



Research Paper

The Effect of Quiet Leadership in Promoting Organizational Justice An Analytical Study of the Opinions of a Sample of Teachers at The Al-Furat Al-Awsat Technical University, Al-Kufa Technical Institute, Kufa, Iraq

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Abstract

The study focused on measuring effect quiet leadership in its three dimensions: (tenacity, modesty, and restraint) in promoting organizational justice in its three dimensions, (distributional justice, procedural justice, and interactive justice) by the teachers at the Technical Institute of Kufa, as the researcher used the descriptive analytical method, A random sample of the teaching staff at the Kufa Technical Institute was chosen as a group to conduct the study. Its size was (86) teaching staff, The study attempted to answer several questions, including the effect of Quiet Leadership in achieving organizational justice, To answer the questions raised, the study was built on two main hypotheses: To verify the validity of the hypotheses that were built, as well as to process the data that resulted from the study's answer, After using the statistical program (Smart pls) to test the research hypotheses and to reach a set of results and recommendations, the study concluded that there is an influence relationship between quiet leadership and organizational justice and that quiet leadership has a positive effect on the justice of the organization.

Keywords: Quiet Leadership; organizational justice; Analytical Study; Al-Kufa Technical Institute.

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I. Introduction

Quiet leadership has become one of the important issues practiced in the higher education sector at the present time, which requires conducting more studies to improve the level of service provided to a wide segment of society members, Therefore, the study sought to determine the extent of the influence exerted by quiet leadership as one of the main factors for organizations to practice organizational justice, these are the three elements of quiet leadership that contribute to its definition through the Tenacity of department heads because they represent the senior management in the institute and continue to work seriously even when others stop working and complete all the ideas and work they started, As for the dimension of Modesty among department heads, it is evident through consulting teachers when making decisions regarding their work and avoiding bragging in front of others about the work they accomplish, The restraint of department heads is evident through their continuous support of teachers and their opinions not being imposed by force, All of them are sources of quiet leadership that influence organizational justice.

Achieving organizational justice has become a goal pursued by all universities since the teachers in them represent the true wealth of the success and excellence of any university, caring for them and their sense of justice means caring about the success of the university and increasing its ability to face challenges at present and overcome competitors in the long term, This is achieved through its three dimensions. The first dimension is the fairness of distribution, which is represented by the proportionality of the monthly salary to the efforts expended at work, as well as the granting of incentives and rewards in a fair manner, the second dimension is the fairness of procedures, which is evident through the participation of teachers in making decisions related to work and the application of all administrative decisions to all teachers, without exception, the third and final dimension is the Interactive dimension, which provides logical explanations to justify making job-related decisions allowing objections and discussing decisions with superiors.

Therefore, the study consisted of four main sections, which are as follows: The first was concerned with the scientific methodology of the study, the second presented the theoretical framework of the study and

building hypotheses, and the third section came to show the practical side by testing the study's data. The fourth included presenting the most important conclusions reached by the study and recommendations that could contribute to strengthening the theoretical side and increasing awareness of the importance of the study's variables.

The problem of the study:

Researchers and writers have turned their attention to the topic of quiet leadership, as it is one of the important administrative topics that has emerged in recent years, In this regard, the organization concerned with the study is obligated to practice positive leadership styles and work by Quiet Leadership, and the consequent strengthening of organizational justice that suits the ambitions of all teachers and gives leaders the ability to raise their morale and thus reduce negative factors. Reducing the cases of discrimination between teachers that exist in most universities, the problem of the study was represented by a basic question: (Does Quiet Leadership affect in Promoting organizational justice at the Kufa Technical Institute?) From this question, three questions were derived, which are as follows:

- 1- What level of Quiet leadership in the researched institute?
- 2- What level of organizational justice in the researched institute?
- 3-What level of influence of quiet leadership and its dimensions in Promoting organizational justice in the researched institute?

The importance of the study:

The results and recommendations of the study represent a scientific reference that will benefit decision-makers in developing plans and procedures that can contribute to increasing the level of feelings of quiet leadership, which in turn is reflected in the teachers' sense of organizational justice, as well as seeking to provide digital evidence about the reality of quiet leadership. and its ability to influence Organizational justice. Targeting the Kufa Technical Institute has an important impact on society.

Objectives of the study:

- 1-Providing a conceptual basis on the subject of Quiet Leadership and organizational justice, and working to crystallize an intellectual base that supports the assumed interconnection between the variables of the current study.
- 2- Identifying the practice of quiet leadership by officials at the researched institute.
- 3- Diagnosing the level of organizational justice in the researched institute.
- 4-Measuring effect quiet leadership by its dimensions (Tenacity, Modesty, Restraint) in promoting organizational justice.

II. Literature Review

1-Concept of Quiet Leadership:

The concept of leadership in general is a style that varies from one person to another, or from one situation to another. The word "leadership" has been used in various aspects of human activity such as politics, business, social life, etc. There are previous views on leadership that showed it to be the personal ability to influence others (Bligh et al., 2006: 297). The factors to which the individual is exposed lie in the personal qualities of the leader, which do not depend only on his personal qualities and abilities.

but also on the characteristics of the situation and the organizational environment in which he finds himself, When a person becomes a member of the organization, he seeks to achieve some personal goals, To what extent they are an effective member depends on how their membership is achieved and the extent to which their pre-determined goals are achieved, Therefore, the individual supports the organization when he believes that through this his personal goals can be achieved, Otherwise, his support for the organization will be little or none, Here comes the organization's leadership style, which is one of the factors that has an important role in enhancing teachers' interest and commitment to the organization (Mendez & Busenbark, 2015: 19).

