Perceived leader behavioral integrity and employee voice in SMEs travel agents: The mediating role of empowering leader behaviors

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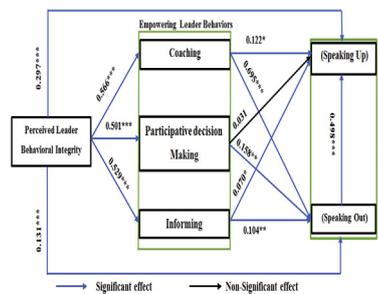[b] Assistant Lecturer of Business Management, Faculty of Commerce, Mansoura University, Egypt
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HIGHLIGHTS

- The paper aims to explore how perceived leader behavioral integrity is related to employee voice behavior.
- The sample of the study is SMEs travel agents.
- Perceived leader behavioral integrity promotes voice behavior of travel agents frontline employees.
- Empowering leader behaviors mediates the relationship between perceived leader behavioral integrity and employee voice behavior.
- Further analysis differentiates between family and non-family businesses.

GRAPHICAL ABSTRACT

ABSTRACT

This paper investigates how perceived leader behavioral integrity and empowering leader behaviors stimulate employee voice at SMEs travel agents in Egypt. Data were collected from 500 frontline employees. Partial least squares structural equation modeling (PLS–SEM) was employed to test the hypotheses. The findings confirmed that perceived leader behavioral integrity significantly impacted empowering leader behaviors and employee voice. Empowering leader behaviors positively influenced employee voice. Moreover, the results showed that empowering leader behaviors mediated the relationship between perceived leader behavioral integrity and employee voice. Finally, there were no differences between family and non-family businesses in most of the relationships studied.

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1. Introduction

Keung (2000) acknowledged that, in recent years, the tourism industry has become more significant in terms of the global economy. In fact, the tourism industry is becoming progressively complex, dynamic and interdependent because it faces many crises that must be forecasted and handled carefully (Henderson, 2003). Mowbray, Wilkinson, and Tse (2015) declared that interest in exploring employee voice has increased exponentially in recent years, and several scholars across various disciplines have recognized essential factors related to employees engaging in employee voice. Moreover, Detert and Burris (2007) confirmed that employees have been regarded as a valuable source of expressing voice, providing suggestions and opinions for determining and solving critical problems and issues related to work because the tourism industry faces many crises, such as revolutions, economic and political crises, and terrorism, making it challenging for managers to perceive, understand and overcome these crises. Clearly, employee contributions can play a principal role in improving the tourism industry. However, Detert and Burris (2007) stated that employees regularly feel anxious about expressing their voice because they believe that offering comments and recommendations for change is a dangerous behavior that can challenge the current situation and upset their leader.

The academic importance of integrity is enforced by the regard in which integrity is held by employees in organizations, many of whom have reported that they consistently respect integrity in their leaders more than all other values (Posner & Schmidt, 1992). Leader integrity has been considered a fundamental component of effective leadership in general and should be considered as a presupposition in leadership studies (Palanski & Yammarino, 2009; Simons, 2002). In addition, integrity has been recognized as a significant component of ethical leadership (Kalshoven, Hartog, & De Hoogh, 2011) and transformational leadership (Bass & Steidlmeier, 1999). Furthermore, Krylova, Jolly, and Phillips (2017) presumed that integrity is associated with numerous values-related constructs, including morality, honesty, ethics, and sincerity. Significantly, Boğan and Dedeoğlu (2017) agreed that behavioral integrity is significant for creating positive individual and organizational outcomes in the tourism sector.

According to Kusluvan, Kusluvan, Ilhan, and Buyruk (2010), managing frontline employees plays a major role in organizational success in the tourism and hospitality industry. Furthermore, Boğan and Dedeoğlu (2017) confirmed that maintaining consistency between the values and behaviors of leaders is of essential importance for employee-leader relationships. They revealed that, when employees perceive integrity in their leaders' behaviors, it positively affects trust in their leaders and motivates them to express their voice behaviors freely and to perform their jobs well. In this manner, qualified persons in the tourism field remain in it, contributing to tourism's development nationally. Additionally, Koyuncu, Burke, Fixenbaum, and Tekin (2013) confirmed that the concept of employee voice is matched with the emphasis on employee empowerment, which has been evolving in several fields, such as the hospitality and tourism industries. Moreover, Raub and Robert (2013) declared that the positive relationship between empowerment and voice behavior is of crucial relevance for the hospitality industry. Empowered frontline employees may be faster to notice problems that occur beyond their responsibility and are more motivated to take initiative by assisting their colleagues or voicing ideas for beneficial developments.

However, a number of research gaps persist. Previous studies have discussed the effects of leadership styles on employee voice, such as transformational leadership (Liu, Zhu, & Yang, 2010), authentic leadership (Hsiung, 2012), and ethical leadership (Walumbwa & Schaubroeck, 2009). In addition, previous studies have explained the effects of empowering behaviors on employee voice (Gao, Janssen, & Shi, 2011). Additionally, Srivastava, Bartol, and Locke (2006) stated that, among leadership behaviors, empowering leader behaviors has crucial significance. Empowering leadership is described as a team-level motivator, indicating that leader behaviors are oriented toward the team as a whole (Chen, Kirkman, Kanfer, Allen, & Rosen, 2007) because highly empowering leaders share power with their employees by holding them accountable and responsible, delegating authority to them, engaging them in decision making, and fostering self-work management (Konczak, Stelly, & Trusty, 2000). In addition, Özarallı (2015) acknowledged that leaders can manage their organizations successfully by empowering their employees, giving them the freedom to produce new solutions to problems and invigorating them to work toward the organization's vision.

However, previous studies have analyzed the effects of leadership styles on empowering behaviors, such as ethical leadership (Zhu, May, & Avolio, 2004), authentic leadership (Wong & Laschinger, 2013), and transformational leadership (Avolio, Zhu, Koh, & Bhatia, 2004b). No previous studies have examined the direct and indirect impacts of perceived leader behavioral integrity and the dimensions of empowering leader behaviors (coaching, participative decision making, informing) on employee voice (speaking up and speaking out). Therefore, regarding the importance of employee voice and the possibility of risky feelings being associated with it, the key aim of the present study was to investigate how perceived leader behavioral integrity and empowering leader behaviors are related to employee voice behavior.

Hence, the questions that arise in this study are the following.

- (1) What are the direct effects of perceived leader behavioral integrity and empowering leader behaviors on employee voice (speaking up and speaking out)?
- (2) To what extent does empowering leader behaviors (coaching, participative decision making, informing) mediate the relationship between perceived leader behavioral integrity and employee voice (speaking up and speaking out) in tourism SMEs?

Therefore, the present research attempts to answer these questions by investigating:

- (1) The direct effects of perceived leader behavioral integrity and empowering leader behaviors on employee voice;
- (2) The direct effect of perceived leader behavioral integrity on empowering leader behaviors;
- (3) The direct effect of employee speaking out on employee speaking up; and
- (4) The indirect effect of perceived leader behavioral integrity on employee voice (speaking up and speaking out) by empowering leader behaviors.

This study explores this issue in Egyptian travel agents because they are important components of the travel and tourism industry, in which they link tourists and travel suppliers, such as hotels and airlines. Travel agents traditionally work on a commission basis. In addition, because of the increasing competitive pressure on the travel and tourism industry, it is recognized that travel agents are essential for business development, in which frontline employees can play a significant role by expressing their voice (speaking up and speaking out) about the problems they face in their jobs. Furthermore, management of travel agents is intended to develop practices and policies to motivate and encourage employees to voice their concerns and suggestions by acting with integrity and

providing empowering behaviors to them.

This study contributes to both leadership and tourism and hospitality literature by (1) applying social exchange theory (SET) and providing a theoretical clarification for why empowered employees participate in employee voice behaviors; (2) uncovering the effects of perceived leader behavioral integrity and empowering leader behaviors (coaching, participative decision making, informing) on employee voice behavior (speaking up and speaking out); (3) providing new insights that explain how employees' speaking up or speaking out is impacted in response to perceived leader behavioral integrity; and (4) comparing family firms to non-family firms in travel agencies in terms of the research model. The research findings hold important implications for travel agencies' leaders to pursue the suitable leadership styles that enhance employees' voice.

2. Theoretical background and hypotheses

2.1. Social exchange theory (SET)

Cropanzano and Mitchell (2005) declared that social exchange theory (SET) is among the most dominant conceptual paradigms for the purpose of comprehending behavior in the workplace. It also has been stated that SET's explanatory value has been realized in various fields, such as leadership (Liden, Sparrowe, & Wayne, 1997), among others. Significantly, Homans (1961) realized social exchange as the exchange of activity that more or less rewarding or costly and that is tangible or intangible between at least two people. Moreover, Blau (1964) defined social exchange as the voluntary activities of individuals who are driven by their turns, which they are estimated to bring and usually do bring from others. He also claimed that social exchange includes the belief that one person does another a favor, and as long as there is a common expectation of some future return, its precise nature is absolutely not specified beforehand. The research conceptual framework and hypotheses are shown in Fig. 1.

