



Akademik Sosyal Arařtırmalar Dergisi
The Journal of Academic Social Science
Yıl: 1, Sayı: 1, Aralık 2013, s. 112-124

Necati CEMALOĐLU¹
Elif DAŐCI²
Fatih ŐAHİN³

İLKÖĐRETİM KURUMLARINDA GÖREV YAPAN
ÖĐRETMENLERİN ÖRGÜTSEL SESSİZLİK YAŐAMA
NEDENLERİ: NİTEL BİR ÇALIŐMA

ÖZET

Eđitim örgütlerinde yapılan arařtırmalar incelendiđinde, örgütsel sessizliđin yüksek düzeyde yařandığı, yönetici ve öğretmenlerin, olay ve durumlar karşısında konuşmak yerine sessiz kalmayı tercih ettikleri görülmektedir. Örgütsel sessizliđin, bilgi ve deneyimleri paylaşmama, çok yönlü perspektiflerden mahrum kalma, işlerin iyileştirilmesi çalışmalarına kayıtsız kalma, açık iletişim ve yapıcı diyaloglar kuramama, kurumu sahiplenmeme, performansta düşüş, haksızlıđa tepki gösterme yerine pasif kalma, görüşlerini açıklamada gönülsüz olma gibi sonuçlara yol açtığı görülmektedir. Örgütlerin psikolojisini olumsuz yönde etkileyen sessizlik iklimi, örgütsel davranış örüntüleri üzerinde belirleyici bir etkiye sahiptir.

Bu arařtırmanın amacı, ilköđretim kurumlarında görev yapan öğretmenlerin örgütsel sessizlik yařama nedenlerini saptamaktır. Arařtırma nitel arařtırma modeline göre yapılandırılmıştır. Nitel arařtırma desenlerinden olan olgu bilim (fenomenoloji) kullanılarak gerçekleştirilen bu arařtırmanın çalışma grubu, amaçlı örnekleme yöntemlerinden, kartopu veya zincir örnekleme yöntemi ile belirlenen 4 ilköđretim kurumu öğretmeninden oluşmaktadır. Açık uçlu sorular ve yarı yapılandırılmış görüşme tekniđi kullanılarak elde edilen veriler, içerik analizi tekniđi kullanılarak analiz edilmiştir.

Yapılan içerik analizi sonucunda ortaya çıkan kodlardan bazıları; yöneticinin 'sözde' ilgileniyor görünmesi, adil olmayan uygulamalar (ayrımcılık/kayırmacılık vb.), meslektaşların düşük performansı, konuşmanın faydasız olduđu inancı olarak belirlenmiştir. Arařtırma sonucunda, ilköđretim kurumlarında görev yapan öğretmenlerin örgütsel sessizlik yařama durumlarının; yönetsel, örgütsel, işle ilgili ve ilişkisel nedenlerden kaynaklandığı saptanmıştır. Öğretmenler genellikle, ilişkisel nedenlerden konuşmanın faydasız olduđu ve yönetsel nedenlerden yöneticinin sözde ilgileniyor görünmesi sebebiyle örgütsel sessizlik yaşamaktadırlar. Örgütsel sessizlikle başa çıkılabilmesi için, daha aktif ve yeniliklere açık olunması, bireyselliđe önem verilmesi, uzlaşmacı bir yaklaşıma sahip

¹Doç. Dr., Gazi Üniversitesi, Eğitim Yönetimi, Teftiři, Planlaması ve Ekonomisi Ana Bilim Dalı, necem@gazi.edu.tr

²Arş. Gör., Aksaray Üniversitesi, Sosyal Bilimler Enstitüsü, elifdasci@aksaray.edu.tr

³Arş. Gör., Gazi Üniversitesi, Eğitim Yönetimi, Teftiři, Planlaması ve Ekonomisi Ana Bilim Dalı, sahinfatih@gazi.edu.tr

olunması ve mesleğin uygulayıcılarının gönüllü ve istekli kişilerden seçilmesi gerektiği belirlenmiştir.