Quiet leaders are realistic see the world as it is, and tend to have similar ways of viewing their professional environment, They realize that anything can happen in the course of doing business, requiring leaders to move carefully and seize opportunities when they can (Badaracco, 2002: 2).(Poelmans and Ugarte ,2014:58) believe that the organization's leadership aims to create knowledge, manage tension, promote good relations, and achieve justice in them. (Badaracco, 2002:11) pointed out many actions that Quiet leaders follow to obtain positive results. The quiet leader deals with matters with caution and prepares alternatives to face circumstances that may change at any moment and without warning.

The quiet leader realizes that people have a mixture of motivations towards their work, and the general interests and personal interests that these motivations contain, It is not possible under any circumstances for the

average person to renounce his interests, incline to idealism, and make all his concerns about work and its problems, So train yourself to accept this combination of motivations, and work with it and not against it (Badaracco, 2002:33).

When a Quiet leader faces a new challenge, he must not be impulsive, and buy more time before making a decision, Gaining more time allows him to discuss the circumstances of the issue and clarify the facts. He also has the opportunity to search for similar patterns that will enable him to face new challenges And benefit from the solutions that were used (Badaracco,2002: 53).

(Poelmans, Ugarte ,2014:64) indicated that Quiet leaders should do the following:

- *Paying attention to encouraging employees, which generates social reactions from them, in addition to trying to resolve personal conflicts when they arise.
- * Constantly seeking to improve work and social standards.
- * Promote positive behavior and make it a role model.
- *Align people's predictions so that no perceptions are continually neglected.

Quiet Leadership is one of the positive styles of leadership that influences others away from abuse and oppression. Rather, it depends on adherence to achieving goals based on a clear vision, modesty toward others, and making them feel the importance of the roles they play, as well as the ability to control and manage oneself, especially in difficult situations.

While (Rock,2006:7-27) explained six steps that help the leader improve performance in the work environment by helping the team he works with and guiding them to reach the best solutions, instead of telling them and directing them what they should do, which are:

Step 1: Being a quiet leader, you must think about the thinking of your teachers. The best way to improve their performance is to guide them to think in more effective ways, and make them focus on solutions so that the conversations are as useful as possible, so that the question is always “What will we do to solve the problem and not why it happened, and to make change?” In the long term, we have to expand the range of people we work with while always emphasizing positivity in all dialogues, opening their thinking and not just supporting them.

Step 2: is to listen to the potential. This means fully listening to each member of the team with the certainty that the teaching speaker can solve the problem through the quiet leaders encouraging others without saying a single word to reach the best of their potential, by listening to people as if They have all the tools they need to be successful.

Step 3: Speak briefly. Quiet leaders can communicate their ideas using very few, specific words, which helps the team process this information. Briefing requires that you think and estimate very quickly what you want to say in a few words, with an emphasis on making the meaning clear.

Step 4: It is the move towards insight, and it comes after the teacher realizes the existence of the problem. Then comes the role of the quiet leader who urges the teacher to reflect on the problem that occurred by asking questions that make him think about it deeply until he arrives at ways to solve the problem. This is the moment of insight after that. Ready to implement the solutions he arrived at after he gets the leader's motivation and pushes forward for implementation.

Step 5: is to improve the thinking process. This is done by determining the nature of the teaching thinking and following intuition and curiosity to ask questions that are compatible with the nature of the teaching and stimulate his latent energy, then asking him to think more deeply about all the available options. As soon as we notice the teaching's energy exploding towards a specific path, it must be done. Implementation immediately so that we can benefit from this energy and help the teacher embody what has been reached and agree with him on the method of implementation and deadlines for completion.

Step 6: Follow-up, in which the leader becomes neutral and tries to obtain information to know what has been done compared to what was planned, allows the teacher to follow up on implementation, and continues to provide generous encouragement to help him make the experience positive and acknowledge the efforts made, even if they are small.

2-Dimensions of Quiet Leadership:

As a result of the many opinions of researchers and writers about defining the dimensions of quiet Leadership, the researcher agreed with (Badaracco, 2002:169) in defining its dimensions, which are (Tenacity, Modesty, and Restraint), and the following is a presentation of these dimensions:

A-Tenacity:

It means using firmness and showing determination when needed (Badaracco, 2002:169). The continued work of department heads to maintain long-term efforts in the face of difficulties in the workplace is also a trait associated with leadership. It represents maintaining goal-oriented work with positive energy even when faced with obstacles. Leaders who carry this trait stick to their goals with steadfastness and do not give up easily,

which increases... their chances of achieving success (Baum & Locke, 2004:588).

B-Modesty:

It means a state of moderation in the individual's assessment of his abilities. Good leaders need to have an abundance of modesty, and a modesty leader must accept criticism and understand its limits. He may appear to be a Quiet and modesty leader from the outside, but to those who know him, he works intensely to get results, and modesty may help the quiet leader make good decisions (Duckworth & Kelly, 2007: 92).

C- Restraint:

It means restraint, moderation, and self-discipline when the situation requires it (Badaracco, 2002:169). The individual restraint and becomes responsible for implementing the procedures that control his actions. This method relies on promoting desirable behaviors and punishing undesirable behaviors. It also means the broad ability to modify one's emotions and behaviors in the face of social demands (Piquero, 2016:29).

