

Ethical Leadership And Voice Behavior: Mediating Psychological Safety And Ethical Culture

Haznil Zainal¹, Agustin Basriani^{2*}, Adi Rahmat³, and Elmi Yadi⁴

^{1,2,4}*Sekolah Tinggi Ilmu Ekonomi Persada Bunda, Pekanbaru, Indonesia*

³*Department of Management, Universitas Lancang Kuning, Pekanbaru, Indonesia*

Email Address:

haznilzainal1@gmail.com, agustin.basriani@gmail.com, adirahmat@unilak.ac.id,

elmiyadi90@gmail.com

**Corresponding author*

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Abstract: This study aimed to determine the role of organizational ethical culture and psychological safety in moderating the relationship between ethical leadership and lecturers' voice conduct. The study hypothesis is investigated with WarpPLS software employing descriptive analysis, confirmatory and structural equation modelling (SEM). This survey included 196 economic instructors from ten private universities in Pekanbaru. Organizational ethical culture, psychological safety, and faculty voice conduct were positively connected to Ethical Leadership (EL). Using one's voice is related to Ethical Culture (EC) and Psychological Safety (PS). EC and PS mediate the relationship between EL and Voice Behaviour (VB). EC and PS mitigate the effect on the link between ethics and PS.

Keywords: Ethical Leadership; Voice Behaviour; Ethical Culture; Psychological Safety.

Abstrak: Tujuan dari penelitian ini adalah untuk menyelidiki efek mediasi budaya etis organisasi dan keamanan psikologis pada hubungan antara kepemimpinan etis dan perilaku suara dosen. Menggunakan analisis deskriptif dan verifikatif dan menggunakan Struktural Equation Model (SEM) untuk menguji hipotesis penelitian dengan software WarpPLS. Jumlah populasi dalam penelitian ini sebanyak 196 orang dosen Bidang Ilmu Ekonomi yang tersebar pada 10 Perguruan Tinggi Swasta yang ada di Kota Pekanbaru. Kepemimpinan etis ditemukan berhubungan positif dengan budaya etis organisasi, keamanan psikologis, dan perilaku suara dosen. Perilaku suara berkaitan dengan budaya etis dan keamanan psikologis. Hubungan antara kepemimpinan etis dan perilaku suara sebagian dan terpisah dimediasi oleh budaya etis dan keamanan psikologis. Budaya etis dan keamanan psikologis bersama-sama sepenuhnya memediasi efek pada hubungan antara kepemimpinan etis dan perilaku suara dosen. Hasil ini konsisten dengan hasil penelitian terkait dan penjelasan teoritis.

Kata Kunci: Kepemimpinan Etis; Perilaku Suara Dosen; Budaya Etis; Keamanan Psikologis.

INTRODUCTION

In organizational life, ethics is inextricably linked to management. As stated (Ciulla, 2021), the foundation of management research is ethics. The definition of ethical leadership (EL) focuses on how leaders should behave. Ciulla (2021) argues that the right question in management studies, rather than management, is what is good management from an ethical perspective. Scholars have begun to regard EL as a distinct leadership style distinct from aspects of other leadership styles that emphasize ethics (Belschak et al., 2018; Metwally et al., 2019). The belief that EL affects followers' behaviour through modelling highlights the role of ethics in leadership (X. Su et al., 2021; K. Williams et al., 2020; Ko et al., 2017). Belschak et al. (2018) say that successful leaders establish principled and fair systems, listen to their subordinates' ideas, involve them in decision-making, and share



power. The definition of leadership related to ethics is focused on how leaders should behave. The ethical leader draws attention to ethics. They constantly discuss concepts, keep them on the agenda, and give their followers a voice in their interpersonal relationships.

Voice is defined as change-oriented communication aimed at improving the situation and is described as a type of organizational citizenship behaviour (Saĝnak, 2017). Good behaviour modifies standard procedures and offers innovative suggestions for change (Zheng et al., 2022). EL encourage their subordinates' ideas and fosters a climate of mutual respect. Members in such a work atmosphere express diverse viewpoints and feel secure (Hu et al., 2018; Walumbwa et al., 2017). Safety is very important for employees to demonstrate healthy behaviour in the organization. A willingness to take risks is referred to as healthy conduct. Employees will not speak up as long as they feel unsafe (Saĝnak, 2017; Rahmat, 2023).

Although organizational culture influences the development of leaders, leaders significantly enhance organizational culture (Metwally et al., 2019). Leaders are responsible for establishing moral and ethical norms that lead their followers (Watto et al., 2019). EL are critical in building and sustaining an ethical organizational culture (Zheng et al., 2022). Based on (Yadi et al., 2022), EL establish standards to promote EB and punish those who fail to fulfil those standards. In other words, they employ rewards and punishments to encourage EB; they make ethical decisions, and, as a result, the business has a fair and principled structure. Since educational institutions are value-based, moral action is essential in leadership interactions (Ian, 2019). According to the literature, educational leaders must understand the relevance of ethics in their acts and decisions (Campbell et al., 2017). Despite this, morality, ethics, and EL are frequently postulated in educational institutions but have received little empirical attention until lately. This study aimed to determine the role of the organization's ethical culture (EC) and psychological safety (PS) in mediating the relationship between EL and healthy behaviour among lecturers.

Studies have found that when leaders behave ethically, employees feel better about their jobs and become more responsible members of the organization (Hu et al., 2018). Good leaders set a good example by being honest, trustworthy, and fair. They also help their followers to do the same by giving them chances to do the right things—research done by Saunders and others. In 1992, studies found that when employees feel like their boss listens to them, they are more likely to speak up in the future. When workers are given a higher position, they might behave positively towards their colleagues. This can create a cycle of positivity (H. Zhu et al., 2022).

