



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 -

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Abstract ;

The aim of this study was to investigate the impact of organizational silence in its various forms (acceptance silence, defensive silence, social silence, silence directed at others, and learning silence) on the dimensions of the learning organization at the Faculty of Economic, Commercial and Management Sciences at Ibn Khaldoun University in Tiaret. To confirm the hypotheses, a questionnaire was used as a tool for collecting information, where the number of responses reached 75 questionnaires. The SPSS program was used for analysis, and the results revealed a statistically significant effect of organizational silence at the 5% level on the dimensions of the learning organization. The study recommended encouraging continuous learning, empowering employees, communicating and interacting with them, fair treatment, and building and establishing a participatory organizational culture.

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1. Introduction

Organizational silence is considered one of the modern topics and organizational behaviors that hinder and impede the construction and growth of the organization in general and the learning organization in particular. Organizational silence is an organizational problem that greatly affects the efficiency and effectiveness of the learning organization. Organizational silence touches on employees' general positions within the organization regarding some issues. Some may share their ideas, opinions, and cooperation in order to overcome some organizational problems on the one hand, and to improve and develop the work environment on the other hand. Some employees may choose to remain silent about their work issues. Therefore, organizational silence is a behavioral choice that affects the organization's performance and undermines all constructive efforts for success in the face of fierce competition. Building a learning organization requires organizational change and development, increasing its effectiveness and efficiency, and pushing the wheel of progress by activating organizational voice and understanding the real reasons and motivations for organizational silence, which negatively affect the learning organization.

From here, the problem of our research appears which can be formulated in the following question:

Does organizational silence affect the dimensions of the learning organization? (Case of the Faculty of

Economic, Commercial and Management Sciences) ?

1.1. Study Hypothesis: To address the previous problem, we formulated the following hypothesis:

- **There is a statistically significant effect of organizational silence on the dimensions of the learning organization.**

To answer the hypothesis, the following possibilities can be proposed:

∫ H0= There is no statistically significant effect at a 5% level of organizational silence on the dimensions of the learning organization.

∫ H1= There is a statistically significant effect at a 5% level of organizational silence on the dimensions of the learning organization.

1.2. Study Significance: This study aims to highlight the importance of the learning organization as one of the most recent topics that has gained distinct interest from various researchers, especially in the field of business management. The phenomenon of organizational silence as an unusual behavior has become evident in institutions that seek to survive, sustain and excel, where solving their organizational problems and identifying their causes is crucial, especially when it comes to employees. Organizational silence remains one of the most important phenomena that prevents employees from expressing their opinions freely, and it is considered one of the main obstacles to learning and affecting the organizational memory of the learning organization.

1.3. Study Objectives: The research aims 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.

1.4. Study Methodology: In order to cover the most important aspects of the subject, we relied in our study on the descriptive-analytical method, which we saw as appropriate for the subject of the study. This was for the purpose of describing and analysing various information related to the subject of the study.

1.5. Study structure: In order to cover the topic and answer the problem, we divided the research into the following axes:

- The conceptual framework of organizational silence.
- The nature of the learning organization.
- The impact of organizational silence on the dimensions of the learning organization.
- The applied study.

2. The conceptual framework of organizational silence: The term "organizational silence" was first introduced by researcher **Hirschman** in 1970. He attempted to redefine the concept of organizational silence as a negative reaction. The phenomenon of

organizational silence has become prevalent in organizations that lack support, cooperation, harmony, and trust between the leader and subordinates, in addition to other factors related to the organizational climate, lack of incentives, and more. Although the extent of organizational silence varies from one organization to another, it has negative effects on organizational performance, efficiency, and effectiveness, hindering the process of organizational change and development. Organizational silence begins with individuals and spreads to the group. It is a negative behavior, and **Hirschman** emphasized that silent organizations are full of intelligent individuals since those who remain silent are more likely to perceive and discover errors and are more capable of correcting them. Therefore, he believes that organizational silence is synonymous with loyalty.

2.1. Definition of the organizational Silence

- Van et al. and other argue that systems, regulations, and official relationships within organizations prevent discussing organizational problems. Organizations differ in terms of the clarity of rules, procedures, and systems that govern them. Some organizations are characterized by precise procedures and rules that outline the authority, responsibilities, duties, and procedures that must be followed to perform required tasks. Meanwhile, other organizations are characterized by ambiguity and lack of clarity in

rules, procedures, and systems necessary for work processes (Ahmed, Aymen, & Medhat, 2022, p. 172.). It is noted that researchers have approached this definition from the perspective of factors and forces that affect relationships between individuals and groups and the laws that regulate those relationships.

