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**The Reality of Administrative Empowerment in Algerian Universities
and its Impact on Organizational Silence**

Case Study: The Teaching Staff of Ibn Khaldoun University of Tiaret.

Publicly defended before a committee consisting of :

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"Underestimate me if you dare, but do it at your own risk."

- Stephania Cruz

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List of abbreviations and acronyms :

HRM : Human resource management.

OS : Organizational silence.

SPSS : Statistical Package for the Social Sciences.

C : Communication.

E : Empowerment.

Introduction

Introduction :

Paying attention to the needs of individuals in every workplace, including educational institutions such as universities, stands as a paramount priority for administrations due to their great and important role in the success of any organization.

Administrative empowerment can be useful in this regard, and within a university's teaching staff, it is crucial since it is an effective management method that is considered one of the pillars of modern management that seeks to develop individuals and calls for sharing responsibility and delegating decision-making authority. This approach fosters a sense of belonging, motivation and self-satisfaction among employees. Moreover, it greatly enhances their problem-solving skills and ability to tackle challenges.

On the other hand, organizational silence, which is prevalent in almost every organization and has a significant negative impact on employees and the organization as a whole, resulting in unfavorable consequences, is closely linked to the level of administrative empowerment.

Main problematic:

Based on the above, the study problematic can be formulated as follows :

- What is the extent of organizational silence's response to administrative empowerment within Ibn Khaldoun University's teaching staff?

Sub questions :

In order to respond to this problematic, I will first respond to the following sub questions :

- What is the administrative empowerment?

- What is the organizational silence?

- To what extent does organizational silence respond to administrative empowerment within Ibn Khaldoun University's teaching staff?

- Does organizational silence respond to differences attributed to academic rank, job title and work experience within Ibn Khaldoun University's teaching staff?

Hypotheses :

In order to provide an appropriate answer to the sub questions mentioned earlier, I suggest the following hypotheses :

- There is a significant effect of administrative empowerment's dimensions on organizational silence.
- There are no differences in organizational silence attributed to academic rank, job title and work experience.

Objectives of the study :

The study aims to achieve the following objectives:

- Identifying the most important elements of both the administrative empowerment strategy and the organizational silence phenomenon.
- Knowing the reality of administrative empowerment within Ibn Khaldoun University's teaching staff.
- Clarifying the impact of administrative empowerment on organizational silence within Ibn Khaldoun University's teaching staff.
- Identifying whether there are differences in organizational silence attributed to personal data within Ibn Khaldoun University's teaching staff.

Importance of the study :

- Enriching the scientific research.
- Enriching the faculty's library by adding a new reference in the field of human resource management.
- Reaching results and presenting suggestions that can benefit the university and contribute to solving problems related to the subject of the study.
- providing additional knowledge to existing and future organizations that plan to apply administrative empowerment.

Reasons behind choosing the topic :

Several factors influenced my decision to choose this topic, which are as follows :

Objective reasons :

- The novelty of both the topics of administrative empowerment and organizational silence as well as my desire to make a connection between them.
- Lack of references linking the two variables.
- The success achieved by many organizations based on administrative empowerment and the neglect of this concept by Algerian organizations.

Subjective reasons :

- My business administration background.
- My interest in topics related to human resource management, especially modern concepts about it.

Limitations :

Temporal limitations : The study was conducted in the second semester of the 2023–2024 academic year. January through March was the period for the theoretical aspect and April through May was the period for the practical aspect.

Spatial limitations : The study was conducted at Ibn Khaldoun University of Tiaret.

Human limitations : The study was limited to a sample of the teaching staff of Ibn Khaldoun University of Tiaret.

Approach:

I relied on the descriptive analytical approach, as it is consistent with the nature of the study. For the first chapter, I relied on the descriptive approach to present the theoretical framework of the study, relying on a group of references represented in books, articles, dissertations, theses and websites. Regarding the second chapter, I relied on the analytical approach, using a questionnaire as a tool for collecting data and information and then analyzing and processing it with the aim of reaching results and testing the validity of the proposed hypotheses, based on the SPSS program.

Previous studies :

First study : a master's dissertation titled Challenges of Employee Empowerment at the national social security fund savings and credit cooperative society by Ogunja Mirriam Shiundu in 2011.

The following **problematic** was raised :

- What are the challenges of employee empowerment at the National Social Security Fund SACCO?

This study seeks to achieve the following **objective:**

To establish the challenges of employee empowerment at the National Social Security Fund savings and credit cooperative society.

The study reached the following **results :**

- The major challenges of employee empowerment at NASSEFU SACCO were lack of proper communication network, organizational politics, resistance to change mainly from the lack of cooperation from some members, a culture that impedes teamwork among the junior staff, insufficient funds to continuously support training programs for staff and lack of a focused leadership leading to high staff turnover.

- Employees are given autonomy in executing their duties and that regular staff meetings were organized frequently by management.

- There is a strong relationship between the adoption of employee empowerment and the use of total quality management practices in the SACCO in that its staff is more aggressive in its sales department to attract new member and retain its current ones, and that the staff is also more proactive in responding to customer concerns, innovation of new products and constantly keeping its members abreast in new developments in the SACCO industry.

Second study : an article published in International Business Research journal titled Organizational Silence: A Barrier to Job Engagement in Successful Organizations by Wageeh A. Nafei in 2016.

The following **Problematic** was raised :

- What is the nature and extent of the relationship between organizational silence and job engagement at Menoufia University hospitals in Egypt ?

This study seeks to achieve the following **objective:**

To identify the relationship between organizational silence (support of the top management of silence, lack of communication opportunities, support of supervisor for silence, official authority, subordinate's fear of negative reactions) and job engagement in Menoufia University hospitals in Egypt.

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The study reached the following **results** :

- There is a significant relationship between OS and JE at Menoufia University Hospitals in Egypt. OS plays an important role in influencing JE. Also, OS contributes significantly to JE.
- The OS was negatively related with JE at Menoufia University Hospitals in Egypt. Overall findings from this study suggested that OS does affect employees' engagement.
- There is a negative relationship between OS and JE of employees at Menoufia University Hospitals in Egypt. In other words, OS affects JE.

Third study :an article published in business research Turk Journal titled The Effect of Psychological Empowerment on Organizational Silence in Hotels by Ali Avan, Özcan Zorlu and Ahmet Baytok in 2016.

The study aims to achieve the following **objective** :

To determine the effectiveness of psychological empowerment's sub dimensions in reducing organisational silence.

The study reached the following **results** :

There is a statistically significant relationship between PE and OS. Moreover, PE has a significant but relatively slender effect on OS behaviours. Also, in detailed analysis it is concluded that self-determination sub-dimension of PE have positive effects on OS behaviours. The facts remain that meaning, competence, and impact sub-dimensions of PE do not have any significant effects on OS behaviours.

Fourth study :An article published in International Education Studies journal titled The Reality of Administrative Empowerment among the Recently Employed Administrators in the Intermediate Schools by Mona A. Alfadli and Sarah M. Al-Mehaisen in 2019.

The following **problematic** was raised :

- What is the reality of administrative empowerment among the recently employed administrators in the intermediate schools of Riyadh Al-Khabra?

This study seeks to achieve the following **objectives**:

Improving administrative empowerment among the recently employed administrators in educational institutions through identifying the degree of administrative empowerment among the recently employed administrators in the intermediate schools of Riyadh Al-Khabra. It also aims to reveal the difference in the perceived degree of administrative empowerment due to the variable of academic qualification.

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The study reached the following **results**:

- There is a medium level of administrative empowerment among the recently employed administrators in the intermediate schools of Riyadh Al-Khabra.
- There are statistically significant differences in the averages of the degree of administrative empowerment among the recently employed administrators in the intermediate schools of Riyadh Al-Khabra in the degree of teamwork attributed to academic qualification.
- There are no statistically significant differences in the averages of the degree of administrative empowerment as a whole among the recently employed administrators in the intermediate schools of Riyadh Al-Khabra attributed to academic qualification.

Fifth study : an article published in Afak for sciences journal titled The Impact of organizational silence on the dimensions of the learning organization, a case study of the faculty of economic and commercial Sciences and management at Ibn Khaldun university - Tiaret – by Belakhdar Nacera and Cherif Mohamed in 2023.

The following **problematic** was raised :

- Does organizational silence affect the dimensions of the learning organization? (Case of the Faculty of Economic, Commercial and Management Sciences)

This study seeks to achieve the following **objectives**:

- Identify the reasons for organizational silence as a modern phenomenon and negative behavior that has spread widely in institutions. Keeping up with changes and transformation towards the learning organization, striving for continuous learning and discovering different human talents and competencies.
- Testing the impact of organizational silence on the dimensions of the learning organization and creating sustainable organizational change in the institution.

The study reached the following **results** :

- The outputs of SPSS 22.0 showed that there is a statistically significant effect of organizational silence on the dimensions of the learning organization, as changing the independent variable by one unit is likely to change the dependent variable by 0.416.
- All model equations are statistically sound (overall and partial validity), where in each of the equations the significance value of the Fisher test (sig f1, sig f2, sig f3, sig f4) was less than 5%, confirming that there is a statistically significant effect of the independent variable - types of organizational silence - on the dependent variable - total dimensions of the learning organization.
- There are differences in the proportion of the random variables' (types of organizational silence) impact on the dependent variable (dimensions of the learning organization).
- Change in the silence of acceptance by one degree necessitates a change in the dimensions of the learning organization by 3.02, which is greater than that recorded for the effect of social silence on

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the dimensions of the organization, where the change in the former by one degree is responded by the dimensions of the learning organization by 1.84. As for the effect of defensive silence on the dimensions of the learning organization, a change in the former by one degree affects achievement by 1.41 degrees, while the effect of directed silence toward others and learning silence on the dimensions of the learning organization, a change in the former by one degree affects achievement by 1.37 degrees.

What distinguished my study from previous studies :

- With the exception of one study, the majority of earlier studies are similar to my study in either the first variable, administrative empowerment or the second variable, organizational silence. However, my study integrated the two variables together. Particularly considering that there are limited studies that have integrated them before.
- My study attempted to clarify the relationship between administrative empowerment and organizational silence by determining the extent of the impact of each dimension of administrative empowerment on organizational silence, and this is what the prior limited studies did not provide.
- I chose a different sample from other studies, which is a university's teaching staff.

Difficulties of the study :

The difficulties I faced were related to both theoretical and practical aspects, which are as follows:

- Lack of prior studies that gathered the study variables and investigated the relationship between them.
- Lack of English references in the faculty's library, including books and dissertations, regarding the study.
- Difficulty finding free e-books on the Internet.
- Although I sent the study questionnaire to a lot of teachers, not many of them replied.

Structure :

To achieve the stated objectives and answer the questions raised, I divided the study into two chapters.

In the first chapter, I discussed the theoretical framework of the study, dividing it into two sections.

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In the first section, I addressed some general concepts about administrative empowerment. It included its definition, some differences between it and the delegation, its dimensions, types, benefits, challenges and some well-known companies' experiences regarding it.

In the second section, I covered an overview about the organizational silence. It included its definition and characteristics, its reasons, types, differences between it and the organizational voice, its effects and some useful ways to overcome it.

Regarding the second chapter, I discussed the field study, dividing it into three sections.

In the first section, I provided an overview about Ibn Khaldoun University of Tiaret. It contained some details regarding its definition, history and teaching staff.

In the second section, I addressed the methodological procedures for field study, where I discussed the methodological synthesis, study tool and statistical methods used, in addition to the analysis of both personal data and questionnaire sections and the normality test for data.

In the third section, I tested the two suggested hypotheses' validity.

Finally, I wrote a conclusion that summarized the results reached and offered some suggestions.

Chapter one :
Theoretical Framework

Introduction :

No organization can operate effectively without paying attention to its human resources, because the human element is one of the most important means that helps organizations rise to the highest levels. This is why managers began to think about the means and methods through which this resource feels valued in order to exploit and preserve it to achieve the organization's goals. One of the successful methods used is by applying administrative empowerment.

On the other hand, one of the negative phenomena existing and having clear negative impacts on many organizations is when employees prefer to keep silent regarding their jobs or organization-related affairs, which is called organizational silence.

In this sense, administrative empowerment can be linked to organizational silence.

Through this chapter, I will shed light on all important elements related to both administrative empowerment and organizational silence in more detail. In this context, I will address the following sections :

- ❖ **Section one**, under the title **General Concepts about Administrative Empowerment**, that will clarify the definition of administrative empowerment, the difference between it and delegation, its dimensions, types, benefits, challenges and some well-known companies' experiences regarding it.
- ❖ **Section two**, titled **Organizational Silence; An Overview**, that will explain the definition of organizational silence, its characteristics, reasons, types, differences between it and the organizational voice, its effects and some ways to overcome it.

Section one : General Concepts about Administrative Empowerment

Recently, the concept of administrative empowerment has gained increased interest from researchers due to its great role toward employees, companies and customers. Therefore, comprehending it is critical for administrative processes and this section will clarify.

1. Definition of administrative empowerment :

There are many different perspectives about the definition of administrative empowerment, I will point out some of them :

- Vogt and Murrell (1990) described it as a positive use of power to create more power, which has a positive energizing on the organization.(Tajuddin, 2013, p. 14)
- According to Al-Bashabsha(2008), it is defined as giving individuals the freedom to make decisions through the delegation of authority, increasing participation and self-motivation, emphasizing the importance of teamwork and providing an environment conducive to personal development and creativity.(Alfadli & Al-Mehaisen, 2019, p. 123)
- Al-Rashoudi (2009) defined it as the administrative process by which employees are taken care of by enriching their information and knowledge, increasing their skills, developing their individual capabilities and encouraging them to participate and provide the necessary capabilities to them in a way that motivates them to take appropriate decisions.(Asiri & Sharqi, 2020, p. 159)
- Al-Qahtani (2011) defined it as giving employees more powers, responsibilities and authority to make decisions and solve problems through performing work independently on their own way and without the direct involvement of the management, by providing adequate resources and appropriate working environment.(Alfadli & Al-Mehaisen, 2019, p. 123)
- Collings and al (2018) argue that it is to empower the members of teamwork to perform their duties without any feelings of stress. Besides, it also motivates and assists the employees to improve their performance and reduce risks that appear during work.(Ahmed, S.Hassan, & Abo-talib, 2019, p. 5)
- Bose (2018) defined it as sharing the degrees of strength from higher administrative levels to the lower levels after ensuring that they possess all the essential capabilities by giving them responsibilities and freedom to take decisions related to all aspects of product development.(Abdeldayem & Deeb, 2020, p. 5775)

Based on the previous definitions, it can be said that administrative empowerment is a modern strategy used in HRM, where employees are given freedom of action and full trust to fulfill their work the way they want without waiting for an interference or an approval from their managers, in order to make them feel that they belong so that they can drive the company toward success.

2. The difference between administrative empowerment and delegation:

There is a similarity between administrative empowerment and another policy used in HRM, which is delegation. However, they differ in their principles .Moreover, they are both situational, depending on how critical the decisions, the competence and motivation of the employee or team and how much time is available. (Rasyida, 2024)

The following table will illustrate the differences between both techniques from different aspects:

Table 1. 1: Differences between administrative empowerment and delegation.

Aspect	Delegation	Empowerment
Definition	Transfers part of the permissions' authority to employees (only in the absence of managers or when they are occupied with other tasks) .	Allows employees to be able to decide (in all cases , even in the presence of managers).
Tasks and responsibilities	Tasks and responsibilities are set by the top manager and the employee is not allowed to exceed them in any way.	Managers welcome employee’s suggestions on how to perform tasks rather than sticking on the traditional way .So , employees do their tasks on their own without going beyond set boundaries.
Type of tasks	Managers delegate daily tasks.	Managers delegate tasks that require significant decision making.
Leadership	Keeps the manager in the center of leadership activity .	Places someone else at the center of leadership activity.
Accountability for mistakes	If employees messed up, they may lose their authority.	If employees messed up, they will investigate the reason and fix it.
Supervision	Regular and intensive supervision.	Managers reduce direct and regular supervision after a short time of empowering employees due to the mutual trust between them.

Training	Limited training that focuses only on the required tasks.	Intensive and in depth training that is not limited to traditional tasks, because employees will voice their opinions and participate in making critical decisions.
Information	Part of information is available to employees (limited information to what matches the specified tasks).	Information are distributed between the manager and employees (bigger resources that match the size of tasks).
Time	May be temporarily canceled or modified in scope or depth.	A conviction and a strategic choice.

Source: Prepared by the researcher, based on a set of references.

From the table above, we can see that when it comes to delegation, the manager is always in control, no matter what. Thus, the main idea behind delegation is using employees as a tool to accomplish the organization’s objectives. On the other hand, empowerment is the exact opposite of that, since it is all about giving employees a sense of importance and freedom in management, which is why I agree that the key difference between both techniques is that delegation raises followers while empowerment raises leaders.

