Organizational Silence Among Teachers and its Relationship to Leadership Styles in High Schools in Arar City

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ABSTRACT

This study aims to determine the relationship between teachers' organizational silence and leadership styles in secondary schools in the city of Arar. In order to achieve the objectives of this study, the descriptive approach was used. The questionnaire is used to collect data. The questionnaire was answered by the study sample, numbering 233 male and female teachers from the secondary schools of the city of Arar. The results of the study showed that the arithmetic averages in the field of the degree of organizational silence among teachers in secondary schools in the region were high, while the results of the second question showed that the shows that " Authoritarian style " receives the highest mean regarding the degree of agreement followed by " Messy style" with mean while " Democratic style " was ranked last.The results of the third question are shown that there is a negative correlation Democratic style and Organizational Silence, a positive correlation between Authoritarian style and Organizational Silence, and a positive correlation between Messy style and Organizational Silence.Thisstudy recommendedEstablishing a system for appointing high school leaders in Arar city in accordance with standards for establishing a leader who has in-depth theoretical and practical expertise and a supportive attitude toward teamwork.

Keywords: Organizational silence, Secondary school,leadership styles, Democratic style,Authoritarian style,Messy style, Arar city

INTRODUCTION

Employees in educational institutions are the foundation of any organization's administrative process, and these individuals are divided into two groups: those who complain and reject the incorrect methods and procedures that occur within the organisation; and the quiet and silent supporters who don't complain about their superiors or colleagues, and the desire of their workers to remain silent is due to an organizational climate that lacks clarity, friendliness, and truthfulness.(Abdel Moneim, & Mohamed, 2022).

Leadership of the educational process is one of the most essential and efficient functions of the education system. It entails the efficient utilization of all material and human resources for the educational process, as well as efforts to manage them optimally in order to produce the highest possible educational outcomes. Therefore, it is essential to consider all aspects of the educational process, including schools, teachers, and students (Ciulla, 2020).

Educational institutions must focus on educational leadership due to its enormous impact on the institution as a whole if they are to achieve their objectives. Its goals are to graduate students who are prepared to face the future, teachers who can lead classrooms, and to become a role model to complete the march, which allows this institution to compete with other institutions and to develop its business and raise its efficiency to achieve what is better and to ensure its sustainability(Kiplangat, 2017).

Leadership style is considered to be one of the most important factors for the success of work, and if educational institutions lack a successful and qualified leader, it can lead to poor performance and the inability of the institution to reach its goals. With the passage of time, a variety of leadership styles have emerged that contribute significantly to the success of institutions (Munir, 2018).

Some employees are cut off from the workplace, and they do not like to express their ideas with others. Therefore, their isolation can be viewed as hindering the organization's growth. Some employees refrain from expressing their opinions, refrain from participating in decision-making, withhold useful information, and display a reluctance to improve, which is a negative behaviour that can have a negative impact on institutions, particularly those that rely heavily on human resources, such as service institutions. Public institutions in general and educational institutions in particular require constant improvement based on knowledge that adds to the evolution of work and enhances its contribution to society (Raza, 2018).

Educational institutions at all levels and stages require wise, aware, and responsible leadership, capable of investing in the potential of their employees, such as teachers, who are essentially a human resource carrying

many ideas, opinions, and proposals that work to develop the educational process. The absence of an active role for teachers in schools, and their lack of participation in school decision-making, can result in the emergence of a phenomenon known as organizational silence (Akar, 2018).

Whether or not to provide information, or encourage employees to speak up, is a decision that is influenced by several factors, the most prominent of which are the behavioral factors that govern the interaction process between the leader and his followers. The leader is the one who directs people, arouses their enthusiasm, requests their participation, and involves them in decision-making. Transformational leaders, reciprocating leaders, dictatorial leaders, and autocratic leaders are examples of leadership styles. It is probable that the leaders' style has the effect of concealing information from employees, aiding in the growth of so-called organizational silence (Dedahanov, 2015).