- Organizational silence, as defined by **Morrison and Malliken**, is "the inhibition of the spread of information about potential issues and problems among employees and the social perception that it is unwise to talk about organizational problems. It is a collective phenomenon where workers withhold their opinions and concerns about potential problems in the organization, believing that their opinions are not valuable, and also out of fear of negative consequences" (Ghelidh, 2019, p. 593).
- Organizational silence is characterized by employees not expressing their feelings or opinions regarding organizational problems and refraining from speaking up or making suggestions related to work and its main conditions (Al-Subeihat, 2017, p. 123.)

It is observed from these definitions that organizational silence arises from the absence of the voice of workers due to fear and negative feelings towards the organization of work.

- On the other hand, **Ober** associates the behavior of organizational silence with the communication process, the communicative relationship, and the

communicative act. He sees that the difference in the perception of the parties involved in the communication process of different managerial situations, where individuals who differ in age, social, and cultural backgrounds have different impressions, meanings, and interpretations of the situations that make up the climate of silence (Harouz & Beloom, 2021, p. 162.). Organizational communication is a social, administrative, and psychological process that takes place within the organization and is concerned with the transfer and transformation of opinions and ideas through official and unofficial channels, aimed at creating cohesion between project units and the organizational building components to achieve its objectives (Al-Murtadhi, 2016, p. 90.). Effective communication management encourages employees and creates a good climate for innovation and suitable conditions for problem-solving. The Japanese believe that mistakes are a treasure that affirms that failure or mistakes are opportunities for improvement and fear of discovering other problems or making the necessary changes can eliminate the concept of improvement and development (Jouda, 2009, p. 30.) . Organizational silence is a source of creating feelings of fear and makes the communication process one-way by suppressing voices and withholding data and information in the form of

facts from different organizational units.

Based on the previous definitions, organizational silence is considered a negative phenomenon and behavior resulting from employees' silence, withholding, and reluctance to share information and knowledge related to various organizational problems and issues, and a lack of desire to express solutions, hindering the process of change, improvement, and development within the organization.

2.2 Characteristics of Organizational Silence:

Organizational silence is a behavior resulting from situations of job dissatisfaction, which creates negative consequences such as weak and ineffective job performance. It is characterized by a set of features, including (A.Nafei, 2016, pp. 102-103) :

- 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 subordinates' 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. Job satisfaction is a state in which the individual integrates with their job and work, becoming someone who is immersed in their job and interacts with it through their job ambition, desire for growth and development, and social goals (YousefDodin, 2012, p. 196.) .

However, some managers within the organization have impressions and interpretations of different situations that form the climate of organizational silence.

2.3. Causes of organizational silence:

Causes of organizational silence can be divided into individual reasons that are attributed to the employees themselves, and organizational reasons that are attributed to the organizations in which these employees work (Ahmed, Aymen, & Medhat, 2022, pp. 175-176.). There are several reasons that motivate managers to choose silence instead of disclosure and expression, and these reasons vary in terms of their association with the personal nature of the employee, organizational, administrative or cultural factors. The following are the most important reasons that motivate employees to remain silent (Ali, 2019, pp. 54-59.) :

- **Conflicting goals:** Some organizations and stakeholders are usually ambiguous and 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

monopolizes power or the job position.

- **Structural design:** The size of the organization, the multiplicity of departments and the separate thinking of workers in their work away from collective thinking, are among the reasons for silence. The effective organization is the one that builds a relationship between individuals, groups, and departments while providing all the facilities to achieve goals.
- **Management's lack of knowledge of employees' expectations:** Ignorance of management about employees' expectations may lead to interference and conflicting roles with other roles, resulting in silence.
- **Fear of social isolation:** Social isolation is the degree to which the employee is completely convinced that the organization he works for is not the appropriate place for him to continue working. The characteristics of some organizations prevent employees from expressing problems related to the organization and consider it negative behavior. As a result of some pressures and lack of emotional warmth and weak social communication of the individual within the organization, and exposure to some obstacles that limit his performance, he feels disappointed, which may lead him to job alienation and then to isolation. The latter leads to the withdrawal of the employee from the development path and performance development, and he

remains silent and does not interact with various organizational issues and problems.