In addition to this, I might state that the first step is always delegation. This means that before managers can take action to empower employees, they must first delegate them in order to know their level of competence and abilities. Only then, they can decide to take other steps.

3. Dimensions of administrative empowerment :

There are many classifications of administrative empowerment’s dimensions. Among them, I have chosen the classification according to (Sufyani & Ameri, 2021, pp. 582-585)

3.1 Job autonomy :

Job autonomy is the degree of choice and freedom that employees are granted over their work.

3.2 Team work :

Team work is one of the strengths in the application of empowerment because of the important role of collective action in facing problems, it is defined as a group of individuals working together to achieve a general goal, or it is a gathering of two or more individuals in a regular interaction that is stable over a period of time to achieve a goal common or common interest.

3.3 Training and development :

Training is a part of the human resource development which can lead to many possible benefits for both individuals and organization that helps to achieve the objectives of the organization. It provides employees with knowledge, skills and attitudes that will improve service quality, satisfy guest and reduce daily operating costs.

3.4 Motivation :

Motivation is the positive feeling of the employee resulting from the group of influencing factors that drive his motivation to make a greater efforts, achieve better results in his organization, stay and work hard in the given position and it includes all the help and assistance provided by the upper management.

3.5 Effective communication :

Communication is the process by which information and ideas are communicated continuously between individuals at all organizational levels, between organizational managers and senior management and between employees and managers , it is a network that links all members of the organization.

4. Types of administrative empowerment :

Researchers differed in the types of administrative empowerment, some divided it into three types, which are :

4.1 Virtual empowerment :

It refers to the ability of the employees to express their ideas clearly and to clarify their point of view regarding their work and activities. It is primarily focused on decision-making participation which is considered an essential part of the virtual empowerment process . (Ahmed, S.Hassan, & Abo-talib, 2019, p. 9)

4.2 Behavioral empowerment :

It refers to the individual's ability to work in a group in order to define work problems , collect data about them . (El-Harbi, 2020, p. 60)and to present the recommendations for solving them. It also provides the employees with new skills that help them to improve their performance . (Ahmed, S.Hassan, & Abo-talib, 2019, p. 9)

4.3 Empowerment by results :

It includes the ability of employees to identify and resolve the causes of the problems. (Ahmed, S.Hassan, & Abo-talib, 2019, p. 9)as well as their ability to make improvement and change in the methods of performing work in a manner that leads to an increase in the effectiveness for the organization . (El-Harbi, 2020, pp. 60-61)

While others believe that it is classified into two categories as reported in (El-Harbi, 2020, p. 61)

- **External Empowerment:** The methods used by the organization's management to help employees to make decisions and exercise their freedom of action.
- **Internal Empowerment:** It includes the individual's commitment to himself, his ability for taking charge and responding appropriately in pressing circumstances.

As for some researchers, they divided it into five types, which are :

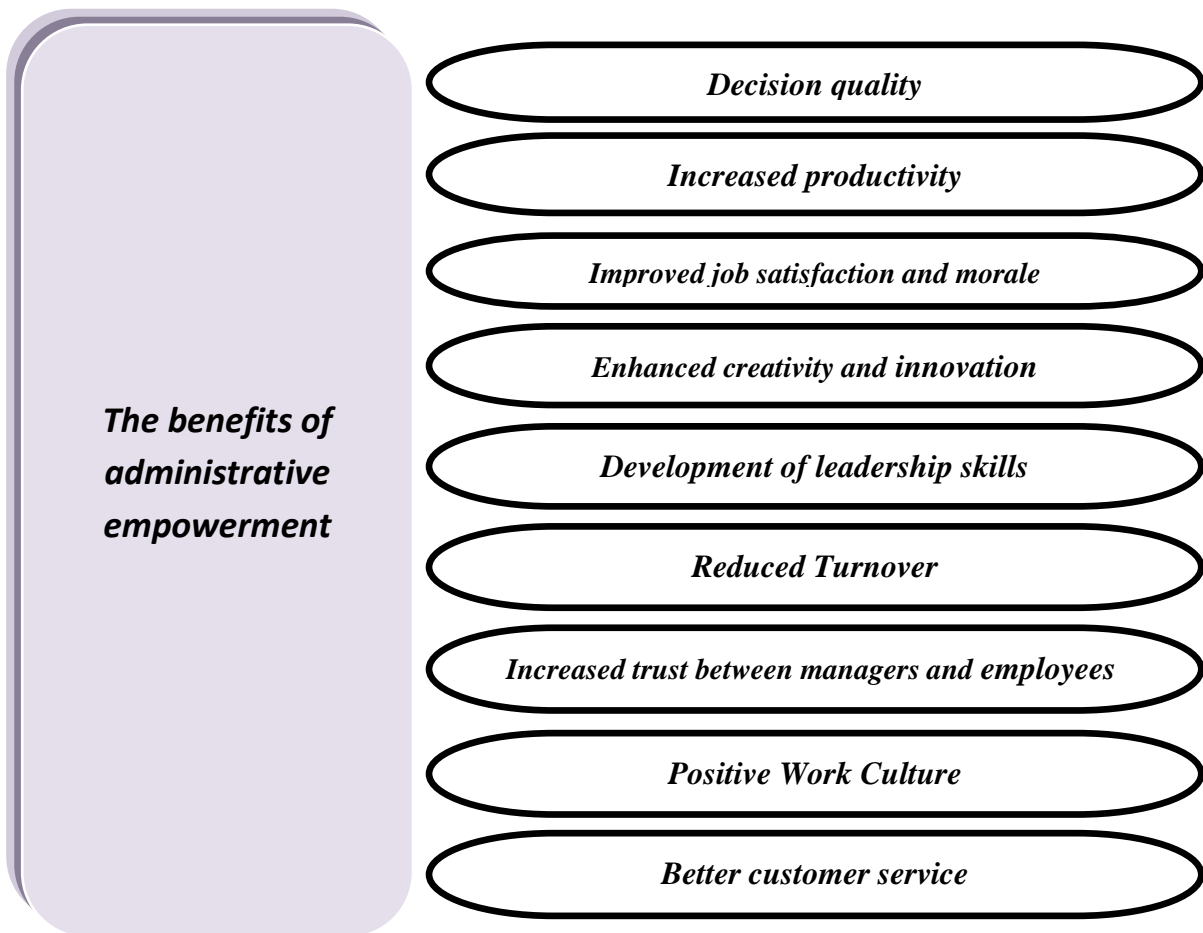
- **Decision-making empowerment:** It involves giving employees the freedom to make decisions about their work ,including allowing them to determine how tasks should be completed, which methods or tools to use and which processes should be followed.(Bhasin, 2023)
- **Educational empowerment :** When empowering employees to make their own decisions, organizations are also responsible for equipping them with the tools and information they need to approach certain situations or tasks. Educational empowerment is providing access to and encouraging employees to develop new skills through trainings, courses, and other educational outlets.(Ruane, 2022)
- **Financial empowerment:** This is when a company gives its employees control over its budget to help them make choices.(Satter, 2023) It could also involve allowing them to negotiate their salaries and offering them suggestions for promotions and salary increases(Bhasin, 2023)
- **Time management empowerment:** This is where allowing employees to decide how to use their time to get the job done.(Satter, 2023) For example, employers can provide flexible working hours, allow employees to take breaks when needed and allow them to manage their workloads independently.(Bhasin, 2023)
- **Shared information empowerment:** This is where managers share important business information that breaks down barriers, makes things clear and makes workers feel like they belong.(Satter, 2023)It also encourages the sharing of ideas and information between employees , providing access to resources, setting up open communication channels and allowing employees to collaborate on projects.(Bhasin, 2023)

5. Administrative empowerment's benefits and challenges in work place :

5.1 Administrative empowerment's benefits in work place:

Administrative empowerment has a lot of benefits; the following figure presents the ones that are the most focused on by almost every researcher :

Figure 1. 1: The benefits of administrative empowerment.

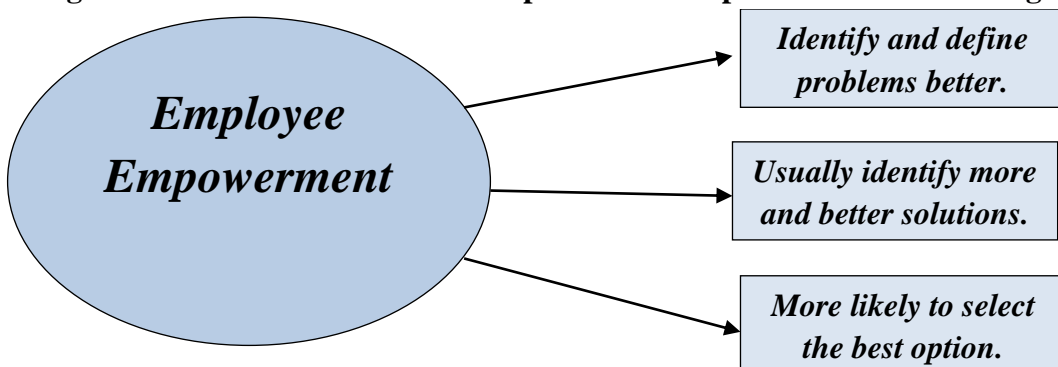


Source: Prepared by the researcher, based on a set of references.

5.1.1 Decision quality :

Administrative empowerment may improve the decision quality in three ways, as the following figure illustrates : (McShane & Glinow, 2000, pp. 311-312)

Figure 1. 2: How administrative empowerment improves decision making.



Source: Steven McShane, Mary Von Glinow : Organizational Behavior, First edition, McGRAW - Hill Higher education, USA, New York, 2000, P. 31

First, it may be lead to more accurate definition of the problem. When the organization's activities do not meet costumer's expectations, employees are usually the first to know. Administrative empowerment ensures that everyone in the organization is quickly alerted to these problems .

Second, administrative empowerment can potentially improve the number and quality of solutions generated to solve organizational problems. This is by combining employees' skills to produce new solutions that no one of them would have designed alone. In other words, several people working together and building on each other's strengths can potentially generate more and better solutions than if they worked alone .

Third, the possibility that the best decision will be chosen rises with administrative empowerment. This happens because the person making a decision alone isn't going to carefully consider all of the options as a group does. When competent individuals are present, chances of a wildly incorrect option being chosen is reduced.

5.1.2 Increased productivity :

Team members who feel like they have control over their work may naturally contribute higher levels of effort to get the job done, leading to greater output. (Herrity, 2022)

5.1.3 Improved job satisfaction and morale :

Empowering employees helps to create a positive work atmosphere where people feel valued and respected. When workers have a say in decisions and are trusted to do their jobs, it boosts their job satisfaction and morale. This, in turn, leads to better motivation, loyalty (Satter, 2023) , satisfying the individual needs of self-esteem , provides the employees with a high resistance to work pressure , low absenteeism as well as increases competitiveness. (Ahmed, S.Hassan, & Abo-talib, 2019, p. 6)

5.1.4 Enhanced creativity and innovation :

Empowerment encourages employees to come up with creative solutions to problems. When employees are allowed to make their own decisions , they are more likely to develop innovative ideas. (Ganesh, 2023)

5.1.5 Reduced Turnover :

When employees feel valued and see opportunities for growth and development, they're more likely to stay with the organization. This reduces the costs associated with recruiting and training new employees. (Gimbal, 2023)

5.1.6 Increased trust between managers and employees :

The managers trust the employees with more power. In return, employees trust managers as well because of the power and influence given over their performance. An increase in trust between employees and managers is likely to lead to a more positive work environment and an increase in productivity and communication. (M.Howley, 2018, pp. 4-5)

5.1.7 Positive Work Culture :

Empowerment fosters a positive work culture. It encourages open communication, trust and collaboration. (Gimbal, 2023)

5.1.8 Development of leadership skills :

Employees have opportunities to develop and enhance their leadership skills through employee empowerment. When workers are trusted to make decisions and given responsibility, they gain valuable experience in handling tasks, working with others, and taking responsibility. This can help them grow as professionals and find future empowering leaders in the company. (Satter, 2023)

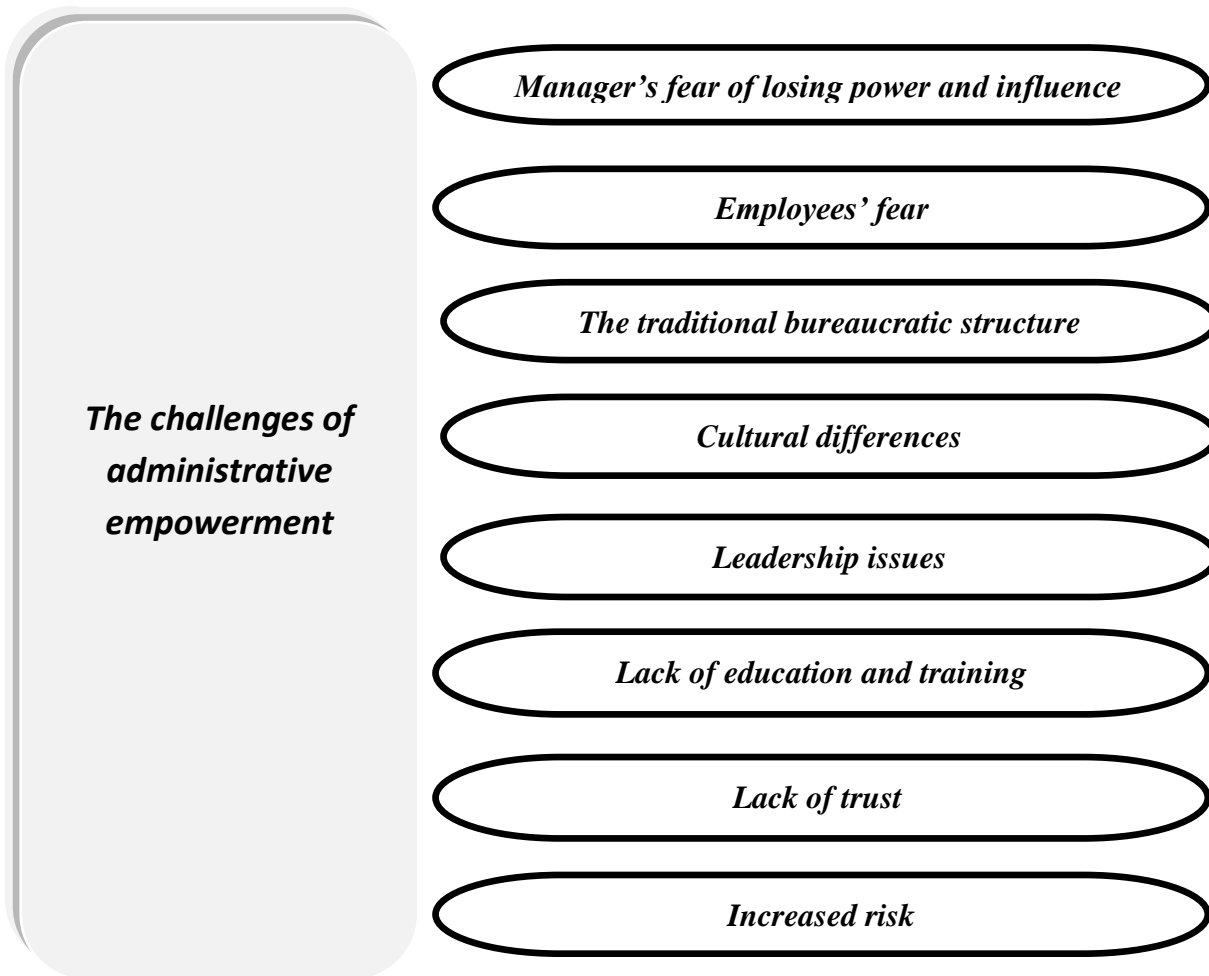
5.1.9 Better customer service :

Customers always want to converse with employees who know what they are doing. So, dealing with an operator or salesperson who always returns to the manager for approval is less than ideal . Empowering employees is more likely to make them go above and beyond to meet customers wants and solve problems quickly .This leads to better customer experiences, more loyal customers and good word of mouth for the company. (Satter, 2023)

5.2 Administrative empowerment's challenges in work place

There is no denial that administrative empowerment faces a lot of challenges, that I will sum up in the following figure :

Figure 1. 3: The challenges of administrative empowerment.



Source: Prepared by the researcher, based on a set of references.