Anahtar Kelimeler: Örgütsel sessizlik, öğretmen, sessizlikle başa çıkma, örgüt psikolojisi.

**CAUSES OF PRIMARY SCHOOLS TEACHERS' ORGANIZATIONAL SILENCE:
A QUALITATIVE STUDY**

ABSTRACT

The purpose of this study is to determine the causes of organizational silence experienced by primary school teachers. This research was structured with qualitative research approach. Study group of this study consists of four primary schools teachers as determined by a snowball or chain sampling method. The data was collected through semi-structured interviews and open-ended questionnaires from 4 participants and were analyzed using content analysis technique. As a result of the research, organizational silence is experienced by primary school teachers is derived from administrative, organizational, work-related, and relational reasons. Teachers thoughts about it would be useless to talk because of relational reasons, and school administrators seem to be interested in the so-called because of administrative reasons lead to organizational silence. According to participants, to deal with organizational silence, to be more active and open to new ideas, emphasis on individuality, to have a conciliatory approach, and selecting the practitioners of the profession from willing and voluntary people are required.

Keywords: Organizational silence, teacher, coping with silence, organizational psychology.

1 Introduction

Research conducted in educational organizations indicates that a high level of organizational silence is experienced, teachers and administrators in the face of facts and circumstances appear to prefer to remain silent rather than speak (Bayram, 2010, p. 79; Çakıcı, 2008, p. 130; Kahveci, 2010, p. 91; Kahveci and Demirtaş, 2013, p. 61; Yanık, 2012, p. 140).

Research on organizational silence in educational organizations shows that organizational silence is mostly experienced on lack of school principal, poor performance, wrong attitudes, unfair practices, bad treats, unethical behaviors, and personal conflicts (Bayram, 2010, p. 83; Bildik, 2009, p. 78; Kahveci and Demirtaş, 2013, p. 60; Yanık, 2012, p. 147). Administrators' intentionally or unintentionally contribution to organizational silence causes teachers to think that it is useless to talk about matters because it will not change anything, they will be appear as a complainant and gossipy (Bildik, 2009, p. 79; Kahveci and Demirtaş, 2013, p. 60). Teacher who is mistreated by his principal has difficulty in adapting to school, feelings of loneliness, and have problems in relationships in school (Blase and Blase, 2004, p. 253). Organizational silence in educational organizations leads to not sharing information and experiences, deprivation of multi-faceted perspectives, not to participate in development activities, not being able to open communication and constructive dialogue, lack of organizational commitment, deliberately not telling ideas, a reduction in performance, instead of reacting injustice to stay passive (Kahveci and Demirtaş, 2013, p. 60), be reluctant to explain their views (Yanık, 2012, p. 147).

When the causes of organizational silence is examined it can be seen that research has been focused on the attitudes and behaviors of school administrators, negative criticism from school administrators and colleagues against teachers, lack of experience and knowledge

(Kahveci 2010, pp. 91-92), exclusion (left alone, lack of support) (Bayram, 2010, p. 84). Research has shown that administrators' leadership styles have the ability to influence the psychological aspect of the organization (Bass, 1988, p.25; Bass, 1999, p.16; Bass, 2000, p. 37; Carmeli, Meitar and Weisberg, 2006, p. 83; Çelik, 1998, p. 439; Karadağ, Başaran and Korkmaz, 2009, p. 41-42; Karip, 1998, p. 463; Krishnan, 2008, p. 20; Nguni, Slegers, and Denessen, 2006, p. 172). Morrison and Milliken (2000, p.714) state that organizational climate of silence stems from the two common beliefs. The first is the thought of not worth striving for organizational problems, and the second is finding dangerous to express their views and concerns.

2 Purpose

The purpose of this study is to determine the causes of organizational silence experienced by primary school teachers. The following questions were addressed in the study:

1. What are the causes of organizational silence experienced by primary school teachers?
2. What are the suggestions of primary school teachers to deal with organizational silence?