- **Fear of subordinates from negative reactions:** An employee may resort to silence out of fear of entering into tension and conflict with their superiors and from negative reactions from them if they express their opinion on organizational issues. This fear stems from weak organizational relationships and a lack of trust.
- **Organizational culture and individual cultural values:** Organizational culture refers to all the unwritten beliefs that all individuals in the organization share and relate to the right and wrong ways to behave (Hammoud & Munir Al-Sheikh, 2012, p. 86.). Many employees acquire silence from their organizations from the environment that encourages them to remain silent out of fear or greed, and employee behavior is influenced by prevailing values and social customs.
- **Poor administrative communication:** Weak communication between individuals and groups hinders the flow of information in the direction of the road, which is a driver for silence. There are other reasons that drive the phenomenon of silence in organizations, such as a lack of organizational justice and efficiency, negative reverse-critical personality of the leader, and others.

2.4. Types of organizational silence:

Based on the motives of the employee, organizational silence can be divided into four types (Ali, 2019, pp. 60-62) :

- **Acceptance or submission silence:** where silence and withholding of information and opinions are done out of a desire to submit. Acceptance silence is a voluntary and passive behavior resulting from the indifference and despair of workers, where they refrain from expressing their ideas and opinions and information in response to organizational circumstances and situations, so that they do not speak or talk about problems, as this may result in any difference in reality (Nacera, 2018, p. 269) .
- **Defensive silence (self-protection):** is an intentional behavior aimed at protecting oneself from external threats, i.e., it is considered defensive, and refrains from expressing opinions and ideas to avoid personal risks. It is considered a tactic compared to acceptance silence because it involves latent knowledge that involves awareness and looking at available alternatives.
- **Social silence (positive):** The goal of withholding opinions, ideas, and work-related information is to benefit others and not harm them based on the characteristics of cooperation and altruism. Thanks to silence instead of disclosure, fearing the dire consequences that may befall others and fearing the interest and reputation of the organization.

- **Silence directed at others:** also known as maintaining relationships silence, where the subordinate desires to disclose and present their ideas and opinions and prefers to participate in presenting solutions to organizational problems, but refrains from disclosing in line with the rejection of others, i.e., the goal behind the silence is to maintain the relationship with decision-makers.
- **Learning silence:** Silence may lead to the creation of an uneducated organization as a result of not disclosing various knowledge, skills, experiences, and various organizational problems, especially since organizational learning takes place in training and development courses.

3. What is a learning organization?

Jerome Adanes, the head of learning at **Shell** oil company, called for the company to become a learning organization, saying: "We are committed to becoming a learning organization and we believe that the competitive advantage lies in the ability of employees to learn faster" (Al-Tahir, 2012, p. 46). The learning organization, also known as the knowledgeable organization or the thinking organization that seeks to learn, has multiple names. However, the modern concept of it first appeared in 1990 by **Peter Senge** in his famous book "**The Fifth Discipline**", (Al-Hamshari, 2013, p. 398), where he coined the term "learning organization" for organizations where

organizational learning has become the most important characteristic of their entity.

3.1. Definition of the Learning Organisation:

The concept of the learning organisation has developed significantly and widely, and the following are some definitions:

Haitham Ali Hajazi defines it as an organization capable of continuous adaptation to changing situations and developments, based on the lessons, experiences, and experiments it has gone through and learning from them (Hajazi, 2014, p. 20).

Garnin defines the learning organization as an organization that is skilled in creating, acquiring, and transferring knowledge, accompanied by a change in behavior to align with new knowledge and insights. **Senge** defines it as an organization in which individuals continuously work to increase their awareness in achieving the desired results by adopting patterns of collective thinking and ambition, and everyone learns constantly how to learn together (Al-Hamshari, 2013, pp. 398-399).

Based on the above, it is clear that the learning organization is a modern organization that focuses on knowledge and organizational learning, encourages individuals to continuously learn, participate in diagnosing and discussing its problems, finding solutions, and the ability to adapt and change in response to various ongoing environmental changes. The learning organization seeks to create a stimulating organizational climate and flexible work environments that contribute to creating a skilled and efficient

workforce with a shared vision to achieve its goals and strive for excellence and innovation.

3.2 Characteristics of the learning organization:

The learning organization is characterized by a set of features, including (Al-Jamous, 2013, pp. 184-185):

-Motivational forces: Learning organizations differ from traditional ones in having a unique organizational climate with motivating and driving forces that encourage continuous learning and academic achievement to produce and generate knowledge, apply it, and adapt to developments.

-Identifying the knowledge-based objective: i.e., the purpose for which learning and knowledge acquisition will be pursued, identifying the various activities that must be implemented, the individuals capable of implementing them to obtain knowledge, and the obstacles that prevent obtaining and applying it, in order to address them and enhance strengths.

