Perceived Ethical Leadership and Moral Voice: Mediating Role of Moral Courage

Khawar Sultana [1*], Dr. Naveda Kitchlew [2], Dr. Syed Ahmad Ali [3]

[1] PhD Scholar/ Research Fellow, Knowledge and Research Support Services, University of Management and Technology, Lahoere, Pakistan

[2],[3] Hassan Murad School of Management (HSM), University of Management and Technology, Lahore, Pakistan

Abstract: This paper uses a mediation model to examine moral courage as an employee's self-regulatory mechanism for promoting a moral voice. Following the social cognitive theory, we hypothesized that moral courage was the underlying mechanism in the relationship between ethical leadership and moral voice. The analysis was based on the time-lagged data collected from 347 faculty members of private universities in Pakistan using convenience sampling. We found that perceived ethical leadership is not directly associated with employees' moral voice. We further found that respondents' moral courage fully mediates the effect of perceived ethical leadership on their moral voice behavior. This study contributes to the literature pertinent to the behavioral ethics, ethical leadership and moral courage. Theoretical and practical implications and directions for future research are given in the light of these findings.

Keywords: Ethical leadership, Moral courage, Role model, Moral strength, Cognition, Moral voice, Contextual cues
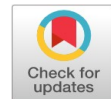
INTRODUCTION

Moral voice (MV) is employees' proactive ethical behavior (Lee, et al., 2017). It seems promising for managing ethical transgressions prevalent in organizations that are considered as "ethical obstacles" to organizational performance (Price & Van der Walt, 2013). MV reminds of the concept of voice introduced by Van Dyne and LePine (1998) because it aims to improve organizational performance. These authors define voice as a non-obligatory behavior that can be a source of organizational effectiveness. Voice is raised with a positive intention yet it might be perceived by a supervisor as a challenge to their expertise and become a source of disagreement and conflict (Detert & Burris, 2007). It implies that employees need a supervisor's encouragement to engage themselves in voice behavior.

MV can work as an "effective solution" (Alshehri & Elsaied, 2022; Price & Van der Walt, 2013; Yandle, 2010; Zheng et al., 2019) for organizational issues, if organizations have the capacity to integrate these voices effectively into their decision making (Zhou & George, 2001). Researchers have examined that organizations promote MV among employees as a desirable outcome concerning ethical leadership (EL) (Afsar & Shahjahan, 2018; Lee et al., 2021; Lee et al., 2017), authentic leadership (Hanna et al., 2011) and virtuous leadership (Alshehri & Alsaied, 2022). Parker et al. (2010) stated that leadership could be an effective predictor of employees' voice behavior.

MV can prevent exploitative working environments, created by unfair and unethical organizational practices (Tams & Gentile, 2020). It is defined as employees' speaking out against such practices and incidents that they believe will negatively affect the well-being of organizations and employees (Frommer et al., 2021). Employees' practice of moral voice is a proactive practice and entails an inherent risk of retaliation by the target of moral voice (Morrison, 2014). Despite this element of fear, risk and sensitivity associated with MV, scholars are paying attention to factors which can promote MV; they believe that it can contribute to long-term advantages of organizations

---

*Corresponding author: Khawar Sultana
†Email: Khawar.sultana@umt.edu.pk

(Simola, 2018). In view of these challenges and promising, it is viable to consider MV as an ethical decision making process (Schwartz, 2016). It is, like other ethical and pro-social behaviors, contingent upon moral courage (MC) (Comer & Vega, 2015; Hanna et al., 2011).

MC is defined as "a malleable character strength that provides a motivation to commit to moral principles, under condition where the actor is aware of the objective dangers involved in supporting those principles, that enables the endurance of that danger, in order to act ethically or resist pressure to act unethically, as required to maintain those principles" (Hanna et al., 2011, p.56). MV is a virtue which adds value to employees' personal and professional development, augment their moral strength and competence to adhere to their own values and norms, and promote right behaviors (Ciulla, 2020; Murray, 2010). In general, employees are aware of the inherent risk of retaliation, damaged relationships, and reputation, stress, anxiety and resultant social isolation, which may deter them from showing moral courage (Afsar et al., 2019; Detert & Burris, 2007; Jam. 2010; Osswald et al., 2010; Lamiani et al., 2017; Sekerka et al., 2009).

A common understanding which emerges from above-mentioned studies is that contextual factors like ethical culture (Zhang et al., 2009) and leadership could promote or impede employees' intention to be courageous (Afsar et al., 2019; Skopak, & Hadzaihmetovic, 2022), paving the way to promote virtuous behaviors and demote misbehavior (Roszkowska & Mele, 2021). An interaction between individuals' characteristics or attributes and the contextual factors, may influence their decision-making process (Cheng et al., 2019). Following Craft (2013) and Schwartz (2016) we consider moral voice as an ethical decision making and examine the role of employees' moral courage in the association between EL and MV. EL, as a moral person and moral manager (Brown et al., 2005), has been empirically associated with several employees' positive behaviors (see Lemoine et al., 2019). However, to the best of our knowledge there is a lack of empirical evidence of the mediating effect of moral courage in the association between EL and MV.

Universities are facing huge pressure of competitiveness in terms of quality of education and ranking which trickles down to faculty members. To come up with this challenge and survive in this environment, faculty members may experience pressures to reach goals and achieve targets. It might give rise to ethical dilemmas which can be in conflict with their academic work ethics and organizational goals. Given the legitimacy of higher education institutions, encouraging moral voice as a means to control such practices among employees might help them reduce such dilemmas.

Further to that, the institutional, social, psychological and cultural features in Asian context are different from those of the Western context (Barkema et al., 2015). Brown and Mitchel (2010) have suggested examining leadership models in such a cultural context and extend the knowledge about outcomes of leadership. In a collectivist and power-distance culture, employees may become more conscious about the consequent retaliation, low-performance rating, and bias from peers; they may find it hard to resist unethical actions of others (Cabana & Keptein, 2021; Morales, 2018). Subordinates might experience a non-responsiveness for their voices from the side of management (Detert & Trevino, 2010). These factors can adversely affect the moral cognitive process, inclinations and moral voice decision of employees (Hu et al., 2018; Moore et al., 2019). It implies that reducing unethical practices via a moral voice requires a leadership that can stimulate moral courage among employees. Fostering a moral voice among faculty members can help universities reduce ethical transgressions and foster an ethical work environment that can be a source of their good reputation and competitive performance (Cabana & Keptein, 202; Farooqi et al., 2017).

Previous studies have examined moral efficacy (Afsar & Shahjehan, 2018; Lee et al., 2017), constructive cognition and moral efficacy (Frommer et al., 2012), supervisors' support (Parker et al., 2006) as a pathway to moral voice with various value-based leadership types (Ashehri & Elsaied, 2022; Kroustalis, & Subeniotis, 2021). To date a few studies have examined moral courage as a predictor of moral voice (May et al., 2014) and as an underlying mechanism of moral voice, under the influence of EL. Scholars suggest that leadership can strongly predict followers' moral courage (Qian et al., 2015) while moral courage is a psychological predictor of moral actions (Hanna et al., 2011). Hence, examining whether EL can affect MV directly or through the underlying mechanism of MC, may yield important findings. Followers' acquisition of various ethical behaviors under the influence of various types of leadership, has been mainly examined from the theoretical perspective of social learning theory and social exchange theory (Hoch et al., 2018; Lemoine et al., 2019). Recently scholars are recommending to examine these processes from the theoretical lens of social cognitive theory (SCT) (Bedi et

al., 2016) which postulates a triadic reciprocal interaction among environmental, personal and behavioral factors (Bandura, 1999).