Second: The concept of organizational justice and its dimensions:

1-Concept of Organizational Justice :

The concept of organizational justice is primarily due to whether employees enjoy fair treatment at work and how these results can affect other variables at work. Organizational justice was initially dealt with from a distributive perspective and its roots go back to (Adams, 1965), Then interest began in procedural justice (Thibaut & Walker, 1975), then the trend came towards interactive justice (Bies & Moag, 1986), (Celik & Kalkan, 2022:129) showed that organizational justice is linked to increased employee performance, job satisfaction, organizational commitment, and decreased work turnover.

Wiseman and Stillwell (2022: 1287) defined it as an individual's awareness of events, actions, or decisions to adhere to standards of justice within the organization, The justice issue gained the attention of employees, and their perceptions of justice are more than just short-term concerns related to self-interest but rather reflect a long-term concern for both the self and others, Its impact extends beyond individual workers, as when workers witness injustice directed at others, they may have negative emotional and cognitive responses toward the organization.

While Rifa (2009: 8) believes that organizational justice has received increasing attention through many research and studies that have linked the perception of organizational justice to positive individual and organizational results, as it is one of the important topics, These studies have demonstrated the benefits of realizing justice in a wide range of human resources topics. Organizational justice theory is concerned with individuals' perception of the fairness of work-related issues and reflects how the individual judges the fairness of the method that the manager uses with him on both the functional and human levels.

Byars & Rue) defined organizational justice as the result of an agreement between the efforts made and the returns hieved from them, in a way that contributes to achieving the desired goals of the organization Byars and Rue (1997:325). Saal & Moore see it as the value obtained as a result of the employee's awareness of the integrity and objectivity of the procedures and outcomes occurring in the organization (Saal & Moore, 1993:106).

2-Dimensions of organizational justice:

Many studies have dealt with the dimensions of organizational justice, and most of them agreed that it consists of three main dimensions: (distributive justice, procedural justice, and Interactive justice), Some studies have added two other dimensions: evaluation justice and moral justice. The current study will focus on the three dimensions of organizational justice (distribution, procedures, and Interactive), as they are more specific and comprehensive, as evaluation justice can be included within the dimension of distributive justice, As well as the dimension of moral justice within the dimension of Interactive justice, and these dimensions affect the attitudes and behavior of individuals within the organization (Al-Meligy, 2012:330). The following is a presentation of the dimensions of organizational justice:

A –Distributive justice: It is the justice of the outcomes that the teacher obtains if individuals evaluate the results of their work according to a distributive rule based on the principle of equality, especially the outcomes of the distribution of wages and in-kind benefits. The teachers' sense of distributional justice in the organization is achieved when the individual feels that the rewards he receives It is proportional to the effort he made compared to the efforts of his colleagues. Distributive justice is based on three basic rules:

* The rule of equality: It means granting rewards according to the effort exerted by the teacher based on contribution. A teacher who works full-time deserves more compensation than a teacher who works part-time. If the opposite happens, this means that the rule of equality is exceeded.

* The rule of need: This means prioritizing individuals with urgent needs over others on the assumption that other things are equal. If the opposite happens, then this exceeds the rule of need.

* The quality rule: This means that all teachers, regardless of their individual skills, must have equal opportunities to obtain rewards, that is not only those who work hard, and if others do, then the rest of the teachers feel that there is a violation of the quality rule (Al-Obaidi, 2012: 80). Giapet adds that distributive justice includes two aspects (Sokar, 2012: 526).

*Financial aspect: It expresses the size and content of the rewards that teachers receive.

* Social aspect: It expresses how the decision-maker deals with teachers when granting them rewards.

B - Procedural Justice: means the extent to which the teacher feels the fairness and accuracy of the procedures and policies used to achieve distributive justice, such as determining fair rewards such as the means of determining wages, and means of promotion (celik&kalkan, 2022:129). It also means fairness in the procedures and policies used in making organizational decisions (Wiseman & Stillweel, 2022:1289). The fairness of procedures contains two aspects (Zayed, 2006):

The first aspect is the structural aspect: it expresses the formal justice procedures taken within the organization, such as performance evaluation procedures, determining wages, transfer, promotion...etc.

The second aspect is the social aspect: which is evident through the respect of decision makers for teachers in the organization by telling them how to make decisions. This aspect has been called Interactive Justice, as will be mentioned later.

C - Interactive Justice: In its simplest sense, it means how an individual deals with another individual, Justice between individuals refers to treatment with politeness and respect on the part of the superior for the subordinate, the extent to which the teacher feels the fairness of the treatment he gets when some official procedures are applied to him or his knowledge of the reasons Applying these procedures or determining the results (Celik & Kalkan, 2022: 129). Interactive justice also includes two components (Al-Kharshoum, 2010: 312):

*Personal sensitivity: refers to the just treatment with respect and politeness by superiors of subordinates, and the extent to which superiors take into account the feelings of teachers and preserve their dignity.

*Social explanations: This means that the organization provides teachers with sufficient and accurate information that helps them interpret administrative practices, regarding any rewards and outcomes distributed to them. The teachers' perceptions of the fairness of the transactions are determined based on four factors:

- * There are clear justifications for the decisions taken.
- * The extent of the sincerity and frankness of the person in power.
- * The extent to which the person in authority respects the teachers.
- * The authority holder's commitment to the limits of tact in his dealings with teachers.