-Empowerment: i.e., giving each worker the opportunity to achieve greater control or freedom in their work area, through empowerment and participation in decision-making, forming work teams, and contributing to setting goals (Djamel-Eddine, 2006, p. 77), i.e., providing all facilities and possibilities to obtain knowledge and learning.

-Continuous monitoring and evaluation: To ensure the availability of suitable conditions, means, and materials for learning.

-Ability to respond and interact with environmental changes according to the design of possible functions and roles of

development and continuous improvement (Dudin, 2014, p. 28).

-Encouraging internal learning: and solving various organizational problems according to creative and innovative methods and techniques, in addition to relying on organizational memory and benefiting from previous experiences, and possessing an organizational culture that supports organizational learning.

It is an effective flexible organization with an environment characterized by trust, cooperation, and encouragement of open communication, working to establish an organizational culture based on respecting human beings, trusting the abilities of workers, and investing in their intellectual energies (Al-Hamshari, 2013, p. 401) .

-The network, as the hierarchy works against learning because knowledge is centralized at the top of the organization, while the network means that information and knowledge elements become easily circulated and reach all parties.

3.3. Transformation from a traditional organization to a learning organization

Organizational change requires the transformation of organizations from traditional to learning organizations, changing its five elements (Al-Ali, El-omri, & Ibrahim Qandeelji, 2006) as follows:

- From vertical structures to horizontal ones: The vertical structure creates distances between the leader and the subordinate, so it is not suitable for the learning organization, while the horizontal structure eliminates boundaries and distances between functions and establishes self-organized work teams.

- From routine tasks to empowerment roles: The learning organization gives the worker an effective role, greater control, freedom in his work, and responsibility that enables him to use all his abilities, contrary to routine tasks that are considered part of the work assigned to the worker.

- From formal control systems to information sharing: Expanding the scope of information sharing by opening channels of communication with employees, customers, and suppliers provides learning opportunities.

- From competitive strategy to cooperative strategy: By the best and most effective use of material and human resources, empowering workers to provide their proposals, solutions, and learning opportunities and participation...

- From rigid culture to adaptive culture: organizational transformation and change require that the organizational culture encourage openness, remove barriers, and improve quality to meet the needs of change. It should not be harsh and rigid.

3.4. Dimensions of the Learning Organization

Adopting the concept of a learning organization requires serious work to achieve three basic dimensions (Hamoud, 2010, p. 49):

- ✓ Learning
- ✓ Adaptation
- ✓ Change

To have a chance to survive and be sustainable, the organization must first learn to adapt to the fields of education, and change is the real criterion adopted by organizations to continue to survive and

thrive. To achieve the aforementioned dimensions, a number of theoretically and practically important characteristics must be achieved in its environment, starting with the employees and then in the organization as a whole. These include (Al-Jamous, 2013):

- **Organizational Thinking:** This involves using organic and non-linear thinking to solve interrelated problems in changes and in causes and results, recognizing the importance of studying the whole rather than the part (El-Rab, 2012, p. 296). This approach enables managers to understand and visualize the organization comprehensively, as well as enabling them to change themselves and giving them the ability to understand, absorb, and solve problems.
- **Personal Mastery:** Through the commitment and dedication of members of the organization to lifelong learning and the ability to act autonomously, personal excellence and mastery through the development of knowledge and skills clarify and deepen personal vision and drive individual energy to achieve their goals and dreams.
- **Mental Models:** These are a set of assumptions, generalizations, and images held by members of the organization towards themselves, their colleagues, their work, and their organization, which positively or negatively affect their perceptions, decisions, and actions (Al-Hamshari, 2013, p. 415). Examples of mental models include freedom of expression and respect for opposing opinions,

considering mistakes as opportunities for learning, and avoiding threats and embarrassment that lead to mental closure.

- **Building a shared vision:** The learning organization strives to have a shared vision in a way that makes it common among everyone, unifying them and giving them a single principle and common goals to work towards in order to bring the organization to the desired future state.
- **Collective learning (work teams):** Collective work or a single work team is a key to the success and learning of the organization. Through dialogue, shared vision, mutual trust, open communication, and mutual relationships, the team develops collective thinking skills that form the organizational identity, contribute to solving organizational problems, unify their behavior, values, and beliefs. Working and thinking collectively creates a continuous interaction and transforms the organization from separate parts to a complete internal system.

4. The Impact of Organizational Silence on the Dimensions of the Learning Organization

4.1. The Impact of Silence on Learning and Organizational Memory:

Organizational learning is one of the most important features of the learning organization, and it cannot be discussed without organizational memory, which is the repository that stores the organization's knowledge for future use. This is the learning that is stored from the

organization's history and can be used for decision-making or other purposes. The more effective the use of this repository, the more indicative it is of organizational learning on the one hand and high efficiency on the other hand (Najm, 2005).