2.2. Perceived leader behavioral integrity and employee voice

Leader integrity has been argued to be the source of an organization's tone and ethical atmosphere (White & Lean, 2008). Leaders communicate powerful messages to their employees about their values through their own deeds, which can be called role modeling. Additionally, perception of leader integrity has a major effect on employee attitudes (Davis & Rothstein, 2006), and there is a strong, positive relationship between leader behavioral integrity and employee attitudes. When leaders demonstrate greater behavioral integrity, employees are more satisfied with their jobs and with the organizational leadership, and they are more committed to the organization.

Many organizational theorists and practitioners now believe that leadership without integrity can ultimately damage organizations (Parry & Proctor-Thomson, 2002) because the behavior of those in charge is the key determinant of the ethical tone of the firm. Many factors have been confirmed to be important antecedents of voice behavior, including leaders who play a crucial role in motivating and encouraging employees to voice their thoughts and opinions (Morrison, 2011). Leaders are also highly prominent targets for employees' voice behaviors because they have great power over essential outcomes, such as evaluations of performance (Liu et al., 2010). Therefore, specifically when employees desire to initiate action for change, they must express their suggestions to a specific target leader with the delegated authority to act (Detert & Treviño, 2010). Significantly, Chen and Farh (2010) confirmed that leaders should have high integrity and selflessness for employees to develop exchange relationships, such as sharing their voices and expressing their thoughts and opinions freely with high quality, either as speaking up or as speaking out.

According to SET, when employees perceive that they are being addressed in an ethical manner, they feel a responsibility to return this positive behavior to the organization (Wayne, Shore, & Liden, 1997). Therefore, if the leader generates an environment of trust and loyalty through positive leader integrity, the employee will duplicate the leader's behavior by not behaving in manners that would cause damage to the organization and by his or her voice behavior and expressing his or her opinions, ideas and thoughts about what is good for the organization. Moreover, Walumbwa and Schaubroeck (2009) confirmed that, when ethical leaders show high moral standards to their employees, they inspire them to voice their opinions and suggestions.

According to Avolio and Gardner (2005), authentic leaders with high integrity, honesty, and moral standards can influence the opinions and value systems of their employees by developing long term and shared exchange relationships with employees through listening and encouraging their employees to express their voice behavior, either with them or with their colleagues (Avolio et al.,
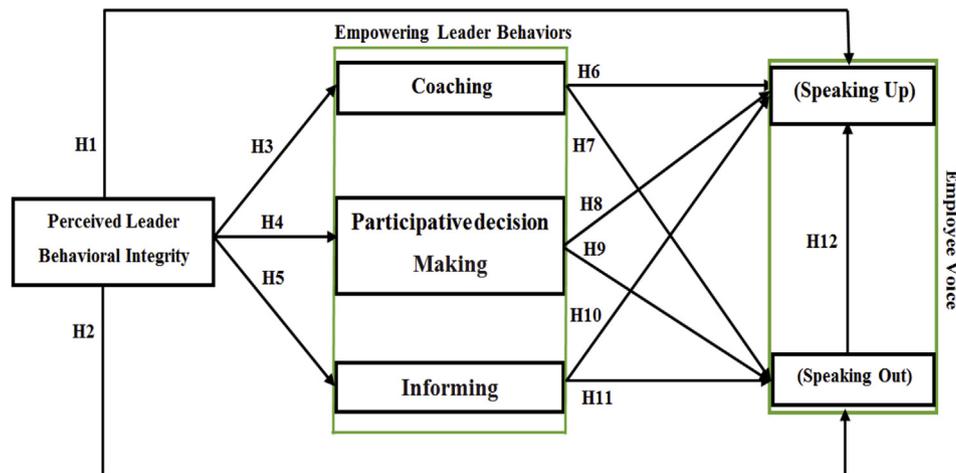

Fig. 1. Theoretical framework and hypotheses.

2004b). Furthermore, Hsiung (2012) showed that authentic leadership had a group-level effect, in which employees perceive their group as being in a just environment to speak up; in addition, without moral and ethical beliefs, employees might not have the courage necessary to speak up. Crucially, Liu, Song, Li, and Liao (2017) emphasized the significant role of leaders' affect in the process of voice and provided intuitions for when employees will choose to speak up to their leaders. Based on the previous argument, this study suggests the following hypotheses.

Hypothesis 1. *Perceived leader behavioral integrity has a significant, positive direct effect on employee speaking up.*

Hypothesis 2. *Perceived leader behavioral integrity has a significant, positive direct effect on employee speaking out.*

2.3. Perceived leader behavioral integrity and empowering leader behaviors

Avolio, Gardner, Walumbwa, Luthans, and May (2004a) suggested that employees working with leaders who exhibit high integrity feel more empowered to complete the assignments required of them and to accomplish their tasks successfully. Additionally, Kouzes and Posner (2011) stated that integrity is a cornerstone of trust. Thus, Bartram and Casimir (2007) argued that, if followers perceive that the leader lacks integrity, they usually will not be able to trust their leader, and accordingly, they will be frustrated with him/her and not encouraged to fully collaborate with him/her, eventually harmfully affecting their performance. Interestingly, Wong and Laschinger (2013) declared that managers who comprehend their core values are not afraid to express them openly and to show how the ethical standards that strengthen the decisions that they make reveal their integrity. Thus, leaders who act with integrity allow employees to express their opinions and ideas before making decisions, and they ask for employees' views, which might vary with the personal positions of these leaders, all of which are fundamental ways to facilitate empowerment. Significantly, since integrity has been considered a significant component of transformational leadership, these leaders intellectually inspire followers through their integrity and express a fascinating vision for them (Bass & Steidlmeier, 1999). Accordingly, Avolio et al. (2004a) stated that leaders who allow their employees to participate in visualizing an appealing future and who motivate them increase their commitment to realize this future.

More importantly, leaders provide coaching and teaching to their employees, delegate projects to them to stimulate their learning and develop their sense of self-confidence (Avolio & Bass, 1995). Moreover, Jung (2001) stated that leaders encourage and motivate their followers' creative ideas and participative decision-making processes through their empowerment, which are considered essential reasons for creativity among followers in groups. Similarly, leaders have empowering behaviors with essential effects, such as informing employees through dissemination of company-wide information that allows employees to develop a good understanding of what their roles and responsibilities are, building team spirit through their integrity and enhancing followers' levels of self-determination, confidence, and self-efficacy (Avolio et al., 2004a). Therefore, we propose the following hypotheses.

Hypothesis 3. *Perceived leader behavioral integrity has a significant, positive direct effect on coaching.*

Hypothesis 4. *Perceived leader behavioral integrity has a significant, positive direct effect on participative decision making.*

Hypothesis 5. *Perceived leader behavioral integrity has a significant, positive direct effect on informing.*

2.4. Empowering leader behaviors and employee voice

Various leadership behaviors have been examined, but empowering leader behaviors have claimed major importance (Srivastava et al., 2006). Empowering leadership behavior is related to empowerment, which originally arose from theories of employee involvement and participative management (Spreitzer, 1995). Empowerment was considered a relational construct, emphasizing the sharing of organizational resources, participation of followers in decision-making processes and delegation. Empowerment can also be productively expressed as a dyadic relationship between a supervisor and a subordinate (Ahearne, Mathieu, & Rapp, 2005). Thomas and Velthouse (1990) stated that the concept of empowerment involves increased individual enthusiasm at work through the delegation of autonomy to a lower level in an organization, at which a decision can be made and executed. Empowering leadership involves sharing power with a view toward improving employees' motivation and investment in their work (Kirkman & Rosen, 1999). It also focuses on giving employees a fair amount of independence and autonomy so that they are able to execute independent decisions regarding how to achieve desired outcomes (Spreitzer, 1995).

Significantly, regarding SET, when followers believe that they are being treated in a moral fashion by the empowering behaviors of their leaders, they should feel a need to return this satisfactory behavior. Furthermore, they should feel a need to benefit the organization above and beyond their responsibility by demonstrating their voice behavior and sharing their thoughts and ideas, either with their colleagues or with their leaders (Van Dyne, Kamdar, & Joireman, 2008). Furthermore, Covington (1984) stated regarding self-worth theory that, when leaders empower their employees, feelings of competence and self-worth increase among employees, enhancing their self-efficacy and self-confidence (House & Shamir, 1993) and in turn giving the employees the courage to speak out with their colleagues and to share knowledge with them freely. Furthermore, this courage motivates them to interact beyond their colleagues and to speak up to their leaders.

