

Alternative Explanations of Neglect and Voice of Academics: Meaning and GAGA

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Abstract

Academics in the higher education sector have been known to thrive on collegiality and academic freedom through their voice. They are known to see exercising of neglect as indentation to their professional identity. However, contemporary scholars have found that more often than not, they choose neglect over exit, voice and loyalty and they choose to not voice in the wake of objectionable policies. It is witnessed in everyday conversation as well that academics find voice risky. Such studies and conversations open the door for study of responses to any (not just specific) sources of potential harm arising in education settings. The lens (explanations) used to explain the voice that is prohibitive in nature so far majorly are embedded in risk of speaking up and efficacy of voice. Where risk is high and efficacy is low, those could be the contexts that require voice. Thus, the scholars have called for research on alternative antecedents. We have studied meaning in work and meaning in organization and go along to get ahead embedded in idiosyncrasies of academic settings as predictors of voice that is prohibitive in nature and neglect. Data was collected from three hundred seven academics. The confirmatory factor analysis confirmed the validity and reliability of the scales. Structural equation modeling used to test hypotheses finds support for the model. Our findings enhance understanding of antecedents leading to neglect and voice of academics and offer managerial insights for managing academics in higher education.

Key words : Voice, neglect, Meaning in work and Meaning in organization

Introduction

Academics in the higher education sector have been known to thrive on collegiality, consensus-based structures and academic voice. They are also known to see exercising of neglect as indentation to their professional identity. However, contemporary scholars have found that more often than not, they choose neglect (Clarke et al., 2015) over exit, voice and loyalty when facing specific issues. Academics generally choose to not voice, when they find policies and the use of power in higher education settings objectionable (Rintamäki et al., 2022; Kalfa et al., 2018). Apart from that, in everyday conversations academics often find voice risky and even when they sense potential harm to the organization or society, they choose not to voice. Such studies and conversations open the door for study of responses to any (not just specific) sources of potential harm arising in education settings.

There is a need to study neglect (i.e., becoming passive in approach and making mistakes because of being disengaged (Farrell, 1983)) and voice that is prohibitive in nature (i.e., communicating to improve the situation, practices or practices, which are potentially harmful for the organization (Liang et al., 2012; Farrell, 1983)). As in the case of dissatisfaction the choices available to academics, when they come across sources of potential harm in education settings, include-neglect, voice, exit and staying loyal. A lot of effort has gone into research on intention to quit. While exit and intention to exit depend significantly on alternatives outside the organization. Loyalty as a response in the contemporary world has lost ground as it is akin to waiting for someone to do something about the situation.

The faculty neglect represents a critical area warranting scholarly investigation due to its implications for organizational vitality. It instigates direct and indirect costs (Withey & Cooper, 1989) for organizations. Neglect impedes developmental trajectories and also precipitates a gradual erosion of institutional efficacy. The cost of academic neglect for society is immense as academics are supposed to play the role of conscience of society. Furthermore, despite its palpable significance, scholarly attention directed towards this domain remains disproportionately scant, underscoring the exigency for scholarly inquiry. Major reason for neglect being

under-researched is the focus of business and management researchers on other dark-side behaviors (like stealing and violence) predominant in other sectors (other than education sector). Further, study of antecedents of prohibitive voice (communicating to improve the situation, practices or behavior, which may harm the organization) is a recent development (Lam et al., 2022; MacMillan et al., 2020). We draw inspiration from the recent studies in the education sector (Rintamäki et al., 2022; Kalfa et al., 2018) on responses to specific issues and move to the domain (not just specific issues) of voice (that is prohibitive in nature) and neglect in the sector.

Neglect has not been studied and the field of antecedents of voice is emerging. Empirical work on antecedents of voice (Tangirala & Ramanujam, 2008) and those on predictors of prohibitive voice are being initialized (Liang et al., 2012). Voice as conceptualized by Farrell (1983) and Hirschman (1970) which is prohibitive in nature, is the focus of this work. The antecedents studied so far are embedded in cost-benefit analysis that has been referred to by scholars as “expectancy like calculus” (Ng & Feldman, 2012; Morrison, 2011; Detert & Burris, 2007; Milliken et al., 2003). The known antecedents of prohibitive voice include work prevention regulatory focus (MacMillan et al., 2020), closeness to the leader and rank and type of attachment, voice climate, type of leadership, psychological safety and organizational based self-esteem (Wei et al., 2015; Burris et al., 2008). The lens (explanations) used to explain the voice that is prohibitive in nature so far majorly are embedded in risk of speaking up and efficacy of voice. Where risk is high and efficacy is low, those could be the contexts that require voice. Thus, the field needs to look at the antecedents beyond the risk and efficacy to induce voice. No wonder, there are regular calls to examine alternate explanations for voice (Wei et al., 2015; Liang et al., 2012).