5.2.1 Manager's fear of losing power and influence :

Some managers believe that empowerment may weaken their administrative authority and increase employees' power, which threatens their role and influence. Education and training are the first steps in minimizing managers resistance to employee empowerment. The company needs to assure them that their careers are not threatened , they also need to receive training to adjust from the old control style to the new style .However, even with education and training, many companies have to transfer or replace supervisors or managers who can not adjust to the new style. (McShane & Glinow, 2000, p. 315)

5.2.2 Employees' fear :

This is because of the lack of sufficient readiness to take responsibility and make decisions as well as the absence of innovation as a result from their familiarity with traditional organizational structures and their tendency to simply receive orders and obey them. Companies can minimize employees' resistance through education and training. (McShane & Glinow, 2000, p. 316)

5.2.3 The traditional bureaucratic structure:

The bureaucratic climate creates a sense of routine in work, which negatively impacts the process of empowerment. (McShane & Glinow, 2000, p. 316)

5.2.4 Cultural differences :

Employees with a collectivist value work more comfortably discussing their ideas with co-workers .In contrast, individualistic people may be less comfortable with administrative empowerment because of their preference to work alone. (McShane & Glinow, 2000, p. 316)

5.2.5 Leadership issues :

If managers are not properly trained or do not understand the concept of employee empowerment, it could be difficult for them to effectively manage their teams. Before applying employee empowerment, leaders must make sure they support it and are aware of its advantages. (Mcfee, 2023) To empower employees, the leader should also be motivated highly so that he can encourage their workers in their work roles. (Keerthika, Roy, Karthikeyan, REC, & Chennai, 2018, p. 56)

5.2.6 Lack of education and training :

Training in most organizations does not come cheaply which makes empowerment. it is a common experience for organizations that seek to empower employees to find that their training and development budgets are under-funded. (Shiundu, 2011, p. 16)

5.2.7 Lack of trust :

If employees do not trust their managers, they may be hesitant to use their skills, which leads to a feeling of disconnection. Organizations need to develop a culture of trust and open communication if they want to be successful with employee empowerment. (Mcfee, 2023)

5.2.8 Increased risk :

By giving employees more freedom, there is also a chance that things will not go exactly as planned. Organizations need to make certain that processes, procedures and other protections are in place to minimize the risks . (Mcfee, 2023)

I can note that there are some others challenges, which are :(McShane & Glinow, 2000, p. 317)

- Hiring a new manager may lead to a change in empowerment philosophy and methods, which can effects the empowerment efforts.
- The strict punishment for mistakes that makes employees scared to share new ideas.
- The disparity in the perspectives of managers and employees regarding goals.
- Privacy of information.

6. Experiences of some companies regarding administrative empowerment:

Due to the importance that companies give to administrative empowerment, especially the big ones, I am listing some examples of well-known companies that have adopted it, as shown in the following table :

Table 1. 2: Administrative empowerment in some companies.

Company	Definition	Experience
Starbucks	<p>A US company that owns a chain of coffee shops selling good quality coffee.</p> <p>Starbucks’s mission statement is:</p> <p>To inspire and nurture the human spirit.</p>	<ul style="list-style-type: none"> - The company discourages the use of employee titles. Instead, they use the title “partner”. Which builds a good relationship between managers and employees. - Employees are divided into small teams, each team includes six workers. The limited number help to ease management. - The company ensure that employees has adequate knowledge about their areas of specialization. It did not only contribute to efficient decision making but also encourages creativity. - The company spends millions of dollars annually to train its staff.
McDonald’s	<p>A large group of US fast food restaurants in many countries of the world.</p> <p>McDonald’s mission statement is:</p> <p>To be our customers’ favorite place</p>	<ul style="list-style-type: none"> - Employees have a degree of autonomy, they are allowed to make decisions on their own way. They only consulted managers when things appeared to be beyond their ability and power. - The leadership welcomes ideas from all employees

<p>Disney</p>	<p>A US creator and producer of animated cartoons, motion pictures, etc.</p> <p>Disney’s mission statement is:</p> <p>To entertain ,inform and inspire people around the globe through the power of unparalleled storytelling.</p>	<ul style="list-style-type: none"> - Disney’s goal is to make sure all employees are “the right person” to talk to whenever a problem happened. So, employees are given the tools to solve issues right away. - Employees receive an effective training , which helps them to offer excellent customer service, no matter what level they are.
<p>Zappos</p>	<p>An American online shoe and clothing retailer.</p> <p>Zappos’s mission statement is:</p> <p>To provide the best customer service possible.</p>	<ul style="list-style-type: none"> - The company gives employees a freedom to do whatever they feel is right to help the customer instead of spewing policies. - Employees are encouraged to do things like offer free exchanges and send gifts to customers without an approval from the manager.
<p>Ritz Carlton</p>	<p>American multinational company that operates the luxury hotel chain.</p> <p>Ritz Carlton’s mission statement is :</p> <p>To provide the finest personal service and facilities for our guests who will always enjoy a warm, relaxed, yet refined ambience.</p>	<ul style="list-style-type: none"> - The company allows employees to spend up to \$2,000 per incident to solve customer problems without having to get approval from a supervisor and there is no limit to how many customers an employee can use the \$2,000 rule on. - It applies to things like free stays, upgrades and gifts.
<p>Trader Joe’s</p>	<p>An American chain of grocery stores.</p> <p>Trader Joe’s mission statement is</p> <p>we are committed to providing our customers outstanding value in the form of the best quality products at everyday prices .</p>	<ul style="list-style-type: none"> - Employees are encouraged to quickly serve customers in any way they can. - Employees can open packages so customers can try an item before they decide to purchase it and accept returns of items that have been opened and used.

<p>Prêt a Manger</p>	<p>A British sandwich shop franchise chain.</p> <p>Pret a manger's mission statement is :</p> <p>To create handmade natural food avoiding obscure chemicals and preservatives.</p>	<p>- Employees are required to give out a certain amount of free food. It's up to employees to decide who receives the free coffee and meals, which means it can be used to solve issues or just be given to someone waiting in line.</p>
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Source: Prepared by the researcher, based on a set of references.

Section two : Organizational Silence ; An Overview

Organizational silence is a recent modern concept that may seem strange, surprising or unfamiliar, just like other behavioral concepts. It affects the organization in many ways. Through this section, I will try to generate a full picture of it.

1. Definition and characteristics of organizational silence :

1.1 Definition of organizational silence:

In management literature, the concept of organizational silence dates back to Hirschman, who was the first to try to define it. Hirschman (1970) framed silence as a passive but constructive response synonymous with loyalty.(Yıldız, 2013, p. 31) Since then, this concept has been discussed and developed by a number of researchers, who showed that it can have several meanings, which I will discuss through the following definitions:

- As defined by Morrison and Milliken (2000) it is the hard choice made by employees within some organizations to keep their thoughts and opinions quiet and shut themselves away from company decisions. (Deniz, Noyan, & Ertosun, 2013, p. 692)
- Tangirala and Ramanujam (2005) defined it as the intentional withholding of concerns, information or opinions by employees concerning important situations, issues or events relating to their job or organization.(Achieng, 2014, p. 8)
- Henriksen and Dayton (2006) defined it as the collective-level phenomenon of doing or saying very little in response to significant problems or issues facing an organization or industry because of negative reactions.(Nafei, 2016, p. 102)
- Donaghey, Culinane, Dundon and Wilkinson (2011) indicated that it is seen as an organizational imperative: its existence prevents management from receiving information that might allow for improvements or circumvent problems before the effects become seriously damaging. (Lehner, 2022, p. 28)
- According to Cetin (2020) it is the fact that the employee who can change or correct the situation does not transmit real statements that are perceived and thought about the status of the organization in terms of behavioral, cognitive and emotional aspects.(Cetin, 2020, p. 2)

From the definitions mentioned above, I can state that organizational silence is a negative phenomenon, reaction or behavior that stems from employees within organizations, where they become silent about anything related to their jobs or organization, even if they do have something meaningful to contribute, including information, ideas, opinions, concerns or suggestions that might improve their organization's conditions or solve problems that arise at work, due to several different reasons. Which negatively affects the organization's ability to develop and change.

1.2 Characteristics of organizational silence :

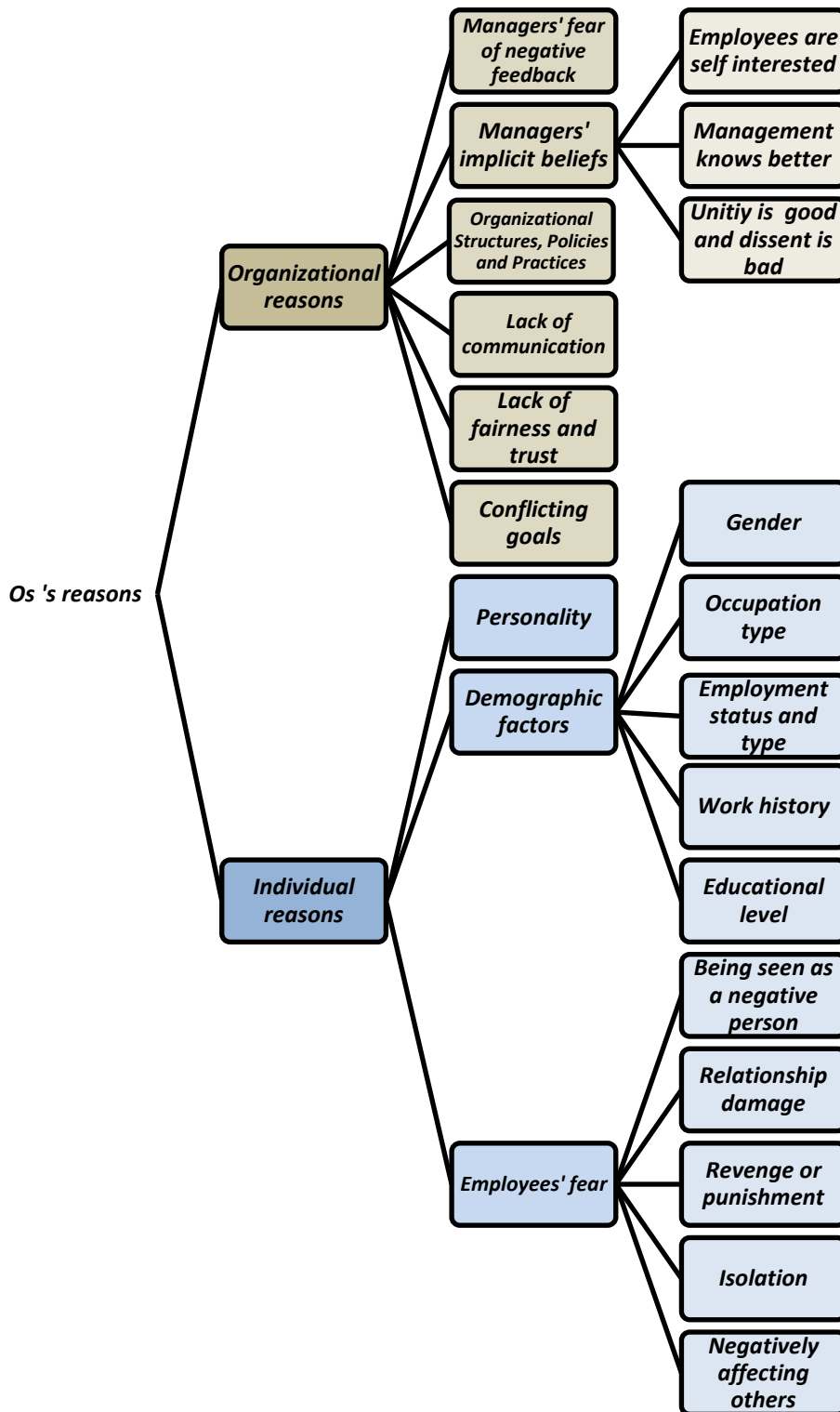
Organizational silence is characterized by a set of features, as reported in(Nacera & Mohamed, 2023, p. 269)

- Organizational silence is a collective phenomenon that begins with the individual and spreads to the group, meaning that it has a mutual influence on the organization's group members.
- Organizational silence is a complex behavior that is linked to the employees' thoughts, attitudes, and perceptions.
- Organizational silence is an intentional behavior caused by psychological or scientific circumstances.
- Organizational silence is related to the communication process, as it obstructs the flow of information and knowledge in both directions, affecting its effectiveness within the organization.
- Organizational silence occurs within the organization and is linked to situations of job dissatisfaction, which affects employee loyalty.

2. Reasons of organizational silence :

Organizational silence's causes can be divided into two main categories : individual ones that are related to the employees directly and organizational ones that are related to the companies where they work. The following figure provides the most common factors or conditions under which organizational silence is most likely to develop :

Figure 1. 4: Organizational silence’s common reasons.



Source: Prepared by the researcher, based on a set of references.

2.1 Organizational reasons :

These reasons include :Managers' fear of negative feedback, their implicit beliefs, organizational Structures, Policies and Practices, lack of communication, lack of fairness and trust and conflicting goals.

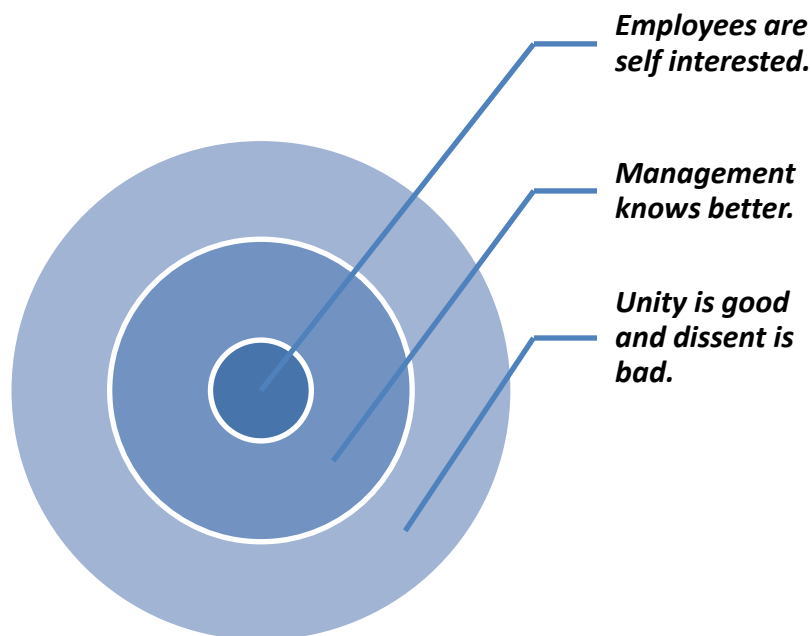
2.1.1 Managers' fear of negative feedback:

One important factor that facilitates the creation of a climate of silence in organization is top managers' fear of receiving negative feedback*, especially from subordinates. Many managers feel a strong need to avoid embarrassment, threat and feeling of inability. Hence, they will tend to avoid any information that might suggest weakness or that could cast doubt on the direction that things are currently going.(Bagheri, Zarei, & Nikaeen, 2012, p. 51)Managers try to avoid receiving negative feedback and when they do receive it, they may try to ignore the message, dismiss it as inaccurate or attack the credibility of the source.(Morrison & World, 2000, p. 708). If they still receive feedback, they might act annoyed or angry. Thus, employees decide that speaking up is useless and risky. (Lehner, 2022, p. 57)

2.1.2 Managers' implicit beliefs :

Another important factor that lies at the root of organizational silence is a set of beliefs that managers hold about employees and about the nature of management. (Bagheri, Zarei, & Nikaeen, 2012, p. 53)These beliefs are illustrated in the following figure :

Figure 1. 5: Manages' implicit beliefs about employees and management.



Source: Prepared by the researcher, based on : Ghodrattollah Bagheri and others, Organizational silence (Basic concepts and its development factors), Ideal type of management, Vol. 1, No. 1, 2012, P. 53

***Feedback** is helpful information or criticism about a product, a person's performance on a task, etc. with the purpose of helping to adjust to become more effective.

The first belief is that employees are self-interested and untrustworthy. When managers believe so, employees will then act in ways that discourage upward communication.

The second belief is that management knows better about most issues of organization. If employees are self-interested, then they are unlikely to know about what is best for organization.

The third belief is that unity, agreement and consensus are signs of organizational health, whereas disagreement and dissent should be avoided.

2.1.3 Organizational structures, policies and practices :

Managerial beliefs can have a powerful impact on how managers treat employees and consequently on how employees behave. (Morrison & World, 2000, p. 712) When managers believe that employees are self-interested, management knows best and disagreement is bad, they will erect structures and policies that either does not facilitate or that discourage upward information flow and create an environment in which employees feel uncomfortable speaking up about certain issues. It is reasonable for managers not to involve employees in decision-making processes because they will be seen as not worth the time and effort employees require. Excluding employees from decision making is also a way to avoid dissent and negative feedback. (Bagheri, Zarei, & Nikaeen, 2012, p. 54)

2.1.4 Lack of communication :

A lack of communication might be the starting point of beginning organizational silence. While horizontal and vertical possibilities to communicate* are missing, employees feel that their opinion is not wanted and not valued, which is a driver to silence. (Lehner, 2022, p. 61)

2.1.5 Lack of fairness and trust :

An unfair treatment leads to the perception of not being able to make a difference and that their relationship with their supervisors is not good and that they maybe need to fear negative consequences if they talk. In addition, a lack of trust in supervisors, which might be an outcome of injustice or unfairness, leads to the occurrence of organizational silence. (Lehner, 2022, p. 63)

***Horizontal communication** is the flow of information between workers in an organization that are at the same level. This can refer to employees within the same department who have the same job title or who are in different departments but at the same hierarchical level.