People ask how being an ethical leader makes employees more likely to speak up (Hu et al., 2018; Liu et al., 2020). Some experts say that feeling like you have a responsibility and feeling safe in your mind helps connect good leadership with doing the right thing (H. Zhu et al., 2022). Our new study uses this idea in college and continues with it. We use the idea of ethical culture to know how to behave well based on how we interact with others. We use psychological empowerment and psychological safety to understand how people speak up based on how they interact with others. We are looking into how these two ways of working together affect each other.



THEORETICAL REVIEW

Ethical Leadership. Philosophically, leadership is defined as "an attempt to persuade subordinates to put the interests of the group or organization before their interests and motivate them to do something useful for the group and organization" (Rahmat, 2022; Yadi et al., 2022; Zaim et al., 2021). Leadership style has significantly impacted some work attitudes and behaviours (Canavesi and Minelli, 2022; Eva et al., 2019; W. Su and Chen, 2020). Previous research has shown that positive leadership behaviours, such as corporate citizenship behaviour, can create productive attitudes and actions (Newman et al., 2017; Cooper et al., 2018), information sharing, internal reporting (Abdillah et al., 2022), and organizational performance (Cheah et al., 2020). Ethical leaders do the "right thing," do not jeopardize their personal integrity, principles, or professional issues, and endeavour to make balanced, fair judgments that benefit their subordinates and the organization (Sağnak, 2017; Metwally et al., 2019). Likewise, ethical leaders display integrity and generosity via their activities and behaviour (Yadi et al., 2022). According to social learning theory, subordinates learn attributes like honesty, integrity, and altruism from their leaders (Abdullah et al., 2019). EL has been described as "demonstrating normatively appropriate behaviour through individual action and interpersonal relationships and promoting that behaviour to followers through two-way communication, reinforcement." someone uses ethical considerations and makes them the basis of a decision or action.

Voice Behavior. An ethical "voice" is a different voice that challenges the actions of other colleagues and the status quo regarding ethics. Ethical "voice" is the expression of individuals in organizations who challenge and seek to change the behaviour and practices of others that are not ethically appropriate (Alvaleri et al., 2022; Id et al., 2020; Kong et al., 2016; Lee and Choi, 2023). Subordinates who express an ethical "voice" have several characteristics, such as (Zhang et al., 2021; Zheng et al., 2019): (a) willingness to talk to colleagues who misbehave ethically; (b) tell colleagues who are doing something unethical to stop; (c) encourage colleagues to act honestly; (d) speak up as a team to avoid interfering with the integrity of others.

Organizational ethical culture. Culture is a complex phenomenon encompassing shared assumptions, beliefs, values, preferences, and behaviours acquired, transmitted, and preserved by a group of people. These common patterns are learned through social interaction and shape the way members of the group perceive, interpret, and act in their world. The resolution of external adaptation and internal integration challenges is achieved through a framework that has proven its efficacy. Hence, it must be imparted to novice members as the appropriate approach towards the comprehension, cognition, and emotional response to these issues.

Psychological Safety. PS is people's shared beliefs about whether it is safe to take interpersonal risks at work (Yuliana et al., 2023; Kim et al., 2020). Regarding behaviour, PS encourages employees to communicate openly, express their concerns, and seek additional input. All of them are high-risk habits (Gong et al., 2020; Taylor et al., 2022). At various levels of study, this has been found to influence various workplace outcomes (e.g., learning and performance) (Yuliana et al., 2023; Kim et al., 2020). In today's business environment, PS is increasingly important in terms of organizational success,

Ethical Leadership and Voice Behavior. Leaders are typically the spokespersons and heads of organizations. Thus, a leader's behaviour is considered the behaviour of an



organization, and employees' perceptions of their leader will be mirrored in their perceptions towards the organization (Peng and Wei, 2020). According to AET, Cropanzano has posited that leaders can influence their subordinates through their daily behaviour and emotional expressions. This, in turn, impacts the development of their relationship and alters subordinate behaviour. When employees interact with ethical leaders daily, they undergo a cumulative process of positive emotional experiences shaping their affective commitment to the organization.

Voice is "the communication of ideas, suggestions, concerns, or opinions about work-related issues to improve organizational effectiveness" (Cheng et al., 2019). When people wish to talk about their problems and make solutions to increase their concerns, they engage in voice behaviour (Saĝnak, 2017). Positive modifications in voice behaviour are the goal. It is a collaborative and community-based concept rather than a haphazard complaint (Cheng et al., 2019). They discovered that managers with low self-efficacy exhibit lower voice behaviour than employees (Gong et al., 2020; Taylor et al., 2022). EL is associated with employee voice behaviour (VB), and organizational identification fully mediates this relationship (Saĝnak, 2017). Supervisors that exercise authoritarian leadership hurt employees' health behaviours (Items et al., 2019; H. Wang et al., 2018)-discovered a link between senior management voice and trust (A. M. Williams, 2019). Openness was more consistently associated with voting, with leadership style having the greatest influence on voting behaviour; a link between voice and trust in senior management was discovered (Saĝnak, 2017).

As an organizational contextual factor, leaders are assumed to influence followers to share their ideas (Saĝnak, 2017). Managerial behaviour has been hypothesized in theory to impact voting for two reasons. First and foremost, speaking implies the exchange of ideas with others. As a result, management naturally relates to a logical process. Second, leaders have the authority to offer rewards and punishments, which is critical for expressing behaviour (Items et al., 2019; H. Wang et al., 2018). The fact that ELs give their followers a voice is one of the most important predictors of EL theory (Yadi et al., 2022). EL empower their followers by giving them authority over duties. Members' sense of personal responsibility grows as their sense of control grows (Lam et al., 2016). They promote healthy behaviour by providing social support and frameworks. Ethical leaders listen to their followers and create environments where they may speak up, assuring high levels of trust (Saĝnak, 2017).