According to Arnold, Arad, Rhoades, and Drasgow (2000), empowering leadership behaviors are defined as behaviors that ease employee productivity in empowered work environments by qualifying employees and fostering them in their work roles. Arnold et al. (2000) focused on improving employees' performance and their self-efficacy by giving them support in their roles and empowering them. They stated that enhancing employees' performance will make them more adaptive to their roles, leading them to operate optimally and to improve organizational functioning. The present study adopts the definition of empowering leader behaviors related by Arnold et al. (2000) as a research focus in this study because they consider enhancing employees' performance the primary goal for facilitating organizational functioning. The study adopted three different empowering leader behaviors according to Gao et al. (2011), namely coaching, participative decision making, and informing, because these empowering leader behaviors are emphasized and considered essential features of an empowering work context for employees (Srivastava et al., 2006).

Coaching refers to behaviors that instruct team members and aid them in being self-reliant, motivating team members to solve problems with each other, thereby providing them with opportunities to share their knowledge and experience, fostering employees to engage in calculated risk taking and to demonstrate new ideas and suggestions, and considering setbacks and faults as

opportunities for learning (Konczak et al., 2000). Furthermore, coaching means helping employees to become self-aware of their potential and encouraging them to believe in their abilities (Dvir, Eden, Avolio, & Shamir, 2002), allowing them to express their voices, true concerns, opinions, ideas and suggestions freely, either with their leaders through speaking up or with their peers through speaking out. Participative decision making refers to leaders who deliberately request and use employees' input and information in decision making (Srivastava et al., 2006). Latham, Winters, and Locke (1994) stated that participative decision making could raise subordinates' efficiency by giving them opportunities to acquire new skills, learn from each other and expand their knowledge. This participation in decision making gives employees the confidence needed to express their opinions and proposals freely, either through speaking up or through speaking out. Informing refers to a leader's spreading of company-wide information, such as philosophy, mission, vision and other important information, allowing employees to obtain a good understanding of what their responsibilities and roles are in the organization's operations and how they can contribute to their work unit goals and targets (Arnold et al., 2000). Frese, Teng, and Wijnen (1999) declared that informing employees helps them significantly in exhibiting their voices because knowledge of the organizational practices, policies, and goals is considered a crucial element related to employee voice. Informing employees enables them to act optimally toward their organizational goals because they know their roles and responsibilities well. As a result of being informed well, employees feel the ability to express their voice clearly and freely and to share their ideas and proposals without any pressure or fear, either through speaking up or through speaking out. Similarly, Yoon (2012) confirmed that empowering leadership is positively associated with voice behavior. More specifically, employees are more likely to engage in voice behavior when they perceive that their leaders encourage participation in decision making and show confidence in high performance. Thus, this study suggests the following hypotheses.

Hypothesis 6. *Empowering leader behavior (coaching) has a significant, positive direct effect on employee speaking up.*

Hypothesis 7. *Empowering leader behavior (coaching) has a significant, positive direct effect on employee speaking out.*

Hypothesis 8. *Empowering leader behavior (participative decision making) has a significant, positive direct effect on employee speaking up.*

Hypothesis 9. *Empowering leader behavior (participative decision making) has a significant, positive direct effect on employee speaking out.*

Hypothesis 10. *Empowering leader behavior (informing) has a significant, positive direct effect on employee speaking up.*

Hypothesis 11. *Empowering leader behavior (informing) has a significant, positive direct effect on employee speaking out.*

2.5. Employee speaking out and employee speaking up

Voice behavior has been the subject of many studies, and scholars have discussed it from different perspectives for some time. It plays an essential role in organizations' success by smoothing innovation and change, especially during challenging times, because new ideas help in fostering continuous improvement (Van Dyne & Le Pine, 1998). Moreover, employees' voice is important because, as a type of extra-role behavior, employee voice behavior has been expressed as a crucial driver of high-quality

decisions and success of the organization (Morrison & Milliken, 2000). In addition, voice behavior is considered to be helpful for the early determination of serious problems (Detert & Burris, 2007). Significantly, Liu et al. (2010) stated that employee voice is defined as "a proactive form of organizational citizenship behaviors (OCBs) or extra-role behaviors in which employee voice is defined as behavior that proactively challenges the current situation in order to enhance it through expressions of ideas that lead to change and proposals made by the desires of the employees". Van Dyne and Le Pine (1998) stated that voice behavior is a proactive form of extra-role behavior or organizational citizenship behavior in which they are not considered a part of the job requirements, but employees do it because they want to improve organizational functioning. Hence, voice behavior here arises from employees' desire to make a difference and to challenge the status quo to improve organizational issues because they want to, not as a result of pressure or fear.

Liu et al. (2010) argued that there are two targets of voice, colleagues or peers and supervisors, and employees essentially must choose which one of them they will speak to. In the case of speaking with colleagues, employees might be worried that their colleagues will resist and not accept their new ideas, while in the case of speaking with supervisors, employees might be afraid of their supervisor's retaliation. Liu et al. (2010) also confirmed that employees can differentiate between speaking up and speaking out, and they are highly likely to express their voice, thoughts and ideas to the target with which they are strongly identified, whether it is a supervisor or a colleague. Significantly, Liu et al. (2010) found that speaking up and speaking out are different constructs driven by various antecedents. For example, social identification of leaders with organizations helps and motivates employees to voice their thoughts to colleagues and not supervisors, while personal identification with supervisors directly fosters voice behavior and expression of thoughts and ideas to supervisors and not to colleagues. In another example, Kamdar and Van Dyne (2007), declared that social exchange with supervisors forecasted assisting behavior toward the supervisor, while social exchange with the team predicted assisting behavior toward colleagues or peers. Moreover, Yukl and Tracey (1992) showed that, in lateral effects, employees generally used legitimating, personal appeal, and exchange, while in upward effects, employees generally used rational persuasion. Since Liu et al. (2010) considered voice behavior to be an effect process, they concluded that speaking out is a lateral effect, while speaking up is an upward effect, revealing that employees can choose various strategies in speaking up and speaking out.

Morrison and Phelps (1999) argued that it is logical to see peers speak out and perform affiliative extra-role behavior toward colleagues; however, it does not mean that these colleagues can speak up and perform affiliative extra-role behavior toward supervisors. Nevertheless, Van Dyne and Le Pine (1998) revealed that extra-role behaviors reported by colleagues or peers were highly associated with extra-role behaviors reported by supervisors, indicating that speaking out or speaking toward colleagues can influence speaking up or speaking toward supervisors. Supervisors, through their integrity and empowering behaviors, increase their employees' confidence, esteem and self-efficacy. This confidence allows employees to speak out freely with their colleagues without being afraid that their colleagues will resist their new ideas and opinions. More significantly, if there is resistance to new ideas as a result of speaking out, employees must find a solution that will benefit them and their colleagues, so they try to use the help of a specific target with the formal authority to act (Emerson, 1962), who, in this case, is their supervisor, indicating that they would speak up to him or her, expressing their voice, ideas and thoughts to gain knowledge

from him or her. In addition, since these employees already perceive that their supervisors address them with integrity and assist them with empowering behaviors, these employees would have the confidence and courage necessary to speak up to their supervisors freely without any fear of retaliation or reprimand from them.

Significantly, according to Burris, Rockmann, and Kimmons (2014), employees can voice solutions that necessitate speaking up about a problem that yields remarkable value if addressed. Importantly, Liu et al. (2010) and Van Dyne and Le Pine (1998) confirmed that, by speaking up, employees can develop and make major recommendations that affect the organization, communicate their opinions about work issues to their leaders, generate new and potentially useful ideas for projects, and make constructive suggestions to improve their leaders' work. Additionally, they can note the mistakes that their leaders might make and help them in correcting them, persuade their leaders to change organizational rules that are nonproductive, and suggest that their leaders introduce new structures, technologies, or approaches to improve efficiency. Meaningfully, Detert and Edmondson (2011) believed that, by speaking up, employees can help stop illegal and immoral behavior and convey problems and opportunities for improvement to the attention of their leaders, who can allow action. Furthermore, Zhou and George (2001) emphasized that employees might actively try to improve conditions by resorting to speaking up, whereby they actively search for and come up with new ways of doing things and advocating changes to make things better. Scott and Bruce (1994) cautioned that, if employees perceive that management systems and practices in an organization support them to bring new ideas, they probably will feel that management allows and accepts suggestions for improvement and that employees' inputs and efforts are significant and valuable, which will cause them to speak up to their leaders. In addition, to speak up, employees must perceive that their efforts to improve conditions will be effective (Brockner et al., 1998). As a consequence, we propose the following Hypothesis.

