership on the silence of acquiescence. This is supported by the value of (F) which is (416,478) at the level of significance (0.000), which is less than the hypothetical level of significance for the research (0.01). The explanatory power of the estimated model was high. Through the interpretation coefficient R2, the humble leadership succeeded in explaining (40%) of the total changes taking place in organizational silence. The other (60%) may be due to other variables that were not included in the model. It is clear from the foregoing that the level of silence of the respondents among the respondents will decrease by increasing the influence of humble leadership.

G- The effect of humble leadership on defensive silence: The results of Table (7) indicate that there is a significant effect of humble leadership on defensive silence. This is supported by the (F) value of (194.660) at the significant level (0.000). We find that it is less than the default significance level for the research (0.01). Through the interpretation coefficient R2, this dimension showed that (36%) of the total changes taking place in defensive silence. The other percentage (64%) may be due to other variables that were not included in the model. It is clear from the foregoing that the level of defensive silence among the respondents will decrease with the increase in the influence of humble leadership.

H- The effect of humble leadership on social silence: The results of Table (7) indicate that there is a significant effect of appreciating others on organizational silence. This is supported by the value of (F) which is (163.387) at the level of significance (0.000), which is less than the default significance level for the research (0.01). Through the interpretation coefficient R2, this dimension showed that (42%) of the total changes taking place in organizational silence. The other percentage (59%) may be due to other variables that were not included in the model.

## Conclusions

1. There is a significant correlation between humble leadership and organizational silence. This indicates that there is some kind of inverse correlation between the two variables and at the macro level. This is a good indication that humble leadership behaviors are available in the leadership of the College of Administration and Economics at Tikrit University, which is mirrored in the decrease in organizational silence in the sample.
2. It is clear that the studied sample suffers from varying levels of organizational silence. The results showed that there is a low level of acquiescence silence with an availability (48%), followed by defensive silence with an availability (86%). Social silence emerged clearly in the sample (92%).
3. There is also a disparity among humble driving behaviors, where the dimension of self-awareness was ranked first in respect of the level of availability by (90%), while the dimension of appreciating others was ranked second in terms of the level of availability by (86%). The dimension of openness was ranked third with a percentage of availability (85%). As for the learnability, it was ranked fourth with an availability rate of (80%).
4. There is a clear impact of the humble leadership in its combined dimensions on the organizational silence. This impact emerged obviously on the dimension of social silence through the coefficient of determination, followed by the dimension of defensive silence. The impact was less on the dimension of silence of acquiescence, but all indicators showed that there was an impact of humble leadership on the dimensions of organizational silence, even if the percentage of influence varies.

## Recommendations

1. The leadership in the College of Administration and Economics at Tikrit supports the faculty members, and does not direct personal abuse, which enhances interaction with them.
2. Creating organizational loyalty and organizational trust with faculty members to express their problems without fear and believing that the leadership will support them, even if it is related to responsibility and self-protection.
3. Encouraging the sample under study to talk about negative working conditions, submit complaints, and not expose them to legal issues.
4. The leadership, in the college under study, adheres to humble leadership behaviors, as it is a modern behavior that supports modern trends in the business environment, which are based on participation, interaction, trust, and teamwork.
5. The leadership doesn't engage in the subject of research, gives in to temptations of power and position, and doesn't make humility a personal virtue, which is evident in how they interact with faculty members.



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