Vertical communication is the flow of information and messages between members of an organization who are on different levels. It involves the transmission of information from higher levels of management to lower levels and vice versa.

2.1.6 Conflicting goals:

Some organizations do not share a common vision with workers about achieving the organization's goals. Silence arises because each party desires to achieve gains at the expense of the other, especially if one party owns power or the job position. (Nacera & Mohamed, 2023, p. 269)

2.2 Individual reasons :

These reasons include : Personality, demographic factors and employees' fear.

2.2.1 Personality:

Personality determines whether an employee remains silent or speaks up, people who feel useless in terms of adding value to the organization and who have low self esteem play a crucial role in the development of silence. (Lehner, 2022, p. 55)

2.2.2 Demographic factors :

From the participants' points of view of a study conducted by (Jafary, Yazdanpanah, & Masoom, 2019, p. 6), titled Identification of factors affecting organizational silence from the viewpoint of middle managers of Shiraz university of medical sciences, demographic factors are categorized to five themes: Gender, occupation type, employment status and type, work history and educational level. Here is what every participant stated regard every theme :

2.2.2.1 Gender :

"Women don't usually involve themselves in troublesome, challenging issues." (participant No. 2), another managers said the opposite, "Women express their expert opinions more often than men do, as men are somehow more conservative from the beginning." (participant No. 6)

2.2.2.2 Occupation type :

"A person, who is an expert and unique in some particular field, is not afraid to express his ideas."
(participant No. 5)

2.2.2.3 Employment status and type :

"Permanent employees express their opinions more easily." (participant No. 4). Another participant with a different idea emphasized "It seems to me that it doesn't make any difference; both permanent and contractual employees can freely express their opinions if there is no difference between them." (participant No. 10)

2.2.2.4 Work history :

"Work history is very effective; employees with more years of work history try to be careful not to say everything." (participant No. 6). Another manager emphasized that "Young employees are less likely to be silent in the organization." (participant No. 5)

2.2.2.5 Educational level :

"I think employees with higher levels of education are less likely to be silent in the organization." (participant No. 4), in the same regard, another participant said "Certainly, our faculty members are more likely to talk because of their high educational degree." (participant No. 9)

2.2.3 Fear of employees :

Employees may choose to remain silent because they fear the negative reactions from their supervisors or co-workers or any negative consequences if they express their opinion on organizational issues. This fear is a result of weak organizational relationships and a lack of trust. (Nacera & Mohamed, 2023, p. 270)

The following table will illustrate more :

Table 1. 3: Employees’ fear and perceived risk factors.

Fear	Perceived risk factors
Fear of being seen or labeled as a negative person	Complainer, trouble maker.
Fear of relationship damage	Disliked by managers, entering into tension and conflict with superiors, loss of recognition and support, loss of respect and image.
Fear of revenge or punishment	Loss of employment, lack of promotion, change of work location or position, fear of increasing work load.
Fear of isolation	Not sharing the opinion of the majority, loss of respect, confidence and feeling of attachment.
Fear of negatively affecting the others	Avoidance of making someone ashamed or upset or causing problems for someone.

Source: Prepared by the researcher, based on Gülsün ERİGÜÇ and others, The causes and effects of the organizational silence : On which issues the nurses remain silence ? Int. Journal of management economics and business, Vol. 10, No. 22, 2014, P. 134

3. Types of organizational silence :

Researchers disagreed about the types of organizational silence, the following table represents the classification of each :

Table 1. 4: Researchers’ classifications of organizational silence.

Pinder and Harlos (2001)	Dyne, Ang and Botero (2003)	Brinsfield (2013)	Knoll and Dick (2013)
Acceptance of silence	Acceptance of silence	Deviant silence	Acceptance of silence
Defensive silence	Defensive silence	Relational silence	Defensive silence
	Pro-social silence	Diffident silence	Pro-social silence
		Ineffectual silence	Opportunistic silence
		Disengaged silence	
		Defensive silence	

Source: Sharu P John, Manikandan K, Employee silence : A meta-analytic review, The International journal of indian psychology, Vol. 7, Issue. 1, 2019, P. 362

While going through the literature, it can be observed that the most commonly used classification is that of Dyne, Ang and Botero (2003). In the lines of this classification, organizational silence is divided into three types, which are :

3.1 Acceptance silence(Acquiescent silence) :

Acceptance silence is a behavior resulting from the indifference and despair of workers, where they do not express their ideas, opinions and information in response to organizational circumstances and situations. (Nacera & Mohamed, 2023, p. 271)In other words, it occurs in the form of employees keeping silent in case of acceptance of the current state or the organizational conditions as are. (CİVELEK, AŞÇI, & ÇEMBERCİ, 2015, p. 40)and they are unwilling to make any efforts to change the conditions and to speak because they are okay by continuing in the current situation. (Zohra & Sabrina, 2022, p. 37)

3.2 Defensive silence(Quiescent silence \ Self protection silence) :

Defensive silence is a decision where a person holds back ideas, information or opinions that are relevant as a form of self-protection, based on fear. (Zohra & Sabrina, 2022, p. 38)It occurs when employees feel unsafe speaking up, making complaints or problem reports. The fear of speaking out is based on the high probability of being punished and labeled as troublemakers or losing their jobs. In most cases, defensive silence is motivated by the behavior of managers. (Ferreira, 2023)

3.3 Pro-social silence :

The purpose of this type is to prevent or block information or ideas that consider other people's feelings. This type of silence is based on cooperation and altruism shown by employees to others. (Zohra & Sabrina, 2022, p. 38) In other words, it occurs when the employee seeks to omit reporting situations to avoid harm to the co-workers or the team. This type of silence is conscious and executed with the hope that the problem will be forgotten or not observed to avoid accountability of the co-workers or team. On the other hand, if discovered, the damage is even more profound and degrading for all involved. (Ferreira, 2023)

The table below will summarize what has been said :

Table 1. 5: Types of organizational silence and their motives.

Motive	Type of silence
Submission to the current state	Acceptance silence
Self-protection resulting from fear	Defensive silence
Willingness to cooperate and help colleagues	Pro-social silence

Source: Prepared by the researcher, based on the above.

Next, came the Brinsfield classification(2013) who believed that it had six types. As shown in the table, he added to the defensive silence which I already explained five other types, which are :

- **Deviant silence** :Deviant silence is when employees remain silent in order to lead their superiors or colleagues to decide wrong.(Pacheco & Caldeira, 2015, p. 296)
- **Relational silence** :Also known as maintaining relationships silence.(Nacera & Mohamed, 2023, p. 271) occurs when an employee remains silent on the basis of not wanting to harm a relationship or have any negative relational consequences.(Christian, 2020)

- **Diffident silence** : Occurs when the employee has a lack of self-confidence or a lack of personal, internal means by which to voice their opinions or information.(Christian, 2020)
- **Ineffectual silence** : Ineffectual silence is when employees do not speak up because they assume that the information is ineffective or not of enough importance.(Christian, 2020)
- **Disengaged silence** : It is similar to acceptance silence, in which the employee has a lack of interest or is disengaged from the organizational values; however, disengaged silence differs from acceptance silence in the way that disengaged silence is based on the employee's inability to make a change because of a lack of engagement with the organization, rather than a lack of interest.So, it occurs when individuals remain physically present in the workplace but mentally check out. (Christian, 2020)

In the same year, Knoll and Dick came up with another classification where they divided it into four types and if we examine more closely, we find that they agreed with the classification of Dyne, Ang and Botero (2003), but they added one more type to it, which is:

- **Opportunistic silence** : Opportunistic silence is the strategically withholding work-related ideas, information or opinions with the goal of achieving an advantage for oneself while accepting harm for others.(John & Manikandan, 2019, p. 362)

4. Organizational silence and voice :

Understanding organizational silence requires a quick examination of organizational voice. In this context, organizational silence and voice are not opposites, because silence is more than the absence of voice. One of the reasons that explains why is that just because an employee does not show voice behavior, this does not give us any information about whether this employee had something to contribute. Only in cases where employees withhold something, we speak of employee silence. Thus, as mentioned by Brinsfield (2014), “voice and silence may indeed be two sides of the same coin, but in order to fully understand the nature of the coin, it is necessary to examine both sides” (Knoll, wegge, Unterrainer, Silva, & Jonsson, 2016, p. 8)

Both of these two behaviors are similar in their types and motives (as shown in table 1.5), but different in their content. The following table includes some examples to clarify these differences :

Table 1. 6: Examples of specific types of organizational silence and voice.

<p style="text-align: center;">Employee silence :</p> <p>Intentionally withholding work-related ideas, information and opinions.</p>	<p style="text-align: center;">Employee voice :</p> <p>Intentionally expressing work-related ideas, information and opinions.</p>
<p>Acceptance silence</p> <ul style="list-style-type: none"> - Withholding ideas based on submission. - Keeping opinions to self due to low self-efficacy to make a difference. 	<p>Acceptance voice</p> <ul style="list-style-type: none"> - Expressing supportive ideas based on submission. - Agreeing with the group due to low self-efficacy to make a difference.
<p>Defensive silence</p> <ul style="list-style-type: none"> - Withholding information on problems based on fear - Omitting facts to protect the self. 	<p>Defensive voice</p> <ul style="list-style-type: none"> - Expressing ideas that shift attention elsewhere based on fear. - Proposing ideas that focus on other to protect the self.
<p>Pro-social silence</p> <ul style="list-style-type: none"> - Withholding confidential information based on cooperation. - Protecting proprietary knowledge to benefit the organization. 	<p>Pro-social voice</p> <ul style="list-style-type: none"> - Expressing solutions to problems based on cooperation. - Suggesting constructive ideas for change to benefit the organization.

Source: Linn Van Dyne and others, Conceptualizing employee silence and employee voice as multidimensional constructs, Journal of management studies, Vol. 40, No. 6, 2003, P. 1363

5. Organizational silence’s effects :

Most people assume that organizational silence only hurts the organization, but realistically, it hurts both the organization and the employees.(Bagheri, Zarei, & Nikaeen, 2012, p. 51)I will present some of the most threatening consequences that may occur on both sides in the following table :

Table 1. 7: Organizational silence’s effects on employees and organization.

Organizational silence’s effects on employees :	Organizational silence’s effects on organization :
<ul style="list-style-type: none"> - It causes the feelings of discomfort, inability and lack of self-appreciation when they have to remain silent about what they know or are good at. - It implies a feeling of lacking control for employees. - Employees who feel that their voices are not heard and their concerns are ignored may become disengaged, dissatisfied and have lower motivation. - It increases turnover as employees seek more supportive and communicative work environments. - It can build a feeling of disconnect between what one believes and how one behaves, can occur in employees who do not feel that they are upholding their own personal values in their work. - It can make employees feel guilty . When they withhold their opinions or concerns, they may perceive it as neglecting their responsibility. - It develops health and mental health issues such as depression, which can make things worse. 	<ul style="list-style-type: none"> - organizational decision making is harmed by organizational silence. The best decisions come up from having different ideas and perspectives, but when organizational silence gets in the way, it limits potential for better decision. - It hinders an organization’s ability to be aware of and to correct mistakes within the organization. Without knowledge of errors, these errors can become worse and eventually cause major problems within the organization and missed opportunities for improvement and change. - It makes the company lose money and function poorly . When managers notice this, they usually try to fix the money problem without realizing that the real cause is related to employees. - It reduces innovation and Creativity. Innovation often thrives in environments where diverse ideas and perspectives are encouraged. When employees remain silent, potential innovative solutions or creative ideas may go unexplored, hindering the organization's ability to adapt and grow. - It causes stagnation in Processes and Products. Without a continuous flow of ideas and suggestions, organizations risk becoming stagnant in their processes and products. which can negatively impact competitiveness and relevance in the marketplace. - It increases the likelihood of crises occurring.

Source: Prepared by the researcher, based on a set of references.

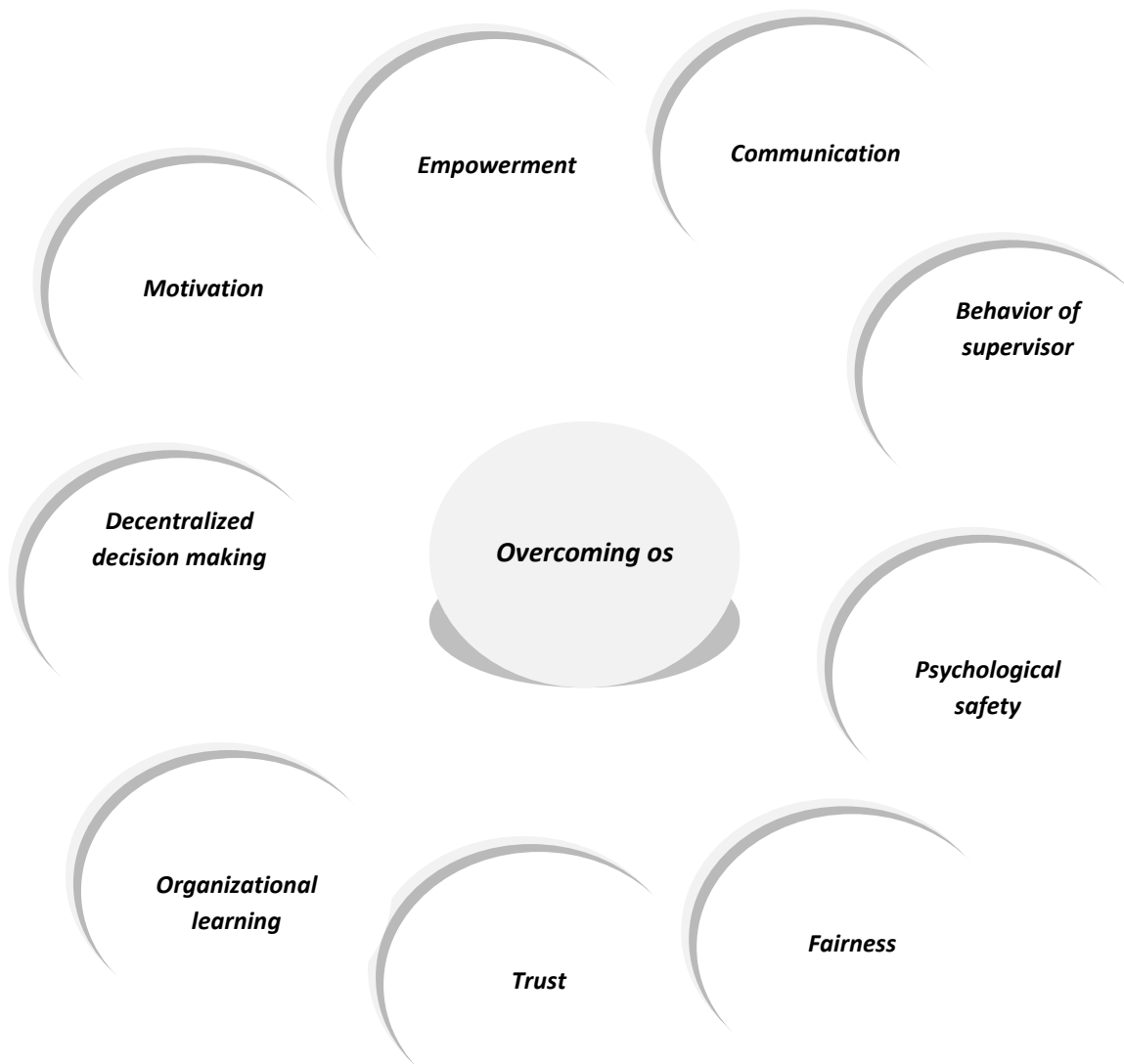
When analyzing the effects or consequences that organizational silence could have, we must consider that the effects that take place on the employees will, in turn, affect the organization as a

whole, which can be very harmful, especially in light of increasingly complex circumstances .For this reason, it is best to eliminate or reduce this phenomenon whenever possible.

6. Overcoming organizational silence :

Changing an organization from one characterized by a climate of silence to one that encourages voice is not an easy job but a big challenge faced by managers. I will outline some of the ways or mechanisms on how to deal with it (break it or reduce it) in the figure that follows :

Figure1. 6: Nine ways to overcome organizational silence



Source: Prepared by the researcher, based on a set of references.