Hypothesis 12. *Employee speaking out has a significant, positive direct effect on employee speaking up.*

2.6. The mediating role of empowering leader behaviors

Combining the debates of H1 to H11, this study proposes that empowering leader behaviors serve as ideal mediators of the relationship between perceived leader behavioral integrity and employee voice (speaking up and speaking out). This Hypothesis is based on the notion that perceived leader behavioral integrity enhances perceptions of empowering leader behaviors, and in turn, empowering leader behaviors are positively associated with employee voice (speaking up and speaking out). Thus, this study recommends the following hypotheses.

Hypothesis 13. *Perceived leader behavioral integrity has a significant, positive indirect effect on employee speaking up through coaching.*

Hypothesis 14. *Perceived leader behavioral integrity has a significant, positive indirect effect on employee speaking out through coaching.*

Hypothesis 15. *Perceived leader behavioral integrity has a significant, positive indirect effect on employee speaking up through participative decision making.*

Hypothesis 16. *Perceived leader behavioral integrity has a significant, positive indirect effect on employee speaking out through*

participative decision making.

Hypothesis 17. *Perceived leader behavioral integrity has a significant, positive indirect effect on employee speaking up through informing.*

Hypothesis 18. *Perceived leader behavioral integrity has a significant, positive indirect effect on employee speaking out through informing.*

3. Research methods

3.1. Sample and procedures

A post-positivist research philosophy was exploited with a quantitative approach to certify the suggested framework, and quantitative data were collected using survey questionnaires to address different levels of the study. The respondents were frontline employees from category A travel agents in Egypt. Importantly, frontline employees were chosen specifically in this study because they encounter clients daily for long periods, making them ideal people to know the needs and concerns of their clients. Furthermore, Lin, Wong, and Ho (2013) confirmed that frontline employees frequently interact face to face with customers and consequently must cope with numerous work-related stressors. In addition, Karatepe and Baddar (2006) confirmed that frontline employees are those who hold boundary-spanning roles in organizations. Because of the nature of their boundary-spanning roles, frontline employees have regular and close contact with customers and are expected to handle a wide variety of customers' inquiries and complaints. Significantly, Karatepe and Kilic (2007) stated that frontline employees often face many challenges in their work, such as long work hours, heavy workloads, limited weekend time off, inflexible work schedules, inadequate pay, and participation in ineffective training programs. These challenges provide these employees with much experience and cause them to ask more questions to be answered. Thus, they seek answers to these questions by asking either their colleagues or their leaders, expressing their voice, opinions, thoughts and ideas freely without any fear. Additionally, the threats facing Egypt would affect employees' capability to address clients, which in turn would impact their willingness to speak up to their leaders or speak out to their colleagues.

Category A travel agents are selected as the sample frame in this study because they constitute the most general group of agents with a license to work in many different activities in the travel and tourism sector, both inbound and outbound. These activities include organizing packages for groups and individuals inside or outside Egypt and regulating all other relevant items of these packages, such as transportation, accommodation, and other facilities (Abou-Shouk, Lim, & Megicks, 2016; Elbaz & Haddoud, 2017). Thus, the sample frame is 1229 categories (A) travel agents located in Egypt. According to Saunders, Thornhill, and Lewis (2009), the actual sample size that should be used in this study (n^a) can be calculated by the formula:

$$n^a = \frac{n \times 100}{re\%}$$

where n is the sample size required, defined according to the margin of error and a confidence level of 95%, and re% is the estimated response rate, represented as a percentage. Based on Saunders et al. (2009), if the margin of error is selected to be 5% and the population size is between 1000 and 2000, then the required sample size is 278–322. Then, according to the sample size formula, the sample size that should be used is as follows:

$$n^a = \frac{322 \times 100}{50} = \frac{32200}{50} = 644 \text{firms}$$

Thus, the sample size that used in this study was 644 firms with an average of approximately 4 frontline employees for every firm, totaling 2576 frontline employees.

A questionnaire form was employed as a data collection tool. To select the items that shaped the questionnaire's questions, the study considered the previous literature on the subject (Arnold et al., 2000; Liu et al., 2010; Simons, Friedman, Liu, & McLean Parks, 2007; Van Dyne & Le Pine, 1998). An English version of the questionnaire was developed and then translated into Arabic and back translated from Arabic into English to check the translation accuracy of the scale items. This method ensured the consistency of the real meaning of each item in the original questionnaires (Saunders et al., 2009). Additionally, it would be suitable for the final translation to be performed by an Arabic speaker to provide the actual meaning of each item in the questionnaire.

Then, a pilot study was performed with 50 frontline employees. The results showed that Cronbach's alpha for all of the constructs was greater than 0.70, indicating acceptable internal consistency. After conducting the pilot study, the questionnaires were delivered personally to frontline employees in meeting rooms in their workplaces. Additionally, procedures were followed to certify the final form of the questionnaire and to guarantee that it measured what it was supposed to measure. Only 1600 employees accepted the questionnaire. We collected 527 questionnaires of 1600 distributed (response rate = 32.94%); 500 of them were valid and had no missing data, while the other 27 were unusable. The missing data were handled using a simple listwise deletion strategy (Byrne, 2010, p. 355). The 27 cases all had missing values for the study variables in the data. Thus, they were excluded from all computations. Table 1 shows the sample characteristics.

Significantly, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was used in this study to check the adequacy of the sample size for factor analysis, (See Appendix 1). The results

Table 1
Demographic characteristic profiles of respondents (n = 500).

Characteristic	Frequency	Percentage
Gender		
Male	255	51
Female	245	49
Age		
20—30	243	48.6
31—40	187	37.4
41—50	61	12.2
Older than 50	9	1.8
Qualifications		
Did not graduate from university	136	27.2
Bachelor's degree	233	46.6
Post-graduate	131	26.2
Job experience		
Less than 5 years	273	54.6
5—10	112	22.4
11—15	75	15
More than 15	40	8
Firm size. Employees' number		
10 employees and fewer	155	67.4
11—50 employees	75	32.6
Firm ownership		
Family ownership	140	60.9
Non-family ownership	90	39.1

showed that the Kaiser-Meyer-Olkin value was greater than 0.90, indicating excellent sampling adequacy. Additionally, to test for non-response bias, Armstrong and Overton (1977) recommended that early respondents be compared to late ones. The result of the *t*-test showed that there were no significant differences between early and late responses, indicating that non-response might not be a problem for the results. Moreover, the authors also tested for common method bias using Harman's one-factor test (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003), which is used when much of the deviation can be explained by a single variable. The results from the un-rotated factor showed that there was no common variable in the un-rotated factor.

3.2. Measures

All of the constructs were measured with a 5-point Likert-type scale (5 = *strongly agree*, to 1 = *strongly disagree*). Behavioral integrity was assessed using an 8-item scale (Simons et al., 2007). Employees specified how each statement about leader behavioral integrity fit their leader. A behavioral integrity scale (Simons et al., 2007) was used to assess the integrity of followers. Employee voice was analyzed using a 15-item scale, which was improved and validated by Liu et al. (2010). This scale is an adjustment to the six-item scale of Van Dyne and Le Pine (1998) to focus more on speaking up and speaking out. Employees determined how each statement matched their own behavior. Employee voice was operationalized using two dimensions: employee speaking up and employee speaking out. Nine items were used as indicators for employee speaking up, and six items were used as indicators for employee speaking out; for a total of 15 items (Liu et al., 2010). Empowering leader behaviors were measured using the empowering leadership questionnaire (Arnold et al., 2000). Employees specified how frequently each statement about empowering leader behaviors described their leader. Empowering leader behaviors were operationalized using three dimensions, according to Gao et al. (2011): coaching, participative decision making, and informing. Eleven items were used as indicators of coaching, six items were used as indicators of participative decision making, and six items were used as indicators of informing, for a total of 23 items (see Appendix 2). Finally, consistent with previous studies (Detert & Burris, 2007; Van Dyne & Le Pine, 1998), we considered as control variables gender, age, and job experience because of their potential impacts on voice.

4. Data analysis and results

The study adopted partial least squares (PLS) analysis using Warp PLS software, version 5.0. According to Henseler, Ringle, and Sinkovics (2009), PLS is a strong and vigorous statistical procedure that allows for causal analysis in high-complexity situations. Additionally, James, Mulaik, and Brett (2006) declared that, as a structural equation model (SEM), PLS is suitable for examining mediation hypotheses. Moreover, PLS does not require demanding assumptions concerning the distribution of variables and sample size. Furthermore, Henseler et al. (2009) confirmed that PLS is the only SEM technique that allows for the involvement of both reflective and formative measures in the same analysis. More importantly, Hair, Hult, Ringle, and Sarstedt (2014) stated that PLS rests on a set of nonparametric evaluation criteria to estimate the results of measurements and structural models.