Organizational justice is an important trend in the scientific endeavor to fill the gap that exists between the goals of teachers and the goals of the organization, and to create links that motivate finding ways and means to ensure that administrative agencies create a positive organizational climate for workers in administrative organizations to deal with, Because organizational justice is an indicator that includes the interpretation of many and multiple values from aspects of work and organizational behavior, and what is related to administrative processes in the organization (Al-Qatawneh, 2003). Based on the above, the current study attempts to test the following two hypotheses:

The first hypothesis: There is a significant relationship of the influence of quiet leadership on organizational justice.

The second hypothesis: There is a significant influence relationship between the dimensions of quiet leadership on organizational justice

III. Research Methods

The Technical Institute in the city of Kufa was chosen as a community to conduct a study, as it is one of the leading institutes in the field of higher education, in addition to the fact that the elements of applying the current study apply to it because of the outputs it provides to the community. The researcher distributed (100) questionnaires to a group of teachers (110) in the researched institute and retrieved (90) of them. (4) questionnaires that were not valid for statistical analysis were excluded, so that the study sample was (86) teachers. Table (1) shows a description of the sample:

Table (1) Description of the sample

Sex		Number	%
	Male	40	47
Feminine	46	53	
the age	21-30	21	24
	31-40	39	45
	41-50	13	15
	51-60	10	12
	61-or more	3	4
Educational level	Ph.	20	23
	Master's	60	70
	Higher Diploma	2	2

	Bachelor's	4	5
Years of service	less than one year	25	29
	1-5	35	41
	6-10	1	1
	11-15	2	2
	16-20	5	6
	21-and more	18	21
The scientific title	Professor	3	3
	Assistant Professor	17	20
	Teacher	25	29
	assistant teacher	41	48

The time limits represent the time spent by the researcher on the practical side, from distributing the questionnaire form to collecting it and then analyzing it, and it extended from (August 2023 to October 2023).

Study standards

In measuring the study variables, we relied on previous standards, which had previously been tested in various environments, as follows:

* Quiet Leadership scale: Quiet Leadership was measured through the (Badaracco,2002:169) scale, which measures Quiet Leadership through three dimensions: Tenacity, Modesty, and finally Restraint among officials at the institute, represented by department heads. All dimensions consisted of (5) items.

* Organizational justice scale: We relied on (Al-Bouq, 2014), which measures organizational justice through three dimensions: distributive justice, procedural justice, and Interactive justice, all dimensions consisted of (6) items.

The researcher also used a Likert scale to measure the study variables, which is a five-point scale that starts from (completely agree (5)) and ends with (completely disagree (1)).

1-The theoretical aspect: In covering this aspect of the study, the researcher used the available Arab and foreign studies and research available in libraries and the Internet. The Internet formed an essential aspect in the researcher's access to the latest research and studies that covered the theoretical aspect of the study.

2-The practical aspect: The researcher prepared a questionnaire form as a main source for collecting data and covering the field aspect of the research, relying on the efforts of previous researchers, and it was modified to suit the reality of the Iraqi environment and the universities and institutes operating in it. The questionnaire included two main sections. The first section explains the personal characteristics of the respondents, namely sex, age, level of education, years of service, and academic title. The second section was devoted to measuring the fields of study, the first area is Quiet Leadership, and the second area is organizational justice.

The descriptive analytical approach was followed in the current study, as this approach helps collect data through the questionnaire form that was distributed to the study sample, and then the data is tabulated and analyzed to reach the desired results.

practical aspect and testing of the study data

First: Descriptive analysis and normal distribution of the items and dimensions of the study variables: The study aimed to identify the level of the items and dimensions of the variables investigated in the researched institute, as the level of application of the items will be measured through the arithmetic mean, standard deviation, and percentage, and the standard percentage for the items is (0.60) for acceptance, Is the data distributed normally? It will be tested using the skewness and kurtosis method. If the kurtosis values are greater than one integer and the skewness values are less than one integer, this indicates that the data is normally distributed. It is as follows: 1. Descriptive analysis and normal distribution of the independent variable, Quiet leadership: This variable consists of three dimensions, which are (Tenacity, modesty, and Restraint), as Tenacity, modesty, and Restraint were measured using five items for each of these dimensions as shown in Table (2). leadership obtained an arithmetic mean of (4.25) and a level of importance of (0.85), which indicates the existence of Quiet leadership in the institute under study. However after Tenacity it obtained a level of importance of (86%), and its standard deviation is less than (1) an integer, which is In first place, all paragraphs recorded a level of importance greater than (60%), and paragraph (i2) which included (continuing to work hard by department heads at the institute and applying new ideas even when others oppose them) were the highest among the Tenacity items. Paragraph (i3) which included (Department heads at the institute complete all the ideas and work they started) was the least among the paragraphs after Tenacity, and the modesty dimension also achieved an importance level of

(84%), which is in second place. Paragraph (i7) which included (Senior management focuses on values and principles in business) is the highest among the modesty items, and item (i9), which included (department heads at the institute give priority to the interests of the organization and subordinates over their personal interests) is the lowest among the modesty items. Finally, the Restraint dimension achieved a level of importance (82%) which is ranked third. Paragraph (i11) which included (management provides full and continuous support to employees), was the highest level within the Restraint dimension. As for paragraph (i15) which included (bosses Departments at the institute do not impose their opinions on subordinates by force (it was the lowest item after Restraint.

All values of kurtosis were greater than (1) an integer and all skewness values recorded percentages less than (1) an integer. This indicates that the distribution is normal for all dimensional data.