Organizational silence is a recent modern concept that refers to employees' unwillingness to tell their managers about organizational problems and issues related to the performance of the organisation in general, and their managers in particular, for fear of a negative reaction that threatens their job position. The concept of organizational silence refers to situations in which personnel, whether intentionally or accidentally, suppress information that could be valuable to the company of which they are a part. Organizational silence has become more than just the absence of a voice to prevent the transmission of knowledge about development concerns and challenges by institution personnel (Al-Omari, Al-Nashwan& Ahmed, 2022). Organizational silence refers to employees' unwillingness to express the outcomes of their emotional, cognitive, and behavioral assessments of various organizational settings. The process through which individuals voluntarily conceal their thoughts, ideas, and expertise about technical and behavioral challenges related to their work is referred to as organizational silence (Kim,2021).

The concept of organizational silence has progressed through several stages in educational administration, from marginalization and exclusion of workers to their participation and empowerment in line with a shift in leaders' beliefs about the importance of employees' participation in their opinions, ideas, and belief in subordinates' ability to engage effectively and deliver real change in directing institutions and the ac (Kurudirek, 2016).

The organizational silence emerged as a result of the fear of negative reactions and feedback. It is influenced by the school climate and organizational support - the greater the organizational trust, the less organizational silence; and the greater the continuous motivation and development of the school climate, the delegation of authority and regulatory silence within the school will be reduced (Dal, 2018).

Statement of the Problem

The educational stage in people's lives is extremely significant, and this critical stage requires a leader capable of directing the employees. It was required to determine the leadership styles used by school principals to limit organizational silence in educational institutions. Some teachers have issues that make them hesitant to communicate their ideas and opinions, which are intentional creative ideas that contribute to the growth of the educational process and engage in the process of enhancing school performance (Karaba, 2018).

The findings reveal that the educational institution's leadership style plays a role in inspiring employees toward work, involvement, and achievement, as well as increasing their productivity and level of interest, and creating more interest (Al Kasjee, 2022; Dal, 2018).

The researcher discovered a contrast in the performance of some teachers and their interaction with the school administration while working in the educational sector in secondary schools in Ararcity. It was also found that the leadership style adopted by school principals has a significant impact on the success and progress of educational institutions, as well as their competitiveness. The problem of the study arose through the interaction of teachers and their participation in achieving the goals of educational institutions and improving their performance, as well as the field observations of the researcher, which seeks to verify the existence of a relationship between organizational silence between teachers and leadership styles. In secondary schools in the city of Arar.

The Study Questions

The problem of the study lies in answering the following questions:
1. What is the degree of occupational silence among secondary school teachers in the city of Arar?"
2. What is the type of leadership style used in secondary schools in the city of Arar?
3. "Is there a relationship between leadership style and the level of organizational silence in secondary schools in the city of Arar?

The Study Objectives

The current study seeks to achieve the following objectives:
1. Identifying the degree of occupational silence among secondary school teachers in the city of Arar.
2. Detecting the type of leadership style used in secondary schools in the city of Arar.

3. Revealing the relationship between leadership style and the level of organizational silence in secondary schools in the city of Arar.

The Study's Significance

The purpose of this study is to ascertain the relationship between leadership styles and organizational silence among teachers at high schools in Arar city. It has a detrimental effect on how well schools operate. The researcher also expects that this study will contribute to future research on organizational silence and leadership styles in the Arabic library. Additionally, he hopes that the study's recommendations will be useful to decision-makers at the Ministry of Education and the Directorate of Education in Arar.

The Study's Limitations

The current study is determined by the following limits:
- **Human and spatial limits**: The study's population was limited to high school teachers in Arar, Saudi Arabia.
- **Objective limits:** The study was limited to organizational silence among teachers, and its relationship to leadership styles in high schools in Arar city.

The results of this study were not generalized except to the community of the study sample, and similar communities, and were determined by the tool that was used in the study and the psychometric properties of this tool. The results were determined in the viewof the honesty and objectivity of the respondents when answering the study's questionnaire.

Definition of Terms

The study included the following terms:

Leadership Styles

Defined by (AlKasjee, 2022: 15) as "The behavioral patterns that the leader adopts to influence the behavior of others, and it is the way in which the leader directs his followers and motivates them to achieve the specified goals".The researcher defined leadership styles as the leadership behavior practiced by the principal with teachers, measured by the average degree of response of the study sample members on the leadership styles axis.