4.1. Measurement model

The first stage aims to evaluate the instruments' quality in terms of item factor loadings, internal consistency and discriminant

Table 2
Confirmatory factor analysis (PLS approach), Loading, Cronbach's Alpha (α), Composite reliability (CR), and Average Variance Extracted (AVE).

Constructs, dimensions, and indicators	Mean	Std. Deviation	Skewness		Kurtosis		Loading	α	CR	AVE
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error				
Leader Integrity (LI)								0.976	0.980	0.859
LI.1	3.8660	1.31282	-0.861	0.109	-0.581	0.218	0.915			
LI.2	3.8140	1.27226	-0.814	0.109	-0.584	0.218	0.929			
LI.3	3.7500	1.26281	-0.684	0.109	-0.770	0.218	0.936			
LI.4	3.7140	1.28667	-0.611	0.109	-0.935	0.218	0.945			
LI.5	3.7180	1.28287	-0.679	0.109	-0.782	0.218	0.953			
LI.6	3.6340	1.28661	-0.534	0.109	-0.990	0.218	0.917			
LI.7	3.6440	1.26351	-0.587	0.109	-0.854	0.218	0.914			
LI.8	3.6800	1.26681	-0.610	0.109	-0.837	0.218	0.905			
Speak Up (SU)								0.957	0.963	0.743
SU.1	3.7060	1.18252	-0.670	0.109	-0.587	0.218	0.841			
SU.2	3.6960	1.16374	-0.653	0.109	-0.527	0.218	0.852			
SU.3	3.7420	1.16023	-0.730	0.109	-0.433	0.218	0.894			
SU.4	3.7400	1.18288	-0.682	0.109	-0.574	0.218	0.881			
SU.5	3.7460	1.11713	-0.777	0.109	-0.178	0.218	0.890			
SU.6	3.7080	1.12840	-0.651	0.109	-0.468	0.218	0.889			
SU.7	3.7780	1.10597	-0.757	0.109	-0.202	0.218	0.859			
SU.8	3.7320	1.11475	-0.677	0.109	-0.456	0.218	0.827			
SU.9	3.7720	1.10565	-0.719	0.109	-0.244	0.218	0.822			
Speak Out (SO)								0.947	0.957	0.790
SO.1	3.8120	1.06345	-0.774	0.109	-0.154	0.218	0.883			
SO.2	3.8280	1.08848	-0.796	0.109	-0.167	0.218	0.885			
SO.3	3.8060	1.07082	-0.758	0.109	-0.176	0.218	0.895			
SO.4	3.8740	1.07724	-0.839	0.109	-0.028	0.218	0.904			
SO.5	3.8900	1.07714	-0.823	0.109	-0.152	0.218	0.887			
SO.6	3.8920	1.06518	-0.832	0.109	-0.081	0.218	0.877			
Empowering Leader Behaviors (Coaching) (ELBC)								0.958	0.963	0.706
ELBC.1	3.8260	1.11274	-0.818	0.109	-0.162	0.218	0.808			
ELBC.2	3.8320	1.07428	-0.742	0.109	-0.270	0.218	0.814			
ELBC.3	3.8140	1.08155	-0.789	0.109	-0.116	0.218	0.842			
ELBC.4	3.8740	1.07164	-0.807	0.109	-0.155	0.218	0.831			
ELBC.5	3.8920	1.07827	-0.853	0.109	-0.006	0.218	0.853			
ELBC.6	3.8180	1.07666	-0.822	0.109	-0.011	0.218	0.849			
ELBC.7	3.8640	1.05248	-0.875	0.109	0.150	0.218	0.866			
ELBC.8	3.8620	1.09240	-0.872	0.109	0.002	0.218	0.855			
ELBC.9	3.8920	1.03464	-0.905	0.109	0.273	0.218	0.857			
ELBC.10	3.8900	1.05837	-0.909	0.109	0.145	0.218	0.845			
ELBC.11	3.9220	1.04599	-0.930	0.109	0.303	0.218	0.818			
Empowering Leader Behaviors (Participative Decision Making) (ELBP)								0.912	0.932	0.698
ELBP.1	3.9560	1.03934	-0.976	0.109	0.392	0.218	0.746			
ELBP.2	4.0400	1.04910	−1.105	0.109	0.555	0.218	0.745			
ELBP.3	3.8060	1.10218	-0.782	0.109	-0.265	0.218	0.911			
ELBP.4	3.7960	1.11214	-0.802	0.109	-0.266	0.218	0.914			
ELBP.5	3.7400	1.11664	-0.714	0.109	-0.362	0.218	0.886			
ELBP.6	3.8080	1.13566	-0.780	0.109	-0.386	0.218	0.792			
Empowering Leader Behaviors (Informing) (ELBI)								0.948	0.958	0.793
ELBI.1	3.8040	1.10455	-0.762	0.109	-0.300	0.218	0.833			
ELBI.2	3.8920	1.08383	-0.875	0.109	-0.037	0.218	0.903			
ELBI.3	3.8420	1.05985	-0.715	0.109	-0.309	0.218	0.914			
ELBI.4	3.8920	1.06518	-0.862	0.109	-0.036	0.218	0.923			
ELBI.5	3.9440	1.00543	-0.897	0.109	0.171	0.218	0.903			
ELBI.6	3.9780	1.02353	-0.935	0.109	0.149	0.218	0.866			

validity. All of the constructs are reflectively measured only as first-order factors. As shown in Table 2, the factor loading for the items were far greater than the suggested threshold of 0.70 (Henseler et al., 2009). Furthermore, Cronbach's alpha (α) and the composite reliability (CR) for each of the constructs were greater than the suggested threshold of 0.70, showing that the measures were reliable (Hair, Black, Babin, Anderson, & Tatham, 2010). Furthermore, to estimate convergent validity, Fornell and Larcker (1981) proposed that average variance extracted (AVE) be equal to or greater than 0.50. Table 2 shows that AVE is greater than 0.50 for all constructs, indicating adequate convergent validity. Finally,

skewness and kurtosis data are also mentioned in Table 2. Moreover, Fornell and Cha (1994) declared that predictive relevance (Q^2) is critical for assessing the predictive validity of a complex model using PLS. If this value is positive, exceeding the threshold of 0, it passes the assessment and indicates predictive relevance for a particular construct. Further, the model has more predictive relevance if (Q^2) is higher. The (Q^2) values for coaching, participative decision making, and informing are ($Q^2 = 0.32$, 0.25, and 0.28, respectively). Furthermore, (Q^2) values for speaking up and speaking out are ($Q^2 = 0.68$, and 0.56, respectively). Since the (Q^2) value of each variable is acceptable, the minimum requirements are

Table 3
Construct correlations and square root of average variance extracted.

Construct	Mean	Standard deviation	Leader integrity	Speak up	Speak out	Empowering Leader behaviors (Coaching)	Empowering leader behaviors (Participative Decision Making)	Empowering leader behaviors (Informing)
Leader Integrity	3.7275	1.18551	**0.927**					
Speak up	3.7356	0.98261	0.736	**0.862**				
Speak out	3.8503	0.95413	0.586	0.800	**0.889**			
Empowering Leader behaviors (Coaching)	3.8624	0.89932	0.624	0.702	0.774	**0.840**		
Empowering leader behaviors (Participative Decision Making)	3.8577	0.91105	0.596	0.584	0.594	0.716	**0.835**	
Empowering leader behaviors (Informing)	3.8920	0.94074	0.570	0.559	0.533	0.618	0.821	**0.891**

Boldface values show the square roots of AVE.

fulfilled. In support of discriminant validity, Table 3 reveals that the square root of the average variance extracted for each of the focal constructs is greater than the variance shared with the remaining constructs (Henseler et al., 2009). Therefore, the measures endorsed in this study were valid and internally consistent.

4.2. Structural model and hypotheses testing

Table 4 presents the findings related to the study's hypotheses. Effect sizes (f^2) were used to evaluate the extent to which the predictor latent variables affect the dependent variable. The following formula was adopted to estimate the effect size for each path coefficient.

$$f^2 = \left(R^2_{included} - R^2_{excluded} \right) / \left(1 - R^2_{included} \right)$$

The magnitude of the associations between the study's latent variables was measured using effect sizes of 0.02, 0.15 and 0.35 for small, medium and large effect sizes, respectively. Cohen (1988) stated that effect size coefficients (f^2) less than 0.02 are too small

Table 4
Path coefficients for the different models.