Alternate explanations, we argue, are sector specific. Idiosyncrasies in the higher education sector make it a distinct domain of study for voice that is prohibitive in nature and neglect. Identification with educating the society, professionalism, and academic standards like autonomy and academic freedom (Rintamäki et al., 2022) are salient features of the higher education sector. Further,

the self-actualization and self-transcendence urge of academics is refined. Academics find meaning in work (MW) and meaning in organization (MO). This, we argue, offers some explanations of their voice. The field primarily worked on the antecedents which are embedded in risk and efficacy of voice, while Lam et al., (2018) establishes that voice may spur from the habit of voice. We propose that it may also spur from finding meaning in work and meaning in organization. We take inspiration from the work of Lam et al. (2018) and propose and investigate that voice which is prohibitive in nature may also spur from finding meaning in work (MW) and meaning in organization (MO)

Further, apart from critical idiosyncrasies of the sector, a datum that the higher education organizations are political entities (Rintamäki et al., 2022; Kalfa et al., 2018) interests us. Academics are surrounded by “multiple insecurities – existential, social, economic and psychological” (Thornborrow & Brown, 2009, p.37). However, the perception of politics in academics is distinct. Most academics perceive they should go along to get ahead (GAGA). (GAGA is the perception that it is required to agree with powerful others in order to get personal rewards (Kacmar & Carlson, 1997)). Academics feel the compulsion of increasing their social capital (Kalfa et al., 2018) to get ahead, though this tenet has been found to be malign to the spirit of collegiality (Archer, 2008). Thus, we use GAGA as another lens to understand voice and neglect of academics.

We apply field theory (Lewin,1942) to study MW and MO and GAGA as antecedents of voice and neglect, these being variables which play in the life space of an individual. According to Field theory (Lewin,1942), different influences on an individual – those which are acting upon the individual and make up ‘the life space’ of the individual impact their behaviour. Furthermore, the factors in ‘the life space’ can be altered to bring about a change.

We understand the need to work on antecedents of neglect and alternative antecedents of voice in the higher education sector. We acknowledge the work on voice from the perspective of organisation behaviour (OB), Human resource (HR) and Industrial relations (IR) which has captured voice from different perspectives.

However, voice (which is prohibitive in nature) conceptualized by Hirschman (1970) and Farrell in their seminal works is the closest to the desired voice of academics. Therefore, our focus is on that. It is noteworthy that initially there was no difference in conceptualisation of voice among OB, HR and IR fields. Later the fields deviated (Barry et al., 2022; Wilkinson et al., 2020; Mowbray et al., 2015). Researchers (Wilkinson et al., 2020; Kwon et al., 2016; Mowbray et al., 2015) have worked on integration of the literature. We acknowledge both the deviation and the integration that has happened but we focus on original conceptualisation of voice. We underscore that the aim of this work is to study impact of alternate antecedents (not studied earlier) embedded in idiosyncrasies of academics in higher education sector viz., MW, MO and GAGA on voice (which is prohibitive in nature) and neglect.

Current work makes three primary contributions to the literature. First, drawing inspiration from the ongoing conversation on responses to policies on managerialism and use of power in the education sector, we move to responses to any (not just specific) situation, practice or behavior which can be a source of potential harm to the organization, i.e., to the domain of voice (that is prohibitive in nature) of academics in higher education. Building on the need to study alternative antecedents of voice (Wei et al., 2015; Liang et al., 2012) and supplementing the work on antecedents of prohibitive voice in literature (MacMillan et al., 2020; Wei et al., 2015; Burris et al., 2008), we examine the voice in the education settings through the lens of alternative antecedents drawn on idiosyncrasies of the sector.

Second, the current work examines an important and largely overlooked behavioral response, i.e., neglect in the education settings, which has been touched upon by studies (Rintamäki et al., 2022; Kalfa et al., 2018) on responses to objectionable policies. Business and management scholars have not studied neglect. Their focus has been on other dark-side behaviors like stealing and misbehavior. Our findings enhance understanding of antecedents leading to neglect and voice of academics through the identification of alternative explanatory variables, viz., MW, MO and GAGA. The literature on MW, MO and GAGA in the higher education sector as a matter of course expands.

Third, this study is the first to have explored the perception of GAGA, a specific dimension of perception of politics, which closely reflects the politics experienced by academics as an antecedent of voice and neglect. We look at ‘careerism’ as identified by scholars (Rintamäki et al., 2022) as an underlying reason for the choice of responses – resistance and compliance- to the use of power in the education sector from another perspective and find “GAGA” to be able to predict voice and neglect. Though voice studies in general have focused on power dynamics, they have not focused on politics. No study has explored politics or perception of politics as an antecedent of neglect and voice. We contribute by giving it its due share of attention.

Additionally, the antecedents studied by MacMillan et al. (2020), Wei et al. (2015) and Burris et al.(2008) stem from employees’ security, social, and esteem motives. This study apart from focussing on GAGA which stems from lower order motives studied voice from the lens of constructs, viz., MW and MO associated with self-actualisation and self-transcendence. This study joins the niche which has begun to examine actualisation, propounded by Maslow, and self-transcendence as explanation to behaviors in organizations.

This study has value from a practice standpoint. Given the idiosyncrasies of the sector, working on MW and MO (suggested by Bailey et al.(2016)) of academics can induce voice and reduce neglect. These too are not embedded in the risk of speaking up and the efficacy of voice. Further, from a practical standpoint, zeroing in on a specific cause can help practitioners direct their energy on a focused area of GAGA than on the entire field of politics to induce voice and reduce neglect.

Literature Review

When academics in the higher education sector come across a situation, practice or behavior which is a source of potential harm, they generally choose not to voice (Rintamäki et al., 2022; Kalfa et al., 2018). More often than not, they respond

with neglect (Clarke et al., 2015). Our knowledge about the subject comes from specific studies and case studies on responses to policies on managerialism and use of power in higher education institutes. These studies directed us towards the responses itself and to the responses to any (not just specific) sources of potential harm arising in the educational settings. Behavior depends not only on situations but largely on individual level explanations. Thus, the study on responses of academics to situations that pose a threat for the organizational well-being, needs to integrate the knowledge of voice and neglect.