H1: EL will be positively related to the VB of lecturers.

The Mediating Effects of Organizational Culture. Explain ethical organizational culture as a situational variable and sub-field of OC (Yadi et al., 2022). Moral management is a component of EL that aims to keep ethical problems on the agenda by disseminating messages about ethics and values and encouraging adherence to EB through a reward/punishment system (Yadi et al., 2022). In a company, EC relates to the followers' expectations of what is right and wrong. This increases organizational commitment among followers and may help to create organizational citizenship behaviour. (Khan, 2020) established a connection between leadership effectiveness and extra effort. Followers generate suggestions to help the organization improve in this context; in other words, they engage in voice behaviour. EL and a strong EC are thought to increase followers' willingness to speak up because they will feel secure from retaliation (Arda and Alpan,



2017; D. Kim and Vandenberghe, 2020). This argument holds that ethical surroundings that encourage and support ethical activity are associated with EL and sound behaviour. According to the study's findings, EC moderates the relationship between EL and VB. Those who have contributed to this work are (Kim and Vandenberghe, 2020).

H2: EL will be positively related to EC.

H3: EC of universities is positively related to the VB of lecturers at private universities based on knowledge clusters.

H4: The relationship between EV and VB will be mediated through higher education's EC.

Mediation Effects of Psychological Safety. The present study highlights the significance of psychological stability as a moderator, which amplifies the influence of EL on the EV of subordinates. Accordingly, the vocal expression of subordinates is impacted through the interplay of ethical leadership and the psychological security of the subordinates. PS refers to the extent of the psychological condition marked by a reciprocal relationship of admiration and trust among organizational members, creating an environment where individuals feel at ease to engage in interpersonal risk-taking behaviour (Jin et al., 2022). Based on extant literature, it has been established that employees within an organization are more likely to exhibit elevated levels of PS in a workplace environment characterized by respectable, reliable and collaborative relationships among peers (Frazier et al., 2016). The subordinate indicates a notable level of psychological security and is assured that observing the interpersonal environment will not pose a risk.

Moreover, individuals exhibit high trust towards their professional peers and perceive no negative repercussions or social stigma in freely expressing their ideas and opinions (J. Wang et al., 2019). Henceforth, individuals within an organization demonstrate no reticence or timidity in articulating their learning requirements, inherent self-doubt, and apprehensions related to optimal performance within an atmosphere of PS (J. Wang et al., 2019). The statement above implies a favourable correlation between the establishment of psychological safety and the tendency of individuals to vocalize their opinions within a given setting (Getie, 2020). Per the arguments above, it is posited that employees possessing elevated levels of psychological stability are less inclined to exhibit apprehension towards assuming risks concerning potential harm or adverse impacts upon conveying their viewpoints or proposals. Furthermore, establishing interpersonal trust and supportive relationships with subordinates facilitates the open expression of concerns, visions, and constructive ideas without the apprehension of adverse outcomes. The previous process proposes that underlings experience elevated psychological security and display heightened levels of expressive behaviour.

PS indicates organizational members' perception that unfavourable outcomes will not be punished. This notion is defined as an atmosphere based on mutual trust and respect. People are at ease in this environment (Yuliana et al., 2023; Kim et al., 2020). Learning at college is made more accessible by PS. In colleges with a good learning culture, lecturers demonstrate leadership behaviours encouraging teaching. These professors take risks that result in higher education innovation (Turner and Harder, 2018). Team PS influences the association between authentic leadership and internal whistleblowing (Wang et al., 2016).



H5: EL will be positively related to PS.

H6: PS will be positively related to the lecturer's VB.

H7: PS will mediate the relationship between EL and VB of lecturers.

METHODS

The overall population in this study was 196 lecturers from ten private universities in Pekanbaru City's Economics Cluster. Because the population is still within researchers' reach, 196 questionnaires will be delivered to all teachers at private universities in Pekanbaru City based on the Economics Cluster. In this study, the sampling technique used was a census, in which all populations are sampled. This study will examine lecturer perceptions at the micro-level (individual level of analysis). This study employs both descriptive and verification methods. Then, descriptive analysis and verification analysis are employed as analytical designs. Descriptive analysis is used to characterize the characteristics of respondents and research variables, whereas verification analysis tests the research hypothesis. The descriptive statistics method is used for descriptive analysis, and the Structural Equation Model (SEM) is used with WarpPLS software to test the study hypothesis. The data acquired from the questionnaire findings can be validated using the validity test, normality test, and data conversion before performing descriptive and verification analysis. The information obtained from the questionnaire is validated by testing the data.

The data collected for this study was obtained from an online questionnaire distributed to respondents using a Google Form. A total of 37 items in the operationalization of the variables were utilized to measure all variables in this study. One hundred ninety-six lecturers from ten private universities in Pekanbaru City's Economics Cluster have answered the questionnaire. The indicators used in this study are based on prior research, which is attached in **Table 1** below.