3 Theoretical Framework

Organizational silence is defined as the views and concerns related to organizational problems are not shared by the employees (Morrison and Milliken, 2000, p.707). Organizational silence has a significant impact on organizations, but there is not enough research on this issue in the literature (Bowen and Blackmon, 2003). According to Morrison and Milliken (2007), this concept is a collective phenomenon.

Current Turkish Dictionary defines silence as “not to be the noise around” (Türk Dil Kurumu [Turkish Language Institution], 2013). According to Çakıcı (2007, p. 721) organizational silence is the intentionally act of employees to remain silent about the technical or behavioral issues which are related to employees' duties or workplace improvement.

Morrison and Milliken (2000, p. 721) say that if an employee feel a dangerous situation when he speak within the organization, he/she can deliberately choose to remain silent.

4 Method

This section contains information about the research design, sampling, data collection and data analysis tools.

Research Design

This study is a qualitative research model. Qualitative data collection methods, such as observation, interviews and document analysis can be used in this model. Qualitative research is a holistic and realistic form of perceptions and events put forward in a natural environment (Yıldırım and Şimşek, 2011, p. 39).

The phenomenology is one of a qualitative research designs. Data sources include individuals or groups who have experienced the phenomenon or who can reveal and reflect the

phenomenon in phenomenological research. This kind of works require long interviews, so the number of individuals that may be included in the sample generally should not exceed 10. The main data collection tool of phenomenology research is interview (Yıldırım and Şimşek, 2011, p. 74). Researchers paid attention to create a climate of trust and an interaction environment based on empathy with participants.

In this research, the interview method was used. Verbal communication is the main tool of interview (Yıldırım and Şimşek, 2011, pp. 40-41). Qualitative data in the research was obtained by voice recorder and the interview form held by the researchers during the interview.

Study Group

Study group of this research consists of teachers working in primary schools who have experienced organizational silence. Firstly, the research process has begun by the identification of the individual and the situation that may be a rich source of information related to the problem. Snowball or chain sampling method was used in this study. In this method, just as the process progresses the names and circumstances obtained continue to grow like a snowball and after a period of time some specific names come to the forefront. In this way, the number of individuals to interview or the number of cases to deal with is expected to decrease (Yıldırım and Şimşek, 2011, p. 111). Before the research a teacher in accordance with the sampling selected by the researchers. Then the teachers interviewed were asked the next meeting should be done with whom.

Two of the teachers interviewed were male and the other two were female. One participant is working in Ankara province and the other three are working in Aksaray province.

Table 1: *Data of participants in this research*

Teacher Code	Branch	Seniority	Tenure at the School
T1	Elementary Math Teacher	2	2
T2	Social Studies Teacher	12	7
T3	Primary School Teacher	19	5
T4	Academic Advisor	9	4

According to Table 1, the teachers in this research are from 4 different branches and schools. The teachers who participated in the study have range from 2 to 19 years seniority.

Data Collection Tools

In this study, it is decided to carry on a interview with teachers who were determined. A semi-structured interview form based on the literature and expert opinions was prepared to make interviews. After the expert opinion the final version of the interview form was created (Appendix).

Data Collection and Analysis

The data of this study was collected by semi-structured interview and a voice recorder. Participants and schools' names are encoded and real names kept secret to ensure that the interview questions to be answered sincerely. Teachers informed clearly by the interview forms given to them.

The data collected in this study analyzed by content analysis. Content analysis are used to determine data and reveal facts that may be hidden in the data (Yıldırım and Şimşek, 2011, p. 227). Before the data collection, in accordance with the conceptual framework and theory of the study a theme and code list created by bringing together the concepts and themes (Yıldırım and Şimşek, 2011, p. 229). This themes and codes were revised in the process of analysis of the data. The themes and codes determined before analysis of the data are given in Table 2:

Table 2: *Themes And Codes Before Analysis Of The Data*

Themes	Codes
Administrative	<ul style="list-style-type: none"> ✓ Lack of knowledge/skill of administrator ✓ Lack of confidence in management ✓ «I know the best» attitude of administrator ✓ Negative repercussions of administrator for speaking up clearly ✓ Administrator's being 'so-called' interested in ✓ Responding negatively to negative feedback ✓ Authoritarian attitude of administrator
Organizational	<ul style="list-style-type: none"> ✓ Negative repercussions of organizational climate for speaking up clearly ✓ Unfair practices (discrimination/favoritism etc.) ✓ Unsuitable rules for organizational goals ✓ Sexual harassment/mobbing etc. ✓ Image of school in community
Work-related	<ul style="list-style-type: none"> ✓ Low performance of colleagues ✓ Thinking of increase in workload ✓ Lack of hardware/tool/equipment ✓ The fear that her/his ignorance or inexperience would be revealed
Relational	<ul style="list-style-type: none"> ✓ Fear of isolation ✓ Personal rivalries and conflicts ✓ Strict hierarchical structure ✓ Uncompanionable relationships ✓ Fear of stigmatization as troublemaker/complainer

After examining the research data with the content analysis, some changes have been made to the list of themes and codes. Tables showing the theme and the code lists of participants are given in the results section and interpreted in this section.

As stated in previous sections, the teachers who were selected by using snowball sampling method work in different schools. T1, T2, T3 and T4 symbols are used to symbolize teachers.

In this study, some methods have been used in order to increase the internal and external validity and reliability of the study in the process of data collection and analysis. One of the methods used to increase the internal validity is "expert review" (Yıldırım and Şimşek, 2011, p. 268). In this regard, researchers got two expert opinions in the creation of the interview form, determination of the themes and codes, and analysis of the data processes. The experts have knowledge about the subject of the research and are experts in qualitative research. One of them is an expert in the field of educational administration and supervision, and the other is an expert in the field of educational measurement and evaluation. Another method used to enhance the internal validity of the study is "participant confirmation" (Yıldırım and Şimşek, 2011, pp. 268-269). Accordingly, after completion of the qualitative research, the data was analyzed and through pre-determined themes and codes a report was written by analyzing the data. Then, this report was presented to the participant to confirm the accuracy of this report. As a result of the application, a large majority of participants have confirmed these reports, however, several points of views are expressed. After making the necessary adjustments according to the opinions given the final version of the report was prepared.

The external validity of the study (transferability) was provided by using "detailed description" and "purposive sampling" methods. Raw data re-arranged according to emerging concepts and themes is presented to readers without comments in detailed description (Yıldırım and Şimşek, 2011, p. 270). Therefore, in order to increase the external validity of the research sometimes direct quotes are used. In this research, researchers tried interview with everyone whom believed to have lived organizational silence in order to reflect differences in purposive sampling.

In this study, in order to ensure internal reliability (consistency) the relevant literature was carefully examined, the questions asked in interviews in a similar approach, and attention was paid to record interviews. Also, the relations between the data consistency results analyzed. Also, consistency of the relations between data and results were examined.

Confirmation of participant method was used to provide external reliability of the study (being able to confirm). The purpose of this method is to look at whether confirmation mechanism works or not by comparing the results and raw data (Yıldırım and Şimşek, 2011, p. 272). Researchers took care to make logical explanations through confirming the results obtained with the data collected.

As a result, different methods used in this study in accordance with the essence of the qualitative research to ensure the validity and reliability of the study.

5 Findings and Comments

Examination of the teachers' answers to the questions and themes and codes after analysis of the data are given in Table 3:

Table 3: Themes And Codes After Analysis Of The Data

Themes	Codes
Administrative Causes	<ul style="list-style-type: none"> ✓ Administrator's being 'so-called' interested in (n=3) ✓ Lack of knowledge/skill of administrator (n=2) ✓ «I know the best» attitude of administrator (n=2) ✓ Negative repercussions of administrator for speaking up clearly (n=2) ✓ Lack of confidence in management (n=2) ✓ Authoritarian attitude of administrator (n=1)
Organizational Causes	<ul style="list-style-type: none"> ✓ Unfair practices (discrimination/favoritism etc.) (n=1) ✓ Sexual harassment/mobbing etc. (n=1) ✓ Hierarchical structure (n=1) ✓ Meeting material needs of the institution (n=1)
Work-related Causes	<ul style="list-style-type: none"> ✓ Low performance of colleagues (n=2) ✓ Image of school in community (n=2)
Relational Causes	<ul style="list-style-type: none"> ✓ The belief that speech is useless (n=4) ✓ Uncompanionable relationships (n=2) ✓ Fear of stigmatization as troublemaker/complainer (n=2) ✓ Fear of isolation (n=1) ✓ Personal rivalries and conflicts (n=1)

According to Table 3, the findings show that the majority of participants (n=3) experience organizational silence derived from administrative causes because of 'administrator's being 'so-called' interested in'. Some of the teachers(n=2) experience organizational silence derived from 'lack of knowledge/skill of administrator', ' 'i know the best' attitude of administrator', 'negative repercussions of administrator for speaking up clearly' and 'lack of confidence in management'. Also, one teacher (n=1) experiences organizational silence derived from 'authoritarian attitude of administrator'.Accordingly, a significant number of teachers experience organizational silence derived from administrative causes because of 'administrator's being 'so-called' interested in'. Two teacher's statements regarding administrative causes are as follows:

T1: "For example, I say, 'Lets design a math classroom. It would be nice. All materials would be there.' The administrator replies, 'Sure, why not?'. But I am just a teacher... If he doesn't accept or lead, i can't do anything. Eventually, the one who struggles and does all the work all the time is me. Unfortunately, i can not get any support. It's always 'You do it.'"

T4: "Now, there is a hierarchical structure. There is a principal. Obviously, when we have a problem or we want to offer a new idea eagerly, we can not find a solution to our problems. My colleagues also suffering from that, as I said."

In this research, another dimension which one we examined is organizational causes. Differently with each other of the participants (n=1) experience organizational silence derived from organizational causes because of ‘unfair practices (discrimination/favoritism etc.)’, ‘sexual harassment/mobbing etc.’, ‘hierarchical structure’ and ‘meeting material needs of the institution’. Two teacher's statements regarding organizational causes are as follows:

T3: “One day, I and some other teachers were sitting in the teachers’ room and i was reading a book. They were sitting together as a group. While i was reading my book, a student came. He wanted to ask a question to a teacher. The teacher, with an allusive attitude, said that: ‘Ask to your T3 teacher. He/she knows better’. And then, the teachers in the room began to laugh. It all started then. They clearly showed their attitude. I understood that I was unwanted. From then on we just say «Hi!» to each other, nothing more. I didn’t need to talk about this situation. I guess that they talk behind my back.”

T2: “We are getting training allowance, aren’t we? About 500-600 TL... The amount is not paid for our pleasure or out of school. It have to be spent for school... They said: ‘We will buy a printer to school’. ‘Ok, let’s buy. Let’s find fund’. But the teachers set their hands to the task. A printer about 2500-3000 TL. There are 20 teachers in our school. We should raise by 100 TLs from per teacher. She/he said: ‘This would be better’. ‘Even get free copies throughout the year’ What a nice thought, isn’t it? When I got down, 4-5 teachers said: ‘We do not donate to this school anything’ Teachers have very bad perspective in the sense... I won’t go with same demand any more...I won’t go’

In this research, another dimension which one we examined is work-related causes. Fifty percent of the teachers (n=2) experience organizational silence derived from work-related causes because of ‘low performance of colleagues’ and ‘image of school in community’. Two teacher's statements regarding work-related causes are as follows:

T3: “I warned them before and i said: ‘Sir, if you do not behave like that, it will be better.’ ‘Students want to learn something and struggling. We just act like that, we hebetate them and this affects their whole life’. They said: ‘No sir, nothing happens.’, ‘You do not know them’... I warned several times. Then, i don’t say anything. Because it does not change...”