The contemporary response of academics through neglect and not voice is similar to other employees. A major percentage finds it uncomfortable to voice (Milliken et al., 2003). Employees don't exercise voice (Fast et al., 2014) as they perceive voice to be risky (Wei et al., 2015; Milliken et al., 2003). They exercise neglect as a response to felt injustice and dissatisfaction. Reduced or no voice and increased neglect may result in self-centered benefits to individuals (Kacmar & Carlson, 1997) but deter organizational well-being as prohibitive voice is instrumental to prosperity (Morrison, 2014; Van Dyne & Le Pine, 1998) and survival (Morrison, 2011), and neglect has a negative impact on organization as it instigates direct and indirect costs (Withey & Cooper, 1989).

Neglect is a counterproductive work behavior (Berntson et al., 2010) and includes refraining from contributing to the betterment or well-being of the organization (Allen & Tusek, 2009; Travis et al., 2011). Further, it is characterized by not giving one's best (Ditchburn & Hames, 2014). It is characterized by reduced interest and intentional under-performance (Rusbult et al., 1988). It is becoming passive in approach and making mistakes because of being disengaged (Farrell, 1983). Neglect- refraining from contribution for betterment and becoming passive in approach- is a behavioral response. This behavioral response has not been researched. Therefore, the loss caused to organization due to neglect has not been quantified. Loss due to turnover, absenteeism, workplace violence and theft have been quantified to be worth billions of dollars.

The field of voice is working on conceptualisation and categorisation of voice, integration of OB and HRM perspectives of voice and on antecedents of well-established categories of voice i.e., promotive and prohibitive voice. Promotive being communicating ways to improve practices and procedures to benefit organizations and prohibitive being communicating to improve the situation, practices or practices, which are potentially harmful for the organization (Liang et al., 2012; Farrell, 1983).

Researchers (Barry et al., 2022; Wilkinson et al., 2020; Mowbray et al., 2015) have underscored the deviation of OB researchers from the original conceptualization of voice to focus only on promotive voice while neglecting prohibitive voice. Further, writing to or informing authorities outside the organization of any potential harm has been dropped from the construct of voice and focus has been on the efficacy of voice within the organization. Further, only silence has been studied as an alternative to voice (Wilkinson et al., 2020). Neglect as an option has not received attention from scholars. As voice is being exercised both as a response to dissatisfaction and as a discretionary behavior, neglect too is being exercised as a response to dissatisfaction and as discretionary deviance behavior.

Voice has been distinguished in several ways. The old school of thought works on voice as response to job dissatisfaction and the new school of thought works on it being pro-social in nature. Though we come across destructive and defensive voices as well. Mowbray et al. (2015) review on voice from OB and HR perspectives finds that OB discipline has categorized voice as pro-social voice, justice-oriented voice and voice against dissatisfaction. However, looking closely, we find the exhaustive list across the fields includes motives of voice as prosocial, justice and against dissatisfaction. The content of voice from OB perspective includes suggestions for change and improvement, expression of concern about work issues harmful to organization and the focus is on improving organizational or unit functioning (Mowbray et al., 2015).

The fields of OB, HR and IR have captured voice from different perspectives. To integrate literature, the research on voice can be categorized on the basis of levels

- the societal (macro) level, the organizational or departmental (meso) level, and the individual (micro) level (Wilkinson et al., 2020; Kwon et al., 2016). OB concentrates on what motivates individual employees to speak up and is concerned with constructive change potentially beneficial to the organization. The constructive includes both promotive and prohibitive. Wilkinson et al. (2020) criticize voice in OB literature to be at an individual-level, discretionary and proactive behavior. Nevertheless, this is a significant part of voice. HR perspective focuses on the voice through which workers want to have a say in the organization. Further, IR perspective focuses on mechanisms to facilitate the voice. The commonality in all three is that there is an attempt to induce voice or inhibit any suppression of voice. While OB perspective focuses on it being favored by the organization, IR perspective finds it to be sometimes in conflict with interests of the management.

The categorisation in OB field finds voice as promotive and prohibitive, prohibitive being a recent development (Lam et al., 2022; MacMillan et al., 2020). Morrison (2011) argues that problem-solving voice is the same as prohibitive voice. Prohibitive voice is communicating to improve the situation, practices or behavior, which may harm the organization (Liang et al., 2012; Farrell, 1983). When the employees come across practices, procedures, outcomes or incidents that are a potential harm to the organization, they have the same choices as they have in the case of dissatisfaction. Both the problem-solving voice and the voice in the wake of dissatisfaction characterize preference of communication over escape and both include dissatisfaction. Both logically come under the ambit of voice which is prohibitive in nature. Morrison (2011) has integrated literature on voice from the perspective of Organizational Behavior into a model. She has begun the model with employees' urge to help the unit or organization. The relation between the urge and voice is moderated by perceived cost of speaking up and the perceived efficacy of the voice. Further, job attitudes have an indirect impact on voice through perceived cost of speaking up and the perceived efficacy of the voice. The model is silent about the impact of perceptions and direct impact of job attitudes on the urge and on the voice. Also, since the construct doesn't include communicating outside the organisation, (which is integral part of voice by Farrell (1983)), the model is obviously silent on

this. The focus of studies on antecedents is on cost-benefit analysis that has been referred to by scholars as “expectancy like calculus” (Morrison, 2011; Detert & Burris, 2007; Milliken et al., 2003). The decision to voice considers if others would take voice favorably or unfavorably (Ng & Feldman, 2012). The voice which has an element of speaking to the authorities outside the organization can be evoked when the perceived efficacy of voice is low. Therefore, prohibitive voice needs to include the element of speaking up to authorities outside the organization not only in the wake of illegal or unethical practices but also when procedures, outcomes or incidents can harm the organization or society. It may not amount to whistleblowing which has its pre-requisites - illegal and unethical practices.