Table 1. Variables and Indicators

Variable	Item	Indicators
Ethical leadership	10	<p>My supervisor listens to what employees have to say.</p> <p>My supervisor disciplines employees who violate ethical standards.</p> <p>My supervisor ethically conducts their personal life.</p> <p>My supervisor has the best interests of employees in mind.</p> <p>My supervisor makes fair and balanced decisions.</p> <p>My supervisor can be trusted.</p> <p>My supervisor discusses business ethics or values with employees.</p> <p>My supervisor sets an example of how to do things correctly regarding ethics.</p>

Voice behavior	6	<p>My supervisor defines success not just by results but also by how they are obtained.</p> <p>When making decisions, my supervisor asks what is the right thing to do.</p> <p>Develops and makes recommendations concerning issues that affect this workgroup.</p> <p>Speaks up and encourages others in this group to get involved in issues that affect the group.</p> <p>Communicates their opinions about work issues to others in this group even if their opinion is different and others in the group disagree with them.</p> <p>Keeps well informed about issues where their opinion might be useful to this workgroup.</p> <p>Gets involved in issues that affect the quality of work life here in this group.</p> <p>Speaks up in this group with ideas for new projects or procedure changes.</p>
Ethical Culture	14	<p>Management in this organization disciplines unethical behaviour when it occurs.</p> <p>Employees in this organization perceive that people who violate the ethics code still get formal organizational rewards.</p> <p>Penalties for unethical behaviour are strictly enforced in this organization.</p> <p>Unethical behaviour is punished in this organization.</p> <p>The top managers of this organization represent high ethical standards.</p> <p>People of integrity are rewarded in this organization.</p> <p>The ethics code serves as "window dressing" only in this organization.</p> <p>Top managers of this organization regularly show that they care about ethics.</p> <p>The top managers of this organization are models of unethical behaviour.</p> <p>Ethical behaviour is the norm in this organization.</p> <p>Top managers of this organization guide decision-making in an ethical direction.</p> <p>The ethics code serves only to maintain the organization's public image.</p> <p>Ethical behaviour is rewarded in this organization.</p>
Psychological Safety	7	<p>Ethics code requirements are consistent with informal organizational norms.</p> <p>If you make a mistake on this team, it is often held against you.</p> <p>Members of this team can bring up problems and tough issues.</p>



People on this team sometimes reject others for being different.
 It is safe to take a risk on this team.
 It is difficult to ask other members of this team for help.
 Working with members of this team, my unique skills and talents are valued and utilized.
 Working with members of this team, my unique skills and talents are valued and utilized.

Source: Ethical leadership adopted from (Rahmat, 2022; Yadi et al., 2022; Zaim et al., 2021); Voice behaviour adapted from (Huang et al., 2017); Ethical Culture adapted from (Tanner et al., 2019); Psychological Safety adopted from (Roussin et al., 2016)

RESULTS

Demographic Variables. This demographic variable determines respondents' backgrounds based on gender, functional position, college criteria, most recent education, years of service, and age. The following table shows the demographic variables in this investigation:

Table 2. Variables in Demographics

Variables in Demographics	Count of Samples (193)	
	Amount (n)	Amount (in percent)
Gender		
Man	118	61.100
Woman	75	38.900
Functional		
Professor		
Head Lecturer	6	3.100
Lector	58	30.100
Expert Assistant	129	66.800
College Criteria		
Higher College	115	59.600
Institute	21	10.900
University	57	29.500
Education level		
Masters (S2)	177	91.700
Doctoral (S3)	16	8.300
Years of service		
0 to 5 Years	104	53.900
6 to 11 Years	41	21.300
12 to 17 Years	30	15.500
18 to 23 Years	13	6.700
24 to 29 Years	3	1.500
30 to 35 Years	2	1.100
Age		
23 to 28 years old	41	21.200
29 to 34 years old	47	24.400
35 to 40 years old	40	20.700
41 to 46 years old	42	21.700
47 to 52 years old	17	8.800

53 to 58 years old	4	2.100
59 to 65 years old	2	1.100

Source: Processed Data, 2023

Table 2 shows With 118 respondents (61.100 per cent), men made up the bulk of those who took part in this study; male respondents were larger than female respondents, namely 118 people (61.100 per cent), meaning that if you look at it based on the gender of the teaching staff or lecturers who teach in private universities there are more men than women, this will be better because men behave and make decisions more realistically than women, not that women are unrealistic but mostly women are more subjective in making decisions, which will also affect the quality of university graduates. The number and percentage of the composition of respondents are based on functional position; most of the respondents have the functional position of expert assistant, which is equal to 66.800 per cent. This happens because the lecturer considers the functional position unimportant and needs to realize the benefits of functional promotion. Moreover, there needs to be realization or compensation for the functional position of the lecturer at the private university. As a lecturer, a functional position is very important and a requirement to become a teaching staff at a tertiary institution. When viewed from the composition of respondents based on the type of tertiary institution where they teach, the majority of respondents teach at tertiary institutions, namely 67.400 per cent. However, lecturers who teach in higher education, whether at the university, tertiary or academy level, certainly need motivation. They must have competent abilities in carrying out the learning process in tertiary institutions and will also be very influential with the implementation of HR strategies in the environment where they teach; if the work environment is conducive, automatically, a lecturer will be more comfortable, and his performance will be high and good. Based on the educational composition of the permanent lecturers who were respondents in this study, most of them had master's degrees, namely 91.700 per cent; this was sufficient to fulfil the requirements as a lecturer because the need for a lecturer to teach in tertiary institutions was a bachelor's degree. 2, meaning that lecturers who teach at PTS with an average education level of Masters have shown high learning abilities and motivation. Most respondents had only 0 to 5 years of service, namely 104 respondents (53.890 per cent). It is assumed that most respondents teach at private tertiary institutions only temporarily because they are looking for status or clarity of status for their future. It can also be assumed that respondents who have only worked for up to 5 years can already be assessed as lecturers with high performance, although they are still looking for identity as lecturers. This can also affect the quality of graduates of a higher education institution because a lecturer who teaches is temporary, and moving around will significantly affect a lecturer's performance and the quality of graduates. The measurement of lecturer performance is determined based on the Tri Dharma of Higher Education, which includes education and teaching, research and community service, and the need for supporting elements that lecturers must carry out. The table above illustrates that 129 people (66.840 per cent) aged 29 to 46 years; on average, 66.840 per cent of permanent lecturers teach at universities. Private Colleges are of productive age, meaning that permanent lecturers at universities and private colleges have high enthusiasm or motivation in carrying out their duties as a lecturer and are considered mature when assessed in terms of age as educators. In private tertiary institutions, there are still two lecturers aged 59 to 64 (1.040 per cent). This is because after retiring from public universities, they teach at private universities.