Organizational memory serves as the collective human memory that is called upon when management faces essential problems that require decision-making in uncertain and risky conditions (Yaseen, 2007, p. 126). Organizational silence, as a phenomenon that has spread widely in organizations, may lead to serious consequences and deterioration in various organizational processes, negatively affecting its organizational memory and impeding the continuity of organizational learning. These effects or consequences include the following (dheeb & Sisawi, 2021):

- Organizational silence leads to errors and inaccuracy in decision-making, depriving the organization of benefiting from the diversity of views and ideas.
- Individuals' silence and reluctance to express their ideas about work, the absence of dialogue, and the improvisation of some officials in decision-making lead to the continuation of errors and difficulty in detecting and correcting them.
- It impedes learning and leads to loss of trust, disintegration of links with the organization, and hence a lack of important information.
- Working in an environment that does not encourage speaking up and expressing opinions leads to job dissatisfaction, psychological stress, and may result in

some individuals becoming oppositional and negative towards the organization.

- The phenomenon of organizational silence pushes individuals to choose unofficial communications and organizations to express their opinions, which leads to distorting information and spreading doubts and ambiguity in decision-making.

- The organization's loss of new ideas and creative solutions and failure to benefit from individuals who are considered knowledge holders.

4.2. The impact of silence on adaptation:

The prevalence of the phenomenon of silence negatively affects the overall performance of the organization and hinders its ability to adapt to learning domains. This phenomenon impedes learning, reduces the organization's ability to make correct decisions, deal with mistakes, and deal with them due to blocking negative feedback. It increases the likelihood of organizational crises. The phenomenon of organizational silence affects individual and institutional performance and increases work pressure and turnover rates, among other negative effects that make it difficult for the organization to adapt to the current situation and weaken its ability to survive. Therefore, organizations are supposed to change their view of employees from just considering them as employees to intellectual capital that relies on them. Their ideas, observations, and proposals can be invested in a way that contributes to achieving the organization's goals, ensuring the improvement of work and preserving its reputation, achieving its

aspirations and future ambitions (Al-Qarni, 2015, pp. 315-316).

4.3. The Impact of Organizational Silence on Organizational Change:

Change is the process of transforming an individual's or organization's current reality into a desired reality to be achieved within a specific period of time using known methods and techniques to achieve specific goals (Saleh, 2022, p. 9). It is also known as a tangible change in the behavioral pattern of employees and a radical change in organizational behavior that is consistent with the requirements and internal and external environment of the organization (Saleh, 2022, p. 9).

- The phenomenon of organizational silence affects change in the learning organization due to the following considerations:
- Weak learning and lack of cognitive perceptions and intellectual orientations.
- Negative behaviors, job dissatisfaction with the current situation, and resistance to change.
- Lack of a clear strategic vision to achieve its goals.
- Inability to solve organizational problems and make the right decisions.
- A non-stimulating organizational climate that hinders the continuity of learning, adaptation, and thus the ability to change.

5. Applied Study:

Field study is considered the most important part of academic work, as it reflects the position of the studied phenomenon within the social structure, and highlights the actual variables of the studied phenomenon by revealing developments related to the subject of organizational silence and the dimensions

of the learning organization and the extent of interaction between them. After collecting theoretical data and information regarding the topic of organizational silence and its dimensions in the learning organization and the extent of interaction between them, we will try through our field study to reveal the reality of organizational silence within the Algerian University, the Faculty of Economic and Commercial Sciences and Management in Tiaret as a model, in order to know the extent of the impact that organizational silence variables have on the dimensions of the learning organization. To achieve this, we have conducted field procedures, presented and analyzed the data, and arrived at the general results.

5.1. Survey Study:

The survey study is an important step in scientific research, as it is a miniaturized version of the research that helps to discover the research method and formulate the research problem accurately before starting the actual field work by distributing the questionnaire designed for employees.

The survey study included a sample of 35 observations randomly distributed among the various functional structures within the college. The survey study was an important step that enabled us to accurately determine the study variables and facilitate the field research in general through precise adjustment and modification of the questionnaire components, and the stability coefficient measurement proved the suitability of the questionnaire for measuring the studied phenomenon.