Given the above limitations and recommendations, the purpose of this study is to examine how far an ethical leader as a moral manager and moral person can stimulate followers' moral courage which converts their intentions to act ethically into moral voice behavior. We intend to make four contributions through this study. First, we derive our theoretical model from social cognitive theory to contribute to the emerging debate on moral courage literature by showing that EL affects an actor's ethical decision-making competence (Schwartz, 2016), moral strength, and psychological inclination to act ethically (Islam, 2020) and thereby raise MV. It delineates a process that may strengthen moral courage (Goud, 2005; Hanna et al., 2011; Sekerka & Baggozi, 2007). It identifies that EL and MC promote the moral voice as moral and extra-role behavior in organizational context (DeCremmer & Moore, 2020). It provides evidence of moral courage as an underlying mechanism which can promote the MV perspective (Lee et al., 2015). Secondly, this study establishes the transformative potential of EL from the SCT perspective (Gerpott et al., 2017). It implies that EL can shape an organizational context of "being moral instead of just doing moral" (Badaracco, 2011), control undesirable outcomes (Kaptein, 2008) and promote ethical behaviour as a basis to ethical culture (Ullah et al., 2022).

Thirdly, we conduct this study in response to the call for examining "more variables' ' for a comprehensive explanation of the relationship between EL and MV (Afsar & Shahjehan, 2018). We also considered the call for examining employees' attributes like MC interacting with EL (contextual factor) as a predictor of moral behavior, i.e., MV, from the theoretical lens of SCT (Bedi et al., 2016).

Lastly, by examining the association between EL and employees' MV in the selected context, this study addresses the growing concern for conducting indigenous research about employees' perceptions of EL and employee-related positive outcomes from moral relativism (Lukes, 2008) and cultural diversity (Rousseau & Fried, 2001) perspectives. It reveals the contextual disparity of this process in a non-western context. The collectivist and power-distance attributes of Pakistani culture may add to the understanding of the effect of EL on MV. The rest of the article presents literature reviews related to variables of interest as theoretical background to develop hypotheses, method, results and discussion, along with the practical and theoretical implications.

Social Cognitive Theory Approach to Ethical Leadership, Moral Voice and Moral Courage

Social cognitive theory posits that the environment, person (cognition) and behavior are causally related to each other. It provides a promising framework to understand the proposed relationship between ethical leadership, moral courage and moral voice. Figure 1 displays the triadic model of Social Cognitive Theory (SCT) proposed by Bandura (1991, 2001). Bandura (1991: 20) argues that personal factors/attributes/agency and behaviours of an individual are influenced by the environment in two ways. First, as per the model (Figure 1), environmental factors (context, culture, leadership etc.) function in the form of social influence and affect individuals' behaviour. Secondly, both employees' attributes and behaviour can be influenced by environmental factors indirectly (Bandura, 1977, 1991, 2001). It implies that change in individuals' behaviour can be better understood by focusing on the mechanism between the stimuli (EL) and responses (moral voice). The cognitive thinking of an individual (feelings, emotions, or intuitions) will lead followers to appreciate the behaviour of the role model and internalize the values associated with that behaviour; it will activate their self-regulatory agency. They will start behaving according to these values to be in harmony with the environment.
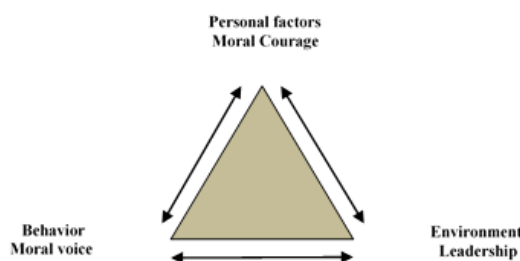

Figure 1: Social cognitive model of ethical leadership

HYPOTHESIS DEVELOPMENT

Ethical Leadership and Moral Voice

Extant studies indicate that ELs, with their belief in collective well-being, create a relational context that is conducive to promoting ethical behaviors (Bakar & Omillion-Hodges, 2020; Mayer et al., 2012) and extra-role behaviors like voice (Tu & Lu, 2014). Ethical leadership is defined as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (Brown, Trevino & Harrison, 2005, p.120). Organ (1988) and Van Dyne and LePine (1998) posit that moral voice is a discretionary behavior. Employees express their voice when they are unsatisfied with the prevalent state of affairs and come up with suggestions to improve them (Avey et al., 2012). Extant research studies have focused on organizational factors like leadership, in explaining discretionary behaviors (Fernandes et al., 2021; Resick et al., 2013; Shah et al., 2019; Sholikhah et al., 2019).

Social cognitive theory proposes that the appreciation, rewards, freedom to come up with ethical concerns, and support can also represent the organizational environment (Bandura, 1991). These elements are present in EL's practices as a moral person and moral manager which establish his/her legitimacy and credibility (Brown et al. 2005; De Hoogh & Den Hartog, 2008). Thus EL functions as an environmental factor, interacts with subordinates and brings awareness about ethical standards among subordinates while interacting with them. These multiple sources add to subordinates' knowledge of the right and guide their actions (Fiske & Taylor, 1991).

As per the model (Figure 1), environmental factors (context, culture, leadership etc.) function in the form of social influence and affect individuals' behaviour. Therefore, we argue that followers observe a threat to organizational well-being, they raise their moral voice:

H1: Ethical leadership is positively associated with employees' moral voice.

Mediating Role of Moral Courage

Examining employees' MV as a decision-making process and psychological inclination, can help management better understand the factors that foster employees' discretionary behaviors. Leadership in general is interpreted as an "influence process" (Lunenburg, 2012), which takes place in a social context, and forms the basis of an interactive relationship between individual and environmental factors (Alshehri & Alsaied, 2022).

Scholars have mostly used social learning theory and social exchange theory as their theoretical background (Brown & Trevino, 2006) to provide conceptual support (Bown et al. 2005; Peng & Wei, 2020) and empirical evidence that ELs enhance employees' voice behavior (Avey et al., 2012; Chen & Hou, 2016; Lee et al., 2017; Ullah et al., 2020; Ng et al., 2021: Walumbwa & Schaubroeck, 2009). The findings of these studies might have marginalized the understanding of employees' cognitive processes.

Recently, in view of rare studies undertaken from an SCT perspective (Resick et al., 2013), a meta-analytic study has recommended integrating social cognitive theory with models for understanding psychological mechanisms unique to EL (Bedi et al., 2016). Viewed from the lens of the SCT, employees' behaviour like MV, can be indirectly influenced by social factors like EL (Bandura, 1977, 1991, 2001). It implies that change in individuals' behaviour can be better understood by focusing on the mechanism between the stimuli (EL) and the response (moral voice). The cognitive thinking of an individual (feelings, emotions, or intuitions) leads him/her to appreciate the behavior of the role model and internalize the values associated with that behavior; it will activate the individual's self-regulatory agency. Consequently, he/she will start behaving according to these values, to be in harmony with the environment.

Literature provides evidence that leadership affects the moral cognition of their subordinates (Hambrick & Lovelace, 2018; Hayati et al., 2018; Tu & Lu, 2016) and the resulting behaviors (Lemoine et al., 2019). Dey and Lehner (2017) found leadership's interactions as a source of developing social structure / environment which in turn affects employees' moral judgment and routine practices. Islam The meaningfulness and effectiveness of employees' practices is derived from the ethical structure of organization (Nafstad & Blakar, 2012), As per SCT, we assume that ELs set ethical standards as the basis of such structures. ELs embed their "values, beliefs and assumptions into those of subordinates" (Brown & Trevino, 2006). The followers learn not to imitate leaders rather to take moral action with a proactive and decisive approach (Bandura, 2001).

Following Cohen et al. (2006) (cited in Islam, 2020) we assume that interaction with ELs starts a relational

process which is a suitable "condition" for the development of their moral cognition. EL gives a clue about being a just leader (Boekhorst, 2015) and provides a "just climate" (Walumbwa et al., 2017) because of fairness, integrity, honesty and trustworthiness (Ko et al., 2018).

EL further strengthens it through "role modeling, monitoring, teaching, coaching and allowing rewards and status" (Schein, 2010, p.236). These practices establish ELs' legitimacy and credibility (Brown et al., 2005; De Hoogh & Den Hartog, 2008). Once developed, it provides followers an impetus to act on their moral judgment and raise moral voice. Subordinates learn ethical and discretionary behaviors through making sense of the information and cues gained from their leader during these interactions (Afsar & Shahjehan, 2018; Lu et al., 2019; Walumbwa et al., 2011). They internalize associated moral values and standards (Mostafa, 2019; Tu & Lu, 2016) which they learn during interaction with ELs. Employees keep working on discrepancies between these values with their actions (Koerner, 2014) contingent upon their inner impetus to conform to these standards. It implies that ELs effectively keep their employees cognitively motivated to be morally courageous.