T2: “If you get this profession, you feel like a second-class citizen. It doesn’t have its old prestige. Prestige is over... Dignity to opinion of society is over. Formerly, we wouldn’t mock teacher. Nowadays students can do that. They don’t study. The situation puts pressure on us.”

In this research, another dimension which one we examined is relational causes. All of the participants (n=4) experience organizational silence derived from relational causes because of ‘the belief that speech is useless’. Some of the teachers (n=2) experience organizational silence derived from ‘uncompanionable relationships’ and ‘fear of stigmatization as troublemaker/complainer’. Also, some of the teachers (n=1) experience organizational silence derived from ‘fear of isolation’ and ‘personal rivalries and conflicts’. Two teacher's statements regarding relational causes are as follows:

T3: “As I already said at the beginning, I talked about some of the issues. Then I realized that it does not change. It is useless. So, obviously I’m not to give them the time of day.”

T4: “... I can add that the teacher figure in the society is not so nice. As if there is something wrong, as if someone did something wrong. The image of teachers is misled.”

Below is the teacher’s opinion about preventing organizational silence:

T1: “First of all, the administrator should treat equally, should treat equally to every one. And he / she should ask everyone for their ideas, not just to one or two people, but everyone. He should collect everyone’s ideas, and show that he/she cares about them. He shouldn’t use threatening language. If he/she wants to have an activity about a subject, he/she should firstly come to me and ask for my ideas. If this happens, we will be very happy, we will see that he/she cares about us, and it will be more beneficial for the students.”

T2: “We need to move across. Namely we need to speak. We need to cut loose the pressure on us. We need to be more social, more active. We need to use technology better... We need to get out of being dependent on people... But we have to be a compromise. Wrong is wrong. I’m against being status quoist in education.”

T3: “I think there is no solution for that. Namely, how many people we could change? For example, I have talked to them. One or two teachers changed. In another school, in another school... So, it is unavoidable. But the main point is choice of profession. He/she has to lose his/her heart to the occupation. He/she should think like that: ‘I want to be a teacher. I want to educate ablaze children. I want to teach something to the people.’ If they think like that, we can clear up the problem.”

T4: “I wish they were a bit more sensitive. Our efforts should be interiorised. This school fails to satisfy our expectations. Ultimately we want to act together. This is a collective work. We’re not alone. We are all individuals. We all have different concerns on behalf of students. We want to move across and improve. We come to a deadlock. We must not come to terms with the situation to cope with it. But if we act a little more innovative, we can make great strides in education.”

According to participants, to deal with organizational silence, to be more active and open to new ideas, emphasis on individuality, to have a conciliatory approach, and selecting the practitioners of the profession from willing and voluntary people are required.

6 Conclusion and Discussion

In this research, the findings show that the majority of participants experience organizational silence derived from administrative causes because of ‘administrator’s being ‘so-called’ interested in’; differently with each other of the participants experience organizational silence derived from organizational causes because of ‘unfair practices (discrimination/favoritism etc.)’, ‘sexual harassment/mobbing etc.’, ‘hierarchical structure’ and ‘meeting material needs of the institution’; fifty percent of the teachers experience organizational silence derived from work-related causes because of ‘low performance of colleagues’ and ‘image of school in community’; all of the participants experience

organizational silence derived from relational causes because of ‘the belief that speech is useless’. Also, according to participants, to deal with organizational silence, to be more active and open to new ideas, emphasis on individuality, to have a conciliatory approach, and selecting the practitioners of the profession from willing and voluntary people are required.