Table (2) Descriptive analysis and normal distribution for quiet leadership

Descriptive Statistics									
	Mean	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Rate	Statistic	Statistic	Std. Error	Statistic	Std. Error
Tenacity									
i1	4.34	2.00	5.00	0.87	0.71	-.798	.260	.153	.514
i2	4.35	3.00	5.00	0.87	0.66	-.531	.260	-.690	.514
i3	4.24	2.00	5.00	0.85	0.75	-.608	.260	-.387	.514
i4	4.31	3.00	5.00	0.86	0.64	-.381	.260	-.658	.514
i5	4.27	2.00	5.00	0.85	0.74	-.831	.260	.493	.514
	4.30			0.86					
Modesty									
i6	4.26	2.00	5.00	0.85	0.81	-.774	.260	-.267	.514
i7	4.36	3.00	5.00	0.87	0.70	-.637	.260	-.749	.514
i8	4.14	1.00	5.00	0.83	0.81	-.934	.260	.455	.514
i9	4.09	1.00	5.00	0.82	0.92	-.753	.260	.163	.514
i10	4.12	1.00	5.00	0.82	.10	-.267	.260	.072	.514
	4.19			0.84					
Restraint									
i11	4.43	1.00	5.00	0.89	0.79	-.668	.260	.649	.514
i12	4.41	2.00	5.00	0.88	0.69	-.963	.260	.591	.514
i13	4.22	2.00	5.00	0.84	0.83	-.563	.260	-.963	.514
i14	4.21	2.00	5.00	0.84	0.81	-.674	.260	-.390	.514
i15	3.94	1.00	5.00	0.79	0.97	-.741	.260	.338	.514
	4.24			0.82					
Quiet leadership									
	4.25			0.85					

Source the researcher relied on the outputs the (Smart pls) program.

2. Descriptive analysis and normal distribution of the dependent variable Organizational justice: This variable consists of three dimensions (distributive justice, procedural justice, and interactive justice) and was measured through six items for each dimension, As shown in Table (3), organizational justice obtained an arithmetic mean of (3.85) and a level of importance of (0.77), which indicates the presence of organizational justice in the researched institute. As for the procedures justice, it received a level of importance of (80%), which is ranked first, and all paragraphs received a level of importance greater than (60%), and a paragraph scored (i26) which included (the existence of objective criteria for obtaining licenses) was the highest of all. Among the paragraphs, paragraph (i25), which included (allowing employees not to accept or oppose decisions taken by the official), was the least.

As for interactive justice, it received an importance level of (77%) and is in second place. Paragraph (i31), which recorded an importance level of (0.80), was the highest and included (the presence of frankness and transparency in transactions), while the lowest paragraph was (i28), which included (the participation of all

employees when making decisions). After distribution justice, the level of importance was recorded at (74%), which is ranked third, Paragraph (i16) was the highest among the paragraphs, which included (the salary is proportionate to the efforts expended at work), Paragraph (i18) was the lowest, which included (the allocation is resources in the organization fairly without discrimination between different departments).

The values of kurtosis were all greater than (1) an integer, and the values of skewness recorded percentages less than (1) an integer. This indicates a normal distribution for all dimensional data.