Conforming to one's ethical norms and values requires moral courage, which provides conation to adhere to them (Hannah et al., 2011) with greater authenticity (Pury & Lopez, 2010). As a coping resource and a motivational cognitive state (Parker et al., 2006; 2010), morally courageous individuals stick to their moral beliefs and overcome all obstacles that can weaken their will to act ethically (Alshehri & Elsaied, 2022).

MC is one of the supple individual attributes which can be affected by contextual factors such as leadership (Hannah et al., 2014). There is conceptual and empirical support that MC gives employees the "sustained strength" to pay the social cost of reporting ethical transgressions in their organization (Afsar et al., 2019).

Sekerka et al. (2009) state that ethical challenges can be resolved with the strength of will which helps to overcome barriers to taking the right action. It extends the motivation to overcome the fear of facing ethical challenges to taking the right action (Chao et al., 2009). Hence, it is a stepping stone to ethical decision-making (White, 2015). It builds commitment to moral values (Sekerka, 2020) and determines an individual's behavioral perseverance in the face of fright (Harbour & Kisfalvi, 2014; Hannah et al., 2011; Lee et al., 2017). MC, in this stream, has been examined as a predictor of voluntary behaviors (Lester et al., 2010).

In terms of outcomes of MC, MV as an extra-role and ethical behavior, can be fostered in an organization where employees are encouraged to communicate their concerns about the ethical transgressions of the insiders with their leaders. MV aims to contribute to the organization's well-being (Xu et al., 2017) and save it from harm (Hannah et al., 2011; Fernando et al., 2021). It might result in risks to followers as it involves challenging the status quo (Afsar & Shahjehan, 2018). Scholars accord a high value to MC as a predictor of employees' taking a stand against moral violations as per their ethical values (Mostafa, 2019), and taking the right action themselves (Kidder, 2005; Sekerka & Bagozzi, 2007).

In general, pro-social motivation (Li & Bao, 2020), felt obligation (Garba et al., 2018), psychological safety (Tu, et al., 2019), and demonstrated responsibility (Kalshoven et al., 2013) have been examined as mediators in the relationship between EL and positive behaviors. Lee et al. (2017) have examined the mediating role of moral self-efficacy in the relationship between EL and MV. Recently Gupta and Bhal (2021) have examined the mediating role of moral courage in the relationship between reporting wrongdoing (whistleblowing) and ethical leadership with the boundary condition effect of fear of retaliation. Zheng et al. (2022) have examined the indirect impact of EL on ethical voice through integrity, identity and value internalization. Similarly, Avey et al. (2012) provide evidence of mediating role of psychological ownership in the relationship between EL and voice (constructive and change-oriented).

We contribute to the literature by examining employees' MC as an underlying mechanism of their MV predicted by EL. Taking the SCT perspective, we consider EL as an environmental factor that strongly predicts positive volitional behaviors and should be considered to have a substantial positive effect on MV. Accordingly, we hypothesize that:

H2: Ethical leadership is positively associated with moral courage.

H3: Moral courage is positively associated with moral voice.

H4: Moral courage mediate the relationship between ethical leadership and moral voice.

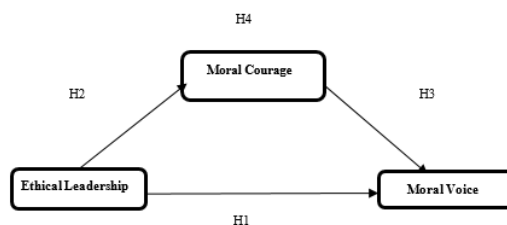In summary, the current study suggests that EL influences MV through MC. Figure 2 depicts the proposed model.

Figure 2: Theoretical model of ethical leadership and moral voice

METHOD

Sample and Procedure

This study was conducted in the private education sector of Pakistan, undertaking self-administered survey questionnaires in the first round. To keep "control of variance" (Kerlinger, 1986: 279) and lessen reverse causality and recall bias (De Clercq et al., 2020), we used the time lag technique. We observed a three week interval between data collection in two waves from the same subjects. We conducted two surveys; at point one, we collected data for independent and mediating variables. At point two, we collected data for the outcome variable to ensure a causal order effect (Rosopa & Stone-Romero, 2008, p. 307). Our target respondents were faculty members of the private universities in the Punjab.

Sampling Technique

We addressed the privacy concerns of this study by sharing a formal permission letter to collect data and assuring participants of confidentiality and anonymity (Podsakoff et al., 2012) and reporting aggregated results only. Participants were also informed about the voluntary nature of their participation, giving them the right to withdraw from the data collection process at any time (Spector, 2006). Data was collected at two points of time following a time-lagged method. We followed convenience sampling techniques as the data was collected after three months of COVID-19 break out in Pakistan. The faculty members were coming on alternative days and in small groups as directed by the state. Therefore, it was very challenging to access them and engage them for data collection, especially at the second point of time. In the first wave, we distributed fifteen hundred questionnaires in six universities for the independent variable EL and informed participants about the following second round of data collection. We received 571 responses, accounting for 45% of the response rate.

Three weeks after the first response, we requested the same respondents to fill the data for the mediating and dependent variables in the second round, and 431 filled surveys were returned, with a 75% response rate. Initial screening reduced this number to 347. Male participants were 54.5% of the total participants.

Measures

Ethical leadership : We measured EL with a 10-item instrument developed by Brown et al. (2005) with α=.95. The scale items were rated on a five-point Likert scale. Its sample items include "My immediate supervisor/leader shows a strong concern for ethical values".

Moral courage : Moral courage was measured using the four-item scale Hannah and Avolio (2011) developed to assess organizational members' moral potency. α=.82 (Hannah, et al., 2011). Sample items include "I will confront con peers if they commit an unethical act". Permission to use this questionnaire was obtained from Mind Garden through email.

Moral voice : For evaluating employees' MV, we adopted the three-item scale used by Lee et al. (2017) which they adopted from Hannah and Avolio (2011) for its three items (α=.90), showing the practice of moral courage. The sample item is "I confront my peers when they commit an unethical act."

Analysis Techniques

We completed the data analysis in two steps. First, we measured the reliability of the instruments. Secondly, we measured convergent and discriminant validity using confirmatory factor analysis. To establish convergent validity, we used re-specification techniques. Secondly, we used the structural equation model (SEM) method to test the hypothesized model and examine direct and indirect effects. SEM technique is recommended for examining meditation models because it facilitates better assessment of the validity and reliability of measures, which have multi-item constructs; it also tests structural model relationships (Hair et al., 2012b). It can assess measurement models and the structural model simultaneously (Lee et al., 2011). This author further explains that SEM technique is preferred because it explains larger variance in outcome variables than multiple regressions, because it calculates direct as well indirect effects of variables (Hair et al., 2017). Besides, a sample size greater than 200, is likely to show better results through SEM analysis. Therefore, we found it quite appropriate for this study.

Analytical Strategy

Confirmatory Factor Analysis : We used scale scores to calculate descriptive statistics and assessed the validity and reliability of the selected instruments adopted for this study in Pakistan. Further, we used a latent variable approach and estimated structural equation modeling (SEM) software AMOS (24). We performed CFA using an Analysis of moment structures technique and assessed the construct validity of our measurement model (e.g., Anderson & Gerbing, 1988). We analyzed the convergent and discriminant validity, and evaluated the reliability of variables of the model by reporting the composite reliability (CR) and average variance extracted (AVE) (see Kline, 2016, p. 313).

Control variables : Like previous research, we controlled for demographic factors' effect size, including age (years), gender, time spent with the current supervisor, and educational level (Eisenberger & Aselage, 2009; Walumbwa & Schaubroeck, 2009). The inclusion or exclusion of these variables did not substantially affect the results.