Path	Model 1 (Without Mediator) Overall			Model 2 (With Mediator) Overall			Results
	Path coefficient		Effect size	Path coefficient		Effect size	
	Speak up	Speak out		Speak up	Speak out		
Control variables							
Gender	0.013	0.047		0.013	0.030		
Age	−0.015	−0.060		−0.028	−0.004		
Job Experience	0.020	0.034		0.030	0.068		
Perceived leader behavioral integrity and employee speaking up and speaking out							
H1: Leader integrity → Speak up	0.412***		0.305	0.297***		0.189	Supported
H2: Leader integrity → Speak out	0.577***		0.341	0.131***		0.066	Supported
Perceived leader behavioral integrity and empowering leader behaviors (Coaching, Participative decision making, Informing)							
H3: Leader integrity → Coaching				0.566***		0.320	Supported
H4: Leader integrity → Participative decision making				0.501***		0.251	Supported
H5: Leader integrity → Informing				0.529***		0.279	Supported
Empowering leader behaviors (Coaching, Participative decision making, Informing) and employee voice (Speak up and Speak out)							
H6: Coaching → Speak up				0.122*		0.081	Supported
H7: Coaching → Speak out				0.695***		0.496	Supported
H8: Participative decision making → Speak up				0.031		0.016	Rejected
H9: Participative decision making → Speak out				0.158**		0.084	Supported
H10: Informing → Speak up				0.070*		0.037	Supported
H11: Informing → Speak out				0.104**		0.052	Supported
Employee speaking out and employee speaking up							
H12: Speak out → Speak up	0.552***		0.442	0.498***		0.380	Supported
Indirect effects: Perceived leader behavioral integrity and employee voice through Empowering leader behaviors (Coaching, Participative decision making, Informing)							
H13: Leader integrity → Coaching → Speak up				0.137***		0.101	Supported
H14: Leader integrity → Coaching → Speak out				0.374***		0.209	Supported
H15: Leader integrity → Participative decision making → Speak up				0.202***		0.144	Supported
H16: Leader integrity → Participative decision making → Speak out				0.228***		0.123	Supported
H17: Leader integrity → Informing → Speak up				0.253***		0.187	Supported
H18: Leader integrity → Informing → Speak out				0.150***		0.084	Supported

*$p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$.

to be relevant. The effect size was greater than medium for the association between perceived leader behavioral integrity and employee speaking up ($f^2 = 0.189$), while it was small for the association between perceived leader behavioral integrity and employee speaking out ($f^2 = 0.066$). In addition, the effect size for the relationship between coaching and employee speaking up was small ($f^2 = 0.081$), while it was large for the relationship between coaching and employee speaking out ($f^2 = 0.496$). Additionally, the effect size was the smallest for the correlation between participative decision making and employee speaking up ($f^2 = 0.016$), while it was small for the correlation between participative decision making and employee speaking out ($f^2 = 0.084$). Furthermore, the effect sizes were small for the links between informing and both employee speaking up and speaking out ($f^2 = 0.037$; 0.052, respectively). Moreover, the extents of the direct effect of perceived leader behavioral integrity on coaching, participative decision making, and informing were all greater than medium effect sizes ($f^2 = 0.320$, 0.251, and 0.279, respectively). Finally, the effect size for the association between employee speaking out and speaking up was large ($f^2 = 0.380$).

As anticipated, the findings showed that hypotheses H1 and H2 were supported in that perceived leader behavioral integrity was significantly and positively associated with both employee speaking up and speaking out ($\beta = 0.297$, $p < 0.001$ and $\beta = 0.131$, $p < 0.001$, respectively). In agreement with H6 and H7, significant and positive impacts existed between coaching and both employee speaking up and speaking out ($\beta = 0.122$, $p < 0.024$ and $\beta = 0.695$, $p < 0.001$, respectively), so H6 and H7 were also supported. Unfortunately, in contrast to the study's expectations, the association between participative decision making and employee speaking up was found to be positive but not significant ($\beta = 0.031$, $p < 0.229$). Therefore, H8 was not supported.

In contrast, participative decision making significantly and positively influenced employee speaking out ($\beta = 0.158$, $p < 0.007$), supporting H9. Similarly, informing demonstrated significant, as well as positive, correlations with both employee speaking up and speaking out ($\beta = 0.070$, $p < 0.035$ and $\beta = 0.104$, $p < 0.005$, respectively), providing support for both H10 and H11. More importantly, as predicted by H3, H4, and H5, perceived leader behavioral integrity significantly and positively impacted coaching ($\beta = 0.566$, $p < 0.001$), participative decision making ($\beta = 0.501$, $p < 0.001$), and informing ($\beta = 0.529$, $p < 0.001$); hence, H3, H4, and H5 were all supported. More specifically, employee speaking out had a positive ($\beta = 0.498$) and significant ($p < 0.001$) impact on employee speaking up. Thus, H12 was supported.

Crucially, based on Kock (2014), with regard to indirect effects, the coefficients for the associations between perceived leader behavioral integrity and employee speaking up and speaking out were still significant and positive when coaching ($\beta = 0.137$, $p < 0.001$ and $\beta = 0.374$, $p < 0.001$, respectively), participative decision making ($\beta = 0.202$, $p < 0.001$ and $\beta = 0.228$, $p < 0.001$, respectively), and informing ($\beta = 0.253$, $p < 0.001$ and $\beta = 0.150$, $p < 0.001$, respectively) entered the equation. Thus, H13, H14, H15, H16, H17, and H18 were all supported, indicating that the association between perceived leader behavioral integrity and employee voice (speaking up and speaking out) was partially mediated by empowering leader behaviors (coaching, participative decision making, informing). However, after performing the VAF test for reporting the mediation effect, the results showed that coaching partially mediated the relationships between perceived leader behavioral integrity and both speaking up and speaking out (0.20 and 0.75, respectively). Furthermore, both participative decision making and informing partially mediated the association between perceived leader behavioral integrity and speaking out (0.38 and 0.30, respectively). Nevertheless, neither participative decision

making nor informing mediated the correlation between perceived leader behavioral integrity and speaking up (0.05 and 0.11, respectively). Thus, the results of the VAF test matched our results except for the two cases of participative decision making and informing as mediators of the association between perceived leader behavioral integrity and speaking up.

Furthermore, this study confirmed that the control variables (gender, age, Job experience) are insignificant and have no impact on employee speaking up ($\beta = 0.013$, $p = 0.327$, $\beta = -0.028$, $p = 0.283$, and $\beta = 0.030$, $p = 0.241$, respectively) and on employee speaking out ($\beta = 0.030$, $p = 0.181$, $\beta = -0.004$, $p = 0.457$, and $\beta = 0.068$, $p = 0.257$, respectively). Finally, the coefficients of determination (R^2) values for speaking up and speaking out were substantial ($R^2 = 0.71$ and 0.72, respectively), indicating that 71% of the variance in speaking up was explained by perceived leader behavioral integrity and empowering leader behaviors and speaking out, while the other 29% was explained by other factors not included in the model.

4.3. Further analysis

Further analysis was conducted to increase the strength of these results. The structural model was compared across family firms and non-family firms. Comparing family and non-family businesses, family members were especially dedicated and devoted to the organization and pursued synergy more than members in non-family firms (Guzzo & Abbott, 1990). Furthermore, Beehr, Drexler, and Faulkner (1997) confirmed that family members were more faithful to the organization, more pleased with their jobs, and less likely to give up and quit than others. Furthermore, people who work in family businesses are heard in the first place, and their supervisors actually look after them and their safety. These differences between family and non-family businesses inspired us to conduct further analysis to determine the major impacts resulting from employees' voice behavior. Therefore, after conducting the structural model for the overall model, an additional analysis was performed by separating family firms' ownership from non-family firms' ownership to detect potential differences, as shown in Table 5. In this study, a family business is a business that is owned and operated by a single family (or person) by at least 50%, where this business is perceived as a family business by the respondent. The firm that meets those two conditions is called a family business, while the firm that does not meet them is called a non-family business (Stenholm, Pukkinen, & Heinonen, 2015). The results confirmed that the majority of all path coefficients of family and non-family firms' ownership were significant, and the results also revealed that, in the path coefficients ($p > 0.05$), there were no significant differences between family and nonfamily firms' ownership. However, the results confirmed that there were significant differences in only three cases because of their path coefficients ($p < 0.05$), namely (H6: Coaching → Speak up; H9: Participative decision making → Speak out; H11: Informing → Speak out).

5. Discussion

This study investigated the direct association between perceived leader behavioral integrity and employee voice behavior (speaking up and speaking out), using empowering leader behaviors (coaching, participative decision making, informing) as mediators. The study's results showed that perceived leader behavioral integrity is significantly and positively related to employee voice behavior (speaking up and speaking out) (H1 and H2). Clearly, when employees perceive that their leaders treat them with integrity behavior, they want to return this favor by revealing their voice behavior toward their colleagues and their leaders,

Table 5
The comparison between Family businesses and Non-Family businesses.