The first sub-problem of the research was "What are the causes of organizational silence experienced by primary school teachers?" Themes were determined related to the sub-problem as administrative, organizational, work-related and relational causes. An examination of findings related to this themes indicates that teachers experience organizational silence derived from administrative causes because of administrator’s being ‘so-called’ interested in, lack of knowledge/skill, ‘I know the best’ attitude, negative repercussions of administrator for speaking up clearly, lack of confidence in management and authoritarian attitude of administrator. The findings of this study are parallel to those of studies conducted by Bildik (2009, p. 78), Çakıcı (2007, p. 160; 2008, p. 130), Kahveci and Demirtaş (2013, p.62) and Yanık (2012, p. 149). Bayram (2010, p. 80) concluded in educational institutions that teachers experience organizational silence derived from administrative problems which is state after the employee performance. According to Kahveci (2010, p. 88-89)’s study, teachers remain silent more if he/she have problems with school administrators. ‘I know the best’, authoritarian and aweless attitude of administrators is lead to silent of employees. Bildik (2009, p. 80) concluded in educational institutions that teachers remain silent if principals act authoritarian/transactional leadership style or lack of confidence in management. The teachers who is treated badly are not fit in their institution, experience breakoff phenomenon and have problems with intramural relationships (Blase ve Blase, 2004, p.253). According to Yanık (2012, p. 149)’s study, teachers have confidence in principals if they act succesful leadership attitude and support the teachers.

In this research, teachers experience organizational silence derived from organizational causes because of unfair practices (discrimination/favoritism etc.), sexual harassment/mobbing etc., hierarchical structure and meeting material needs of the institution in educational institutions. We didn’t meet any findings about meeting material needs of the institution in related literature of the study. If there is no effort for meeting material needs of the school, teachers and students motivation affect in a negative way. Another finding in this research, unfair practices (discrimination/favoritism etc.) to teachers and unfair school culture leads to keeping silent and becoming a major problem for the organization in time (Kahveci, 2010, p. 17). The hierarchical structure and power distance of the organization increases, hierarchical relationships and lack of experiences become decisive criterion in communication. According to Yanık (2012, p. 152)’s study, strict hierarchical structure cause remaining silent subordinates to superiors and new members to seniors. According to Milliken, Morrison and Hewlin (2003, p. 1474)’s study, one of the causes for employees to remain silent is prefer keeping confidential inadequacy, sexual harassment/mobbing etc. to stigmatization.

In this research, teachers experience organizational silence derived from work-related causes because of low performance of colleagues and image of school in community. The findings of this study are parallel to those of studies conducted by Çakıcı (2008, p. 130), Kahveci (2010, p. 89) and Kahveci and Demirtaş (2013, p.62). According to the findings of research conducted by Bayram (2010, p. 46), educators fall into silence in reply to low

performance of colleagues. It can be due to the fear of being left alone or the belief that it does not change (Bayram, 2010, p. 53). The image of occupation in community require to be expert in teaching and learning. So, teachers can prefer to remain silent about lack of their knowledge or skill.

In this research, teachers experience organizational silence derived from relational causes because of the belief that speech is useless, uncompanionable relationships, fear of stigmatization as troublemaker/complainer, fear of isolation and personal rivalries and conflicts. According to the findings of research conducted by Bayram (2010, p. 84), deterioration of the relationship with colleagues and fear of standing alone and isolation are the main causes for teachers' organizational silence. According to Kahveci (2010, p. 9)'s study, the belief that speech is useless interfere with the effective organizational learning and negative feedback. According to the findings of research conducted by Çakıcı (2007, p. 158), keeping silent in order to avoid problems, personal rivalries and conflicts are causes of organizational silence.

The second sub-problem of the study was "What are the suggestions of primary school teachers to deal with organizational silence?" An analysis of findings related to that sub-problem indicates that to deal with organizational silence, to be more active and open to new ideas, emphasis on individuality, to have a conciliatory approach, and selecting the practitioners of the profession from willing and voluntary people are required. According to Morrison ve Milliken (2000, pp. 708-714)'s study, organizational silence climate feed on attack to the credibility of the negative feedback source, discrepancy and hostility. Unity, agreement and compromise can be seen as a sign of organizational health. According to Morrison ve Milliken (2000, pp. 708-716)'s study, all employees adopt the identity of the group and feel free to speech in compliant organizations.