6.1 Communication:

Communication is a tool against organizational silence. Vice versa, an accurate communication strategy leads to organizational voice. So, managers need to improve and promote internal communication in order to encourage employees to exchange and talk openly about their ideas, concerns and potential problems so that managers do not lose relevant information. (Lehner, 2022) They also need to actively reward open communication. This means recognizing and celebrating employees who speak up and share their ideas, even if those ideas are not immediately implemented. (Vistro, 3023)

6.2 Behavior of supervisor :

One of the most important factors in reducing or avoiding organizational silence is the behavior of managers or supervisors toward their employees. A manager should openly express interest in employees' opinions and create such a voice climate to encourage staff to actively participate in problem solving because If employees feel that managers are disinterested, they tend to remain silent, but When they feel that their supervisors are responsive and supportive to their ideas, they tend to speak out openly and do not fear the negative consequences. (Lehner, 2022)

6.3 Psychological safety :

The concept of psychological safety has been defined as a shared belief that the team is safe for interpersonal risk taking. Employees are more likely to speak openly if they are given a sense of security. So, managers and supervisors should implement certain behaviors that make employees feel safe such as open communication and brainstorming*. (Lehner, 2022)

6.4 Fairness :

Organizational silence can be avoided through the practice of fairness within the organization. Managers have to make sure that all employees are treated fairly regardless of their position or status in order to make them feel more secure in expressing their thoughts and concerns without fear of unfair consequences. (Lehner, 2022)

6.5 Trust :

If employees have trust in the organization, their colleagues and their supervisors, this has a positive influence on organizational voice. Trust within the organization leads to good communication and consequently to the exchange of ideas and information. Trust in supervisors also leads to express concerns about new projects or processes, this trust even helps to speak up in unfavorable situations. It is recommend that supervisors implement an open communication policy to build trust. (Lehner, 2022)

***Brainstorming** is a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group without fear of criticism or rejection.

6.6 Organizational learning :

To minimize the spread of organizational silence and in turn promote organizational voice, It is recommend that supervisors address the phenomenon of organizational silence. Organizational learning leads to organizational silence being recognized more quickly and dealt with as soon as possible. (Lehner, 2022)

6.7 Decentralized decision making :

Another way to promote organizational voice is through decentralized decision-making processes. Involving employees in the decision-making process promotes employee engagement and a sense of belonging, which leads them to speak up and express their opinions freely. (Lehner, 2022)

6.8 Motivation :

By creating appropriate motivational techniques for employees to use their viewpoints on organizational decisions, such as rewards for creative and innovative ideas and proposals, Organizational silence can be avoided. (Entezari, 2015, p. 862)

6.9 Empowerment :

Since this study is about the impact of administrative empowerment on organizational silence, I will focus more on this method. But before this, it must be pointed out that there are few studies that have previously linked the two variables together; in addition, they are all limited in terms of information. This is why I tried to link this limited information to the dimensions of administrative empowerment that I have already touched upon in the first section in order to find out how each dimension contributes to break the phenomenon of organizational silence. My findings can be summed up as follows :

6.9.1 Job autonomy to break the silence:

Empowerment increases a sense of responsibility and ownership among employees toward their jobs through job autonomy. When employees feel that they are truly empowered and have a degree of autonomy and freedom to fulfill their work, they are expected to make appropriate work-related decisions to ensure that the organization will not be harmed. So, they are expected to not withhold crucial information that could improve the effectiveness and performance of the organization because doing so would be perceived as not respecting the trust and responsibility given to them and would show that they do not deserve this degree of autonomy toward their work. For example, in the context of the service sector, keeping silent about customer complaints about service quality from the management could be damaging because such information can be used by the management to improve and enhance the customer experience.

6.9.2 Team work to break the silence:

Empowerment encourages team members to communicate ideas and information, make suggestions to increase formal and informal interactions between team members, build confidence and encourages cooperation to accomplish collective goals. This collaborative environment fosters a culture of openness and trust where individuals feel comfortable sharing their thoughts and opinions, leading to reduced organizational silence. It also fosters harmonious relationships and makes employees feel connected to their supervisors and organization. Which prevents them from withholding important issues and fostering a sense of belonging within the work group. Empowered employees can also empower their co-workers through their actions. Within this context, they share success stories, help one another diagnose situations and come up with effective coping mechanisms together.

6.9.3 Training and development to break the silence:

Empowerment includes taking risks; it opens up the possibility of making mistakes. If those mistakes were punished, then individuals became disappointed with their new way of thinking and regressed to past behaviors. In other words, employees' efforts to take initiative and risks must be reinforced and developed rather than punished. If this support is missing or weak, employees worry about seeking permission before acting and asking for forgiveness in case they make mistakes. Empowered employees must feel that the people in their unit can work together to solve problems and that their ideas are valued and taken seriously. This is why, instead of refusing employees' ideas or using punishment, managers should train their employees by providing them with the knowledge and skills they need so that they can develop these ideas. By using this method, employees will express their opinions toward anything related to their jobs or the organization because they know that their opinions will matter and even if they feel that they are going to be wrong, they will not fear any negative consequences because the management will support them by providing them everything they need until their ideas become the right ones.

6.9.4 Motivation to break the silence:

Employees will speak up for their ideas more actively, take more initiatives and be more participative in carrying out organizational goals when they are empowered, as a result of feeling psychologically better and safe and being more motivated toward empowerment. Contrary to this, anything that makes employees powerless is a destructive force. For instance, if an employee's idea or suggestion is not taken into consideration by management, employee will feel powerless and prefer to keep his/her ideas silent. Also, management approach to employees directly affects their empowerment and silence behaviors. In particular, considering employees only as a labor increases those perceptions and behaviors much more.

6.9.5 Effective communication to break the silence:

Empowerment encourages employees to believe that they are capable and that they have the right to offer their concerns and suggestions, make upward communications about important work issues and deliver their ideas regarding work more effectively rather than remaining silent. It also minimizes bureaucratic hurdles that slow responsiveness. So, management should get in contact with employees and consider their ideas and concerns in order to achieve pre-determined goals better and increase empowerment perception of their employees so that they will feel worthier and important for the organization, which is a driver to speak out.

Conclusion :

Through this chapter, I tried to present the theoretical framework of the study in general, and from what was presented, it is clear that administrative empowerment has become an urgent necessity for organizations of all types and that managers must apply this modern administrative method to develop their organizations and get rid of some negative phenomena widespread in them, such as organizational silence. Administrative empowerment plays a crucial role in reducing organizational silence by creating an environment where employees feel valued and encouraged to communicate and express their ideas openly and share their perspectives within the organization. Thus, the more employees are empowered, the less silent they are, which leads to a culture of continuous improvement. This is what I will study practically in the next chapter by projecting what I discussed in this chapter onto the study sample.

Chapter two :
Field Study

Introduction :

Through this chapter, I will project the theoretical framework onto reality. Therefore, I chose the teaching staff of Ibn Khaldoun University of Tiaret as a case study.

This chapter is divided into three sections, as follows:

- ❖ **Section one**, under the title **An Overview about Ibn Khaldoun University of Tiaret**, that will provide some information about it and its teaching staff.
- ❖ **Section two**, titled **Methodological Procedures for Field Study**, that will discuss the methodological synthesis, study tool and statistical methods used, in addition to the analysis of both personal data and questionnaire sections and the normality test for data.
- ❖ **Section three**, titled **Testing the Validity of the Study Hypotheses**, that will verify the validity of both of the proposed hypotheses.

Section one :An Overview about Ibn Khaldoun University of Tiaret

Through this section, I will talk briefly about Ibn Khaldoun University of Tiaret, in addition to the statistics related to its teaching staff.

1. History and definition of Ibn Khaldoun University of Tiaret :

Ibn Khaldoun University of Tiaret traces its history back to **1980**, when it was established as a university center, under the decree No. 80-163 of 31/05/1980 and the first inscriptions were of 190 students.

During the **1984-1985** academic year, it was replaced by two national institutes of higher education, which are :

- The National Institute of Agronomy, under Executive Decree No. 84-230 of 18/08/1984.
- The National Institute of Civil Engineering, under Executive Decree No. 84-231 of 18/08/1984.

In **1992**, in accordance with Executive Decree No. 92-298 of 07/07/1992, the university center was reopened and the two institutes were placed under the tutelage of an independent central administration pedagogically, administratively and financially.

In **2001**, in accordance with Executive Decree No. 01-271 of 18/09/2001, the University Center was transformed into a university grouping three faculties, which are :

- Faculty of Engineering Sciences.
- Faculty of Agronomy and Veterinary Sciences.
- Faculty of Humanities and Social Sciences.

In **2010**, the Executive Decree 10-37 of 25/01/2010 was published and resulted in the creation of six new faculties and an institute, which are :

- Faculty of Science and Technology.
- Faculty of Science of Nature and Life.
- Faculty of Economic, Commercial and Management Sciences.
- Faculty of Law and Political Sciences.
- Faculty of Letters and Languages.
- Faculty of Human and Social Sciences.

- Institute of Veterinary Sciences

In **2013**, the university was restructured in accordance with Executive Decree No. 13-102 of 14/03/2013, which included the creation of the University of Tiaret, with eight faculties and an institute, which are :

- Faculty of Applied Sciences.
- Faculty of Material Sciences.
- Faculty of Mathematics and Information Technology.
- Faculty of Natural Sciences and Life.
- Faculty of Law and Political Sciences.
- Faculty of Economic, Commercial and Management Sciences.
- Faculty of Humanities and Social Sciences
- Faculty of Letters and Languages.
- Institute of Veterinary Sciences.

In addition to this, the university has two annexes, which are :

- Sougueur annex.
- Challala annex.

The University comprises four vice-presidencies, which are :

- Vice Rectorate in Charge of High Education in the First and Second Cycles, Ongoing Formation and Certificates, and Higher Formation in Gradation.
- Vice Rectorate in Charge of Higher Education in the Third Cycle and University Habilitation, Scientific Research and Higher Formation in Post-gradation.
- Vice Rectorate in Charge of Development, Foresight and Orientation.
- Vice Rectorate in Charge of Animation, Promotion, Scientific Research, External Relations and Cooperation. (Djillali, 2022)

The table below includes some information about the university :

Table 2. 1: About Ibn Khaldoun University.

Region	Africa
Country	Algeria
City	Tiaret
Foundation	1980
Legal form	Public university
Address	Directorate of Ibn Khaldoun University ,Tiaret Opposite the national liberation Army square, Algiers road Post box 78 Tiaret, Algeria
Director	Professor Belgoumane Berrezoug
Web site	https://www.univ-tiaret.dz
E-mail	administration@univ-tiaret.dz
Phone number	+213(0)46 25 61 33

Source: <https://www.univ-tiaret.dz>, consulted on April 2nd, 2024, at 13 pm.

2. Ibn Khaldoun University's teaching staff

In the following table, I will present an overview of the numbers comprising the university's teaching staff from all its faculties, institutes and annexes, starting from the lowest rank to the highest :

Table 2. 2: Statistics about Ibn Khaldoun University’s teaching staff of 2024.

Academic ranks Faculties institutes and annexes	Assistant teacher class B	Assistant teacher class A	Lecturer teacher class B	Lecturer teacher class A	Professor	Total
Literatures and languages	14	35	22	42	54	167
Law and political science	09	09	07	40	32	97
Mathematics and computer science	05	25	20	21	07	78
Economic, commercial and management sciences	21	10	25	43	18	117
Humanities and social sciences	18	27	27	71	34	177
Applied sciences	20	40	47	37	27	171
Nature and life sciences	18	26	21	46	29	140
Material sciences	05	04	09	18	17	53
Veterinary sciences	00	05	10	21	11	47
Sougueur annex	01	06	08	17	02	34
Challala annex	06	08	11	22	04	51
Total	117	195	207	378	235	1132

Source: General Secretariat of Ibn Khaldoun University of Tiaret.

Section two : Methodological Procedures for Field Study

Through this section, I will dive into more detail about the following points: methodological synthesis, study tool and statistical methods used, in addition to analysis of both personal data and questionnaire sections and normality test for data.

1. Methodological Synthesis :

In this point, I will outline the study approach, its population and sample and the methods used to collect data and information.

1.1 Study Approach :

For this chapter, I relied on the analytical approach, using a questionnaire that was dispatched to the study sample as a tool for collecting the necessary data and information and then analyzing and processing it with the aim of reaching results and testing the validity of hypotheses, based on the SPSS program.

1.2 Population and sample study :

Population : The target research population is all of Ibn Khaldoun University's teaching staff, from all its faculties, institutes and annexes. The estimated number is 1132.

Sample: The study's sample size was not pre-determined prior to questionnaire dispatching; the questionnaire was dispatched to all the teaching staff of Ibn Khaldoun University of Tiaret.

The table below will clarify more:

Table 2. 3: Dispatched and received questionnaires.

	Number	Percentage
Dispatched questionnaires	1132	100%
Received questionnaires	95	8,39%

Source: Prepared by the researcher, based on the dispatch of questionnaire.

2. Study tool and statistical methods used:

Here, the construction stages of the study tool will be identified, in addition to the various statistical methods used to meet the established objectives.

2.1 Study tool :

2.1.1 The study tool development :

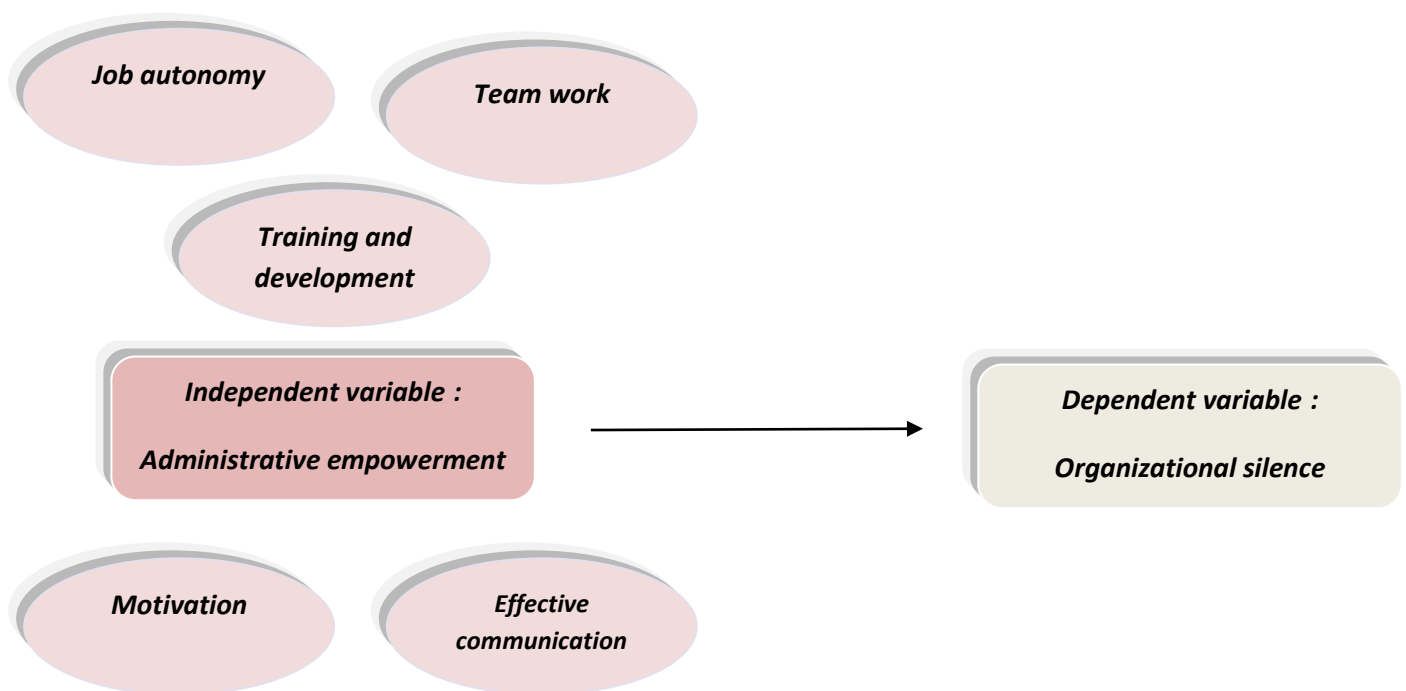
I relied on the questionnaire as a basic tool in the field study to collect the necessary information for this study and achieve its objectives. It was constructed based on the theoretical framework and previous studies and it consisted of three sections.

- The first section was about the personal data of the teaching staff (gender, academic qualification, academic rank, job title and work experience).
- The second section was about administrative empowerment. It included five dimensions (job autonomy, team work, training and development, motivation and effective communication) and four statements for each dimension.
- The third section was about organizational silence. It included nine statements.

The questionnaire was designed according to the five-points Likert scale, which is considered the most appropriate in such cases. The options or the different degrees of argument available for each statement were: strongly disagree, disagree, neutral, agree, strongly agree.

To achieve the purpose of this study, I designed and developed its own model, as shown in the following figure :

Figure 2. 1: Study model.



Source: Prepared by the researcher, based on the study.

2.1.2 Validity and reliability :

2.1.2.1 Validity

To verify the validity of the study tool, I started by measuring its apparent validity. I presented it to a number of teachers and asked them to express their opinions regarding it, as shown in Appendix 2, so as to establish the extent of consensus on its use and determine if it will be able to measure what it is supposed to measure. It has also been revised based on the feedback and guidance provided by them.