RESULTS

Table 1 presents scale score means, standard deviations, and correlations of focal variables of this study in regular font while coefficients alpha are given on the diagonal. Correlations among scale score variables are also given in this table and showed preliminary support for most of the hypotheses. Confirmatory factor analysis of hypothesized three-factor model (EL, MC and MV) showed a good fit with data (χ^2 = 505.300; df = 227; χ^2/df = 2.226; Root Mean Square Error of approximation [RMSEA] = .060; Tucker-Lewis Index [TLI] = .938; Goodness of Fit Index [GFI] = .893; Confirmatory Fit Index [CFI] =.945. The model of single factor loading all items gave evidence of poor fit with data (χ^2 = 6632.22; df = 902; χ^2/df = 7.35; RMSEA = 0.42; [TLI] = .938; Goodness of Fit Index [GFI] = .893; Confirmatory Fit Index [CFI] =.945. The model of single factor loading all items gave evidence of poor fit with data (χ^2 = 6632.22; df = 902; χ^2/ df = 7.35; RMSEA = 0.42; TLI = .39; GFI = .17; CFI = -14).

Table 1: Demographics of the respondents

Variable	Value	Frequency	Percent
Gender	Male	189	54.5
	Female	158	45.5
Age	Below 30	84	24.2
	30-39	166	47.8
	40-49	76	21.9
	50 & above	21	6.1
Experience	1-3	220	63.4
	4-7	79	22.8
	8-10	31	8.9
	11	above	17 & 4.9
Education	MS/MPhil	201	57.9
	Doctoral Degree	133	38.3
	Postdoc Degree	13	3.7
	Total	347	100.0

The difference test between chi-square values further proved that the three-factor model was better than the single-factor model ($p < .05$). Within the three-factor model, all loadings were above the recommended value of .50 (.67 - .88) (Kline, 2011). As the model fit indices in the three-factor model were good, it indicated that these instruments were appropriate for use in the South Asian context.

Table 2: Model fit indices of measurement model

Model	X2	DF	X2/DF	CFI	TLI	SRMR	RMSEA
Single Factor CFA	6632.22	902	7.35	0.42	0.39	0.17	0.14
Three-Factor CFA	505.30	227	2.226	0.92	0.93	0.04	.060

Convergent Validity

We checked the convergent validity of three factors by computing their average variance extracted individually. We found all estimates to be greater than the recommended value of .50 (Fornell & Larker, 1981). To calculate the discriminant validity, we followed the suggestion of Fornell and Larker (1981). We found that AVE values of all factors were greater than squared bi-variate correlations (Table 3). We also examined the internal consistency of all variables and found Cronbach alpha values greater than 0.70 (Nunally & Bernstein, 1978). Reliability coefficient values (α), AVEs, and squared correlations among variables are reported in Table 3. They have acceptable threshold values.

Table 3: Discriminant and convergent validity

Variables	CR	AVE	EL	MC	MV	α
Ethical Leadership	0.954	0.580	0.762			0.95
Moral Courage	0.870	0.573	0.174**	0.757		0.87
Moral Voice	0.827	0.618	0.102†	0.308***	0.786	0.82

Descriptive Statistics and Correlation Matrix

Table 4 reports the means, standard deviation, and correlations between all study variables and gives information about the relationship between these variables.

Table 4: Descriptive statistics and correlation matrix

Variable	Mean	SD	1	2	3	4	5	8	9
Gender [a]	1.46	0.50	1						
Age [b]	2.10	0.83	-.156**	1					
Experience [c]	1.55	0.85	-0.09	.343**	1				
Education [d]	1.46	0.57	-0.06	0.088	0.084	1			
Ethical Leadership	3.69	0.76	0.01	-0.055	-0.035	0.017	1		
Moral Courage	3.85	0.65	-0.03	.232**	.107*	0.047	.162**	1	
Moral Voice	3.74	0.72	0.05	.144**	0.043	0.004	0.080	.260**	1

Notes: N=347; [a] 1=Male, 2= Female; [b] 1 < 30 years, 2 = 30 – 39 years, 40-49 =3, 4 >50 years; [c] 1=, 2=, [d] 1=, MS/MPhil, 2 = Ph.D., 3= Postdoc

Model Testing

Direct and Indirect Effects

Hypothesized model and mediating role of moral courage We used structural equation modeling to test the hypotheses in AMOS V24. Results of this study are reported in Table 5 and Figure 1.

The model fit of the structural regression (SR) model met the threshold required for all fit indices ($\chi^2 = 505.300$; df = 227; χ^2 /df = 2.22; RMSEA =.06; SRMR = 0.04; TLI = .93, CFI = 0.94). H1 proposed a positive relationship between EL and MV. The results of this study did not support this hypothesis indicating a positive but insignificant effect on subordinates' moral voice ($\beta = 0.05$, $p >.05$). H2 tested the relationship between EL and MC. The findings supported hypothesis 2 with a positive relationship between EL and MC ($\beta = 0.17$, $p < 0.01$). H3 proposed that MC

is positively related to MV. The results supported the hypothesis showing a highly significant positive relationship of MC with MV (β = 0.18, p = .001).

Hypothesis 4 proposed the mediating effect of MC in the relationship between EL and MV. Results supported it and indicated an indirect effect of moral courage on moral voice (β = 0.05, p <0.01). These results demonstrate the full mediation of moral courage in the relationship between ethical leadership and moral voice.

Table 5: Direct and indirect effects

Independent Variable	Effect Type	Dependent Variable				
		Moral Courage				Moral Voice
	Direct Effect	0.17**				(ns)
Model Fit Indices	χ^2 / DF	CFI		TLI	SRMR	RMSEA
	2.22	.94		.93	0.04	0.06

DISCUSSION

The current study investigated the indirect effect of EL on employees' MV. We collected data from the faculty of private universities in Pakistan. It is an underrepresented context of a society that is collectivist. It is also a high-power distance culture (Hofstede, 2018). We contributed to the debate by examining the role of employees' moral courage in explaining their moral voice as a voluntary behavior.

Contrary to our hypothesis, the findings indicate that EL cannot be directly associated with MV. MV is an ethical behavior that has an inherent risk of retribution. Therefore, factors affecting employees' raising MV in this context, cannot be a simplified process and highlight the importance of understanding the underlying mechanism of MC in this social phenomenon. These findings may be attributed to the cultural context in Pakistan, which is marked by collectivism, strong group affiliation and a high-power distance culture which can affect employees' MV behavior more than EL. Our results reveal that MC fully mediates the above mentioned relationship. MC gives a better understanding of the predictive potential of EL for MV which is consistent with a recent study by Alshehri and Alsaied (2022). It reaffirms that EL relationship with MV is contingent upon moral courage. It adds to the limited evidence of the motivational effect of EL (Den Hartog & Belschak, 2012). It conforms to the proposition that "motivation may be another important mechanism for ethical leaders to foster desirable behaviors" (Lam et al., 2016, p. 278).

This study also proves that moral courage is malleable and can be fostered under EL. It fully mediates the relationship between EL and MV. It responds to the call to examine mediating roles of EL models, especially from the SCT lens (Bedi et al., 2015).

It is worth noting that EL's effect is only pronounced in the presence of moral courage. Therefore, while highlighting the influence of EL on MV, researchers should consider the mediating effect of moral courage. To get desired outcomes from moral awareness, EL needs to help employees overcome fears of consequences and peer retaliation stemming from their cultural context – power distance orientation, group affiliations, and collectivism.

THEORETICAL IMPLICATIONS

This study is among the few which has responded to the call of Trevino et al. (2006), Islam (2020), and De Cremer and Moore (2020) to understand what underlying mechanisms can foster employees' moral behavior in organizational settings.

The results prove the relevance of social cognitive theory (Bandura, 1986) with the theoretical model of this study demonstrating that leaders, as a contextual factor, may affect followers' moral courage to foster desirable ethical behaviors like MV by providing an ethical social structure in the workplace (Walumbwa et al., 2017). Moreover, cultivating a moral voice is possible through setting value-based ethical standards, to build the inner strength of the followers; it will ensure that subordinates are morally developed enough to opt for the right actions under all circumstances (Zhu et al. 2016).