Hypothesis	Family Subsample		Non-Family Subsample		P-Value	Result
	Path Coefficient and (P-Value)	Standard Error (SE)	Path Coefficient and (P-Value)	Standard Error (SE)		
Control variables						
Gender						
Speak up	0.005	0.036	0.017	0.045		
Speak out	0.044	0.038	0.039	0.060		
Age						
Speak up	0.032	0.050	0.011	0.060		
Speak out	0.010	0.048	−0.065	0.078		
Job Experience						
Speak up	0.053	0.044	−0.037	0.060		
Speak out	0.104	0.104	−0.109	0.136		
Perceived leader behavioral integrity and employee speaking up and speaking out						
H1: Leader integrity → Speak up	0.244***	0.046	0.353***	0.070	0.097	No difference
H2: Leader integrity → Speak out	0.141**	0.058	0.234**	0.085	0.183	No difference
Perceived leader behavioral integrity and empowering leader behaviors (Coaching, Participative decision making, Informing)						
H3: Leader integrity → Coaching	0.615***	0.044	0.495***	0.070	0.074	No difference
H4: Leader integrity → Participative decision making	0.546***	0.054	0.442***	0.069	0.118	No difference
H5: Leader integrity → Informing	0.535***	0.049	0.523***	0.056	0.436	No difference
Empowering leader behaviors (Coaching, Participative decision making, Informing) and employee voice (Speak up and Speak out)						
H6: Coaching → Speak up	0.217**	0.075	−0.007	0.099	0.036	Difference
H7: Coaching → Speak out	0.727***	0.094	0.515***	0.103	0.065	No difference
H8: Participative decision making → Speak up	0.054	0.055	0.075	0.089	0.420	No difference
H9: Participative decision making → Speak out	0.213**	0.084	−0.010	0.098	0.042	Difference
H10: Informing → Speak up	0.054	0.048	0.084	0.059	0.347	No difference
H11: Informing → Speak out	0.158**	0.056	0.021	0.053	0.038	Difference
Employee speaking out and employee speaking up						
H12: Speak out → Speak up	0.487***	0.068	0.448***	0.077	0.352	No difference
Indirect effects: Perceived leader behavioral integrity and employee voice through Empowering leader behaviors (Coaching, Participative decision making, Informing)						
H13: Leader integrity → Coaching → Speak up	0.188***	0.047	0.124**	0.058	0.196	No Difference
H14: Leader integrity → Coaching → Speak out	0.428***	0.059	0.287***	0.068	0.059	No Difference
H15: Leader integrity → Participative decision making → Speak up	0.246***	0.047	0.170***	0.058	0.155	No difference
H16: Leader integrity → Participative decision making → Speak out	0.247***	0.057	0.220***	0.074	0.386	No difference
H17: Leader integrity → Informing → Speak up	0.264***	0.047	0.230***	0.062	0.331	No difference
H18: Leader integrity → Informing → Speak out	0.194***	0.052	0.114**	0.083	0.207	No difference

*$p \leq 0.05$, **$p \leq 0.01$, ***$p \leq 0.001$.

expressing their ideas and propositions (Blau, 1964). Interestingly, the study revealed that empowering leader behaviors, in general, significantly influenced employee voice behavior. This result is consistent with the study by Yoon (2012). Furthermore, this study explored in detail the effects of coaching, participative decision making, and informing on employee speaking up and speaking out. When leaders empower their employees through coaching, participative decision making, and informing, employees feel more willing to reciprocate these empowering behaviors by demonstrating their voice behaviors, either with their peers or with their leaders (Blau, 1964). More specifically, coaching was found to have a significant impact on employee voice (speaking up and speaking

out) (H6 and H7). Additionally, informing also positively influenced employee voice (speaking up and speaking out) (H10 and H11).

In contrast, participative decision making did not significantly impact employee speaking up. A potential reason for this outcome is that, despite their participation in making decisions with their leaders, employees might be afraid of their leaders' reaction if they make the wrong decision, so they prefer not to speak up to them. Although this result shows that participative decision making is not significant to employee speaking up, it does not mean that participative decision making itself is not important or does not have any effect. From another angle, participative decision making actually positively and significantly influenced employee speaking out (H9).

Since employees are afraid of speaking up to their leaders, they prefer to speak out and share their concerns and opinions with their colleagues without any fear of resistance to their ideas.

Another interesting finding of this study is that perceived leader behavioral integrity was positively associated with empowering leader behaviors (coaching, participative decision making, informing) (H3, H4, and H5). Obviously, leaders who have the feature of integrity tend to show it and benefit from it in their work. Therefore, they coach their employees to be responsible and self-confident, allow their employees to participate with them in making decisions to enhance their independence, and inform their employees about any updates concerning their work that could influence their efficiency and productivity. The study confirmed that employee speaking out has a significant and positive effect on employee speaking up (H12). Employees are comfortable with speaking out with their colleagues. They share their ideas and suggestions with them freely and encourage each other to reveal their concerns and opinions more bluntly. This encouragement among them grants them more self-confidence to express their voice behavior more openly and transparently. As a result, when they do not reach an agreement and must compromise, they are more encouraged to speak up with their leaders for guidance and to gain more experience from them in addressing these situations. Without speaking out with each other, employees would not have the confidence necessary to speak up to their leaders, which would affect them harmfully.

More importantly, the study proved that perceived leader behavioral integrity also has a significant, positive indirect effect on employee voice (speaking up and speaking out) by empowering leader behaviors (coaching, participative decision making, informing). Specifically, employees become aware of their capabilities and believe more in themselves when they perceive that their leaders, who have integrity, coach and train them, so they express their voice behavior toward their colleagues or their leaders openly. Thus, this study confirmed that perceived leader behavioral integrity has a significant, positive indirect impact on employee voice (speaking up and speaking out) through coaching (H13 and H14). Additionally, when leaders who behave with integrity allow their employees to participate with them in making decisions, it helps their employees to learn new skills and strengthen their efficiency and as a result gives them more courage to voice their opinions and thoughts with their colleagues or their leaders. This outcome proves that perceived leader behavioral integrity has a significant, positive indirect association with employee voice (speaking up and speaking out) through participative decision making (H15 and H16). Finally, informing of employees, by leaders who treat them with integrity, about organizational major goals and policies is a crucial feature related to employee voice behavior. Employees, as a result of being informed properly, know their responsibilities and duties toward the organization's goals, allowing them to express their voice behavior either with their colleagues or their leaders to accomplish these responsibilities. Thus, consistent with H17 and H18, perceived leader behavioral integrity significantly, positively, and indirectly affected employee voice behavior (speaking up and speaking out) through informing.

In further analysis, the results clarified that, in the first case, the impact of coaching on employee speaking up in family firms is significant but not significant in nonfamily firms, resulting in a significant difference between them. Commenting on this point, Ward (1988) stated that family firms have a distinctive working environment that nurtures a workplace directed toward family and encourages greater employee care and loyalty. Additionally, Goffee and Scase (1985) stressed that family firms have more flexible work practices for their employees. Significantly, Moscetello (1990) confirmed that these family firms have the ability to bring out the best in their workers. They do so by coaching and training them properly to handle their responsibilities. Therefore, employees are loyal and prefer to speak up to their leaders in family firms rather than non-family firms because of the unique care, help, and coaching they receive from family firms and do not receive from non-family firms. In the second case, in family firms, participative decision making significantly influenced employee speaking out, while it did not in non-family firms; therefore, there was a significant difference between them. Daily and Dollinger (1992) clarified that family firms have efficient informal channels for decision making and less organizational structure. Therefore, employees can participate with their leaders in making decisions since there are informal channels allowing them to act freely. Additionally, they are able to speak out with their colleagues to reach decisions and select the best decision to pursue. They are able to do so more openly in family firms and less openly in non-family firms. Finally, in the third case, the relationship between informing and employee speaking out in family firms is significant; however, in non-family firms, it is not significant, with a significant difference between them. To justify this result, Rosenbatt, Mik, Anderson, and Johnson (1985) confirmed that family employees are more productive than nonfamily employees. They have a family language that permits them to communicate more efficiently and to speak out to each other and exchange more information with greater privacy, which occurs as a result of being informed well and frequently by their leaders about major issues affecting the firm. Therefore, employees speak out with their colleagues more transparently in family firms to discuss the issues about which they have been informed by their leaders and how to act upon them, while in non-family firms, they are less likely to speak out.