2.1.2.2 Reliability :

I calculated the value of the Cronbach's Alpha coefficient using a sample survey consisting of 10 individuals, through which I measured the reliability and correlation of the questionnaire items, and the results were as follows:

Table 2. 4: Reliability of questionnaire using Cronbach's Alpha coefficient.

Sections	Cronbach's Alpha	Validity
Section one	0,887	0,942
Section two	0, 805	0,897
Total	0,813	0,902

Source: Prepared by the researcher, based on SPSS outputs (Appendix 3).

Since the Cronbach's alpha value is greater than 0.7 in all sections, I can conclude that the study tool's reliability and internal consistency of the questionnaire items are strong. In another sense, 81% of the sample will be consistent in their responses if they are re-interrogated under the same conditions. Therefore, the questionnaire can be relied upon without any modifications.

2.1.3 Statistical analysis of the questionnaire:

After ensuring the validity and reliability of the questionnaire, I contacted all the teaching staff of Ibn Khaldun University of Tiaret via email using an electronic questionnaire. After 10 days, I received responses from only 95 teachers, all of which were complete, so I based my analysis on the entire sample.

2.2 Statistical methods used

To achieve the objectives determined, the following tests were utilized :

Percentages and frequencies which are utilized for describing the study sample and illustrating its characteristics based on percentages.

Arithmetic means to determine the extent of increase or decrease in responses of the study sample to each study statement.

Standard deviation to identify the extent of deviation of the study sample responses to each statement of the study variables.

Kolmogorov-Smirnov and Shapiro-Wilk tests: They are both used to compare sample data with a distribution to decide if a sample comes from a population with a normal distribution. Shapiro-Wilkis considered the most reliable and best test of normality.

T-test : We use t-test to compare the means of two groups. A t-test looks at the two distributions and determines whether or not their means are significantly different.

One-Way Analysis of Variance (ANOVA) : Just as t-tests are useful for asking whether the means of two groups are different, ANOVA can answer the question of whether the means of many groups differ from each other.

3. Personal data and questionnaire sections analysis :

3.1 Personal data analysis:

The study sample is characterized by several attributes that can be explained as follows:

3.1.1 Gender :

The following table shows the distribution of study sample individuals based on gender.

Table 2. 5: Distribution of the study sample by gender variable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	53	55,8	55,8	55,8
	Female	42	44,2	44,2	100,0
	Total	95	100,0	100,0	

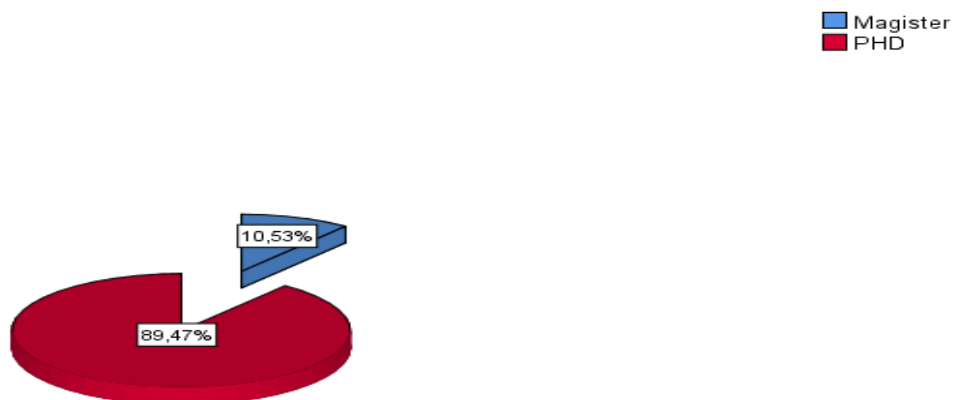
Source : SPSS outputs.

53 teachers, representing 55,8% of the total study sample, are males, while 42 of them, representing 44,2%, are females. Due to the fact that most female teachers have domestic responsibilities during their free time.

3.1.2 Academic qualification :

The following figure shows the distribution of study sample individuals based on academic qualification.

Figure 2. 2: Distribution of the study sample by academic qualification variable.



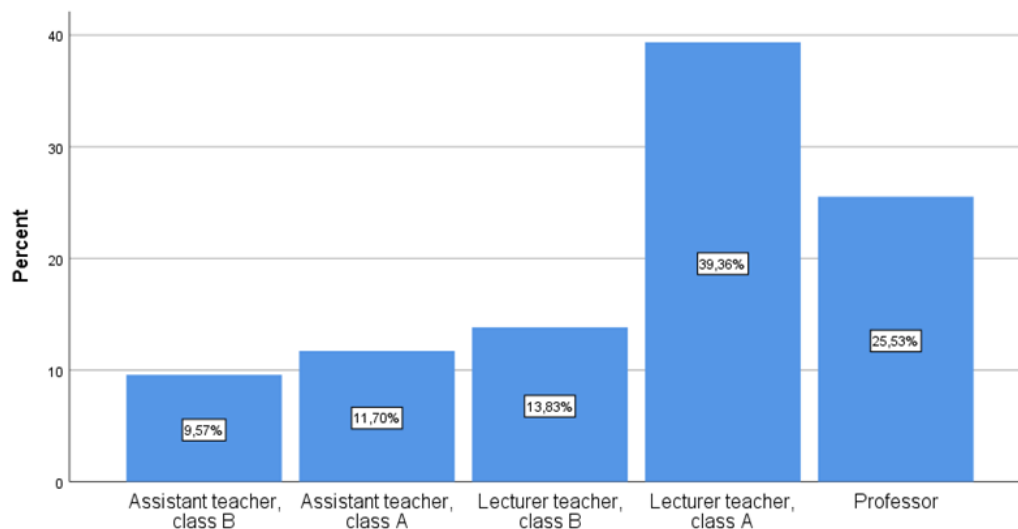
Source: SPSS outputs (Appendix 4).

Most of the teachers hold a doctoral degree, estimated at 89.47%. The remaining percentage, represented by 10.53%, went to those holding a magister's degree, which is a very small proportion compared to those with a doctoral degree. Due to the fact that the majority of teachers hold a doctoral degree or higher.

3.1.3 Academic rank :

The following figure shows the distribution of study sample individuals based on academic rank.

Figure 2. 3: Distribution of the study sample by academic rank variable.



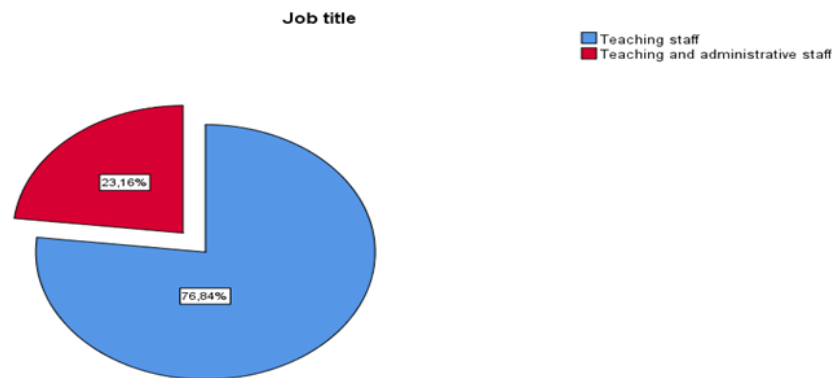
Source: SPSS outputs (Appendix 5).

The largest percentage of teachers, which is 39.36%, are lecturer teachers, class A, followed by the percentage of professors, estimated at 25.53%. Next is the percentage of lecturer teachers, class B, estimated at 13.83%, then the percentage of assistant teachers, class A at 11.70%, and the lowest percentage is the assistant teachers, class B at 9.57%. The variation in results is attributed to the number of professors per rank.

3.1.4 Job title :

The following figure shows the distribution of study sample individuals based on job title.

Figure 2. 4: Distribution of the study sample by job title variable.



Source: SPSS outputs (Appendix 6).

The percentage of teaching staff is high at 76.84% compared to the percentage of teaching and administrative staff, which is estimated at 23.16%. Due to the busy schedules of administrative staff.

3.1.5 Work experience :

The following table shows the distribution of study sample individuals based on work experience.

Table 2. 6: Distribution of the study sample by work experience variable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 10 years	33	34,7	34,7	34,7
	10-20 years	50	52,6	52,6	87,4
	Over 20 years	12	12,6	12,6	100,0
	Total	95	100,0	100,0	

Source: SPSS outputs.

Respondents are distributed across years of experience with varying percentages. The highest percentage was in the experience range of 10 to 20 years at 52,6%, followed by under 10 years of experience at 34.7%, and then over 20 years of experience at 12.6%.

3.2 Analysis of questionnaire sections :

In order to understand the extent of the university's commitment to administrative empowerment and the extent of organizational silence within it, this point will focus on determining the level of agreement of sample individuals on each statement in the questionnaire.

3.2.1 Section one : Administrative empowerment

Below is a presentation of the sample individuals' level of agreement with the statements of administrative empowerment's various dimensions.

Table 2. 7: Arithmetic means, standard deviations and importance of job autonomy dimension.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation	Decision	Importance
1 _I have sufficient freedom to choose the pedagogical means by which I perform my work.	5	5,3	11	11,6	10	10,5	58	61,1	11	11,6	3,62	1,012	Agree	2
2 _I have the freedom to make teaching-related decisions without needing prior approval from the administration.	2	2,1	34	35,8	10	10,5	38	40	11	11,6	3,23	1,125	Disagree	4
3 _The administration respects my opinions and suggestions concerning the pedagogical tasks assigned to me.	4	4,2	10	10,5	18	18,9	53	55,8	10	10,5	3,58	0,963	Agree	3
4 _The university adopts a self-regulatory control approach based on trust instead of administrative control.	4	4,2	9	9,5	16	16,8	52	54,7	14	14,1 7	3,66	0,985	Agree	1
Overall average											3,52	1,02125	Agree	

Source: Prepared by the researcher, based on SPSS outputs (Appendices 7 and 8).

The overall average mean of this dimension is 3,52. According to the study scale, this value indicates that the sample members agree that the university grants them job autonomy over their work, as it ranges between 3,4 - 4,2 .

The fourth statement ranked first with a mean of 3,66, followed by the first statement with a mean of 3,62, followed by the third statement with a mean of 3,58. Indicating that the sample individuals agree with all of them, the second statement came in last place, since its mean is 3,23, which indicates that they are neutral with it, as it ranges between 2,6 - 3,4 and Since the standard deviation of this statement is 1,125, which is greater than 1, their tendency towards disagreement is greater than agreement. Therefore, the sample deviates towards disagreement.

Table 2. 8: Arithmetic means, standard deviations and importance of team work dimension.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation	Decision	Importance
	1	1,1	17	17,9	23	24,2	39	41,1	15	15,8				
1_The university encourages us to achieve specific goals and carry out our pedagogical and research tasks within a collaborative and trust-based team framework, free from sensitivities.	1	1,1	17	17,9	23	24,2	39	41,1	15	15,8	3,53	0,998	Agree	2
2_Pedagogical teams contributes to exchanging experiences and enhancing their members' skills.	3	3,2	23	24,2	14	14,7	47	49,5	8	8,4	3,36	1,041	Disagree	4
3_Teaching staff work teams contributes to improving the quality of decisions and offering innovative solutions to work-related issues.	3	3,2	16	16,8	17	17,9	52	54,7	6	6,3	3,45	0,957	Agree	3
4_Decision-making within the pedagogical/research team is collective.	1	1,1	15	15,8	14	14,7	50	52,6	15	15,8	3,66	0,963	Agree	1
Overall average											3.5	0,98975	Agree	

Source: Prepared by the researcher, based on SPSS outputs (Appendices 7 and 8).

The overall average mean of this dimension is 3,5. According to the study scale, this value indicates that the sample members agree that the university encourages team work, as it ranges between 3,4 - 4,2

The fourth statement ranked first with a mean of 3,66, followed by the first statement with a mean of 3,53, followed by the third statement with a mean of 3,45. Indicating that the sample individuals agree with all of them, the second statement came in last place, since its mean is 3,36, which indicates that the sample individuals are neutral with it, as it ranges between 2,6 - 3,4 and Since the standard deviation of this statement is 1,041, which is greater than 1, their tendency towards disagreement is greater than agreement. Therefore, the sample deviates towards disagreement.

Table 2. 9: Arithmetic means, standard deviations and importance of training and development dimension.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation	Decision	Importance
1 _I constantly benefit from study days, training sessions, forums, training meetings, etc	8	8,4	19	20	15	15,8	44	46,3	9	9,5	3,28	0,145	Agree	1
2 _The university's training programs have contributed to the development of my skills and knowledge.	2	2,1	23	24,2	22	23,2	41	43,2	7	7,4	3,28	0,988	Agree	1
3 _The training courses offered are tailored to my needs and the training gaps in my field of work.	2	2,1	25	26,3	33	34,7	33	34,7	2	2,1	3,08	0,883	Agree	3
4 _The university relies on clear and transparent plans for teaching staff training and development.	3	3,2	23	24,2	28	29,5	37	38,9	4	4,2	3,17	0,953	Agree	2
Overall average											3,2025	0,7422	Agree	

Source: Prepared by the researcher, based on SPSS outputs (Appendices 7 and 8).

The overall average mean of this dimension is 3,2025, meaning that the sample individuals are neutral since it ranges between 2,6 - 3,4 and since its standard deviation is 0,9922, which is less than 1,their tendency towards agreement is greater than disagreement. Therefore, they deviate towards agreement.

The sample individuals are neutral with all statements. Using the standard deviation, I identified the extent of their deviation.

The first and second statements ranked first with a mean of 3,28 and a standard deviation of 0,988, 0,145, meaning that they deviate towards agreement in both statements, followed by the fourth statement, with a mean of 3,17 and a standard deviation of 0,953, which means they deviate towards agreement as well. The third statement comes last, with a mean of 3,08 and a standard deviation of 0,883, which also means they deviate towards agreement.

Table 2. 10: Arithmetic means, standard deviations and importance of motivation dimension.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation	Decision	Importance
1 _The university provides me with financial, material and moral rewards to motivate me to perform my pedagogical tasks.	13	13,7	34	35,8	26	27,4	18	18,9	4	4,2	2,64	1,071	Disagree	3
2 _The salary I receive corresponds to my exerted efforts.	7	7,4	17	17,9	15	15,8	45	47,4	11	11,6	3,38	1,132	Disagree	1
3 _I benefit from bonuses for every scientific and research production.	20	21,1	39	41,1	25	26,3	10	10,5	1	1,1	2,29	0,955	Disagree	4
4 _Decisions at the university are made objectively, free from personal biases and prejudices.	11	11,6	28	29,5	32	33,7	24	25,3			2,73	1,972	Disagree	2
Overall average											2,76	1,2825	Disagree	

Source: Prepared by the researcher, based on SPSS outputs (Appendices 7 and 8).

The overall average mean of this dimension is 2,76. According to the study scale, this value indicates that the sample members are neutral, as it ranges between 2,6 - 3,4 and since the value of standard deviation is 1,2825 , which is greater than 1, their tendency towards disagreement is greater than agreement. Therefore, they deviate towards disagreement.

The second statement ranked first with a mean of 3,38, followed by the fourth statement with a mean of 2,73, followed by the first statement with a mean of 2,64. All of these statements have a greater than one standard deviation, which means the sample individuals deviate towards

disagreement. The third statement comes last with a mean of 2,29, which indicates that they disagree with it as it ranges between 1,8 - 2,6.

Table 2. 11: Arithmetic means, standard deviations and importance of effective communication dimension.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation	Decision	Importance
1 _The university endeavors to provide me with all necessary information to carry out my duties with clarity and transparency, with the required speed and on time.	9	9,5	35	36,8	24	25,3	26	27,4	1	1,1	2,74	1,002	Disagree	4
2 _I can easily communicate with university officials and colleagues at any time; we exchange information without any constraints or obstacles.	1	1,1	19	20	13	13,7	46	48,4	16	16,8	3,60	1,025	Agree	2
3 _The ease of my communication with university officials enhances my courage to overcome professional problems.	2	2,1	11	11,6	18	18,9	51	53,7	13	13,7	3,65	0,831	Agree	1
4 _I am consulted to find solutions regarding the department I belong to and I am given the opportunity to participate in decision-making processes.	8	8,4	16	16,8	21	22,1	44	46,3	6	6,3	3,25	1,081	Disagree	3
Overall average											3,31	0,98475	Agree	

Source: Prepared by the researcher, based on SPSS outputs (Appendices 7 and 8).

The overall average mean of this dimension is 3,31. According to the study scale, this value indicates that the sample members are neutral, as it ranges between 2,6 - 3,4 and since the value of standard deviation is 0,98475, which is less than 1, their tendency towards agreement is greater than disagreement. Therefore, they deviate towards agreement.

The third statement ranked first with a mean of 3,65, followed by the second statement with a mean of 3,60, which indicates that they agree with both. Next, comes the fourth statement with a mean of 3,25, which indicates that they are neutral with it and since the standard deviation of this statement is 1,085, they deviate towards disagreement. The first statement ranked last with a mean of 2,74, indicating that they are neutral with it too and since the value of standard deviation is 1,002, they deviate towards disagreement.