5.2. Methodological procedures:

- **Study tool construction:** The questionnaire document was constructed based on the theoretical framework and previous studies, and was specifically designed to measure the attitudes of the study sample according to the main axes of the study. This questionnaire was divided into three sections. The first section pertained to demographic characteristics, while the second section was dedicated to measuring organizational silence and was divided into four main axes consisting of 16 statements. The third

section was dedicated to measuring dimensions of the learning organization and included six dimensions totaling 24 statements. These were designed according to the Likert scale, where each statement in the axes corresponds to different degrees of agreement, ranging from "strongly agree," "agree," "neutral," "disagree," to "strongly disagree." Each option was assigned weights or degrees to be statistically processed as follows: "strongly agree" corresponds to "5 degrees," "agree" to "4 degrees," "neutral" to "3 degrees," "disagree" to "2 degrees," and "strongly disagree" to "1 degree."

- Validity and Reliability:

Table (1): Measurement of Validity and Reliability

	The axes	Cronbach's alpha		
The organizational silence	Silence of acceptance	0.812	0.822	0.807
	Defensive silence (self-protection)	0.795		
	The social silence	0.843		
	Silence directed towards others. Silence of learning.	0.772		
The dimensions of the learning organization	Systemstinking	0.785	0.855	
	Teamwork	0.842		
	Building a shared vision	0.808		
	Mental patterns	0.705		
	Personal excellence	0.904		
	Empowerment and finding continuous job opportunities	0.872		

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

Through the above table, we notice that the Cronbach's alpha coefficients range between (0.785-0.904), which are high coefficients, as their values exceeded (0.5) for all ten axes. This indicates that the study tool has high stability, which makes us confident in the validity and reliability of the questionnaire for analyzing and interpreting the study's results and testing its hypotheses. The Cronbach's alpha coefficient ranges between (0-1), and the closer it gets to one, the higher the stability, and the closer it gets to zero, the lower the stability. The agreed-upon minimum for the Cronbach's alpha coefficient is (0.60), and thus, we conclude that the study tool that we prepared to address the research problem is characterized by validity and stability and is ready to be applied to the original study sample.

- **Study limits:**

This study aimed to investigate the relationship between organizational silence and its four dimensions with the dimensions of the educational organization and its six dimensions, as well as the intervening effect of the first axis dimensions on the second. The study was conducted from **September 2022 to December 2022**, and it should be noted that this period was dedicated to distributing the questionnaires, coinciding

with the university entrance and staying in the study field. This is due to the specificity of the research community, which is the employees in the college. The respondents were accompanied during the questionnaire filling process, and some expressions that may contradict professional judgment were clarified. To determine the extent of the impact of organizational silence on the dimensions of the learning organization, as they are the target group, the Faculty of Economic and Management Sciences and Business Administration at the University of Tiaret was selected as a model for the study due to the facilities we have with colleagues at work. A comprehensive survey method was used to identify the study's vocabulary and distribute it regularly among the staff.

- **Study Sample :**

This study included a survey of the vocabulary of the research community sample, which consists of 88 employees from the College of Economic Sciences, distributed across the college structures. The questionnaire was distributed to all the staff who were identified, and follow-up was conducted to retrieve the questionnaires. 13 questionnaires were excluded from analysis due to their unsuitability and failure to provide the required information.

- Description of Study Variables:

Table (2): Distribution of the study sample according to personal and functional characteristics.

The Variable		repetition	Ratio
The gender	Male	30	40%
	Female	45	%60
The age	29-20	13	% 17.33
	39-30	20	% 26.66
	49-40	30	%40
	50 and above	12	% 16
The educational qualification	Doctorate	30	% 40
	Postgraduate(master 's degree)	10	% 13.33
	Master'sdegree	05	% 06.66
	Bachelor'sdegree or less	30	% 40
The job title	college administration	10	13.33%
	teaching staff	35	46.66%
	teaching and administrative staff	15	20.00%
	Administrative staff	15	20.00%
Supervisory scope	Head	02	02.66%
	Subordinate	70	93.33%
	head and subordinate	03	04.00%
years of experience	From 2 to 5	13	17.33%
	From 6 to 9	20	26.66%
	From 10 to 13	30	40.00%
	14 and above	12	16.00%

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

From the personal and functional characteristics data, the results show that females make up 60% of the sample, surpassing males. A large percentage of the study sample represent the age group of 40-49, and the majority of them hold a PhD degree, as indicated by the variable of educational qualification. Furthermore, the majority of the sample are faculty members, accounting for 46.66%, which provides opportunities for learning in the college, exchanging ideas and experiences, and creating a learning organization. Through the variable of

supervisory scope, there appears to be a hierarchical sequence in the levels of organization, where 02.66% are department heads, followed by 04.00% department heads and supervisors, and the highest percentage of 93.33% are supervisors. In terms of the distribution of the sample according to years of experience, the highest percentage of 40.00% belongs to the category of 10-13 years, which is a good indicator for identifying and overcoming internal organizational problems that the college may face

- Study axes orientations:

Table (03): Analysis of the directions of the study axes.