With the aim of dedication and also because of a sense of responsibility for the education of the nation's children,

Ethical Leadership. Respondents were asked to answer questions on a 7-point Likert scale, with one being strongly disagree and seven being strongly agree. A high score (7) implies that a subordinate believes in EL. A low score (1), on the other hand, suggests a low subordinate's sense of EL.

Psychological Safety. Respondents were asked to answer questions using a Likert scale with 7 points ranging from 1 (strongly disagree) to 7 (strongly agree). A high score (7) indicates a high subordinate's perception of PS. Conversely, a low score (1) suggests a subordinate's low perception of PS. Before answering the question, the respondent was instructed to understand the characteristics that describe a person, such as being sensitive to mistakes, differences in attitudes and opinions, and taking risks. After understanding these instructions, the respondent was asked to visualize in mind that the respondent is a person who has these characteristics.

Ethical Culture. (Tanner et al., 2019) defines EC as that part of organizational culture representing a multidimensional interaction among various "formal" and "informal" behaviour control systems capable of promoting ethical or unethical behaviour. The "formal" cultural system includes policies (e.g., codes of conduct), leadership, authority structures, reward systems, and training programs. Respondents were asked to answer questions using a Likert scale with 7 points ranging from 1 (strongly disagree) to 7 (strongly agree). A high score (7) indicates that subordinates tend to be involved in implementing EC behaviour. Conversely, a low score (1) suggests that subordinates tend not to be involved in implementing EC behaviour.

Voice Behavior. Ethical "voice" is a form of expression from individuals within organizations who challenge and seek to change the behaviour and practices of others that are not ethically appropriate (Huang et al., 2017). Respondents were asked to answer questions using a Likert scale with 7 points ranging from 1 (strongly disagree) to 7 (strongly agree). A high score (7) indicates a high subordinate's perception of sound behaviour. Conversely, a low score (1) indicates a low subordinate's perception of good conduct.

Table 3. Variable Descriptive Statistics of EL, PS, EC, VB

Question Items	M	Standard Deviation	Kurtosis	Skewness	M1	D1
EL01	6.000	0.950	11.100	-2.470		
EL02	5.680	1.320	2.280	-1.420		
EL03	5.830	1.150	7.980	-2.310		
EL04	5.710	1.270	2.660	-1.450		
EL05	5.400	1.320	2.720	-1.500	5.390	0.340
EL06	5.540	1.400	2.610	-1.570		
EL07	4.290	2.030	-1.220	-0.400		
EL08	4.630	1.930	-1.040	-0.510		
EL09	5.600	1.130	3.130	-1.300		
EL10	5.180	1.450	0.710	-1.100		
PS01	5.910	1.090	5.700	-1.780		
PS02	6.000	1.090	6.250	-1.940		
PS03	5.850	1.050	5.970	-1.780	5.730	0.049
PS04	5.480	1.190	2.530	-1.190		
PS05	5.660	1.140	4.480	-1.670		



PS06	5.600	1.130	4.250	-1.570		
PS07	5.630	1.170	2.930	-1.420		
EC01	5.310	1.210	1.280	-1.000		
EC02	5.290	1.220	0.990	-0.850		
EC03	5.260	1.180	1.870	-1.130		
EC04	5.200	1.120	1.750	-0.890		
EC05	5.030	1.170	1.230	-0.780		
EC06	5.180	1.180	1.690	-0.950	5.210	0.2850
EC07	5.550	1.150	2.640	-1.230		
EC08	5.480	1.240	3.680	-1.500		
EC09	5.710	1.130	4.930	-1.750		
EC10	5.820	1.250	5.090	-1.820		
EC11	5.620	1.110	3.160	-1.210		
EC12	4.140	2.030	-1.410	-0.370		
EC13	4.630	1.670	-1.070	-0.320		
EC14	4.740	1.750	-0.760	-0.540		
VB01	5.050	1.680	-0.410	-0.730	5.180	0.319
VB02	5,630	1.190	2.750	-1.460		
VB03	4.370	2.080	-1.360	-0.430		
VB04	5.060	1.490	0.630	-1.050		
VB05	5.350	1.420	2.630	-1.500		
VB06	5.650	1.290	2.100	-1.320		

Source: WarpPls Processed Data, 2023

Table 3 shows respondents rate the question items on the EL variable as high, with an average value per variable (M1) of 5.390 and a standard deviation per variable (D1) of 0.340. The first question (EL01) on the EL variable receives the highest average (m) score of 6.000 with a standard deviation (SD) of 0.950. The seventh question item (EL07), "My leadership discusses ethics or business values with lecturers," has the lowest average value (m) on the EL variable, with an average value (m) of 4.290 and a standard deviation (SD) of 2.030.