5.1. Theoretical and practical implications

Considerably, in agreement with Boğan and Dedeoğlu (2017), the major theoretical contribution of this study is that it confirms the relationship between the perceptions of leaders' behavioral integrity and employee voice behavior within the scope of the tourism industry, indicating that behavioral integrity is important for the tourism industry. Furthermore, Liao (2007) suggested that employees must be sufficiently motivated to say something about the problems that they face because pointing out such problems is not technically part of their job. Therefore, the tourism and hospitality industry provides regular opportunities to engage in voice behavior, and employees can propose active improvement measures. Notably, this study makes some other essential contributions. First, it seeks to fill the knowledge gap concerning the link between leader behavioral integrity and employee voice behavior. It provides a detailed analysis of the effects of perceived leader behavioral integrity and empowering leader behaviors (coaching, participative decision making, informing) on employee voice behavior among travel agents in Egypt. In particular, the distinguished clarification of integrity and empowering behaviors offers a clear view of the impact that perceived leader behavioral integrity and empowering leader behaviors exert on employee voice behavior in the tourism sector. Second, it shows the manner in which perceived leader behavioral integrity affects employee voice behavior through empowering leader behaviors. The resulting new insights explain how employees' speaking up or speaking out are impacted in response to perceived leader behavioral integrity. Third, and most importantly, this study contributes by comparing family firms and non-family firms among travel agencies in terms of the research model.

Regarding practical implications, there are many ways of supporting the expression of employee voice behaviors, such as

training leaders about the significance of employee voice and engaging in one-on-one, short interactions with frontline employees in travel agent SMEs. Moreover, work outcomes that have a more objective basis, such as performance assessments by supervisors, attendance, and absenteeism, would offer a more comprehensive evaluation of the potential benefits of employee voice behaviors in the tourism sector. In addition, efforts to increase the level of employee voice behaviors should be undertaken and evaluated. Crucially, employee voice is significant in the tourism sector, especially in Egypt, because the country faces many problems, such as terrorism and economic problems. Thus, managers must pay special attention to frontline employees' voice behavior because, if frontline employees perceive that their leaders treat them with integrity and empower them through coaching, participative decision making, and informing, these employees express their voices as speaking up and speaking out, producing new and unique ideas that help travel agents to survive in the Egyptian environment, providing major support to their colleagues, and suggesting essential and fast recommendations for improvement to their leaders so that they can cope with the major problems that they face in the tourism sector in Egypt.

Essentially, incorporating integrity into all travel agents' dealings and decisions can advance them to greater success levels. Especially in the competitive tourism sector, when leaders act with integrity, their personal and professional relationships are genuine with their frontline employees, and they are regarded as role models. Furthermore, when leaders are ethical and honest in determining booking instructions, flight schedules, destinations, travel procedures, and fees, their frontline employees gain more confidence in addressing customers because they perceive that their leaders have met their responsibilities honestly. Therefore, alongside the significance of perceived leader behavioral integrity in the tourism sector in Egypt, combined with perceived empowering leader behaviors, embracing integrity has essentially positive effects on employee voice behavior in family and non-family travel agencies. Thus, perceived leader behavioral integrity should be prioritized with the help of perceived empowering leader behaviors (coaching, participative decision making, informing) to increase the ability of leaders to encourage their employees to express their voice behavior, either with them or their colleagues. Finally, the study findings prove that the research model is substantial for both family and non-family firms.

5.2. Limitations and future research

The current study had some limitations that point to future research directions, although the hypotheses were based on theory, and the study's results reinforced the theoretical expectations. One limitation is that the study was restricted to Category A travel agents only.

Another important limitation is that this study focused only on the effects of leaders on employees' voice behavior and neglected the effects of customers. The sampling unit of this study was frontline employees, and they have numerous interactions personally with various customers to serve them. These employees interact directly with their customers and deliver new ideas and solutions to them to fulfill their needs and requirements (Ramdas, Teisberg, & Tucker, 2012). Thus, customers, along with leaders, also must have a significant effect on the voice behavior of those frontline employees and on how they should act in the numerous situations facing them. Therefore, future studies should investigate the effects of customers on employees' voice behavior and whether these effects would encourage and enable employees to engage in sharing their comments and recommendations, either as speaking up or speaking out, in order to determine and solve critical problems and issues related to work.

Additionally, this study tested hypotheses with a questionnaire survey that provided only cross-sectional data, and the study did not gather longitudinal data to observe changes in perceived leader behavioral integrity, empowering leader behaviors, or employee voice behavior. Therefore, future studies could develop a longitudinal format to explore perceived leader behavioral integrity traits and empowering leader behaviors' characteristics and to determine how they could impact employee voice behavior.

Finally, we suggest that leader integrity could serve as the mediating mechanism in the association between perceived empowering leader behaviors and employee voice behavior. In so doing, we recommend evaluating empowering leader behaviors as the second-order construct to determine how the joint effects of empowering leader behaviors' dimensions affect perceived leader behavioral integrity and employee voice behavior.

Appendix 1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.970
Bartlett's Test of Sphericity	Approx. Chi-Square	28,369.622
	Df	1035
	Sig.	0.000

Appendix 2

Measures used

Leader integrity (LI)

LI.1: There is a match between the manager's words and actions.
LI.2: The manager delivers on promises.
LI.3: The manager practices what he/she preaches.
LI.4: The manager does what he/she says he/she will do.
LI.5: The manager conducts himself/herself by the same values that he/she talks about.
LI.6: The manager shows the same priorities that he/she describes.
LI.7: When the manager promises something, I can be certain that it will happen.
LI.8: If the manager says he/she is going to do something, he/she will.

Speak up (SU)

SU.1: I develop and make recommendations to the supervisor concerning issues that affect the organization.
SU.2: I speak up and influence the supervisor regarding issues that affect the organization.
SU.3: I communicate my opinions about work issues to the supervisor even if my opinion is different, and the supervisor disagrees with me.
SU.4: I speak to the supervisor about new ideas for projects or changes in procedures.
SU.5: I give constructive suggestions to the supervisor to improve the supervisor's work.
SU.6: I speak to my supervisor to eliminate redundant or unnecessary procedures.
SU.7: If my supervisor made mistakes in his or her work, I would point them out and help the supervisor to correct them.
SU.8: I try to persuade my supervisor to change organizational rules or policies that are nonproductive or counterproductive.
SU.9: I suggest that my supervisor introduce new structures, technologies, or approaches to improve efficiency.

(continued)

Leader integrity (LI)

Speak out (SO)

SO.1: I develop and make recommendations to my colleagues concerning issues that affect our organization.
SO.2: I speak out and encourage my colleagues to become involved in issues that affect the organization.
SO.3: I communicate my opinions about work issues to my colleagues even if my opinion is different, and my colleagues disagree with me.
SO.4: I speak to my colleagues about new ideas for projects or changes in procedures.
SO.5: I give constructive suggestions to my colleagues to improve their work.
SO.6: If my colleagues made mistakes in their work, I would point them out and help them to correct them.

Empowering Leader Behaviors (Coaching) (ELBC)

ELBC.1: The leader helps my work group to see areas in which we need more training.
ELBC.2: The leader suggests ways to improve my work group's performance.
ELBC.3: The leader encourages my work group members to solve problems together.
ELBC.4: The leader encourages my work group members to exchange information with one another.
ELBC.5: The leader provides help to my work group members.
ELBC.6: The leader teaches my work group members how to solve problems on their own.
ELBC.7: The leader pays attention to my work group's efforts.
ELBC.8: The leader tells my work group when we perform well.
ELBC.9: The leader supports my work group's efforts.
ELBC.10: The leader helps my work group focus on our goals.
ELBC.11: The leader helps develop good relationships among my work group members.

Empowering Leader Behaviors (Participative Decision Making) (ELBP)

ELBP.1: The leader encourages my work group members to express their ideas/suggestions.
ELBP.2: The leader listens to my work group's ideas and suggestions.
ELBP.3: The leader uses my work group's suggestions to make decisions that affect us.
ELBP.4: The leader gives all of my work group members a chance to voice their opinions.
ELBP.5: The leader considers my work group's ideas when he/she disagrees with them.
ELBP.6: The leader makes decisions that are based only on his/her own ideas.

Empowering Leader Behaviors (Informing) (ELBI)

ELBI.1: The leader explains company decisions.
ELBI.2: The leader explains company goals.
ELBI.3: The leader explains how my work group fits into the company.
ELBI.4: The leader explains the purpose of the company's policies toward my work group.
ELBI.5: The leader explains rules and expectations to my work group.
ELBI.6: The leader explains his/her decisions and actions to my work group.

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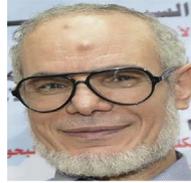
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