In conclusion, it was found out that organizational silence is experienced by primary school teachers is derived from administrative, organizational, work-related, and relational reasons. Teachers thoughts about it would be useless to talk because of relational reasons, and school administrators seem to be interested in the so-called because of administrative reasons lead to organizational silence. According to participants, to deal with organizational silence, to be more active and open to new ideas, emphasis on individuality, to have a conciliatory approach, and selecting the practitioners of the profession from willing and voluntary people are required.

REFERENCES

- Bass, B. (1988). The inspirational processes of leadership. *Journal of Management Development*, 7, 21-31.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Bass, B. M. (2000). The future of leadership in learning organizations. *Journal of Leadership & Organizational Studies*, 7(3), 17-40.
- Bayram, T. Y. (2010). *Organizational silence in universities* (Master's Thesis). Abant İzzet Baysal University, Bolu.

- Bildik, B. (2009). *The relationship between the leadership styles, organizational silence and organizational commitment* (Master's Thesis). Gebze Institute of Technology, Gebze.
- Blase, J., & Blase, J. (2004). The dark side of school leadership: Implications for administrator preparation. *Leadership and Policy in Schools*, 3(4), 245-273.
- Bowen, F., & Blackmon, K. (2003). Spirals of silence: The dynamic effects of diversity on organizational voice. *Journal of Management Studies*, 40(6), 1393-1417.
- Carmeli, A., Meitar, R., & Weisberg, J. (2006). Self-leadership skills and innovative behavior at work. *International Journal of Manpower*, 27(1), 75-90.
- Çakıcı, A. (2007). Silence at organizations: Theoretical backgrounds of silence and its Dynamics. *Journal of Çukurova University Institute of Social Sciences*, 16(1), 145-162.
- Çakıcı, A. (2008). A research on issues, causes and perceptual results of silence at organizations. *Journal of Çukurova University Institute of Social Sciences*, 17(1), 117-134.
- Çelik, V. (1998). The transformational leadership in education. *Educational Administration-Theory and Practice*, 16, 423-442.
- Kahveci, G. (2010). *The relationship between organizational silence and organizational commitment in primary schools* (Master's Thesis). Fırat University, Elazığ.
- Kahveci, G., and Demirtaş, Z. (2013). School administrator and teachers' perceptions of organizational silence. *Education and Science*, 38(167), 50-64.
- Karadağ, E., Başaran, A., and Korkmaz, T. (2009). The relationship between the leadership styles and job satisfaction as perceived by teachers in Turkish elementary schools. *Journal of Balıkesir University Institute of Social Sciences*, 12(21), 32-45.
- Karip, E. (1998). Transformational leadership. *Educational Administration-Theory and Practice*, 16, 443-465.
- Krishnan, V. R. (2008). The impact of transformational leadership on followers' duty orientation and spirituality. *Journal of Human Values*, 14(1), 11-22.
- Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of Management Studies*, 40(6), 1453-1476.
- Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review*, 25(4), 706-725.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 17(2), 145-177.

Turkish Language Institution *Current Turkish Dictionary*. Ankara.
<http://www.tdk.gov.tr>(15/05/2013)

Yanık, C. (2012). *The relationship between organizational silence and trust and the research on the education organizations* (Master's Thesis). Yeditepe University, İstanbul.

Yıldırım, A., and Şimşek, H. (2011). *Qualitative research methods in social sciences*. Ankara: Seçkin.

Appendix. Interview Form:

INTERVIEW FORM

School:.....

.....

Participant:.....

.....

Date and time (starting-
ending):.....

Introduction

Hi, the purpose of this study is to determine the causes of organizational silence experienced by primary school teachers. We hope that the findings and results will be useful for primary schools. We will keep strictly confidential your personal information and it will be used only in this study.

Thank you in advance for agreeing to participate in this study.

The questions of the interviews:

1. What are your views on the concept of organizational silence?
2. Have you ever experienced organizational silence, what are the probable causes of you have experienced?

Probe: Administrative

Organizational

Work-related

Experiences

Relational

3. What are the probable causes of organizational silence?
4. What are your views about dealing with organizational silence?