Table 3: Descriptive analysis and normal distribution of organizational justice

Descriptive Statistics

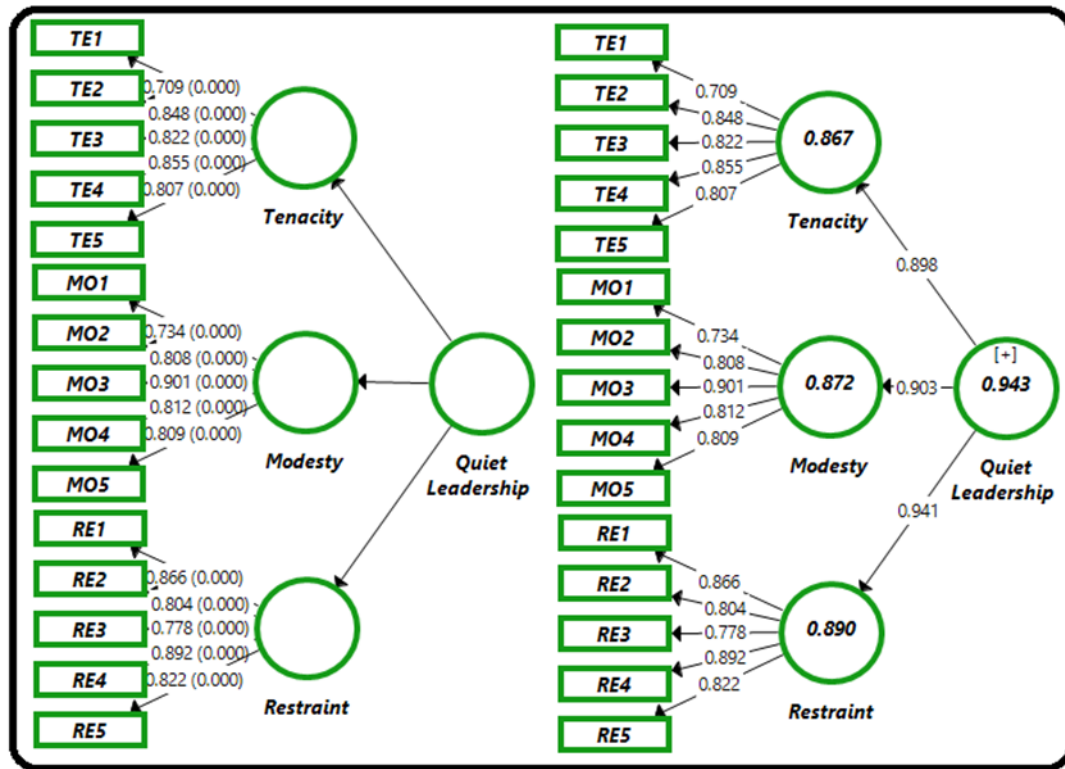
	Mean	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Rate	Statistic	Statistic	Std. Error	Statistic	Std. Error
Distributive Justice									
i16	4.14	2.00	5.00	0.83	0.87	-.607	.260	-.619	.514
i17	3.81	1.00	5.00	0.76	1.14	-.690	.260	-.243	.514
i18	3.73	1.00	5.00	0.75	1.09	-.507	.260	-.588	.514
I19	3.86	2.00	5.00	0.77	0.90	-.220	.260	-.869	.514
I20	2.78	1.00	5.00	0.56	1.39	-.102	.260	-1.442	.514
I21	3.77	2.00	5.00	0.75	0.99	-.332	.260	-.906	.514
	3.68			0.74					
Procedural Justice									
I22	4.08	1.00	5.00	0.82	0.97	-.794	.260	-.041	.514
I23	3.93	1.00	5.00	0.79	1.00	-.859	.260	.371	.514
I24	4.03	1.00	5.00	0.81	0.98	-.849	.260	.481	.514
I25	3.76	1.00	5.00	0.75	1.07	-.722	.260	.161	.514
I26	4.09	1.00	5.00	0.82	0.99	-1.085	.260	.894	.514
I27	4.08	2.00	5.00	0.82	0.88	-.685	.260	-.274	.514
	4.00			0.80					
Interactive Justice									
i28	3.77	1.00	5.00	0.75	1.09	-.576	.260	-.525	.514
i29	3.94	2.00	5.00	0.79	0.91	-.455	.260	-.648	.514
I30	3.98	1.00	5.00	0.79	0.95	-.723	.260	.102	.514
I31	3.98	2.00	5.00	0.80	0.95	-.295	.260	-.183	.514
I32	3.80	1.00	5.00	0.76	1.13	-.613	.260	-.430	.514
I33	3.77	1.00	5.00	0.75	1.01	-.347	.260	-.676	.514
	3.87			0.77					
Organizational Justice									
	3.85			0.77					

Source the researcher relied on the outputs the (Smart pls) program.

Second: Internal consistency of the study’s variables: to test the effect between dimensions and variables To ensure consistency in the sample answers, internal consistency will be tested by confirmatory factor analysis, using the statistical program (Smart Pls). The paragraph that obtains a saturation percentage with a significance level of less than (0.05) is considered acceptable. This means that there is consistency in the sample answers, which is evident from clarity and belonging. The goal to be measured, as well as the appropriate selection of the sample and its sufficient size, are as follows:

1. Confirmatory factor analysis and reliability of the Quiet leadership items: Quiet leadership is an independent variable consisting of three dimensions (Tenacity, modesty, and Restraint). It was measured from (5) items for each dimension. The left side of Figure (1) below shows percentages. Saturation through the connected arrows between the paragraph and after it, The results of all items of the variable for its three dimensions showed significant levels that were less than (0.05). The results showed that there was consistency in the sample’s answers. The right side of the figure below showed the stability of the scale that was measured through Cronbach’s alpha, and the results of all dimensions obtained percentages. Higher than (0.68), so it is considered stable.

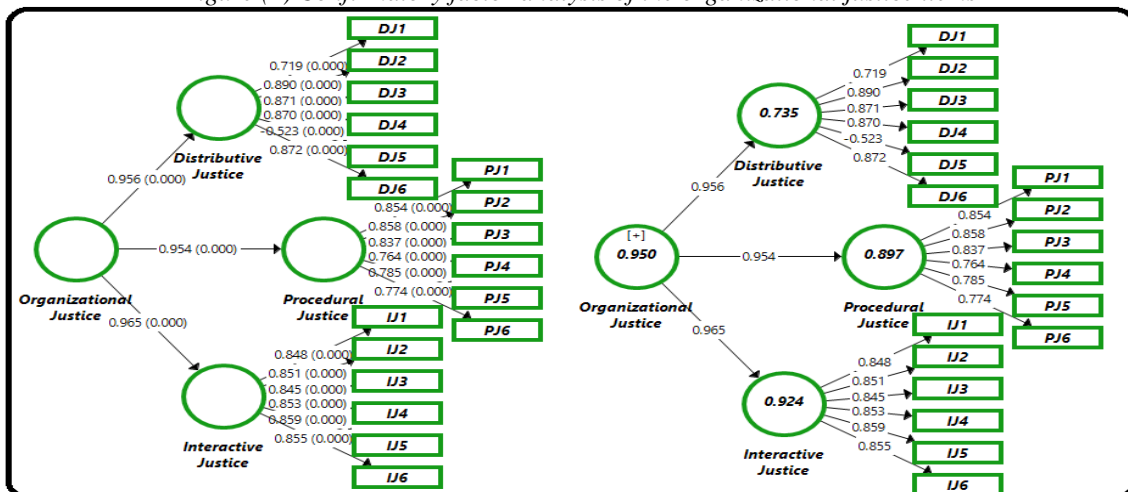
Figure (1) Confirmatory factor analysis of the Quiet Leadership items



Source: Prepared by the researcher based on the (Smart pls) program.