Table 3 shows that respondents consider the question items on the PS variable high, with an average value per variable (M1) of 5.730 and a standard deviation per variable (D1) of 0.049. The second question (PS02) on the PS variable is "Lecturers at this institution can raise serious problems and issues." it gets the highest average value (m) of 6.00 with a standard deviation (SD) of 1.090. The lowest average value (m) for the moral identity variable is obtained by the fourth question item (PS04), namely "It is safe to take risks in this institution", with an average value (m) of 5.480 with a standard deviation (SD) of 1.190.

Table 3 shows that respondents consider the question items on the EC variable high, with an average value per variable (M1) of 5.210 and a standard deviation per variable (D1) of 0.285. The tenth question (EC10) on the EC variable, namely "Ethical behaviour is the norm in this institution", gets the highest average score (m) of 5.820 with a standard deviation (SD) of 1.250. The lowest average value (m) on the EC variable is obtained by the twelfth question item (EC12), namely "The code of ethics only functions to maintain the public image of the organization", with an average value (m) of 4.140 with a standard deviation (SD) 2.030.

Table 3 shows it can be concluded that the question items on the voice behaviour variable are assessed as highly inclined by respondents with an average value per variable (M1) of 5.180 with a standard deviation per variable (D1) of 0.319. The sixth question (VB06) on the voice behaviour variable, namely "Talking at this institution with ideas for



new projects or changing procedures", gets the highest average value (m) of 5.650 with a standard deviation (SD) of 1.290. The lowest average score (m) on the voice behaviour variable was obtained by the third question item (VB03), namely "Communicating his opinion about work issues to other people in this institution even though his opinion is different and other people in the group disagree with him" with the average value (m) is 4.370 with a standard deviation (SD) of 2.080.

Convergent Validity Test: An indicator is declared convergently valid if the loading factor value is greater or equal to 0.500 and the average variances extracted (AVE) value is greater or equal to 0.500. The results of the convergent validity test in this study can be seen in the following table.

Table 4. Convergent Validity Test

Variable	Items	Loadings	AVE
EL	EL01	0.781	0.636
	EL02	0.732	
	EL03	0.796	
	EL04	0.686	
	EL05	0.719	
	EL06	0.696	
	EL07	0.649	
	EL08	0.696	
	EL09	0.828	
	EL10	0.678	
PS	PS01	0.914	0.684
	PS02	0.879	
	PS03	0.835	
	PS04	0.885	
	PS05	0.870	
	PS06	0.888	
	PS07	0.692	
EC	EC01	0.826	0.689
	EC02	0.798	
	EC03	0.755	
	EC04	0.779	
	EC05	0.770	
	EC06	0.763	
	EC07	0.771	
	EC08	0.768	
	EC09	0.790	
	EC10	0.677	
	EC11	0.697	
	EC12	0.651	
	EC13	0.695	
	EC14	0.646	
VB	VB01	0.773	0.680
	VB02	0.650	
	VB03	0.702	
	VB04	0.793	
	VB05	0.813	
	VB06	0.823	

Source: WarpPLs Processed Data, 2023



Table 4 shows the question items utilized in the variables in this study are convergently valid since all question items have a loading value greater than 0.500 and each variable has an average variance extracted (AVE) value greater than 0.500.

Discriminant Validity Test. The question items in a measurement scale are said to be discriminantly valid in the next test, namely the discriminant validity test, if the variable measuring items strongly correlate with the measured variable and have a weak correlation or even tend not to be significantly correlated with other variables.

Table 5. Discriminant Validity Test "Fornell-Larcker Criterion"

Variable	EL	PS	EC	VB
EL	0.661	0.792	0.476	0.388
PS	0.792	0.827	0.439	0.366
EC	0.476	0.439	0.699	0.592
VB	0.388	0.366	0.592	0.762

Source: WarpPls Processed Data, 2023

Reliability Test. Construct reliability measures (composite reliability) and Cronbach's alpha are used in reliability testing. The test requirements are that the construct is trustworthy if the combined reliability value is better than 0.700 and the Cronbach's alpha value is greater than 0.600.

Table 6. Reliability Test

Variable	CR	α
EL	0.878	0.844
PS	0.935	0.914
EC	0.926	0.913
VB	0.892	0.853

Source: WarpPls Processed Data, 2023

Table 6 shows the variables in this study were trustworthy, with composite reliability values over 0.700 and Cronbach's alpha values above 0.600.

Model Fit and Quality Indices. In this work, the average R-square (ARS), average path coefficient (APC), and average variance inflation factor (AVIF) were used to test the fit and quality indices model in the PLS analysis. The test results reveal that the model matches the data [APC 0.370 (p less than 0.001); ARS 0.290 (p less than 0.001); AVIF 1.63]. VIF values less than 3.300 imply that the model has no multicollinearity issues.

Table 7. Model Fit and Quality Indices

Criteria for Quality Indices	Mark	Rule of thumb
Average path coefficient (APC)	0.472 ***	p-value smaller 0.050
Average R-squared (ARS)	0.482 ***	p-value smaller 0.050
Average block VIF (AVIF)	4,567	smaller 5
Tenenhaus GoF (GoF)	0.513	greater or equal 0.100 (small effect size), greater or equal 0.250 (medium effect size), and greater or equal 0.360 (large effect size)
Q-squared coefficient (Q^2)		
PS	0.647	greater 0 (acceptable predictive model)



EC	0.372
VB	0.420

Source: WarpPls Processed Data, 2023

The Goodness of Fit (GoF) index is also computed based on the test findings and developed the GoF index to assess the adequacy of the outer and inner models in PLS. GoF cutoff values are 0.100 for small, 0.250 for medium, and 0.360 for big (Arfi and Rahmat, 2020). In this investigation, the GoF value was 0.450, more than the threshold value of 0.360. These findings suggest that the model used in this investigation performs effectively (Arfi and Rahmat, 2020). Furthermore, the coefficients in **Table 7** are greater than zero, indicating that the model has an excellent predictive value (Weerawardena et al., 2019).