Organizational Silence

Defined by(Akar2018: 1112) as the "reluctance of workers to express the results of their emotional, cognitive and behavioral assessment of various organizational situations". The organizational silence is measured by the average degree of response of the study sample members on the organizational silence axis. The researcher defined organizational silence as the teachers' lack of participation in their schools and their reluctance to share their current or anticipated problems or make suggestions to their principals, out of fear of negative reactions that may result from principals.

Theoretical Framework

Leadership is the ability to win the respect and obedience of people regardless of their culture, behavioral patterns, gender, or religion. The activities of the educational institution to attain its goals and objectives cannot be successful without the active engagement of its employees (Ahmed & Abdullah, 2022). Muslim (2021) defined leadership as all of an individual's behaviors that manifest themselves in organizational concerns. It is defined by (Ciulla, 2020) as the leader's influence on the organization's employees in order to achieve the organization's purpose. It is described by (Kiplangat, 2017) as a set of behaviorspracticed by the leader of the group; it is the result of interaction between the personality of the leader and the workers and the organizational system and culture, and aims to motivate workers to achieve goals with the greatest efficiency.

Leadership style is a behaviour or set of behaviors that the leader employs when supervising employees in order to motivate them to complete their tasks to achieve the established goal in the educational institution. These behaviors are considered to be conscious and purposeful (Abdel Moneim& Mohamed, 2022). According to Karabag (2017), leadership style is a model of structured behaviour used by the leader within the organisation to influence workers, engaging their entire efforts in pushing them towards desired goals. It is the pedagogical method used by the school principal throughout their academic career.

According to the researcher, leadership style is the method used by the leader to manage the organisation and its employees, and it is the process by which the leader influences and directs the behaviour of workers, as well as coordinates their efforts and relationships, which pushes them to achieve the institution's goals.

Theories of leadership have developed over time. Numerous researchers have presented a number of theories about leadership, its effectiveness, and its determinants, and each of these theories focuses on a particular aspect on the assumption that this aspect is more important than the others. One of the most prominent leadership theories, which attempts to explain and consolidate leadership, is trait theory, which explains leadership based on the premise that leadership effectiveness is determined by the personality traits of the leader (Amanchukwu at al., 2015). Al-Kasji's (2022) research is based on the concept that leadership success is contingent on particular personality characteristics and traits. According to Bush (2011), the great man theory is strongly tied

to the characteristic trait theory, which proposes that individuals become leaders because they are born with leadership traits. The behavioral theory, which evolved as a result of a disagreement over traits and the availability of evidence for the presence of acquired qualities in leadership, attention, and focus, was added to the existing leadership theories by him. In order to achieve the goal and message of school leadership, there are several styles of school leadership that (Abdel Moneim& Mohamed, 2022; Ahmed & Abdullah, 2022; Knoll, 2013) mentioned.

There are many styles of leadership, which is important for the success of any organisation, as well as the role of a leader in gaining teachers' cooperation and directing their efforts, examples of which are outlined below.

1. Autocratic leadership style: This type of leadership style is developed by assuming an authoritarian position, with a lack of opportunity for employees to engage in decision-making due to intellectual rigidity, stereotypes, and inflexibility. This includes a lack of administrative awareness, a lack of team spirit, a lack of clarity in the educational institution's message to its employees, a lack of clarity in goals and roles, the development of personalities characterized by selfishness and mistrust of others, disregard for creators and constructive suggestions, a focus on material objects related to production, and a neglect of interpersonal relationships, are among the consequences and accompanying effects of the autocratic style (Abdel Moneim& Mohamed, 2022).

2. The Laissez-faire Style: According to those who adhere to this management style, in order to eliminate the drawbacks of management in the context of the autocratic style, the manager must be upbeat, and employees must be granted freedom because, in their opinion, both creativity and the success of theatrical work depend on it. According to this model, the leader transforms himself into an advisor to the institution he oversees; as long as his opinion is advisory, it may be considered or not, allowing subordinates the flexibility to decide for themselves. He gives them complete authority over everything, and he treats everyone leniently in a way that could cause confusion or inactivity. There are no specific policies, procedures, or goals in the transmission pattern, and the leader gives his subordinates complete freedom. Other characteristics of the transmission pattern include dissociation from the effects and accompanying patterns, which include teamwork breakdown, time waste, and loss of enthusiasm for work (Knoll, 2013).