Previous studies have examined mediating effect of variables like "moral efficacy, flexible role orientation, role breadth self-efficacy, and supervisor support" that increase the explanatory power of EL and MV models (see Afsar & Shahjehan, 2018; Lee et al., 2017; May et al., 2014; Hannah et al., 2011). This study provides evidence that ELs

can foster followers' ethical behavior (Hendriks et al., 2020) through a cognitive, motivational pathway of moral courage (Parker et al., 2006).

MC is critical in cultivating ethical behavior like MV, among followers (Comer & Sekerka, 2018). Contrary to trust, social learning, and social exchange perspectives, MC is not implicit in the definition of ethical leadership (Moore et al., 2019). Hence the findings are distinct from circular theorizing (Antonakis & House, 2013).

MANAGERIAL IMPLICATIONS

The theoretical model of this study has important implications for managers. First, the findings reveal that moral voice is not a direct or immediate outcome of EL. It is a process which requires that ELs use effective practices to activate their employees' moral courage; it will motivate them to raise their moral voice. The findings also imply that management can contribute to the moral development of their leaders using training as an intervention. It will help leaders understand the importance of ethical decision-making practices and ensure their prevalence in the organization. Their practices will convey a clear message that they value employees' opinions and voices to ensure the penetration of ethical cues in the work context (Eisenbeiss, 2012; Den Hartog, 2015). It may explain leaders' behavioral expectations of subordinates (Schwepker & Hartline, 2005).

A comprehensive application of these measures is likely to affect employees' moral reasoning positively (Hannah et al., 2011), develop a strong affiliation with the organization and facilitate the moral transformation of subordinates into morally courageous followers. It can help employees overcome in-group affiliations prevalent in Asian society, develop a sense of belonging to their organization (Budhwar et al., 2016) and raise the moral voice for organizational well-being proactively.

Lastly, managers could respond to and effectively manage followers' moral voices when they speak up, intending to keep their values and ethical standards aligned with those of their immediate supervisors (Ogunfowora et al., 2021). Therefore, clear organizational policies of managing these moral voices can set precedents for response to such practices (Stouten et al., 2013).

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The current study is not without its limitations. First, the data collection for faculty members' perceptions of their immediate supervisors' ethical attributes, moral courage and moral voice behavior was self-reporting. It raised the possibility of same-source bias. In line with the statement that "exactly what is moral is often subjective" (Lemoine et al., 2019: 175), this study being in the moral domain, self-reports were deemed unavoidable to examine this variable. However, we used the time lag design of data collection with a three week interval to overcome common method variance and achieve a better "causal ordering" effect (Rosopa & Stone-Romero, 2008, p. 307).

We used time-lagged data collection design to support the prediction found in the relationships (Raja et al., 2020). We also used CFA to provide evidence for discriminant and convergent validity of our measure while observing some pre-data collection measures of anonymity and collecting data with interval. However, future studies can use self-rating and ratings by peers or pair-evaluation by supervisors and followers, rating each other.

To conclude, the findings of this study show that ethical leadership can play an important role in fostering a moral voice behavior through employees' moral courage. It further proves that there is contextual disparity in the results of this study. Ethical leaders can be a vital source of fostering inherently risky ethical behaviors like MV among subordinates when they are morally courageous. Organizations can find these results helpful in understanding that ethical leaders can help them to create an environment where employees might report observed ethical transgressions to their immediate supervisor without fear of personal risk and for organizational wellbeing. The future studies can examine this model in other contexts and with more complex models by including other environmental and personal factors which can strengthen or weaken the examined mechanism.

REFERENCES

Afsar, B., & Shahjehan, A. (2018). Linking ethical leadership and moral voice: The effects of moral efficacy, trust in leader, and leader-follower value congruence. *Leadership & Organization Development Journal, 39*(6), 775-793. https://doi.org/10.1108/LODJ-01-2018-0015

Afsar, B., Masood, M., & Umrani, W. A. (2019). The role of job crafting and knowledge sharing on the

effect of transformational leadership on innovative work behavior. *Personnel Review, 48*(5), 1186-1208. https://doi.org/10.1108/PR-04-2018-0133

Alshehri, F. A. H., & Elsaied, M. (2022). The mediating effect of moral courage in the relationship between virtuous leadership and moral voice. *Leadership & Organization Development Journal, 43*(2), 315-330. https://doi.org/10.1108/LODJ-07-2021-0350

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin, 103*(3), 411-423. https://doi.org/10.1037/0033-2909.103.3.411

Antonakis, J., & House, R. J. (2013). The full-range leadership theory: The way forward. In *Transformational and charismatic leadership: The road ahead 10th anniversary* (edition 5), 3-33. https://doi.org/10.1108/S1479-357120130000005006

Avey, J. B., Wernsing, T. S., & Palanski, M. E. (2012). Exploring the process of ethical leadership: The mediating role of employee voice and psychological ownership. *Journal of Business Ethics, 107*(1), 21-34. https://doi.org/10.1007/s10551-012-1298-2

Badaracco, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management Annals, 5*(1), 373-412. https://doi.org/10.5465/19416520.2011.574506

Bakar, H. A., & Omillion-Hodges, L. (2020). The mediating role of relative communicative behavior on the relationship between ethical leadership and organizational identification. *Leadership & Organization Development Journal, 41*(1), 52-72. https://doi.org/10.1108/LODJ-04-2019-0190

Bandura, A. (1977). *Social Learning Theory*. Hoboken, NJ: Prentice-Hall.

Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology, 2*(1), 21-41. https://doi.org/10.1111/1467-839X.00024

Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology, 52*(1), 1-26. https://doi.org/10.1146/annurev.psych.52.1.1

Barkema, H. G., Chen, X. P., George, G., Luo, Y., & Tsui, A. S. (2015). West meets East: New concepts and theories. *Academy of Management Journal, 58*(2), 460-479. https://doi.org/10.5465/amj.2015.4021

Bedi, A., Alpaslan, C. M., & Green, S. (2016). A meta-analytic review of ethical leadership outcomes and moderators. *Journal of Business Ethics, 139*(3), 517-536. https://doi.org/10.1007/s10551-015-2625-1

Boekhorst, J. A. (2015). The role of authentic leadership in fostering workplace inclusion: A social information processing perspective. *Human Resource Management, 54*(2), 241-264. https://doi.org/10.1002/hrm.21669

Brown, M. E., & Mitchell, M. S. (2010). Ethical and unethical leadership. *Business Ethics Quarterly, 20*, 583-616. https://doi.org/10.5840/beq201020439

Brown, M. E., & Trevi-o, L. K. (2014). Do role models matter? An investigation of role modeling as an antecedent of perceived ethical leadership. *Journal of Business Ethics, 122*(4), 587-598. https://doi.org/10.1007/s10551-013-1769-0

Brown, M. E., Trevi-o, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes, 97*(2), 117-134. https://doi.org/10.1016/j.obhdp.2005.03.002

Brown, M. E., & Trevi-o, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly, 17*(6), 595-616. https://doi.org/10.1016/j.leaqua.2006.10.004

Budhwar, P. S., Varma, A., & Patel, C. (2016). Convergence-divergence of HRM in the Asia-Pacific: Context-specific analysis and future research agenda. *Human Resource Management Review, 26*(4), 311-326. https://doi.org/10.1016/j.hrmr.2016.04.004

Cabana, G. C., & Kaptein, M. (2021). Team ethical cultures within an organization: A differentiation perspective on their existence and relevance. *Journal of Business Ethics, 170*, 761-780. https://doi.org/10.1007/s10551-019-04376-5

Cheng, J., Bai, H., & Yang, X. (2019). Ethical leadership and internal whistleblowing: A mediated moderation model. *Journal of Business Ethics, 155*(1), 115-130. https://doi.org/10.1007/s10551-017-3517-3

Comer, D. R., & Sekerka, L. E. (2018). Keep calm and carry on (ethically): Durable moral courage in the workplace. *Human Resource Management Review, 28*(2), 116-130. https://doi.org/10.1016/j.hrmr.2017.05.011

Comer, D. R., & Vega, G. (2015). *Moral courage in organizations: Doing the right thing at work*. New York, NY: Routledge. https://doi.org/10.4324/9781315702285

Ciulla, J. B. (2020). The importance of leadership in shaping business values. In *The search for ethics in leadership, business, and beyond* (pp. 153-163). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-030-38463-0_10