2. Confirmatory factor analysis and reliability of the organizational justice items: Organizational justice is a dependent variable consisting of three dimensions, namely (distributive justice, procedural justice, and interactive justice). It was measured from (6) items for each dimension. Figure (2) below shows the saturation rates Through the connected arrows between the paragraph and after it, the results of all paragraphs of the variable for its three dimensions showed significant levels that were less than (0.05). The results showed that there was consistency in the sample's answers, and the right side of the figure below showed the stability of the scale that was measured through Cronbach's alpha, it was The results for all dimensions obtained percentages higher than (0.68), so they are considered stable.

Figure (2) Confirmatory factor analysis of the organizational justice items

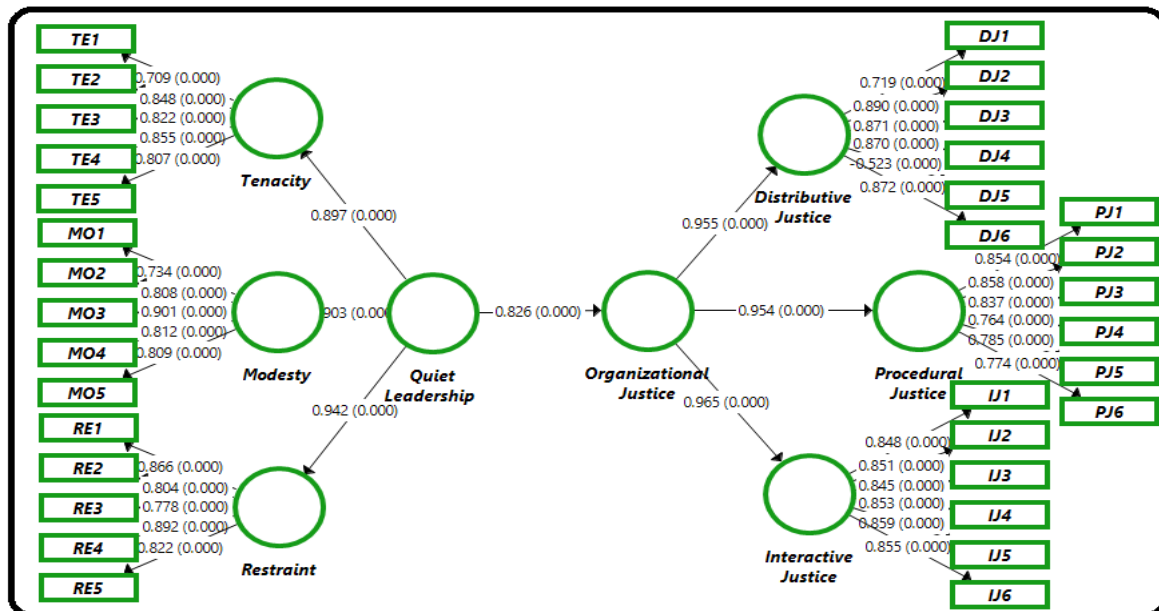


Source: Prepared by the researcher based on the (Smart pls) program.

Third: Testing the influence hypotheses: After it has been confirmed that there is internal consistency between the sample's answers and the scale has been proven to be valid, the primary goal of the study must be identified, which is to test the influence hypotheses assumed by the researcher. These are two hypotheses, starting from the hypothesis that stipulates the existence of an influence relationship for quiet leadership In organizational justice, the second stipulates that there is an influence relationship between the dimensions of quiet leadership in organizational justice, and the (Smart pls) program will be used to test the hypotheses using the method of least squares. The hypothesis will be accepted based on a level of significance (0.05), and the hypotheses will be tested as follows:

1. The first hypothesis: The researcher assumed the existence of a significant relationship of influence of quiet leadership on organizational justice, and this assumes that whenever quiet leadership changes in its level, it will lead to a positive or negative change in organizational justice, and according to the results of Table (4) and Figure (3) that The results of the simple regression test between quiet leadership and organizational justice showed that the amount of influence reached (0.826). This means that the independent variable affects the dependent variable at a significant level because the level of morale achieved is less than (0.05). Based on these results, this hypothesis is accepted. The coefficient of determination (R²) showed that quiet leadership explains the variance in organizational justice by (0.68), and this indicates the quality of the data.

Figure (3) Impact factor of Quiet Leadership Organizational justice



Source: Prepared by the researcher based on the (Smart pls) program.

Table (4) Effect results of Quiet Leadership on organizational justice

	Original Sample (O)	R	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Quiet Leadership -> Organizational Justice	0.826	0.825	0.038	21.529	0.000