3.2.2 Section two : Organizational silence

Below is a presentation of the sample individuals' level of agreement with the statements of organizational silence

Table 2. 12: Arithmetic means, standard deviations and importance of organizational silence's statements.

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation	Decision	Importance
1 _I feel unwilling to make suggestions regarding changes in my pedagogical work because I am satisfied with my current situation and do not care about what will happen.	10	10,5	48	50,5	24	25,3	9	9,5	4	4,2	2,46	0,954	Disagree	7
2 _I already know that nothing will change if I intervene.	8	8,4	31	32,6	27	28,4	22	23,2	7	7,4	2,88	0,090	Agree	5
3 _Work-related issues are not my business; they are university administration concerns.	11	11,6	52	54,7	12	12,6	18	18,9	2	2,1	2,45	0,998	Disagree	6
4 _I cannot state my suggestions and criticisms to my supervisors or coworkers because it may harm my personal interests.	18	18,9	42	44,2	19	20	16	16,8			2,35	0,976	Disagree	8

5_I am afraid that the university administration will punish me if I express a different opinion from theirs.	19	20	52	54,7	18	18,9	5	5,3	1	1,1	2,13	0,828	Disagree	9
6_I remain silent to avoid conflicts	13	13,7	30	31,6	25	26,3	23	24,2	4	4,2	3,65	1,103	Agree	2
7_I do not want to report work problems to the university administration to avoid hurting my colleagues (embarrassing them or getting them into trouble).	7	7,4	31	32,6	31	32,6	23	24,2	3	3,2	3,83	0,986	Agree	1
8_I remain silent regarding any suggestions that would damage relationships (between my colleagues and supervisors, or between my colleagues and each other) or create negative energy among them.	4	4,2	21	22,1	27	28,4	34	35,8	9	9,5	3,24	0,039	Agree	3
9_I withhold information to help maintain business confidentiality.	7	7,4	24	25,3	24	25,3	36	37,9	4	4,2	3,06	0,050	Agree	4
Overall average											2,89	0,6693	Agree	

Source: Prepared by the researcher, based on SPSS outputs(Appendices 9 and 10).

The overall average mean of this section is 2,89. According to the study scale, this value indicates that the sample members are neutral, as it ranges between 2,6 - 3,4 and since the value of standard deviation is 0,6693, which is less than 1, their tendency towards agreement is greater than disagreement. Therefore, they deviate towards agreement.

The seventh statement ranked first with a mean of 3,83, which indicates that the sample individuals agree with it, as it ranges between 3,4 - 4,2 and the fifth statement ranked last with a mean of 2,13, which indicates that they disagree with it, as it ranges between 1,8 - 2,6.

4. Test of normality :

The results of the following table will indicate whether the data follows a normal distribution by using both of the tests, Kolmogorov-Smirnov and Shapiro-Wilk.

Table 2. 13: Test of normality for data.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Empowerment	,081	95	,140	,978	95	,111
Silence	,080	95	,166	,982	95	,235

a. Lilliefors Significance Correction

Source : SPSS outputs.

Since the value of sig is greater than the significance level of 0.05 in both sections, the data follows a normal distribution. Thus, we should use parametric tests.

Section three : Testing the Validity of the Study Hypotheses.

This section aims to verify the validity of the hypotheses on which this study is based, using the appropriate statistical methods in order to achieve the main objectives determined.

1. Testing the first main hypothesis's validity :

To test the validity of this hypothesis, I divided it into five sub-hypotheses, as follows:

1.1 First sub-hypothesis :

- There is a significant effect of job autonomy dimension on organizational silence.

H0 : There is no significant effect of job autonomy dimension on organizational silence.

H1 : There is a significant effect of job autonomy dimension on organizational silence.

Table 2. 14: Testing the relationship between job autonomy and organizational silence.

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	3,218	,328		9,802	,000
	Autonomy	-,152	,091	-,170	-1,660	,100

a. Dependent Variable: silence

Source: SPSS outputs.

Since the value of sig is equal to 0,100, which is greater than 0,05, I accept the null hypothesis and reject the alternative hypothesis. Therefore, there is no significant effect of job autonomy dimension on organizational silence. Which indicates that the first sub-hypothesis is incorrect.

The autonomy teachers are granted over their work does not give them the freedom to intervene, as they are bound by ministry regulations. This is why no effect was observed.

1.2 Second sub-hypothesis :

- There is a significant effect of team work dimension on organizational silence.

H0: There is no significant effect of team work dimension on organizational silence.

H1: There is a significant effect of team work dimension on organizational silence.

Table 2. 15: Testing the relationship between team work and organizational silence.

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	3,219	,288		11,168	,000
	Teamwork	-,153	,080	-,194	-1,907	,060

a. Dependent Variable: silence

Source: SPSS outputs.

Since the value of sig is equal to 0,060, which is greater than 0,05, I accept the null hypothesis and reject the alternative hypothesis. Therefore, there is no significant effect of team work dimension on organizational silence. Which indicates that the second sub-hypothesis is incorrect.

This result can be interpreted in light of the fact that the questionnaire results indicate a small number of teachers who are actively involved in teamwork.

1.3 Third sub-hypothesis :

- There is a significant effect of training and development dimension on organizational silence.

H0: There is no significant effect of training and development dimension on organizational silence.

H1: There is a significant effect of training and development dimension on organizational silence.

Table 2. 16: Testing the relationship between training and development dimension and organizational silence.

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	2,806	,269		10,432	,000
	Training	-,038	,081	-,049	-,470	,640

a. Dependent Variable: silence

Source: SPSS outputs.

Since the value of sig is equal to 0,640, which is greater than 0,05, I accept the null hypothesis and reject the alternative hypothesis. Therefore, there is no significant effect of training and development dimension on organizational silence. Which indicates that the third sub-hypothesis is incorrect.

The university offers a vast array of internship benefits for the teaching staff, leading them to maintain silence; hence, no impact was observed.

1.4 Fourth sub-hypothesis :

- There is a significant effect of motivation dimension on organizational silence.

H0: There is no significant effect of motivation dimension on organizational silence.

H1: There is a significant effect of motivation dimension on organizational silence.

Table 2. 17: Testing the relationship between motivation and organizational silence.

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	3,085	,276		11,171	,000
	Motivation	-,146	,097	-,153	-1,497	,138

a. Dependent Variable: silence

Source: SPSS outputs.

Since the value of sig is equal to 0,138, which is greater than 0,05, I accept the null hypothesis and reject the alternative hypothesis. Therefore, there is no significant effect of motivation dimension on organizational silence. Which indicates that the fourth sub-hypothesis is incorrect.

The questionnaire results indicated a lack of motivation within the teaching staff, which consequently does not affect organizational silence.

1.5 Fifth sub-hypothesis :

- There is a significant effect of effective communication dimension on organizational silence.

H0: There is no significant effect of effective communication dimension on organizational silence.

H1: There is a significant effect of effective communication dimension on organizational silence.

Table 2. 18: Testing the relationship between effective communication and organizational silence.

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	3,368	,270		12,454	,000
	Communication	-,207	,079	-,261	-2,604	,011

a. Dependent Variable: silence

Source: SPSS outputs.

Since the value of sig is equal to 0,011, which is less than 0,05, I reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant effect of effective communication dimension on organizational silence. Which indicates that the fifth sub-hypothesis is correct.

$$OS = 3.368 - 0,207C$$

Increased communication by one unit, reduces organizational silence by 0,207.

Due to the presence of modern communication technologies, both vertical and horizontal communication processes have been facilitated, in addition to announcements and posters. This is why I noticed a decrease in organizational silence.

To clarify more, I will verify the impact of administrative empowerment in general on organizational silence. And so, I will propose the following hypothesis :

- There is a significant effect of administrative empowerment on organizational silence.

H0 : There is no significant effect of administrative empowerment on organizational silence.

H1 : There is a significant effect of administrative empowerment on organizational silence.

Table 2. 19: Testing the relationship between administrative empowerment and organizational silence.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,438	,364		9,454	,000
	empowerment	-,231	,110	-,213	-2,107	,038

a. Dependent Variable: silence

Source: SPSS outputs.

Since the value of sig is equal to 0,038, which is less than 0,05, I reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant effect of administrative empowerment on organizational silence. Which indicates that the proposed hypothesis is correct.

$$OS = 3.438 - 0.231E$$

Increased administrative empowerment by one unit, reduces organizational silence by 0,231.

All of administrative empowerment's dimensions do not impact organizational silence, except for one dimension, which is effective communication. This is what has resulted in the impact of administrative empowerment on organizational silence.

2. Testing the second main hypothesis’s validity :

To test the validity of this hypothesis, I divided it into three sub-hypotheses, as follows:

2.1 First sub-hypothesis :

- There are no differences in organizational silence attributed to job title.

H0 :There are no differences in organizational silence attributed to job title.

H1 : There are differences in organizational silence attributed to job title.

Table 2. 20: Independent-Samples T Test for job title.

		Levene's Test for Equality of Variances		Independent Samples Test						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
silenc	Equal variances assumed	,027	,869	1,043	93	,299	,15933	,15269	-,14389	,46255
	Equal variances not assumed			1,067	35,864	,293	,15933	,14935	-,14359	,46226

Source: SPSS outputs.

Since the value of sig is equal to 0.299, which is greater than 0.05, I accept the null hypothesis and reject the alternative hypothesis. Therefore, there are no differences in organizational silence attributed to job title. Which indicates that the first sub-hypothesis is correct.

2.2 Second sub-hypothesis :

- There are no differences in organizational silence attributed to work experience.

H0: There are no differences in organizational silence attributed to work experience.

H1 : There are differences in organizational silence attributed to work experience.

Table 2. 21: One-Way ANOVA Test for work experience.

silence

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	,622	2	,311	,785	,459
Within Groups	36,464	92	,396		
Total	37,086	94			

Source : SPSS outputs.

Since the value of sig is equal to 0.459, which is greater than 0.05, I accept the null hypothesis and reject the alternative hypothesis. Therefore, there are no differences in organizational silence attributed to work experience. Thus, the second sub-hypothesis is correct.

2.3 Third sub-hypothesis :

- There are differences in organizational silence attributed to academic rank.

H0: There are no differences in organizational silence attributed to academic rank.

H1 : There are differences in organizational silence attributed to academic rank.

Table 2. 22: One-Way ANOVA Test for academic rank.

silence

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	,925	4	,231	,570	,685
Within Groups	36,103	89	,406		
Total	37,028	93			

Source: SPSS outputs.

Since the value of sig is equal to 0.685, which is greater than 0.05, I accept the null hypothesis and reject the alternative hypothesis. Therefore, there are no differences in organizational silence attributed to academic rank. For this, the third sub-hypothesis is correct.

At last, all of the above indicates that the second main hypothesis is correct.

Conclusion :

Through this chapter, I attempted to provide a comprehensive and clear picture of the reality of administrative empowerment and its impact on organizational silence within the teaching staff of Ibn Khaldoun University of Tiaret, using a questionnaire. After analyzing the data related to all its sections and testing the hypotheses, using appropriate statistical methods, I have found that the administrative empowerment exists and has a very minimal impact on organizational silence.

Conclusion

Conclusion :

As a general conclusion to the study, the concept of administrative empowerment provides a framework for motivating and powering human resources to improve their performance and enhance their capabilities to sustain the organization and its activities. On the other hand, I wanted to clarify its impact on organizational silence as an important factor closely linked to its level. The work was divided into two chapters. In the first one, I discussed theoretical concepts related to both variables. The second chapter, however, was based on a standard study measuring the impact of administrative empowerment on organizational silence in order to tackle the problematic at hand, which is: What is the extent of organizational silence's response to administrative empowerment within Ibn Khaldoun University's teaching staff?

Results :

Based on the theoretical and applied aspects presented in the study, a set of results has been reached, as shown below :

Theoretical aspect results :

- ✓ The strategy of administrative empowerment, where employees are given power over their job and trusted to fulfill it on their own, creates an environment where they feel valued and motivated, which greatly contributes to the development of their organizations.
- ✓ Organizational silence is considered one of the prevalent negative phenomena in most organizations and one of the obstacles that hinder their progress and prevent them from developing.
- ✓ Administrative empowerment gives employees the confidence and authority to voice their opinions and concerns, thereby reducing organizational silence.

Applied aspect results :

- ✓ With the exception of one dimension of administrative empowerment, which is motivation, all of the other dimensions(job autonomy, team work, training and development and effective communication) exist within the teaching staff of Ibn Khaldoun University of Tiaret.
- ✓ There is no significant effect of all of administrative empowerment's dimensions on organizational silence, except for one, which is effective communication, meaning that in general, there is a very minimal significant effect of administrative empowerment on organizational silence within the teaching staff of Ibn Khaldoun University of Tiaret.
- ✓ There are no differences in organizational silence attributed to job title, work experience and academic rank within the teaching staff of Ibn Khaldoun University of Tiaret.

Testing the validity of hypotheses :

The prior results confirm the following :

- The invalidity of the first main hypothesis with all its sub-hypotheses, with the exception of the fifth.
- The validity of the second main hypothesis with all its sub-hypotheses.

Recommendations :

Based on the above, the following recommendations can be suggested:

- After noticing that motivation is lacking compared to other dimensions, I suggest that the university focus on empowering its teaching staff without neglecting any of its dimensions.
- I suggest that the university improve and increase the degree of administrative empowerment granted to its teaching staff to the extent that it can significantly reduce their organizational silence.

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Appendix 1: Study questionnaire.

May peace be upon all of you.

I am pleased to place in your hands the questionnaire for the study I am preparing, entitled The Reality of Administrative Empowerment in Algerian Universities and its Impact on Organizational Silence. An application on the teaching staff at Ibn Khaldoun University of Tiaret in fulfillment of the requirements for obtaining a master's degree, specializing in business management, under the supervision of Dr. Beladjine Khaldia.

Taking into account the impact of your contribution to the accomplishment and success of this study, I am asking you, after reading each statement in the accompanying questionnaire, to check the box that corresponds with your own opinion. knowing that all information will be treated strictly in a confidential way and for the purposes of scientific research only.

With all my appreciation and respect.

Administrative empowerment's definition:

Administrative empowerment is a modern strategy used in human resource management, where employees are given freedom of action and full trust to fulfill their work the way they want without waiting for an interference or an approval from their managers, in order to make them feel that they belong so that they can drive the company toward success.

Organizational silence's definition:

Organizational silence is a negative phenomenon, reaction or behavior that stems from employees within organizations, where they become silent about anything related to their jobs or organization, even if they do have something meaningful to contribute, including information, ideas, opinions, concerns or suggestions that might improve their organization's conditions or solve problems that arise at work, due to several different reasons. Which negatively affects the organization's ability to develop and change.

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Section one:personal data

1- Gender : Male Female

2- Academic qualification : Magister P.H.D

3- Academic rank : Assistant teacher, class B Assistant teacher, class A
 Lecturer teacher, class B Lecturer teacher, class A Professor

4- Job title : Teaching staff Teaching and administrative staff

5- Work experience : Under10years 10-20 years over 20 years

Section two : Administrative empowerment		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First dimension : Job autonomy						
01	I have sufficient freedom to choose the pedagogical means by which I perform my work.					
02	I have the freedom to make teaching-related decisions without needing prior approval from the administration.					
03	The administration respects my opinions and suggestions concerning the pedagogical tasks assigned to me.					
04	The university adopts a self-regulatory control approach based on trust instead of administrative control.					
Second dimension :Team work						
05	The university encourages us to achieve specific goals and carry out our pedagogical and research tasks within a collaborative and trust-based team framework, free from sensitivities.					
06	Pedagogical teams contributes to exchanging experiences and enhancing their members' skills.					

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07	Teaching staff work teams contributes to improving the quality of decisions and offering innovative solutions to work-related issues.					
08	Decision-making within the pedagogical/research team is collective.					
Third dimension :Training and development						
09	I constantly benefit from study days, training sessions, forums, training meetings, etc					
10	The university's training programs have contributed to the development of my skills and knowledge.					
11	The training courses offered are tailored to my needs and the training gaps in my field of work.					
12	The university relies on clear and transparent plans for teaching staff training and development.					
Fourth dimension :Motivation						
13	The university provides me with financial, material and moral rewards to motivate me to perform my pedagogical tasks.					
14	The salary I receive corresponds to my exerted efforts.					
15	I benefit from bonuses for every scientific and research production.					
16	Decisions at the university are made objectively, free from personal biases and prejudices.					
Fifth dimension : Effective communication						
17	The university endeavors to provide me with all necessary information to carry out my duties with clarity and transparency, with the required speed and on time.					
18	I can easily communicate with university officials and colleagues at any time; we exchange information without any constraints or obstacles.					
19	The ease of my communication with university officials enhances my courage to overcome professional problems.					