Chen, A. S.Y., and Hou, Y.H. (2016). The effects of ethical leadership, voice behavior and climates for innovation on creativity: A moderated mediation examination. *Leadership. Quarterly, 27*, 1-13. https://doi.org/10.1016/j.leaqua.2015.10.007

De Clercq, D., Azeem, M. U., & Haq, I. U. (2021). But they promised! How psychological contracts influence the impact of felt violations on job-related anxiety and performance. *Personnel Review, 50*(2), 648-666. https://doi.org/10.1108/PR-07-2019-0388

De Cremer, D., & Moore, C. (2020). Toward a better understanding of behavioral ethics in the workplace. *Annual Review of Organizational Psychology and Organizational Behavior, 7*, 369-393. https://doi.org/10.1146/annurev-orgpsych-012218-015151

De Hoogh, A. H., & Den Hartog, D. N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The leadership quarterly, 19*(3), 297-311. https://doi.org/10.1016/j.leaqua.2008.03.002

Den Hartog, D. N., & Belschak, F. D. (2012). Work engagement and Machiavellianism in the ethical leadership process. *Journal of business ethics, 107*(1), 35-47. https://doi.org/10.1007/s10551-012-1296-4

Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open? *Academy of Management Journal, 50*(4), 869-884. https://doi.org/10.5465/amj.2007.26279183

Detert, J. R., & Trevi-o, L. K. (2010). Speaking up to higher-ups: How supervisors and skip-level leaders influence employee voice. *Organization Science, 21*(1), 249-270. https://doi.org/10.1287/orsc.1080.0405

Dey, P., & Lehner, O. (2017). Registering ideology in the creation of social entrepreneurs: Intermediary organizations,'ideal subject'and the promise of enjoyment. *Journal of Business Ethics, 142*, 753-767. https://doi.org/10.1007/s10551-016-3112-z

Farooqi, S., Abid, G., & Ahmed, A. (2017). How bad it is to be good: Impact of organizational ethical culture on whistleblowing (the ethical partners). *Arab Economic and Business Journal, 12*(2), 69-80. https://doi.org/10.1016/j.aebj.2017.06.001

Eisenbeiss, S. A. (2012). Re-thinking ethical leadership: An interdisciplinary integrative approach. *The Leadership Quarterly, 23*(5), 791-808. https://doi.org/10.1016/j.leaqua.2012.03.001

Fernando, M., Akter, S., & Bandara, R. J. (2022). Employee-organisation connectedness and ethical behaviour: the mediating role of moral courage. *International Journal of Productivity and Performance Management, 71*(7), 2771-2792. https://doi.org/10.1108/IJPPM-07-2020-0403

Fernandes, P., Pereira, R., Wiedenhöft, G., & Costa, P. (2021). The individuals' discretionary behaviors at work. An overview and analysis of its growing interest. *Heliyon, 7*(10), e08175. https://doi.org/10.1016/j.heliyon.2021.e08175

Fiske, S. T., & Taylor, S. E. (1991). *Social cognition*. New York, NY: Mcgraw-Hill.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39-50. https://doi.org/10.1177/002224378101800104

Frömmer, D., Hollnagel, G., Franke-Bartholdt, L., Strobel, A., & Wegge, J. (2021). Linking authentic leadership, moral voice and silence-A serial mediation model comprising follower constructive cognition and moral efficacy. *German Journal of Human Resource Management, 35*(4), 436-466. https://doi.org/10.1177/2397002220984440

Garba, O. A., Babalola, M. T., & Guo, L. (2018). A social exchange perspective on why and when ethical leadership fosters customer-oriented citizenship behavior. *International Journal of Hospitality Management, 70*, 1-8. https://doi.org/10.1016/j.ijhm.2017.10.018

Gerpott, F. H., Van Quaquebeke, N., Schlamp, S., & Voelpel, S. C. (2019). An identity perspective on ethical leadership to explain organizational citizenship behavior: The interplay of follower moral identity and leader group prototypicality. *Journal of Business Ethics, 156*(4), 1063-1078. https://doi.org/10.1007/s10551-017-3625-0

Goud, N. H. (2005). Courage: Its nature and development. *The Journal of Humanistic Counseling, Education and Development, 44*(1), 102-116. https://doi.org/10.1002/j.2164-490X.2005.tb00060.x

Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal, 50*(2), 327-347. https://doi.org/10.5465/amj.2007.24634438

Gupta, S., & Bhal, K. T. (2021). Fear of Retaliation and Reporting Wrongdoing: The Impact of moral courage and ethical leadership. In *Academy of Management Proceedings*, Briarcliff Manor, NY. https://doi.org/10.5465/AMBPP.2021.14357abstract

Hambrick, D. C., & Lovelace, J. B. (2018). The role of executive symbolism in advancing new strategic themes in organizations: A social influence perspective. *Academy of Management Review, 43*(1), 110-131. https://doi.org/10.5465/amr.2015.0190

Hannah, S. T., & Avolio, B. J. (2010). Moral potency: Building the capacity for character-based leadership. *Consulting Psychology Journal: Practice and Research, 62*(4), 291. https://doi.org/10.1037/a0022283

Hannah, S. T., Avolio, B. J., & May, D. R. (2011). Moral maturation and moral conation: A capacity approach to explaining moral thought and action. *Academy of Management Review, 36*(4), 663-685. https://doi.org/10.5465/amr.2010.0128

Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the Academy of Marketing Science, 40*, 414-433. https://doi.org/10.1007/s11747-011-0261-6

Hair Jr, J. F., Matthews, L. M., Matthews, R. L., & Sarstedt, M. (2017). PLS-SEM or CB-SEM: updated guidelines on which method to use. *International Journal of Multivariate Data Analysis, 1*(2), 107-123. https://doi.org/10.1504/IJMDA.2017.087624

Harbour, M., & Kisfalvi, V. (2014). In the eye of the beholder: An exploration of managerial courage. *Journal of Business Ethics, 119*(4), 493-515. https://doi.org/10.1007/s10551-013-1835-7

Hayati, B., Atefi, Y., & Ahearne, M. (2018). Sales force leadership during strategy implementation: A social network perspective. *Journal of the Academy of Marketing Science, 46*(4), 612-631. https://doi.org/10.1007/s11747-017-0557-2

Hendriks, M., Burger, M., Rijsenbilt, A., Pleeging, E., & Commandeur, H. (2020). Virtuous leadership: A source of employee well-being and trust. *Management Research Review, 43*(8), 951-970. https://doi.org/10.1108/MRR-07-2019-0326

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of Management, 44*(2), 501-529. https://doi.org/10.1177/0149206316665461

Hu, Y., Zhu, L., Zhou, M., Li, J., Maguire, P., Sun, H., & Wang, D. (2018). Exploring the influence of ethical leadership on voice behavior: how leader-member exchange, psychological safety and psychological empowerment influence employees' willingness to speak out. *Frontiers in Psychology, 9*, 1718. https://doi.org/10.3389/fpsyg.2018.01718

Islam, G. (2020). Psychology and business ethics: A multi-level research agenda. *Journal of Business Ethics, 165*(1), 1-13. https://doi.org/10.1007/s10551-019-04107-w

Jam, F. A., Akhtar, S., Haq, I. U., Ahmad-U-Rehman, M., & Hijazi, S. T. (2010). Impact of leader behavior on employee job stress: evidence from Pakistan. *European Journal of Economics, Finance and Administrative Sciences, 21*, 172-179.

Kalshoven, K., Den Hartog, D. N., & De Hoogh, A. H. (2013). Ethical leadership and follower helping and courtesy: Moral awareness and empathic concern as moderators. *Applied Psychology, 62*(2), 211-235. https://doi.org/10.1111/j.1464-0597.2011.00483.x

Kaptein, M. (2008). Developing a measure of unethical behavior in the workplace: A stakeholder perspective. *Journal of Management, 34*(5), 978-1008. https://doi.org/10.1177/0149206308318614

Kerlinger, F. N., & Lee, H. B. (1986). *Foundations of behavioral research, Fort Worth*. New York, NY: Holt, Rinehart, Winston.