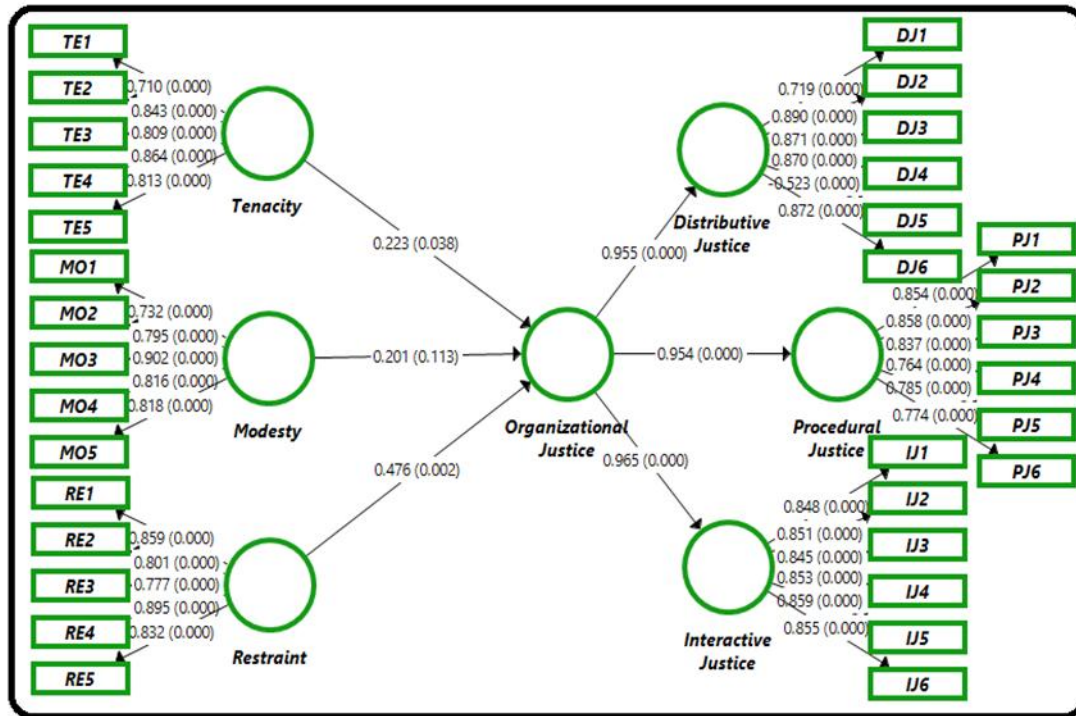
2. The second hypothesis: The researcher assumed the existence of a significant influence relationship for the dimensions of Quiet leadership on organizational justice, and this assumes that whenever the dimensions of Quiet Leadership change in level, it will lead to a positive or negative change in organizational justice, according to the results of Table (5) and Figure (4). The results of the multiple regression test between the dimensions of Quiet Leadership and organizational justice, As for the effect of the dimensions of quiet leadership, according to Table (5) and tested using a multiple regression method, it showed that tenacity has an effect on organizational justice of (0.223), which is a positive effect and has an acceptable level of morality based on the level of morale achieved, which is less than (0.05).

Modesty also has an effect on organizational justice of (0.201), which is a positive effect but does not have an acceptable level of morale based on the achieved level of morale, which is greater than (0.05). Restraint has an

effect on organizational justice of (0.476), which is a positive effect and has an acceptable level of morale based on the achieved level of morale, which is less than (0.05).

The coefficient of determination (R2) showed that Quiet Leadership and its dimensions explain the variance in organizational justice by (0.71), and this indicates the quality of the data.

Figure (4) Impact factor for the dimensions of Quiet Leadership on organizational justice.



Source: Prepared by the researcher based on the (Smart pls) program.

Table (5) Impact factor for the dimensions of Quiet Leadership on organizational justice

	Original Sample (O)	R	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Tenacity -> Organizational Justice	0.223	0.216	0.107	2.086	0.038
Modesty -> Organizational Justice	0.201	0.207	0.126	1.587	0.113
Restraint -> Organizational Justice	0.476	0.479	0.156	3.047	0.002

IV. Conclusions and Recommendations

The results of this study were that:

- 1 - The results of this study confirmed that there is an effect between Quiet leadership and organizational justice and that Quiet leadership positively affects the justice of the organization.
- 2- It was found that the researched institute adopts Quiet Leadership at reasonable levels. It is concerned with tenacity by having officials continue to work hard and implement new ideas even when others oppose them.
- 3-Regarding modesty, officials at the institute are modest because they focus on ethical values and standards in business, while the senior management at the researched institute showed low interest in preferring the interests of the organization and its subordinates over its interests.
- 4- The results of this study were that officials at the institute have a low interest in the dimension of Restraint. This dimension ranked third among the other dimensions, which means that there is weak interest in terms of providing full and continuous support to teachers.
- 5- The results of this study were that the investigated institute has a high level of justice among its officials.

They apply justice procedures by granting vacations according to objective criteria, in addition to practicing frankness and transparency in transactions. Distribution justice came in third place through the proportionality of the salary to the efforts expended at work.

Recommendations:

To enhance organizational justice in the researched institute, senior management must pay attention to the following:

1. It is very necessary for the senior management in the researched institute to work to achieve organizational justice, by proportioning the salary to the efforts made and applying promotion procedures in an objective and just manner.
2. Maintaining organizational justice by raising the level of interest *in tenacity* on the part of officials by completing all the work and ideas they started, and confronting all obstacles in the work, especially about allocating resources fairly without discrimination between the different departments in the researched institute.
3. Officials at the institute should provide full and continuous support to teachers by granting financial and non-material incentives and rewards in a just manner, allowing teachers to participate in making decisions related to their work, and allowing them not to accept or oppose the decisions taken by senior management.
4. The management of the institute concerned with the study must pay more attention to the dimensions of Quiet Leadership as it directly affects organizational justice.

Finally, the researcher concluded that there is a need to conduct more studies that show the role of Quiet leadership in Promoting organizational justice, especially in private universities, while expanding the sample size.

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