3. Democratic style: As it is based on participation in decision-making, planning, organizing, coordination, guidance, follow-up processes, the feeling of satisfaction from everyone, the mutual trust between them, raising the morale of the workers, advancing the work, and the subordinates participating in decision-making, this style is concerned with subordinates, and uses positive motivation based on satisfying the needs and desires of the workers. The so-called "roaming management," in which the leader gathers data from subordinates while touring the many departments of the organisation, is one example of this technique. This approach results in productive collaboration, a sense of satisfaction from everyone, mutual trust between them, and an increase in employee morale (Knoll, 2013).

4. Transformational leadership style: This style is founded on motivation-driven leadership. The unusual stimuli that transformational leaders offer their followers boosts morale, activates the rule of values, and increased their thinking about innovative solutions to the difficulties they encounter at work. Because the aims of the organisation are compatible with their own, subordinates experience a sense of trust, loyalty, admiration, and respect for their leader, and the leader can inspire them by drawing their attention to significant and crucial issues as well as the worth and status of their work (Ahmed & Abdullah, 2022).

Leadership style can have beneficial or negative effects on employees, and as a result of the dominant style, several phenomena associated with the style emerge, with organizational silence being the most prevalent. Organizational silence is a state of silence for subordinates, according to Al-Helou (2018), who defines it as the reluctance of subordinates to discuss the problems they face at work and their unwillingness to participate, whether with their thoughts, feelings, or suggestions to others. It also refers to the withholding of information and ideas about important issues related to work or the organisation, whether intentional or unintentional.

It may have a detrimental impact on organizational performance in general and on the organization's growth in particular if employees are reluctant to express their thoughts and offer suggestions for developing and improving work practices. Therefore, educational institutions should invest in their human resources by utilizing their recommendations and observations, which play an important role in accomplishing the institution's goals, and enhancing the overall education process (Çayak, 2021). It may have a negative impact on organizational performance in general and on the organization's growth in particular if employees are reluctant to express their thoughts and offer suggestions for developing and improving work practices. Therefore, educational institutions should invest in their human resources by utilizing their recommendations and observations, which play an important role in accomplishing the institution's goals, and enhancing the overall education process (Çayak, 2021). School administrations often can unknowingly create conditions that promote organizational silence. This means that the conditions that caused the emergence of organizational silence may not have been created intentionally by school officials. It also suggests that organizational silence may not be a completely silent moment, as it frequently indicates unfavorable workplace conditions. In comparison to other kinds of communication, organizational silence tends to convey an implicit meaning, as