Prohibitive voice integrates the old and the new school of thought on voice. Prohibitive voice entails both – result of dissatisfaction and aiming at negating potential harm. Barry & Wilkinson (2022) argue that OB voice has narrowed over time. However, the motive behind the voice remains the same. The categorisation of promotive and prohibitive doesn’t narrow down rather expand the field. With the review of literature, we have operationalised voice according to Hirschman (1970) and Farrell (1983) - “*emphasizing the repair of deteriorating conditions and the return to previous levels of performance*” Farrell (1983) which is akin to prohibitive voice as opposed to a promotive voice.

Researchers have majorly focused on antecedents of constructive or promotive voice (Barry & Wilkinson, 2016). Study of antecedents of prohibitive voice is a recent development (Lam et al., 2022; MacMillan et al., 2020). The antecedents of prohibitive voice established so far in literature include employee characteristics like work prevention regulatory focus (MacMillan et al., 2020), closeness to the leader and rank and type of attachment (MacMillan et al., 2020). On the organizational characteristics side known antecedents include voice climate, type of leadership, psychological safety and organizational based self-esteem (Wei et al., 2015; Burris et al., 2008). Prohibitive voice has been studied as a function of emotional exhaustion, job security and perceived interactional justice. Qin et al. (2014) has used conservation of resources theory to explain the relationships.

Compared to promotive voice, prohibitive voice is perceived to be riskier and is avoided (Chamberlin et al., 2017; Liang et al., 2012 and Whiting et al., 2012). Further, prohibitive voice is less likely to lead to positive performance evaluations (Chamberlin et al., 2017) or to enhance voicers' status (McClean et al., 2018). The voicers may be ignored or face a backlash (Bain et al., 2021; Liang et al., 2019; Liang, et al., 2012).

The research on prohibitive voice has generally worked on risk of voice and efficacy. However, recent research (Lam et al., 2018) has noted that apart from being calculative, it can be impulsive as well. There is strong evidence of it resulting from habit (Lam et al., 2018). Further, it may “*stem from deeply rooted beliefs*” (Morrison, 2011). Such beliefs work at a level beyond the general awareness. However, these can be deciphered. Our work is first in this direction. We argue that MW and MO (Bailey et al., 2019) will impact voice. MW and MO are associated with the higher placed needs of self-actualization or self-transcendence (Bailey et al., 2016). Academics are known to have these high order needs. Following Field theory, we propose that MW and MO offer alternative explanations of voice and neglect.

We could find only one empirical piece of evidence of the impact of meaningful work on voice. The work on the impact of transformational leadership on voice (Chen et al., 2018) has studied meaningful work as a mediator between leadership and voice. The study found that meaningful work has a significant positive impact on voice..

Literature on meaningfulness has two schools of thought: one assumes that man is in constant search of meaning (Frankl, 1966), and the other assumes that this is a higher-order need (Maslow, 1970). Meaningfulness has been studied from different perspectives, psychology and workplace spirituality (WS) being the most prominent. We focus on MW and MO as reported by Bailey et al. (2016). However, the outcomes of MW and MO whether they stem from WS or psychological perspective are the same. Similarly, the schools of thought differ on approach to MW and MO, while the outcomes would remain the same.

Bailey et al. (2016) have studied what gives meaning to work, and their findings include that meaning in work and meaning in organization is personal and individual and is reflected in

“transcendence, poignant, doing what one had dreamt of, a wider sense of life meaning and social good, a connection between their work and a sense of life meaning.” These findings are also in line with the pursuit of eudemonic well-being as a life goal. Eudemonic has been defined in terms of self-expressiveness (Waterman, 1993) where life integrates with the values worth living for. MW and MO have been studied in psychology as one of the dimensions of eudaemonic well-being (Keyes, 2006) and also as a construct fostering eudaemonic well-being. Current study has focused on MW and MO as captured by Bailey et al. (2016), which seems to be in line with one of the highest pursuits- self-transcendence. Further, their work is in line with Frankl (1966) in one aspect, which emphasizes that self-transcendence can be regarded as a superior pursuit. However, Frankl (1966) emphasizes that self-transcendence and not self-actualization is superior. Frankl (1966) emphasizes that self-transcendence is in accordance with the true nature of humans. Maslow (1970) advocates that self-transcendence is a higher-level need. His theory too supports that MW and MO from both the psychological and the spirituality perspectives merge at a point.

The research from the workplace spirituality perspective has found a significant negative relationship between meaningful work and exhaustion, depression and stress symptoms (Fairlie, 2011). In the higher education sector, MW and MO is a reality. However, their linkages with voice and neglect have not attracted the attention of researchers. We could not find any paper that studied the impact of MW and MO on voice and neglect. The extensive reviews (Houghton et al., 2016) have no mention of any work studying the impact of meaningful work on voice and neglect. Voice is vital to the prosperity of an organization (Morrison, 2014; Van Dyne & LePine, 1998), and so is elimination of neglect.