The axes	phrases	strongly disagree	disagree	neutral	Agree	Stronly agree	The Average	the direction
Organizational silence.)	the first dimension	32	20	8	13	3	2,1422414	strongly disagree
		42,33%	26,00%	11,00%	17,00%	3,67%		
	The second dimension	19	24	9	20	3	2,5287356	disagree
		25,33%	31,33%	12,33%	26,33%	4,33%		
	the third dimension	20	22	17	14	3	2,4382184	disagree
		26,33%	29,33%	22,00%	18,00%	4,00%		
the fourth dimension	35	19	8	11	3	2,033046	strongly disagree	
	47,00%	24,67%	10,67%	14,00%	3,67%			
Dimensions of the Learning Organization	the first dimension	29	19	9	14	5	2,2859195	strongly disagree
		39,00%	24,67%	12,00%	18,00%	6,33%		
	the second dimension	18	15	10	22	10	2,8735632	Agree
		24,00%	20,00%	13,33%	29,33%	13,33%		
	the third dimension	16	15	15	20	10	2,8951149	Agree
		21,67%	19,67%	19,33%	26,33%	13,00%		
	the fourth dimension	10	12	14	30	10	3,2399425	Agree
		13,00%	16,00%	18,33%	39,33%	13,33%		
	the fifth dimension	17	17	11	20	12	2,9152299	Agree
		22,00%	22,33%	14,33%	26,00%	15,67%		
	the sixth dimension	7	10	13	31	14	3,4798851	Agree
		9,00%	13,33%	17,33%	41,33%	19,00%		

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

Through the results of the table, we notice that most employees strongly disagree with blocking their suggestions and ideas regardless of the justification. This explains the freedom of expression without fears of personal interest or harming others or maintaining relationships. Meanwhile, we find a favorable trend for all statements of the dimensions of the learning organization, and the highest percentage was for the

sixth dimension (systemic thinking) at 41.33%. This indicates the senior management's ability to understand, comprehend, and solve organizational problems. However, except for empowerment and continuous job opportunities, most statements' direction is strongly unfavorable. This explains not granting workers all the authority and responsibility to make decisions.

5.3. Study Hypotheses Test: Our study aims to determine the impact of organizational silence on the dimensions of the learning organization and identify the characteristics of the relationship between different types of organizational silence (acceptance, defensive, social, directed towards others, and learning silence) and the dimensions of the learning organization (systemic thinking, teamwork, building a shared vision, mental models, personal excellence, empowerment, and creating continuous job opportunities).

First Hypothesis: There is a statistically significant effect of organizational silence on the dimensions of the learning organization. To answer the hypothesis, the following possibilities can be presented:

H0: There is no statistically significant effect at a 5% level of significance of organizational silence on the dimensions of the learning organization.

H1: There is a statistically significant effect at a 5% level of significance of

Table (4): Analysis of variance for the effect of organizational silence on the dimensions of the learning organization.

ANOVA

Model	Sum of squares	ddl	Mean square	F	Sig.
1 Regression	33,123	1	8,109	6,972	,000
Residual Total	346,823	73	4,751		
	379,946	74			

Source: Prepared by the researchers based on SPSS 22.0 outputs.

As for the partial validity, it reached (sigt1 = sigt2 = 0.000 <0.05), and therefore, the hypothesis H1 can be accepted, which indicates that there is a statistically

organizational silence on the dimensions of the learning organization.

By relying on the simple regression equation and at a 5% level of significance, the following was obtained:

$$Axe2 = 1.33 + 0.416 axe1$$

Sig = 0.000 Sig = 0.000

N = 75 R² = 0.623 Sig f = 0.000

Axe2: Organizational silence.

Axe1: Dimensions of the learning organization.

It appears from the above equation and the results obtained from SPSS 22.0 that there is a statistically significant effect of **Axe1** on **Axe2**, where a one-unit change in **Axe1** can lead to a change in **Axe2** by **0.416**.

And the obtained model has overall validity, as evidenced by the **R2=0.623**, which means that the explanatory variable has a substantial effect in interpreting the phenomenon by **62.3%**. The Fisher's F-test achieved a significant value of Sig f = 0.000, as shown in the following table:

significant effect at a **5% level of organizational silence on the dimensions of the learning organization.**

To detail the effect of organizational silence on the dimensions of the learning organization according to the

components of the organizational silence axis, this can be observed through the following table:

Table (5): Analysis of comparisons of the effect of organizational silence on the dimensions of the educational organization.