Hypothesis Test Results: This research tests the hypothesis, also known as the structural model in SEM, after examining the validity and reliability. A path diagram will be used to describe the structural model.

Table 8. Hypothesis Testing Results

Direct Influence	Path Coefficient	P Values
EL→VB	0.202	smaller 0.010
EL→PS	0.806	smaller 0.010
EL→EC	0.623	smaller 0.010
PS→VB	-0.139	smaller 0.010
EC→VB	0.592	smaller 0.010
Indirect Influence		
EL→PS→VB	0.064	smaller 0.010
EL→EC→VB	0.375	smaller 0.010
Total Influence		
EL→VB	0.257	smaller 0.010
R-Squared		
R^2 (PS) 0.649		
R^2 (EC) 0.388		
R^2 (VB) 0.408		

Source: WarpPls Processed Data, 2023



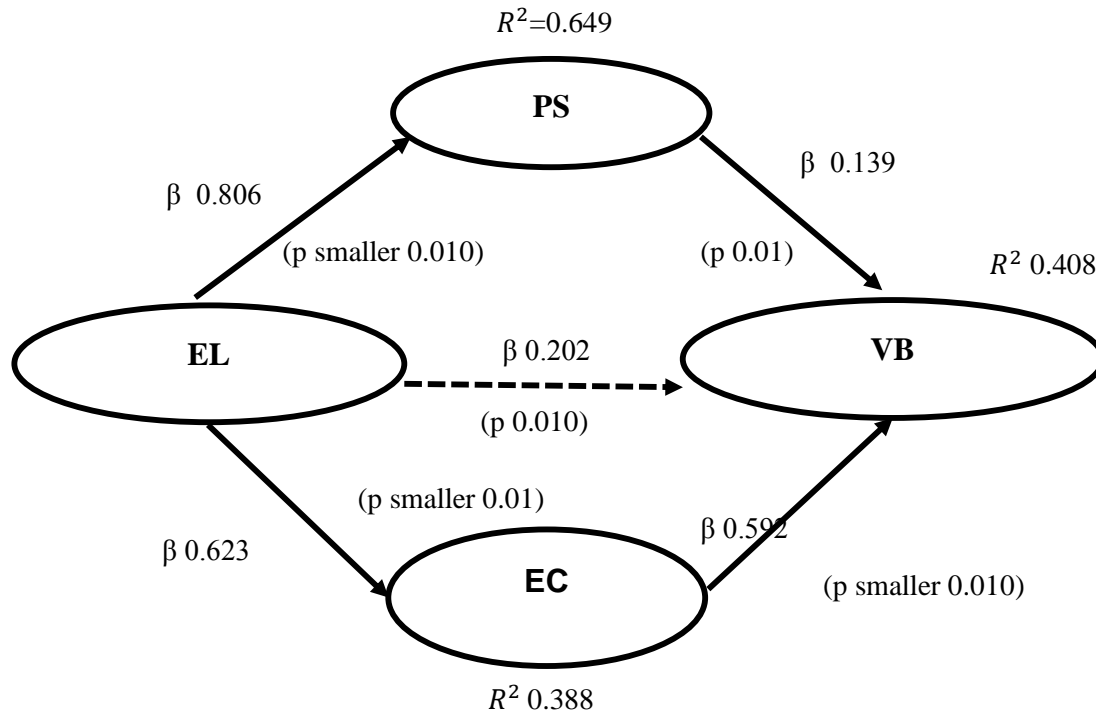


Figure 1. Direct and indirect influence

Source: WarpPLs Processed Data, 2023

The first hypothesis (H1) predicts that EL hurts VB. **Table 8** and **Figure 1** show this hypothesis is statistically supported (value 0.202, p less than 0.010). According to the table results, the EL variable has a considerable beneficial effect on VB.

The second hypothesis (H2) states that EL has a beneficial effect on EC. **Table 8** and **Figure 1** show this hypothesis is statistically supported (value 0.623, p less than 0.010). According to the table, the EL variable has an enormous positive effect on EC.

The third hypothesis (H3) predicts that EC positively affects voting behaviour. **Table 8** and **Figure 1** show that this hypothesis is supported statistically (β value 0.592, p-value 0.010). The results in the table show that the EC variable has a significant positive effect on voting behaviour.

Furthermore, according to the fourth hypothesis (H4), EC influences the link between EL and behaviour. **Table 8** and **Figure 1** show this hypothesis is statistically supported (value -0.375, p-value 0.010). The table results reveal that EC factors considerably moderate the influence of EL on sound behaviour.

According to the fifth hypothesis (H5), EL has a beneficial influence on PS. **Table 8** and **Figure 1** show this hypothesis is statistically supported (value 0.806, p less than 0.010). According to the table, the EL variable has an enormous positive effect on PS.

According to the sixth hypothesis (H6), PS has a beneficial effect on VB. **Table 8** and **Figure 1** show this hypothesis is statistically supported (value 0.139, p-value 0.010). According to the table's findings, the PS variable has a considerable positive effect on VB.

Furthermore, according to the seventh hypothesis (H7), PS modulates the link between EL and behaviour. **Table 8** and **Figure 1** show that this hypothesis is supported statistically (β value 0.064, p value 0.010). According to the table's findings, the PS variable considerably mediates the influence of EL on VB.