In the higher education sector, MW and MO are a reality. However, their linkages with voice and neglect have not attracted the attention of researchers. Scholars reported that meaning in work and organization lowers the intention to quit (Fairlie, 2011) and results in lowering absenteeism (Soane et al., 2013). It follows that MW and MO should have a negative impact on neglect as well. Based on the discussion above and following field theory (Lewin, 1942) we hypothesize:

Hypothesis 1. Meaning in work has a positive impact on voice and a negative impact on neglect

Hypothesis 2. Meaning in organization has a positive impact on voice and a negative impact on neglect

Organizations are political entities and higher education is no exception. There is a direct relation of perception of politics with behavior (Ferris et al., 1989). However, it has not been studied as a predictor of voice and neglect in the higher education sector. Houghton et al. (2016) and Ferris et al. (2002) suggest that politics be included in the empirical models to understand the complexities of the relationships. Politics is a set of acts by individuals or a group of individuals to get individual or mutual benefit, which may go against others or the organization (Pfeffer, 1981). Perception of organizational politics has been reported to positively relate to turnover intentions (Chang et al., 2009 and Miller et al., 2008) and counterproductive work behavior (Bedi et al., 2013).

GAGA is the perception that agreeing with powerful others would be in the self-interest. It is the perception that it is better to agree and not communicate authentic feelings and thoughts in order to get personal rewards (Kacmar & Carlson, 1997) which is a deterrent to organizational development. It impacts one's autonomy and feeling of competence (Rosen et al., 2014). Autonomy and competence are significant psychological needs of academics. Also, since perception of politics is threatening (Ferris et al., 2002) so is its dimension GAGA.

We know the perception of politics has a positive relationship with the intention to exit and counterproductive behavior. Ferris et al. (1989) argue that there is a direct relation of POP with behavior. This relationship has also been explained through mediating variables by social exchange theory, strain theory and psychological need theory (Rosen et al., 2014). The research supports that academics in the higher education sector have responded to the contemporary issues like managerialism issues (Kalfa et al., 2018), with neglect and not voice. On similar lines, we argue that they respond to GAGA with neglect in the higher education sector. We argue that GAGA is widespread and one of the most significant issues in contemporary times but hasn't received its due share of attention in explaining voice and neglect. We further argue that it should be able to explain a significant and robust variance in neglect in the higher education sector.

Since GAGA is attributed to external situations, employees reciprocate by neglect and do not attempt to change the situation.

Hypothesis 3a. GAGA has a negative impact on voice.

Hypothesis 3b. GAGA has a positive impact on neglect.

DATA AND METHOD

For the empirical analysis, we used the primary data collected by way of survey with academics in higher education as the respondents. The sample was drawn from faculty members teaching in different colleges and universities across India. Seven hundred faculty members in the higher education sector were requested to participate in the survey, through Google forms. Structured questionnaires were circulated through online mode. Only 313 faculty members filled the questionnaires. After deleting responses of 6 unengaged respondents, data from 307 academics were used in the study. 194 of the respondents were below 40 years of age, 81 were 40 to 54 years old and 32 were above 54 years of age. 227 were females and 80 were male members.

Respondents in the study had a choice of anonymity. Most of the respondents preferred not to disclose their names and e-mail ids. No benefits were offered for participating in the survey. All the statements to measure one construct were not placed together. Some questions were included just to deal with bias.

Measures

Meaning in work

Meaning in work was measured by a scale adapted from Ashmos and Duchon (2000). Participants were asked to indicate the extent of their agreement with each item presented in a seven-point Likert scale (1 = strongly disagree, 7 = strongly agree). Sample items are “I experience joy in my work.” We deleted one item - ‘My spirit is energized by work.’ We have elaborated upon use of this scale and deleting of this item in the Appendix I.

Meaning in organizations

Meaning in organizations was measured, using a scale adapted from Ashmos and Duchon (2000) and Milliman et al. (2003). Sample items are, 'My organization has a noble purpose' and 'My organization renders important service to the society'. The construct was measured on a 7-point scale. Though Milliman et al. (2003) has named the dimension alignment with values, the construct includes the meaning in purpose of the organization. Thus, meaning in organization seems to be better nomenclature.

GAGA – a dimension of Perceived organizational Politics (POP)

GAGA – a dimension of Perceived organizational Politics was measured by the scale developed by Kacmar & Carlson (1997). Each item is measured on a 7-point scale, from 1 = never to 7 = always. Sample items are, 'Agreeing with powerful others is the best alternative at this institute/college.'

Voice and Neglect

Neglect and Voice were measured by scale adapted for faculty from Farrell (1983). Respondents were asked when they come across a situation, practice or behavior which is a source of potential harm to their workplace, what do they do. Which was followed by a set of statements to measure voice and neglect. Some items were re-worded for the education sector. Each item is measured on a 7-point scale, from 1 = never do that to 7 = always do that. Sample items are, "Choose to be passive in approach" for neglect and "Talk to the In-charge to try and make things better" for voice.

Data Analysis

We calculated descriptive statistics on SPSS to get a basic idea of the data. The means and standard deviations can be checked from table I. We examined variable inflation factors for all predictors on our dependent variables to check multicollinearity and observed no VIFs greater than 2, which is far less than the threshold of 10. To test the study hypotheses, structural equation modeling (SEM) was used. All the hypotheses were tested together using CB-SEM on AMOS.