Kline, R. B. (2011). Convergence of structural equation modeling and multilevel modeling. In M. Williams (Ed.), *Handbook of methodological innovation.* Thousand Oaks, CA: Sage.

Ko, C., Ma, J., Bartnik, R., Haney, M. H., & Kang, M. (2018). Ethical leadership: An integrative review and future research agenda. *Ethics & Behavior, 28*(2), 104-132. https://doi.org/10.1080/10508422.2017.1318069

Koerner, M. M. (2014). Courage as identity work: Accounts of workplace courage. *Academy of Management Journal, 57*(1), 63-93. https://doi.org/10.5465/amj.2010.0641

Kroustalis, I. G., and Subeniotis, D. N. (2021). Dynamic credit risk discovery and determinants of market leadership in sovereign CDS and bond markets. *Journal of Administrative and Business Studies, 7*(3), 24-40. "

Lam, L. W., Loi, R., Chan, K. W., & Liu, Y. (2016). Voice more and stay longer: How ethical leaders influence employee voice and exit intentions. *Business Ethics Quarterly, 26*(3), 277-300. https://doi.org/10.1017/beq.2016.30

Lamiani, G., Borghi, L., & Argentero, P. (2017). When healthcare professionals cannot do the right thing: A systematic review of moral distress and its correlates. *Journal of Health Psychology, 22*(1), 51-67. https://doi.org/10.1177/1359105315595120

Lee, D., Choi, Y., Youn, S., & Chun, J. U. (2017). Ethical leadership and employee moral voice: The mediating role of moral efficacy and the moderating role of leader-follower value congruence. *Journal of Business Ethics, 141*(1), 47-57. https://doi.org/10.1007/s10551-015-2689-y

Lee, W. R., Choi, S. B., & Kang, S. W. (2021). How leaders' positive feedback influences employees' innovative behavior: The mediating role of voice behavior and job autonomy. *Sustainability, 13*(4), 1901. https://doi.org/10.3390/su13041901

Lee, L., Petter, S., Fayard, D., & Robinson, S. (2011). On the use of partial least squares path modeling in accounting research. *International Journal of Accounting Information Systems, 12*(4), 305-328. https://doi.org/10.1016/j.accinf.2011.05.002

Lemoine, G. J., Hartnell, C. A., & Leroy, H. (2019). Taking stock of moral approaches to leadership: An integrative review of ethical, authentic, and servant leadership. *Academy of Management Annals, 13*(1), 148-187. https://doi.org/10.5465/annals.2016.0121

Lester, P. B., Vogelgesang, G. R., Hannah, S. T., & Kimmey, T., Jr. (2010). Developing courage in followers: Theoretical and applied perspectives. In C. L. S. Pury & S. J. Lopez (Eds.), T*he psychology of courage: Modern research on an ancient virtue*. Worcester, MA: American Psychological Association. https://doi.org/10.1037/12168-010

Li, C., & Bao, Y. (2020). Ethical leadership and positive work behaviors: a conditional process model. *Journal of Managerial Psychology, 35*(3), 155-168. https://doi.org/10.1108/JMP-10-2018-0475

Lu, C. S., & Lin, C. C. (2014). The effects of ethical leadership and ethical climate on employee ethical behavior in the international port context. *Journal of Business Ethics, 124*(2), 209-223. https://doi.org/10.1007/s10551-013-1868-y

Lukes, S. (2008). *Moral relativism.* London, UK: Picador.

May, D. R., Luth, M. T., & Schwoerer, C. E. (2014). The influence of business ethics education on moral efficacy, moral meaningfulness, and moral courage: A quasi-experimental study. *Journal of Business Ethics, 124*(1), 67-80. https://doi.org/10.1007/s10551-013-1860-6

Moore, C., Mayer, D. M., Chiang, F. F., Crossley, C., Karlesky, M. J., & Birtch, T. A. (2019). Leaders matter morally: The role of ethical leadership in shaping employee moral cognition and misconduct. *Journal of Applied Psychology, 104*(1), 123. https://doi.org/10.1037/apl0000341

Morales, J. A. M., Romeo, V. P. M., Àvila, Y. G. C., Gutièrrez, E. L. G., & Ramos, F. O. (2018). Effective leadership as the driving force of the university social responsibility in the faculty of sciences of the administration of Saltillo, Coahuila, Mexico. *International Journal of Humanities, Arts and Social Sciences, 4*(3), 136-149. https://dx.doi.org/10.20469/ijhss.4.10003-3

Morrison, E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior, 1*(1), 173-197. https://doi.org/10.1146/annurev-orgpsych-031413-091328

Mostafa, A. M. S. (2019). Abusive supervision and moral courage: Does moral efficacy matter? *PSU Research Review, 3*(2), 145-155. https://doi.org/10.1108/PRR-08-2018-0024

Murray, J. S. (2010). Moral courage in healthcare: Acting ethically even in the presence of risk. *OJIN: The Online Journal of Issues in Nursing, 15*(3), 1-9. https://doi.org/10.3912/OJIN.Vol15No03Man02

Nafstad, H. E., & Blakar, R. M. (2012). Ideology and social psychology. *Social and Personality Psychology Compass, 6*(4), 282-294. https://doi.org/10.1111/j.1751-9004.2012.00428.x

Ng, T. W., & Feldman, D. C. (2015). Ethical leadership: meta-analytic evidence of criterion-related and incremental validity. *Journal of Applied Psychology, 100*(3), 948-965. https://doi.org/10.1037/a0038246

Nunally, J. C., & Bernstein, I. H. (1978). *Psychometric testing.* New York, NY: McGraw.

Ogunfowora, B., Maerz, A., & Varty, C. T. (2021). How do leaders foster morally courageous behavior in employees? Leader role modeling, moral ownership, and felt obligation. *Journal of Organizational Behavior, 42*(4), 483-503. https://doi.org/10.1002/job.2508

Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome.* Lanham, MD: Lexington books.

Osswald, S., Greitemeyer, T., Fischer, P., & Frey, D. (2010). What is moral courage? Definition, explication, and classification of a complex construct. In C. L. S. Pury & S. J. Lopez (Eds.), *The psychology of courage: Modern research on an ancient virtue.* Worcester, MA: American Psychological Association. https://doi.org/10.1037/12168-008

Parker, D., Lawrie, M., & Hudson, P. (2006). A framework for understanding the development of organizational safety culture. *Safety Science, 44*(6), 551-562. https://doi.org/10.1016/j.ssci.2005.10.004

Parker, S. K., Bindl, U. K., & Strauss, K. (2010). Making things happen: A model of proactive motivation. *Journal of Management, 36*(4), 827-856. https://doi.org/10.1177/0149206310363732

Peng, H., & Wei, F. (2020). How and when does leader behavioural integrity influence employee voice? The roles of team independence climate and corporate ethical values. *Journal of Business Ethics, 166*(3), 505-521. https://doi.org/10.1007/s10551-019-04114-x

Peterson, C., & Seligman, M. E. (2004). Character strengths and virtues: A handbook and classification. Oxford, UK: Oxford University Press.