determined by the researchers. In the past, organizational silence was viewed as an acceptance of the current system and recognition of power in the workplace. In recent years, however, this perspective has shifted as research has indicated that silence hinders the flow of crucial information (Kose, 2019). According to Akar (2018), organizational silence is a significant barrier to organizational transformation since it impedes the delivery exchange of information that would have made employees aware of current innovations and environmental changes. In such instances, management is unable to comprehend the innovative ideas generated by its employees, thereby impeding the organization's success. Moreover, as the lack of information flow limits the identification of solutions, the problems that may occur in such circumstances become progressively difficult to resolve over time. According to Al-Omari et al., (2022), organizational silence can also develop and solidify as organizational culture. In the event that the appropriate personnel decide that such a technique is an acceptable approach to the challenges at hand, this can irreversibly jeopardize the organization's success, particularly in terms of coping with increasing competition and consumer demands. Çayak (2021) also hypothesizes that the inherent silence in organisations can lead employees to assume that they do not have a stake in the organisation, thus dramatically reducing their productivity. Al Kasjee's (2022) study attempts to determine the relationship between the degree of application of leadership styles among private high school principals and organizational quiet, from the perspective of Oman's teachers. The study adopts a descriptive and relational methodology and uses a questionnaire to collect the data. According to the averages of teachers' judgements, the study's findings indicate private high schools' administrators in Amman have a high degree of leadership style applications in general. This is followed by a level of average performance in the areas of fear of bad reactions from subordinates, and leadership support. In addition, the data reveal a statistically significant inverse link between the total degree of leadership styles and the number of private high school principals in the Khartoum Governorate. The aim of Muslim's (2021) study was to determine the effects of participatory leadership, which is represented in planning, support, and organisation. The study used a descriptive methodology and included fifty (50) teachers as its study sample. The study found that participatory leadership reduces organizational silence and is seen as the best way to solve problems in the institution, as it includes staff members in the development and implementation of plans. In addition, Al-Helou's (2018) study looks at the extent of authoritarian leadership practiced by high school principals and how it relates to organizational silence. Due to the general organizational silence in high schools, there are no statistically significant differences in the level of autocratic leadership practice. However, it was discovered that there are differences for the variables of gender, years of experience, and educational background. An inverse relationship with a low degree between the practice of autocratic leadership and the level of organizational silence was discovered. This relationship was statistically significant from the perspective of the teachers in the paragraphs of organizational silence due to the variable of gender and in favor of females. Yangin and Elma (2017) used a descriptive and correlative technique to determine the relationship between principal's trust, interactive justice, and silence as a teacher in Turkey. Interactivity and organizational silence were found to be predictive of organizational silence behaviour, as were interactive justice and management confidence. Following a review of previous studies, it was discovered that the current study agreed with all previous studies in terms of the study method, as all previous studies used a descriptive approach. The current study also agrees with previous studies in its use of the questionnaire tool. It also benefits from previous studies in dealing with theoretical literature relating to leadership styles and organizational silence.

The Study Method
The ideal method for this study is descriptive research, and two questionnaires were utilized to collect data after ensuring their validity and reliability.

The Study Sample
From a population of 371 teachers from 25 boys' high schools and 436 teachers from 19 girls' high schools in Arar, a sample of 223 teachers from both the boys' and girls' high schools was drawn. The study was communicated to the participants through their local school administrations. Essentially, the researcher contacted the individual school administrations to advise them of the study and request permission to collect instructor data. The individual school administrations provided the researcher with the email addresses of the teachers at their institutions, which were then used to request their consent and participation in the study.

TheStudy Tool
Questionnaire
The researcher created a questionnaire as a study tool to identify organizational silence among teachers, and its relationship to the leadership styles in Arar high schools. The questionnaire originally contained 15 items. The five-point Likert scale was adopted to correct the study instruments, by assigning each item one point out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), which are digitally represented (5, 4, 3, 2, 1) in order. The researcher adopted the order of the means of items, and determined the degree of agreement

for each item according to the following criterion, based on the upper limit of the alternatives (5), the minimum of the alternatives (1), and by subtracting the upper limit from the minimum equals (4) and then dividing the difference between the two terms by three levels, so the weights as follows:

Low 1.00 - 2.33
Medium 2.34 – 3.67
High 3.67 – 5.00

Validity of the Study Tool
To ensure the face validity of the student attitude questionnaire, the researcher distributed copies of the questionnaire to seven faculty members in order to evaluate the validity of the items and see whether they needed to be modified or eliminated. The jury agreed on 83% of the items, and more were chosen for the questionnaires. The researcher modified or deleted the jury-suggested changes or deletions. In its final form, the initial questionnaire consisted of 15 items.

Reliability of the Study Tool
The reliability of the learning measure was ensured via Cronbach alpha. A pilot study was performed to evaluate the reliability of the tool. The pilot questionnaire was conducted on 12 teachers prior to distribution and data collection. Table (1) shows the Reliability results:

Table (1): Reliability Coefficients

Domain	Cronbach alpha
Organizational Silence	0.83
Democratic style	0.80
Authoritarian style	0.76
Messy style	0.79

The Study'sProcedures
The researcher followed the methods and proceduresas listed below:
- Define the study problem and purpose, and its questions
- Development of the study scales
- Verify the validity of the scales
- Ensure the reliability of the scales
- Obtain formal permission letters to facilitate tasks from the Ministry of Education
- Apply the scale to the study sample
- Collect the results obtained by the researcher from the study sample
- Analyze the results using the SPSS program
- Discuss the results and write recommendations and proposals

Statistical Analysis
The researcher followed the processing of the study's data by entering it into the Statistical Package for Social Sciences (SPSS) program, as follows:
- Cronbach's alpha equation
- Pearson correlation equation to verify the validity of the questionnaire instrument
- Means and standard deviations

STUDY RESULTS AND DISCUSSION
Results related to the firstquestion: "What is the degree of occupational silence among secondary school teachers in the city of Arar?"
To answer the first question of the study, means and standard deviations of the degree of occupational silence among secondary school teachers in the city of Arar were computed as presented in tables --..