Validity and reliability

We observed convergent and discriminant validity. Table I shows that the average variance extracted (AVE) of all the constructs except voice is above 0.5, confirming convergent validity. AVE should be 0.5 or higher. However, for establishing convergent validity, a threshold of 0.4 can be considered if composite reliability is higher than 0.6. If the AVE is less than 0.5, but higher than 0.4 and the CR is higher than 0.6; the convergent validity of the construct is still adequate (Fornell & Larcker, 1981). Thus, the convergent validity of voice is adequate. The square root of AVE is greater than correlations in each case, and Average Variance Extracted (AVE) is greater than Maximum shared variance (MSV), which confirms discriminant validity. The composite reliability (CR) value above 0.70 shows reliability.

Table I

Descriptive Statistics, Validity and Reliability

	<i>M</i>	<i>SD</i>	<i>CR</i>	<i>AVE</i>	<i>MSV</i>	<i>MaxR(H)</i>	<i>VC</i>	<i>MW</i>	<i>NL</i>	<i>GAGA</i>	<i>MO</i>
VC	4.15	1.42	0.714	0.467	0.058	0.813					
MW	6.14	.79	0.887	0.572	0.343	0.903	0.05				
NL	3.41	1.46	0.838	0.565	0.280	0.841	0.148**	- 0.175**			
GAGA	4.05	1.36	0.857	0.545	0.280	0.860	-0.041	-0.079	0.445**		
MO	5.35	1.31	0.942	0.735	0.343	0.958	0.227**	0.522**	-0.119*	-0.212	

MW- Meaning in work MO- meaning in organization GAGA-Go along to go ahead VC-voice

NL- neglect.

Model Fit

The overall model describes relationships between independent variables - Meaning in work (MW), Meaning in organization (MO) and Go along to go ahead (GAGA); between independent and dependent variables – Voice and Neglect. The model showed a good fit with the data, standardized RMR =.0565; CMIN /df = 2.258; comparative fit index (CFI) = .930; TLI = .921; RMSEA= .054 (Table II).

Table II Overall confirmatory analysis

CMIN/df	CFI	TLI	RMSEA	Std RMR
2.258	.930	.921	.054	0.0565

RESULTS

After confirming the fitness of the measurement model, we tested the hypothesized model using SEM.

Hypothesis 1 is concerned with the relationships between Meaning in work and voice; and meaning in work and neglect. The results of path analysis revealed that Meaning in work does not significantly impact voice. Meaning in work has a significant negative impact on neglect ($\beta = -.174$, $p < .05$). Thus, these results partly supported the hypotheses concerning the relation between meaning in work and voice and neglect.

Hypothesis 2 examines the relationship between Meaning in organization and voice and neglect. Meaning in organization has a significant positive impact on voice ($\beta = 0.260$, $p < .05$) and meaning in organization does not significantly impact neglect. These results partially

supported the hypotheses concerning the relation between meaning organization and voice and neglect.

Hypotheses 3a and 3b are concerned with the relationships between GAGA and voice and GAGA and neglect. GAGA has a significant positive relation with neglect ($\beta = 0.531$, $p < .001$), while no significant relationship has been found between GAGA and voice. These results partially support the hypotheses concerning the relation between GAGA and voice and neglect.

DISCUSSION

We find the ongoing conversation on responses of academics to managerialism and objectionable use of power (Rintamäki et al., 2022; Kalfa et al., 2018) as thought provoking. Academics who play the role of conscience of society and generally take pride in collegiality, when faced situations that are potential harm to the organization, more often than not chose neglect (Clarke et al., 2015) over exit, voice and loyalty. We reviewed literature on voice and neglect. Neglect has not been studied and voice has been studied from the perspective of OB, HR and IR. Three fields have deviated from the original concept of voice and there have been attempts to integrate the literature (See Barry et al., 2022; Wilkinson et al., 2020; Kwon et al., 2016; Mowbray et al., 2015) The commonality is that all the three perspectives find the voice to be desirable.

Communication of potential harm has been studied in contemporary times as prohibitive voice. OB has focussed more on promotive voice while the prohibitive voice has lately attracted attention from researchers (Lam et al., 2022; MacMillan et al., 2020). It is noteworthy that in the original conceptualisation of voice, voice is prohibitive in nature and includes communicating outside the organisation too. Voice is “*emphasizing the repair of deteriorating conditions and the return to previous levels of performance*”(Farrell, 1983). In later conceptualisations communicating outside is missing. Our study worked on the original concept of voice.

According to the original concept, the voice that has been studied is prohibitive in nature. The studies on antecedents of prohibitive voice have established that when the risk of voice is high

and efficacy of voice is low, voice is avoided. The antecedents studied enhance our understanding of the phenomenon and have practical implications for the field to increase the efficacy and lower the risk. Nevertheless, the field has called for study of alternative antecedents (Wei et al., 2015; Liang et al., 2012).

We look at the idiosyncrasies in the higher education sector and identify MW and MO and GAGA as antecedents of voice and neglect. MW and MO are not embedded in risk of speaking up and efficacy. They bypass the risk and efficacy. One antecedent - habit studied by Lam et al. (2018) bypass risk and efficacy.

Guided by Field theory (Lewin, 1942) , we set out to examine how MW and MO and GAGA would predict neglect and voice (original conceptualisation - voice which is prohibitive in nature) .