Dimensions of Organizational Silence	Rank by Influence	Statistical significance of the Fisher's test F	Statistical significance of student's t test (t_1, t_2)	Coefficient of determination R^2	the equation
	I live with	1	0.003	(0.000, 0.000)	0.71
Silence of acceptance	3	0.001	(0.001, 0.000)	0.41	$AXe_2 = 2.41ax_1 + 12.531 +$
Defensive Silence (Self-Protection)	2	0.000	(0.000, 0.000)	0.53	$AXe_2 = 1.840 + 1.84ax_1 + 3e_1$
Social silence	4	0.000	(0.000, 0.000)	0.38	$4.37ax_1 + AXe_2 = 2.01 +$
Silence Directed at Others and Silence of Learning					

5.4. Analysis of the Impact of Organizational Silence Dimensions on Learning Organization Dimensions:

Through a detailed analysis of the impact of organizational silence dimensions on learning organization dimensions, both equations are statistically valid (total validity and partial validity), where in both equations, the Fisher value was significant (**sig f1, sigf2, sig f3, sigf4**) < **5%**), indicating a statistically significant effect of the independent variable - types of organizational silence - on the dependent variable - the overall dimension of the learning organization. The percentage of explanation reached respectively:

(R21 = 71%, R22 = 41%, R23 = 53%, R24 = 38%), indicating differences in the percentage of the impact of random variables (except for organizational silence) on the dependent variable (learning organization dimensions). The equation for the impact of acquiescent silence on learning organization dimensions shows less impact of random variables on learning organization dimensions compared to defensive silence, social silence, and directed silence. In terms of precise actual impact, acquiescent silence has an effect on learning organization dimensions, where a change in the former by one degree requires a

change in the latter by **3.02**, which is greater than the one recorded for the impact of social silence on learning organization dimensions, where a change in the former by one degree is responded to by a change in learning organization dimensions by **1.84**. As for the impact of defensive silence on learning organization dimensions, a change in the former by one degree affects achievement by **1.41** points. The impact of directed silence and learning silence on learning organization dimensions shows that a change in the former by one degree affects achievement by **1.37** points. This leads us to conclude the order of impact referred to in the table above, that there is a statistically significant effect of organizational silence on learning organization dimensions.

6. CONCLUSION

Through our study, it became clear that a learning organization or one that seeks to learn and acquire knowledge and transfer it should be accompanied by a change in the behavior of human resources. The learning organization seeks to create an organizational climate that is stimulating and possible and encourages continuous learning to become more flexible and responsive to diagnose various organizational problems, find solutions, and have the ability to adapt and change. To achieve this, it relies on the following dimensions: systemic thinking, personal excellence, mental patterns, building a shared vision, and relying on collective learning (work teams). However, the learning organization faces many organizational problems and hidden phenomena that are difficult to detect or predict, and one of these phenomena is organizational silence, which is based on negative organizational behavior of human resources. The causes of organizational silence vary, including individual and personal reasons that are attributed to employees, and organizational reasons that are attributed to the organizations they work for. Types of organizational silence that affect the dimensions of the learning organization vary, including acceptance silence, defensive silence for self-protection, social silence, silence directed towards others, and learning silence. Through the applied study of the impact of organizational silence on the dimensions of the learning organization at the Faculty of Economic, Commercial, and Management Sciences, and to answer the

research problem, we reached the following results:

-The study enjoys good stability, where Cronbach's alpha coefficients range between (0.785-0.904), which are high coefficients indicating that the study tool is highly stable, making us confident in the validity of the questionnaire and its suitability for analyzing and interpreting the study results and testing its hypotheses.

-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 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.

Based on the study's results, we will present the following set of recommendations that limit the phenomenon of organizational silence and encourage the learning organization by activating the following:

- Building bridges of trust between management and employees and encouraging freedom of expression.
- Empowering employees by granting them some powers and delegating authority, freedom, and independence in decision-making.
- Supporting and encouraging employees to continuous learning by forming work teams and complying with collective work recommendations to solve problems and considering them opportunities for learning.
- Giving employees sufficient time to learn and acquire various knowledge and skills while performing their duties.
- Establishing an organizational culture that encourages dialogue, exchange of ideas, respect for dissenting opinion, and adopting strategies that foster creative learning.
- Evaluating performance and valuing the efforts of human competencies through rewarding them, and choosing the leadership style that encourages the

presentation of ideas and continuous learning and provides opportunities for employees to participate in achieving the organization's future orientations.

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