Table 2 : Means and standard deviations of the degree of occupational silence among secondary school teachers in the city of Arar, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	13	I think that my opinions and ideas are not important because I am in a low position.	4.03	1.029
2	1	Refrain from presenting ideas to avoid disagreements and conflicts with superiors	3.97	.904
2	5	I keep my opinions and information to myself because there is no evaluation by the school administration of self-efficacy.	3.97	.904
4	11	I do not tend to talk about negative working conditions in order to avoid exposure to the issue.	3.97	.969
5	12	Maintain information about the school to avoid losing reputation and trust	3.88	.946
6	10	I protect information about my work because it is the property of the school.	3.82	.869
6	14	I do not wish to report work-related problems to my line manager in order to avoid harming the interests of others	3.82	.968
8	4	I refrain from presenting ideas on how to improve the work in order to avoid losing my relationships with colleagues.	3.79	1.038
8	15	I avoid expressing ideas for improvement because of self-protection and job loss	3.79	.914
10	2	I feel that I do not want to talk about suggestions for change in my work because of not helping my colleagues at work.	3.76	.923
10	9	I keep information related to the school because it is confidential and not for the purpose of public discussion	3.76	.923
12	3	The school deanship is not serious in discussing the opinions and suggestions of its members.	3.74	.864
13	6	Protect information about the school in order to preserve the reputation of the school.	3.68	.976
14	8	Refuse to disclose information that may harm the school.	3.65	.917
15	7	I am under pressure from others to tell them school secrets.	2.44	.894
Organizational Silence			3.74	.807

Table 2 shows that Item 13 "I think that my opinions and ideas are not important because I am in a low position." receives the highest mean (7) regarding the degree of agreement followed by item 1 "Refrain from presenting ideas to avoid disagreements and conflicts with superiors" with mean (3.97), while item 7 "I am under pressure from others to tell them school secrets." was ranked last with mean (2.44). This table also shows that the Organizational Silence mean as a whole is (3.74).

The reason for this result may be thatThis indicates that teachers tend to have organizational silence in Arar secondary schools, as some supervisors in these schools follow a method that stimulates silence in them, and they do not accept the opinions of others, and they do not accept change easily, and cling to them. Opinions and beliefs that in turn make teachers remain silent for fear of the negative consequences that may result from this. Some supervisors are not open to change, which may be because they do not want to make changes to the work environment, and because they believe that these changes may threaten their place at workEmployees may avoid giving their opinion out of fear of conflict, fear of retaliation or negative consequences for speaking out, and they may worry that they will be ostracized or even lose their job. Another reason employees may avoid giving their opinion is that they may not feel confident in their ability to communicate effectively or deal with disagreement. They may worry that they will say the wrong thing or that they will not be able to handle the reaction or criticism from others. In addition, employees may avoid expressing their opinions because they perceive the workplace culture as one that does not encourage or value diverse viewpoints. They may believe that their opinion will not be heard or taken seriously, or that they will be rejected or ridiculed for their ideas.

The results of the question agreed with the results of Çayak (2021), Yangin and Elma (2017), whose results showed that organizational silence is high in educational institutions.

Results related to the second question: "What is the type of leadership style used in secondary schools in the city of Arar?"

To answer the first question of the study, means and standard deviations of the type of leadership style used in secondary schools in the city of Arar were computed as presented in tables -..

Table 3 :Means and standard deviations of the type of leadership style used in secondary schools in the city of Arar, ranked in a descending order

Rank	N	Domain	Mean	Std. Deviation
1	1	Authoritarian style	4.31	.633
2	2	Messy style	3.99	.400
3	3	Democratic style	3.88	.546

Table 3 shows that "Authoritarian style " receives the highest mean (4.31) regarding the degree of agreement followed by "Messy style" with mean (3.99) while "Democratic style " was ranked last with mean (3.88).