The results of the analysis revealed that meaning in organization has a significant positive impact on voice and meaning in work has a significant negative impact on neglect. The results are in line with prior research on desirable work attitudes (e.g., Fairlie, 2011; Milliman et al., 2003), which found a significant positive relationship between Meaning in work and organization and other desirable work attitudes like organizational commitment (Milliman et al. 2003). Academics who find meaning in organization and believe that there is a sync between their values and the organizations' values would be more confident to voice in the interest of the organizations. Also, when employees feel that their organization has an important role to play for society or the organization is aligned to the common goals of society or is working towards a common good, they choose to be more dedicated and devoted towards the organization and engage in a voice that is prohibitive in nature. The findings that meaning in organization does not have a significant impact on neglect is unexpected. The statistical explanation is the presence of dominant predictors – meaning in work and GAGA in the model.

Meaning in work reduces neglect. This study found a significant, negative and strong impact of meaning in work on neglect. The academics who find their work meaningful would not engage in neglect. Even when they are dissatisfied or find certain policies and procedures are potential harm to their organization, they won't respond with neglect. Passive employee behavior is a liability for any organization as it is countervailing in the long run. Results of this

study reveal that meaning in work reduces neglect behavior and the meaning in organization induces voice. We know that increased constructive voice adds to success, growth and prosperity (Morrison, 2014; Van Dyne & LePine, 1998). This study adds to the extant literature by reporting that meaning in work and meaning in organization are salient predictors of voice and neglect.

GAGA has a significant and robust positive relation with neglect, but there is no significant relationship between GAGA and voice. GAGA is a pollutant in the organization which induces neglect. Results for neglect are as expected and are in line with studies having worked on the relationship between perception of politics and undesirable outcomes. Chang et al. (2009) and Miller et al. (2008), have reported a positive relationship between perception of politics and turnover and Bedi et al. (2013) have reported a positive relationship between perception of politics and counterproductive work behavior. We had hypothesized a negative relation between GAGA and voice. However, that relationship is not significant. We knew that perception of politics induces turnover and counterproductive work behaviors. This work has added to the extant literature by finding a positive impact of a dimension of perception of politics- GAGA on neglect. In the higher education sector, neglect is a big problem. Also, being passive in approach on the part of academics has negative implications for the higher education sector.

Current work makes three primary contributions to the literature. First, building upon the conversation in journals of repute, on responses of academics to the use of managerialism and power which have negative bearing on themselves, we take the conversation to the domain of responses and to any practices (not just specific) that are potentially harmful to the organisation. We focus on voice or lack thereof exercised by academics, when they find any practices have a negative bearing on the organization. Then, building upon the need to study alternative antecedents of voice (Wei et al., 2015; Liang et al., 2012), we examine the voice in the education settings through the lens of alternative antecedents drawn on idiosyncrasies of the sector.

Second, we include in our study a closely related and under researched response i.e., neglect in the education settings, which has only been touched upon by studies (Rintamäki et al., 2022; Kalfa et al., 2018) on responses to objectionable policies. Our findings enhance understanding

of antecedents leading to neglect and voice of academics through the identification of alternative explanatory variables, viz., MW, MO and GAGA.

Third, this study is the first to have explored the perception of GAGA, a specific dimension of perception of politics, which closely reflects the politics experienced by academics as an antecedent of voice and neglect.

PRACTICAL IMPLICATIONS

This study has value from a practice standpoint. MW and MO has a significant positive relation with voice and significant negative relation with neglect. In contrast, GAGA has a positive impact on neglect. This paper contributes to the practice by pointing to the specific areas that can bring about significant results for the organization. Nurturing MW and MO can lead to voice and reduced neglect. Furthermore, a reduction in GAGA can reduce neglect. These have implications for HR policies.

Meaning in work leads to reduced neglect. Employees, when they find the work meaningful, do not engage in neglect behavior. When employees feel that their organization has an essential role for society, they choose to be more dedicated and devoted towards the organization; engage in voice behavior. These have implications for policies.

Furthermore, organizations need to work on managing GAGA as it pollutes the organizations in the higher education sector and is a significant, salient and robust predictor of neglect. Also, it would be easier to manage one dimension of politics- GAGA than several perceptions of politics. It has implications for training, specifically in the higher education sector in India. This sector has its peculiarities. The departmental heads at the colleges and institutes are appointed on a rotational basis. We find several training and development programmes for updating knowledge of subjects teaching skills. However, we hardly find any faculty development programmes on leadership and motivation specifically designed for academic leadership, which can help do away with the culture of yes-manship. This culture of GAGA or yes-manship is a significant and robust predictor of neglect. This paper has implications for both the leadership of the entire institute and the leadership of respective departments. No paper has shed light on this aspect of higher education.

Additionally, the antecedents studied so far stem from employees' security, social, and esteem motives. This study apart from focussing on GAGA which stems from lower order motives studied voice from the lens of constructs, viz., MW and MO associated with self-actualisation and self-transcendence.

CONCLUSION

Guided by literature and theory, the alternative antecedents (not studied before) identified from idiosyncrasies of the higher education sector actually have a significant bearing on voice and neglect. This work adds to the extant voice and neglect literature and also to literature of meaning in work, meaning in organization and perception of politics. A distinct contribution is that meaning in work reduces neglect and meaning in organization induces voice. This study found a significant, negative and strong impact of meaning in work on neglect. This work adds to the perception of politics literature. One of the dimensions of perception of politics – GAGA has been found to have a significant positive and robust impact on neglect. This paper contributes to the practice by pointing to the specific areas that can bring about significant results for the organization.