DISCUSSION

This study aimed to examine the role of EC and PS in mediating the relationship between lecturers' EL and VB. EL was discovered to be favourably connected to lecturers' organizational EC, PS, and VB. VB is associated with EC and PS. The link between EL and VB is mediated in part and separately by EC and PS. EC and PS mediate the influence on lecturers' EL and VB relationships. These findings are congruent with previous study findings and theoretical reasons.

Leaders are stressed to be important in encouraging followers to express themselves and be motivated (Mtsweni et al., 2020). Members who use their voices when speaking within an organization are not penalized but supported (Cheng et al., 2019; Id et al., 2020; Lee and Choi, 2023). Leader messages encourage subordinates to engage in voice activity and help them stay motivated (Lee and Choi, 2023). Ethical leaders give their people a voice (Browne et al., 2017). Even when others disagree, voice behaviour makes unique proposals for change. This involves behaviours aimed at fixing issues and improving conditions. Many studies have found that leadership conduct impacts voting behaviour, both directly and indirectly (Cheng et al., 2019; Id et al., 2020; Lee and Choi, 2023). An ethical leader possesses the qualities and principles of honesty, trustworthiness, fairness, and concern for others as a moral person (Browne et al., 2017). The ethical leader encourages subordinates' ideas and fosters a climate of mutual respect. Personnel can express themselves and feel protected in such an environment (Arda and Alpkan, 2017; Kim and Vandenberghe, 2020).

As a result, as a moral manager, the ethical leader establishes the organization's ethical standards, ensures compliance by utilizing rewards and sanctions, and keeps the standards on the agenda by conveying signals about ethical values (Browne et al., 2017). Brown found that ethical leaders impacted company culture and follower behaviour (Browne et al., 2017). As a result, ethical leaders play a role in establishing, developing, and maintaining an EC. When someone in a leadership position acts ethically, it promotes organizational culture.

Followers develop recommendations that contribute to organizational development in organizations with strong organizational and EC; in other words, they (Kim and Vandenberghe, 2020) discovered that ethical leadership indirectly affects followers' moral efficacy via EC. It is critical in an organization for employees to use their voices safely. Voice denotes a risk-taking attitude because it contains an appraisal of the circumstance. Personnel will speak as long as they believe they are safe (Cheng et al., 2019; Id et al., 2020; Lee and Choi, 2023). PS is the conviction that engaging in risky conduct, such as voting, will not result in personal harm (Lee and Choi, 2023). This structure is distinguished by a good climate characterized by mutual respect and in which members are not scared to make mistakes (Mtsweni et al., 2020). People can freely express their differences in such an environment. Leaders are important in representing followers' interests and ideas and removing barriers to speaking up (Arda and Alpkan, 2017; Kim and Vandenberghe, 2020). Leaders who act honestly and equitably, show interest in their followers and listen carefully can foster an atmosphere of trust in which staff can engage in risky activity (Lee and Choi, 2023).

(Kim and Vandenberghe, 2020) They discovered that PS has a somewhat moderating influence on the link between EL and VB. However, along with EC, a full mediating role has been found here. In other words, EC, defined as a contextual element, has been



discovered to play a fully mediating role with PS. Based on these data, it is possible to conclude that psychological and normative viewpoints influence sound. Ethical leaders impact ethical corporate culture through reward and punishment systems, as well as by influencing PS through thoughtful, caring, and comforting behaviour and by building a pleasant climate based on mutual respect. As a result, higher education institutions must adjust to changes in the current competitive environment. As a result, developing and executing new ideas in college is critical. Leaders must create an environment in college for students to challenge the existing quo, discuss new ideas, and put them into action. Ethical leaders foster a secure environment within the organization and promote establishing and adopting an ethical culture. They were able to generate significant conditions for the lecturer's vocal conduct in this manner. College leaders must enhance the PS atmosphere in colleges and strengthen an EC if they want their professors to suggest new changes, produce new ideas, and share them. This research assumes that leaders create, strengthen, and sustain an EC. A leader is also viewed as an EC variable in the literature (Browne et al., 2017).

More research is needed to investigate the relationship between EC and ethical leaders in this area. This study identifies The leader as a variable that influences culture. In this study, EC is measured using an ethical environmental dimensions scale. Other parts of EC research could be pursued. EC is a moderating variable; this EC hypothesis can be tested (Browne et al., 2017).

Our research has some restrictions, but they can lead to more interesting studies in the future. Our research shows that ethical leadership is good for making people behave well, but there might be other reasons for this that we have yet to learn. Future research may look for more things that affect how two things are related. We studied how a good leader who values ethics affects how people behave. In the future, researchers can study ethical leadership by looking at different levels, like asking both groups and individual workers for their opinions. This study only looks at how variables are related; it doesn't show how these things have changed over time. In the future, researchers might use a type of study called "longitudinal studies" to look for patterns in how different things relate to each other over a long period. Lastly, there might be significant differences in how a company is set up and operates. In society, people are encouraged to focus on themselves and do what they want (individualism). Still, in cultures that care about ethics, people are encouraged to get along with others and work together (interpersonal harmony and collective values).

CONCLUSION

Based on the findings of the research, the following conclusions can be drawn: EL variables have a significant positive effect on voting behaviour, EL variables have a significant positive effect on EC, EC variables have a significant positive impact on voting behaviour, EC variables significantly mediates the effect of EL on-voting behaviour, the variable EL has a significant positive effect on PS, and the PS variable has a significant positive impact. EL was discovered to be favourably connected to lecturers' organizational EC, PS, and VB. VB is associated with EC and PS. The link between EL and VB is mediated in part and separately by EC and PS. EC and PS mediate the influence on lecturers' EL and VB relationships.



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