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology, 63*(1), 539-569. https://doi.org/10.1146/annurev-psych-120710-100452

Polonnsky, M., & Jevons, C. J. I. M. R. (2009). Global branding and strategic CSR. *International Marketing Review, 26*(3), 327-347. https://doi.org/10.1108/02651330910960816

Price, G., & Van der Walt, A. J. (2013). Changes in attitudes towards business ethics held by former South African business management students. *Journal of Business Ethics, 113*, 429-440. https://doi.org/10.1007/s10551-012-1314-6

Pury, C. L., & Lopez, S. J. (2010). *The psychology of courage: Modern research on an ancient virtue*. Worcester, MA: American Psychological Association. Worcester,MA

Qian, J., Lin, X., & Chen, G. Z. X. (2012). Authentic leadership and feedback-seeking behaviour: An examination of the cultural context of mediating processes in China. *Journal of Management & Organization, 18*(3), 286-299. https://doi.org/10.5172/jmo.2012.18.3.286

Raghuram, S., Gajendran, R. S., Liu, X., & Somaya, D. (2017). Boundaryless LMX: Examining LMX's impact on external career outcomes and alumni goodwill. *Personnel Psychology, 70*(2), 399-428. https://doi.org/10.1111/peps.12143

Raja, U., Haq, I. U., De Clercq, D., & Azeem, M. U. (2020). When ethics create misfit: Combined effects of despotic leadership and Islamic work ethic on job performance, job satisfaction, and psychological wellbeing. *International Journal of Psychology, 55*(3), 332-341. https://doi.org/10.1002/ijop.12606

Resick, C. J., Hargis, M. B., Shao, P., & Dust, S. B. (2013). Ethical leadership, moral equity judgments, and discretionary workplace behavior. *Human Relations, 66*(7), 951-972. https://doi.org/10.1177/0018726713481633

Roszkowska, P., & Melé, D. (2021). Organizational factors in the individual ethical behavior. The notion of the "organizational moral structure". *Humanistic Management Journal, 6*(2), 187-209. https://doi.org/10.1007/s41463-020-00080-z

Rosopa, P. J., & Stone-Romero, E. F. (2008). Problems with detecting assumed mediation using the hierarchical multiple regression strategy. *Human Resource Management Review, 18*(4), 294-310. https://doi.org/10.1016/j.hrmr.2008.07.009

Rousseau, D. M., & Fried, Y. (2001). Location, location, location: Contextualizing organizational research. *Journal of Organizational Behavior*, 1-13. https://doi.org/10.1002/job.78

Schein, E. H. (2010). *Organizational culture and leadership*. Hoboken, NJ: John Wiley & Sons.

Schwepker Jr, C. H., & Hartline, M. D. (2005). Managing the ethical climate of customer-contact service employees. *Journal of Service Research, 7*(4), 377-397. https://doi.org/10.1177/1094670504273966

Sekerka, L. E., & Bagozzi, R. P. (2007). Moral courage in the workplace: Moving to and from the desire and decision to act. *Business Ethics, the Environment and Responsibility, 16*(2), 132-149. https://doi.org/10.1111/j.1467-8608.2007.00484.x

Sekerka, L. E., Bagozzi, R. P., & Charnigo, R. (2009). Facing ethical challenges in the workplace: Conceptualizing and measuring professional moral courage. *Journal of Business Ethics, 89*(4), 565-579. https://doi.org/10.1007/s10551-008-0017-5

Sekerka, L. E. (2020). A strength-based approach to responsible management: Professional moral courage and moral competency. In *Research Handbook of Responsible Management*. Cheltenham, MA: Edward Elgar Publishing. https://doi.org/10.4337/9781788971966.00046

Simola, S. (2018). Fostering collective growth and vitality following acts of moral courage: A general system, relational psychodynamic perspective. *Journal of Business Ethics, 148*(1), 169-182. https://doi.org/10.1007/s10551-016-3014-0

Shah, M., Batool, N., & Hassan, S. (2019). The influence of servant leadership on loyalty and discretionary behavior of employees: Evidence from healthcare sector. *Journal of Business & Economics, 11*(2), 99-110.

Sholikhah, Z., Wang, X., & Li, W. (2019). The role of spiritual leadership in fostering discretionary behaviors: The mediating effect of organization based self-esteem and workplace spirituality. *International Journal of Law and Management, 61*(1), 232-249. https://doi.org/10.1108/IJLMA-04-2018-0081

Skopak, A., & Hadzaihmetovic, N. (2022). The impact of transformational and transactional leadership style on employee job satisfaction. *International Journal of Business and Administrative Studies, 8*(3), 113-126. https://dx.doi.org/10.20469/ijbas.8.10001-3

Stouten, J., Van Dijke, M., Mayer, D. M., De Cremer, D., & Euwema, M. C. (2013). Can a leader be seen as too ethical? The curvilinear effects of ethical leadership. *The Leadership Quarterly, 24*(5), 680-695. https://doi.org/10.1016/j.leaqua.2013.05.002

Schwartz, M. S. (2016). Ethical decision-making theory: An integrated approach. *Journal of Business Ethics, 139*(4), 755-776. https://doi.org/10.1007/s10551-015-2886-8

Tams, C., & Gentile, M. C. (2020). Giving voice to values: Responsible management as facilitation of ethical voice. In *Research handbook of responsible management* (pp. 532-548). Cheltenham, MA: Edward Elgar Publishing. https://doi.org/10.4337/9781788971966.00045

Tu, Y., & Lu, X. (2016). Do ethical leaders give followers the confidence to go the extra mile? The moderating role of intrinsic motivation. *Journal of Business Ethics, 135*(1), 129-144. https://doi.org/10.1007/s10551-014-2463-6

Tu, Y., Lu, X., Choi, J. N., & Guo, W. (2019). Ethical leadership and team-level creativity: Mediation of psychological safety climate and moderation of supervisor support for creativity. *Journal of Business Ethics, 159*(2), 551-565. https://doi.org/10.1007/s10551-018-3839-9

Ullah, I., Kayani, N. Z., & Mahmood, A. (2020). Fostering innovative performance through ethical leadership: examining the mediating role of employee voice. *European Journal of International Management, 14*(4), 672-692. https://doi.org/10.1504/EJIM.2020.107608

Ullah, I., Hameed, R. M., Kayani, N. Z., & Fazal, Y. (2022). CEO ethical leadership and corporate social responsibility: Examining the mediating role of organizational ethical culture and intellectual capital. *Journal of Management & Organization, 28*(1), 99-119. https://doi.org/10.1017/jmo.2019.48

Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management Journal, 41*(1), 108-119. https://doi.org/10.2307/256902

Walumbwa, F. O., Mayer, D. M., Wang, P., Wang, H., Workman, K., & Christensen, A. L. (2011). Linking ethical leadership to employee performance: The roles of leader-member exchange, self-efficacy, and organizational identification. *Organizational Behavior and Human Decision Processes, 115*(2), 204-213. https://doi.org/10.1016/j.obhdp.2010.11.002

Walumbwa, F. O., & Schaubroeck, J. (2009). Leader personality traits and employee voice behavior: Mediating roles of ethical leadership and work group psychological safety. *Journal of applied psychology, 94*(5), 1275. https://doi.org/10.1037/a0015848

Walumbwa, F. O., Hartnell, C. A., & Misati, E. (2017). Does ethical leadership enhance group learning behavior? Examining the mediating influence of group ethical conduct, justice climate, and peer justice. *Journal of Business Research, 72*, 14-23. https://doi.org/10.1016/j.jbusres.2016.11.013

White, J. A. (2015). A model of moral courage: A study of leadership for human rights and democracy in Myanmar. *Journal of Civil Society, 11*(1), 1-18. https://doi.org/10.1080/17448689.2014.949080

Xu, S., Van Hoof, H., Serrano, A. L., Fernandez, L., & Ullauri, N. (2017). The role of coworker support in the relationship between moral efficacy and voice behavior: The case of hospitality students in Ecuador. *Journal of Human Resources in Hospitality & Tourism, 16*(3), 252-269. https://doi.org/10.1080/15332845.2017.1253431

Zhang, J., Chiu, R., & Wei, L. (2009). Decision-making process of internal whistleblowing behavior in China: Empirical evidence and implications. *Journal of Business Ethics, 88*(1), 25-41. https://doi.org/10.1007/s10551-008-9831-z

Zheng, Y., Graham, L., Farh, J. L., & Huang, X. (2021). The impact of authoritarian leadership on ethical voice: A moderated mediation model of felt uncertainty and leader benevolence. *Journal of Business Ethics, 170*(1), 133-146. https://doi.org/10.1007/s10551-019-04261-1

Zheng, Y., Epitropaki, O., Graham, L., & Caveney, N. (2022). Ethical leadership and ethical voice: The mediating mechanisms of value internalization and integrity identity. *Journal of Management, 48*(4), 973-1002. https://doi.org/10.1177/01492063211002611

Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal, 44*(4), 682-696. https://doi.org/10.2307/3069410

Zhu, W., Treviño, L. K., & Zheng, X. (2016). Ethical leaders and their followers: The transmission of moral identity and moral attentiveness. *Business Ethics Quarterly, 26*(1), 95-115. https://doi.org/10.1017/beq.2016.11