Current work sets stage for the studies that may study the antecedents identified by other studies and the ones identified in this study together to find their unique and integrated impact on voice and neglect. Studies may operationalise voice as the original construct of voice. The follow up research can test voice (original construct) and prohibitive voice to be able to comment on distinctiveness or lack of it of the two constructs.

Studies can include other antecedents associated with self-actualisation and self-transcendence. We recommend that further research may study other outcome variables of GAGA in the education sector. It would be interesting to study the impact of MW, MO and GAGA on voice and neglect in an/some other industry/ies.

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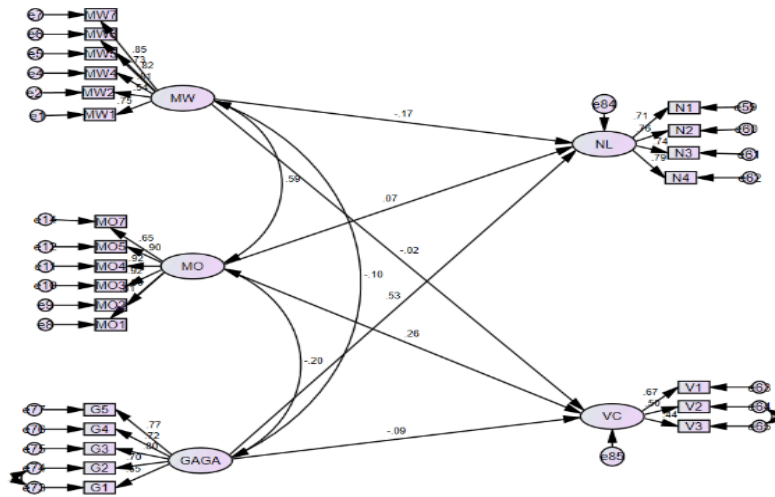


Figure 1: Structural Model

MW- Meaning in work MO- meaning in organization GAGA- Go along to go ahead VC

-voice NL – Neglect

Appendix I

We compared the constructs MW from WS perspective and meaningfulness in work reported by Bailey et al. (2016). Similarly, we compared PV from WS perspective and meaningfulness in organizations reported by Bailey et al. (2016). We argue that the operationalization of constructs for their implications for organizations seems to be similar. In support of our argument, we tabulated excerpts from the paper of Bailey et al. (2016) and have the items of the scale against each of the quoted excerpts in the tables below. We argue that the scale used from WS perspective can be used to measure meaningfulness reported by the mainstream paper by deleting one item from each scale. Furthermore, this would have similar implications for organizations.

Table III

Meaning in work excerpts (Bailey et al., 2016) and items of scale- Meaningful Work
(Ashmos Duchon, 2000)

<i>Meaning in work in the excerpts as captured by Bailey et al. (2016)</i>	<i>Items of the scale (Ashmos Duchon, 2000) to measure the corresponding aspect</i>	<i>Item numbers*</i>
<i>“My god, I’m actually doing what I dreamt I could do, that’s kind of amazing”.</i>	I experience joy in my work.	MW1
	The work I do is connected to what I think is important in life.	MW4
	I look forward to coming to work most days.	MW5
<i>“Individuals tended to experience their work as meaningful when it mattered to others more than just to themselves”</i>	I believe others experience joy as a result of my work.	MW2

<i>Bailey et al. (2016) suggests the below mentioned for avoiding meaninglessness or articulating Organizational meaningfulness</i>	Item no*	PV Scale developed by Ashmos and Duchon (2000) **
<i>“This purpose should be formulated in such a way that it focuses on the positive contribution of the organization to wider society or the environment. This involves articulating:</i> <i>What the organization aims to contribute, what is its “core business”?</i> <i>How does it aspire to go about achieving this?</i> <i>What values underpin its way of doing business?</i>	P V1	My organization cares about all its employees
	P V2	My organization is concerned about the society
	P V3	My organization has a noble purpose
	P V4	My organization renders important service to the society
	P V5	I feel connected with the mission of my organization
	P V7	I feel that I am not forced to compromise my basic values at work

* item number in this paper (PV Scale developed by Ashmos and Duchon, 2000)

*** This scale measures perception of meaningfulness of organization and the connection between individual values and organizational values*

The scale developed by Ashmos and Duchon (2000) on meaningful work and purpose and value, as can be inferred from the tables- table III and table IV, can measure the essence of meaningfulness experienced by the employees as reported by Bailey et al. (2000). However, to match these constructs- from a mainstream perspective- two items need to be deleted, one item of each scale concerning the soul, viz., item MW3 and PV 6. MW 3 - My spirit is energized by work, and PV 7 - This college cares about whether or not my spirit is energized. We argue that meaningfulness – a reflective construct would produce the same results on endogenous variables in a quantitative study, had a scale been developed on the basis of the qualitative study by Bailey et al. (2016). Further, Bailey et al. (2017) have recognised in their review, meaningful work as a dimension of workplace spirituality and has made no distinction between the two perspectives – the one acknowledging inner-life and the one, which doesn't. Next, Bailey et al.(2019) acknowledges meaningful work as a fundamental dimension of workplace spirituality. While the qualitative study Bailey et al. (2016), has no mention of spirituality. We reason that meaningfulness nurtured from either perspective will produce the same results for the organization.