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20	I am consulted to find solutions regarding the department I belong to and I am given the opportunity to participate in decision-making processes.					
Section three : Organizational silence						
01	I feel unwilling to make suggestions regarding changes in my pedagogical work because I am satisfied with my current situation and do not care about what will happen.					
02	I already know that nothing will change if I intervene.					
03	Work-related issues are not my business; they are university administration concerns.					
04	I cannot state my suggestions and criticisms to my supervisors or coworkers because it may harm my personal interests.					
05	I am afraid that the university administration will punish me if I express a different opinion from theirs.					
06	I remain silent to avoid conflicts.					
07	I do not want to report work problems to the university administration to avoid hurting my colleagues (embarrassing them or getting them into trouble).					
08	I remain silent regarding any suggestions that would damage relationships (between my colleagues and supervisors, or between my colleagues and each other) or create negative energy among them.					
09	I withhold information to help maintain business confidentiality.					

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Appendix 2 : Questionnaire's evaluators.

Name :	University :
Dr. Boulabbas Mokhtar	Ibn Khaldoun University of Tiaret
Dr. Belakhdar Nacera	Ibn Khaldoun University of Tiaret
Dr. Mihoub Ait Habouch Ouahiba	University of Oran 2 Mohamed Ben Ahmed

Appendix 3 : Reliability Statistics.

Cronbach's Alpha	N of Items
,887	20

Cronbach's Alpha	N of Items
,805	9

TOTAL

Cronbach's Alpha	N of Items
,813	29

Appendix 4 : Distribution of the study sample by academic qualification variable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Magister	10	10,5	10,5	10,5
	PHD	85	89,5	89,5	100,0
	Total	95	100,0	100,0	

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Appendix 5 : Distribution of the study sample by academic rank variable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant teacher, class B	9	9,5	9,6	9,6
	Assistant teacher, class A	11	11,6	11,7	21,3
	Lecturer teacher, class B	13	13,7	13,8	35,1
	Lecturer teacher, class A	37	38,9	39,4	74,5
	Professor	24	25,3	25,5	100,0
	Total	94	98,9	100,0	
Missing	System	1	1,1		
Total		95	100,0		

Appendix 6 : Distribution of the study sample by job title variable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching staff	73	76,8	76,8	76,8
	Teaching and administrative staff	22	23,2	23,2	100,0
	Total	95	100,0	100,0	

Appendix 7 : Descriptive Statistics for administrative empowerment.

	N	Mean	Std. Deviation
I have sufficient freedom to choose the pedagogical means by which I perform my work.	95	3,62	1,012
I have the freedom to make teaching-related decisions without needing prior approval from the administration	95	3,23	1,125
The administration respects my opinions and suggestions concerning the pedagogical tasks assigned to me.	95	3,58	,963
The university adopts a self-regulatory control approach based on trust instead of administrative control.	95	3,66	,985
The university encourages us to achieve specific goals and carry out our pedagogical and research tasks within a collaborative and trust-based team framework, free from sensitivities.	95	3,53	,998
Pedagogical teams contributes to exchanging experiences and enhancing their members' skills.	95	3,36	1,041
Teaching staff work teams contributes to improving the quality of decisions and offering innovative solutions to work-related issues.	94	3,45	,957
Decision-making within the pedagogical/research team is collective.	95	3,66	,963

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I constantly benefit from study days, training sessions, forums, training meetings, etc	95	3,28	,145
The university's training programs have contributed to the development of my skills and knowledge.	95	3,28	,988
The training courses offered are tailored to my needs and the training gaps in my field of work.	95	3,08	,883
The university relies on clear and transparent plans for teaching staff training and development.	95	3,17	,953
The university provides me with financial, material and moral rewards to motivate me to perform my pedagogical tasks.	95	2,64	1,071
The salary I receive corresponds to my exerted efforts	95	3,38	1,132
I benefit from bonuses for every scientific and research production.	95	2,29	,955
Decisions at the university are made objectively, free from personal biases and prejudices.	95	2,73	1,972
The university endeavors to provide me with all necessary information to carry out my duties with clarity and transparency, with the required speed and on time.	95	2,74	1,002
I can easily communicate with university officials and colleagues at any time; we exchange information without any constraints or obstacles.	95	3,60	1,025
The ease of my communication with university officials enhances my courage to overcome professional problems.	95	3,65	,831
I am consulted to find solutions regarding the department I belong to and I am given the opportunity to participate in decision-making processes.	95	3,25	1,081
Valid N (listwise)	94		

Appendix 8 : Frequencies for administrative empowerment.

I have sufficient freedom to choose the pedagogical means by which I perform my work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5,3	5,3	5,3
	Disagree	11	11,6	11,6	16,8
	Neutral	10	10,5	10,5	27,4
	Agree	58	61,1	61,1	88,4
	Strongly agree	11	11,6	11,6	100,0
	Total	95	100,0	100,0	

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I have the freedom to make teaching-related decisions without needing prior approval from the administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2,1	2,1	2,1
	Disagree	34	35,8	35,8	37,9
	Neutral	10	10,5	10,5	48,4
	Agree	38	40,0	40,0	88,4
	Strongly agree	11	11,6	11,6	100,0
	Total	95	100,0	100,0	

The administration respects my opinions and suggestions concerning the pedagogical tasks assigned to me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4,2	4,2	4,2
	Disagree	10	10,5	10,5	14,7
	Neutral	18	18,9	18,9	33,7
	Agree	53	55,8	55,8	89,5
	Strongly agree	10	10,5	10,5	100,0
	Total	95	100,0	100,0	

The university adopts a self-regulatory control approach based on trust instead of administrative control.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4,2	4,2	4,2
	Disagree	9	9,5	9,5	13,7
	Neutral	16	16,8	16,8	30,5
	Agree	52	54,7	54,7	85,3
	Strongly agree	14	14,7	14,7	100,0
	Total	95	100,0	100,0	

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The university encourages us to achieve specific goals and carry out our pedagogical and research tasks within a collaborative and trust-based team framework, free from sensitivities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1,1	1,1	1,1
	Disagree	17	17,9	17,9	18,9
	Neutral	23	24,2	24,2	43,2
	Agree	39	41,1	41,1	84,2
	Strongly agree	15	15,8	15,8	100,0
	Total	95	100,0	100,0	

Pedagogical teams contributes to exchanging experiences and enhancing their members' skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3,2	3,2	3,2
	Disagree	23	24,2	24,2	27,4
	Neutral	14	14,7	14,7	42,1
	Agree	47	49,5	49,5	91,6
	Strongly agree	8	8,4	8,4	100,0
	Total	95	100,0	100,0	

Teaching staff work teams contributes to improving the quality of decisions and offering innovative solutions to work-related issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3,2	3,2	3,2
	Disagree	16	16,8	17,0	20,2
	Neutral	17	17,9	18,1	38,3
	Agree	52	54,7	55,3	93,6
	Strongly agree	6	6,3	6,4	100,0
	Total	94	98,9	100,0	
Missing	System	1	1,1		
Total		95	100,0		

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Decision-making within the pedagogical/research team is collective.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1,1	1,1	1,1
	Disagree	15	15,8	15,8	16,8
	Neutral	14	14,7	14,7	31,6
	Agree	50	52,6	52,6	84,2
	Strongly agree	15	15,8	15,8	100,0
	Total	95	100,0	100,0	

I constantly benefit from study days, training sessions, forums, training meetings, etc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	8,4	8,4	8,4
	Disagree	19	20,0	20,0	28,4
	Neutral	15	15,8	15,8	44,2
	Agree	44	46,3	46,3	90,5
	Strongly agree	9	9,5	9,5	100,0
	Total	95	100,0	100,0	

The university's training programs have contributed to the development of my skills and knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2,1	2,1	2,1
	Disagree	23	24,2	24,2	26,3
	Neutral	22	23,2	23,2	49,5
	Agree	41	43,2	43,2	92,6
	Strongly agree	7	7,4	7,4	100,0
	Total	95	100,0	100,0	

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The training courses offered are tailored to my needs and the training gaps in my field of work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2,1	2,1	2,1
	Disagree	25	26,3	26,3	28,4
	Neutral	33	34,7	34,7	63,2
	Agree	33	34,7	34,7	97,9
	Strongly agree	2	2,1	2,1	100,0

The university relies on clear and transparent plans for teaching staff training and development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3,2	3,2	3,2
	Disagree	23	24,2	24,2	27,4
	Neutral	28	29,5	29,5	56,8
	Agree	37	38,9	38,9	95,8
	Strongly agree	4	4,2	4,2	100,0
	Total	95	100,0	100,0	
Total		95	100,0	100,0	

The university provides me with financial, material and moral rewards to motivate me to perform my pedagogical tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	13,7	13,7	13,7
	Disagree	34	35,8	35,8	49,5
	Neutral	26	27,4	27,4	76,8
	Agree	18	18,9	18,9	95,8
	Strongly agree	4	4,2	4,2	100,0
	Total	95	100,0	100,0	

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The salary I receive corresponds to my exerted efforts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	7,4	7,4	7,4
	Disagree	17	17,9	17,9	25,3
	Neutral	15	15,8	15,8	41,1
	Agree	45	47,4	47,4	88,4
	Strongly agree	11	11,6	11,6	100,0
	Total		95	100,0	100,0

I benefit from bonuses for every scientific and research production.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	20	21,1	21,1	21,1
	Disagree	39	41,1	41,1	62,1
	Neutral	25	26,3	26,3	88,4
	Agree	10	10,5	10,5	98,9
	Strongly agree	1	1,1	1,1	100,0
	Total		95	100,0	100,0

Decisions at the university are made objectively, free from personal biases and prejudices.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	11,6	11,6	11,6
	Disagree	28	29,5	29,5	41,1
	Neutral	32	33,7	33,7	74,7
	Agree	24	25,3	25,3	100,0
	Strongly agree				
	Total		95	100,0	100,0

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The university endeavors to provide me with all necessary information to carry out my duties with clarity and transparency, with the required speed and on time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	9,5	9,5	9,5
	Disagree	35	36,8	36,8	46,3
	Neutral	24	25,3	25,3	71,6
	Agree	26	27,4	27,4	98,9
	Strongly agree	1	1,1	1,1	100,0
	Total	95	100,0	100,0	

I can easily communicate with university officials and colleagues at any time; we exchange information without any constraints or obstacles.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1,1	1,1	1,1
	Disagree	19	20,0	20,0	21,1
	Neutral	13	13,7	13,7	34,7
	Agree	46	48,4	48,4	83,2
	Strongly agree	16	16,8	16,8	100,0
	Total	95	100,0	100,0	

The ease of my communication with university officials enhances my courage to overcome professional problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2,1	2,1	2,1
	Disagree	11	11,6	11,6	13,7
	Neutral	18	18,9	18,9	32,6
	Agree	51	53,7	53,7	86,3
	Strongly agree	13	13,7	13,7	100,0
	Total	95	100,0	100,0	

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I am consulted to find solutions regarding the department I belong to and I am given the opportunity to participate in decision-making processes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	8,4	8,4	8,4
	Disagree	16	16,8	16,8	25,3
	Neutral	21	22,1	22,1	47,4
	Agree	44	46,3	46,3	93,7
	Strongly agree	6	6,3	6,3	100,0
	Total	95	100,0	100,0	

Appendix 9 : Descriptive Statistics for organizational silence.

		I feel unwilling to make suggestions regarding changes in my pedagogical work because I am satisfied with my current situation and do not care about what will happen.	I already know that nothing will change if I intervene.	Work-related issues are not my business; they are university administration concerns.	I cannot state my suggestions and criticisms to my supervisors or coworkers because it may harm my personal interests.	I am afraid that the university administration will punish me if I express a different opinion from theirs.
N	Valid	95	95	95	95	95
	Missing	0	0	0	0	0
Mean		2,46	2,88	2,45	2,35	2,13
Std. Deviation		,954	0,090	,998	,976	,828

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I remain silent to avoid conflicts.	I do not want to report work problems to the university administration to avoid hurting my colleagues (embarrassing them or getting them into trouble).	I remain silent regarding any suggestions that would damage relationships (between my colleagues and supervisors, or between my colleagues and each other) or create negative energy among them.	I withhold information to help maintain business confidentiality.
95	95	95	95
0	0	0	0
3,65	3,83	3,24	3,06
1,103	,986	0,039	0,050

Appendix 10 : Frequencies for organizational silence.

I feel unwilling to make suggestions regarding changes in my pedagogical work because I am satisfied with my current situation and do not care about what will happen.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	10,5	10,5	10,5
	Disagree	48	50,5	50,5	61,1
	Neutral	24	25,3	25,3	86,3
	Agree	9	9,5	9,5	95,8
	Strongly agree	4	4,2	4,2	100,0
	Total	95	100,0	100,0	

I already know that nothing will change if I intervene.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	8,4	8,4	8,4
	Disagree	31	32,6	32,6	41,1
	Neutral	27	28,4	28,4	69,5
	Agree	22	23,2	23,2	92,6
	Strongly agree	7	7,4	7,4	100,0
	Total	95	100,0	100,0	

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Work-related issues are not my business; they are university administration concerns.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	11,6	11,6	11,6
	Disagree	52	54,7	54,7	66,3
	Neutral	12	12,6	12,6	78,9
	Agree	18	18,9	18,9	97,9
	Strongly agree	2	2,1	2,1	100,0
	Total	95	100,0	100,0	

I cannot state my suggestions and criticisms to my supervisors or coworkers because it may harm my personal interests.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	18,9	18,9	18,9
	Disagree	42	44,2	44,2	63,2
	Neutral	19	20,0	20,0	83,2
	Agree	16	16,8	16,8	100,0
	Total	95	100,0	100,0	

I am afraid that the university administration will punish me if I express a different opinion from theirs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	19	20,0	20,0	20,0
	Disagree	52	54,7	54,7	74,7
	Neutral	18	18,9	18,9	93,7
	Agree	5	5,3	5,3	98,9
	Strongly agree	1	1,1	1,1	100,0
	Total	95	100,0	100,0	

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I remain silent to avoid conflicts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	13,7	13,7	13,7
	Disagree	30	31,6	31,6	45,3
	Neutral	25	26,3	26,3	71,6
	Agree	23	24,2	24,2	95,8
	Strongly agree	4	4,2	4,2	100,0
	Total	95	100,0	100,0	

I do not want to report work problems to the university administration to avoid hurting my colleagues (embarrassing them or getting them into trouble).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	7,4	7,4	7,4
	Disagree	31	32,6	32,6	40,0
	Neutral	31	32,6	32,6	72,6
	Agree	23	24,2	24,2	96,8
	Strongly agree	3	3,2	3,2	100,0
	Total	95	100,0	100,0	

I remain silent regarding any suggestions that would damage relationships (between my colleagues and supervisors, or between my colleagues and each other) or create negative energy among them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4,2	4,2	4,2
	Disagree	21	22,1	22,1	26,3
	Neutral	27	28,4	28,4	54,7
	Agree	34	35,8	35,8	90,5
	Strongly agree	9	9,5	9,5	100,0
	Total	95	100,0	100,0	

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I withhold information to help maintain business confidentiality.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	7,4	7,4	7,4
	Disagree	24	25,3	25,3	32,6
	Neutral	24	25,3	25,3	57,9
	Agree	36	37,9	37,9	95,8
	Strongly agree	4	4,2	4,2	100,0
	Total		95	100,0	100,0

Abstract :

This study aims to know the reality of administrative empowerment and investigate its impact on organizational silence within the teaching staff of Ibn Khaldoun University of Tiaret. The study relied on a questionnaire designed for all of the university's teaching staff, where various statements related to both variables were presented to them. After analyzing the collected data using the SPSS program, the study reached several results, including the existence of administrative empowerment within the university's teaching staff across only 4 dimensions (job autonomy, team work, training and development and effective communication) and its statistically significant impact on organizational silence, which was revealed through communication only.

Key words : Administrative empowerment, organizational silence, job autonomy, team work effective communication.

الملخص :

تهدف هذه الدراسة إلى معرفة واقع التمكين الإداري ودراسة أثره على الصمت التنظيمي لدى أعضاء هيئة التدريس بجامعة ابن خلدون تيارت. إتمدت الدراسة على إستبانة صممت لجميع أعضاء هيئة التدريس في الجامعة حيث طرحت عليهم فقرات مختلفة تتعلق بكل المتغيرين و بعد تحليل البيانات المجمعّة بإستخدام برنامج SPSS، توصلت الدراسة إلى عده نتائج أهمها وجود التمكين الإداري لدى أعضاء هيئة التدريس في الجامعة من خلال أربعة أبعاد فقط (الإستقلالية في العمل، فرق العمل، التدريب والتطوير والتواصل الفعال) وأثره المعنوي على الصمت التنظيمي والذي ظهر من خلال بعد التواصل الفعال فقط.

الكلمات المفتاحية : التمكين الإداري، الصمت التنظيمي، الإستقلالية في العمل، فرق العمل، التواصل الفعال.