The reason for this result may be that the authoritarian leadership style is characterized by a leader who exercises a high degree of control over his subordinates, making decisions unilaterally and without seeking input or feedback from others. This style of leadership is often associated with a hierarchical and centralized organizational structure, where power is concentrated at the top. In the context of public schools in the city of Arar, several factors contribute to the prevalence of an authoritarian leadership style. One major factor is the cultural and social norms in Saudi Arabia, which place a high value on respect for authority and obedience to those in positions of authority. This cultural emphasis on hierarchy and deference to authority can lead to a top-down management style, in which decision-making is centralized and tightly controlled by those in positions of authority. He is the only responsible figure in the class, and he expects students to comply with their instructions without question.

Results related to the third question: "Is there a relationship between leadership style and the level of organizational silence in secondary schools in the city of Arar?"

To answer the third question of the study, Pearson correlation between leadership style and the level of organizational silence in secondary schools in the city of Arar were computed as presented in tables -..

Table 4 :Pearson correlation between leadership style and the level of organizational silence in secondary schools in the city of Arar

		Organizational Silence
Democratic style	Pearson Correlation	-.674(**)
	Sig. (2-tailed)	.000
	N	34
Authoritarian style	Pearson Correlation	.548(**)
	Sig. (2-tailed)	.001
	N	34
Messy style	Pearson Correlation	.702(**)
	Sig. (2-tailed)	.000
	N	34

** Correlation is significant at the 0.01 level

Table 4 shows that there is a negative correlation Democratic style and Organizational Silence (R=-0.674; p=0.000), a positive correlation between Authoritarian style and Organizational Silence (R=0.548; p=0.000), and a positive correlation between Messy style and Organizational Silence (R=0.702; p=0.000).

According to the information provided, there is a negative correlation between Democratic style and Organizational Silence (R=-0.674; p=0.000), which means that as the use of a Democratic leadership style increases, Organizational Silence decreases. In other words, a leadership style that values participation and input from all members of the organization can help reduce Organizational Silence, which is a phenomenon where employees refrain from speaking up or sharing their opinions and ideas.

On the other hand, there is a positive correlation between Authoritarian style and Organizational Silence (R=0.548; p=0.000), which means that as the use of an Authoritarian leadership style increases, Organizational

Silence also increases. An authoritarian leadership style is characterized by a high degree of control and a lack of participation and input from subordinates, which can lead to a culture of silence and a reluctance to speak up. Similarly, there is a positive correlation between Messy style and Organizational Silence (R=0.702; p=0.000), which means that as the use of a Messy leadership style increases, Organizational Silence also increases. A messy leadership style is characterized by a lack of clear direction and a tendency towards chaos and disorganization, which can also contribute to a culture of silence and a reluctance to speak up.

Overall, the correlations reported in Table 4 suggest that the leadership style employed by an organization can have a significant impact on the level of Organizational Silence present within the organization. A leadership style that values participation and input from all members of the organization may be more effective at reducing Organizational Silence and promoting a culture of openness and communication

The results of the question agreed with Al-Helou's (2018) study, the results of which indicated that an inverse relationship was discovered with a low degree between the practice of autocratic leadership and the level of organizational silence.

RECOMMENDATIONS

In light of the researcher's findings, the following recommendations and suggestions were presented:

1. Establishing a system for appointing high school leaders in Arar city in accordance with standards for establishing a leader who has in-depth theoretical and practical expertise and a supportive attitude toward teamwork.
2. The school principal supports the teachers, placing public interest ahead of individual concerns.
3. To reduce organizational silence, it is necessary to increase understanding and inform high school principals of the significance of adopting a leadership style that fosters employee growth.
4. Emphasizing the significance of school leaders' ability to encourage employees to actively participate in expressing their ideas and suggestions and directing them to school leadership.
5. The school leader should work to implement the instructions and laws, while leaving room for the workers, to express their opinion and suggestions to address the problems of the school.
6. Focus on holding the essential training courses for school leaders and instructors to increase their understanding of the significance of expressing opinions and its role in the development of educational institutions and eliminate organizational silence.

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