

*Full Length Research Paper*

# Organizational justice as a predictor of organizational silence

Çetin Tan

Department of Education Science, Faculty of Education, Siirt University, Turkey.

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**In this study, relation between teachers' perception for organizational justice and their organizational silence was examined. Sample of this study consists of 300 teachers who work at elementary schools in Siirt. Relational Scanning model was utilized in performance of this study. In this study, Organizational Justice Scale and Organizational Silence Scales were benefited from. For confirmative factor analyses and structural equity model of these scales, Statistical Package for the Social Sciences (SPSS) and Analysis of Moment Structures (AMOS) package softwares were utilized. Results of the research showed that teachers' distributive, procedural and interactional justice perceptions have negative relation with acquiescent silence and defensive silence, while having positive relation with prosocial silence. Regression analyse results confirms the thought that organizational justice is a significant variable that predicts teachers' organizational silence. Results of developed structural equity model showed that organizational justice has a negative and significant impact on organizational silence.**

**Key words:** Organizational justice, organizational silence, teacher, structural equity model.

## INTRODUCTION

One of subjects that should be valued is employees' perception towards organizational justice. Organizational justice perception is one of important indicators of workers' behaviors. The reason for this is the fact that employees with strong organizational justice perception tend to display positive behaviors, while negative ones could tend to exhibit negative behaviours such as decreasing their level of effort and changing their level of trust in the organization. In this context, organizational justice has been studied frequently in recent years as an important study field to fulfill the organizations functions (Greenberg, 1990). Organizational justice is important

due to its relation with important organizational variables such as organizational commitment, citizenship rights, job satisfaction and work performance. In recent studies, it was emphasized that there are significant relations between leadership styles and decision making and organizational justice (Pillai and Williams, 1996). A manager's just behaviours against his/her subordinates make them become committed to the organization at a high level and show better organizational citizenship behaviours. On the other hand, employees that are exposed to unjust behaviours quit the organization at a high rate or show lesser commitment to the organization

E-mail: [cettan889@hotmail.com](mailto:cettan889@hotmail.com), Tel: +904842121100/3123

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and even show rude behaviours against their organizations.

In studies concerning the justice, it is emphasized that justice process has important role in an organization and has the ability to affect belief, behavior, manner and emotions of the employees (Bos, 2001). In other studies related to the subject, it is emphasized that if employees receive fair behaviours from their managers and organizations, their social interaction will be stimulated more beyond their expectation of role and their commitment to their organization will increase. Additionally, when employees are exposed to unjust behaviours of their organization, they start to feel to be unimportant for their organization and choose not to trust their organization and whenever a problem occurs in the organization, they choose to stay silent (Dabbagh et al., 2012).

Silence of employees has an important role in success and failure in organization. Silence causes to a negative organizational atmosphere in occurring of new ideas, exhibition of talents and information share, and this means a significant danger for organizational. Thus, it is quite important in creation of innovation in an organization if the employees stay silent or not in making decisions about opportunities (Morrison and Milliken, 2000). The reason for this is the fact that organizational silence has a strong impact on organizations and managements and this silence can overwhelm the organizations and businesses. Almost every employee has thoughts, suggestions, concerns or worries about organizations. However employees either usually refrain from stating these or they have learned to keep silent in time (Piderit and Ashford, 2003)

Despite silence is thought to be golden in individual life, it is different for organizations. Silence in worklife can harm both employees and organizations. Generally, organizational silence causes stress, cynicism, dissatisfaction and lack of communication between friends (Vakola and Bouradas, 2005). According to Morrison and Milliken (2000) organizational silence may cause insignificance feeling, lack of control perception and cognitive inconsistency (Vakola and Bouradas, 2005).

Also, Oliver (1990) states that organizational silence may cause labour turnover, lack of motivations and a tendency towards low endeavor for reaching organizational aims (Vakola and Bouradas, 2005). In organizations, decrease on an employee's trust in the organization and organizational commitment can be observed due to not expressing problems and employee's being affected negatively from these problems. As a result of this, work success of the employees can decrease. Leading problems caused by organizational silence are employees' inability to produce new solutions and not being open for improvement (Özdemir and Uğur, 2013).

## THEORETICAL FRAMEWORK

### Organizational justice

The term organizational justice roots back to studies of authors such as Homans (1961), Adams (1965), Deutsch (1975), Sampson (1975), Leventhal (1976), Thibaut and Walker (1978), (Greenberg, 1987, 1990; Şahin, (2007). Although, the term organizational justice first used for adaptation of progresses in justice systems (Greenberg and Tyler, 1987), it is accepted that the term's use in general organization literature, its conceptualization and popularisation started with Greenberg's (1987) studies. Organizational justice is regarded as a term that has a structure that can result in important cases for employees and organizations in the work environment (Colquitt et al., 2005; Gilliland and Chan, 2009). While practice of the justice efficiently in the organizational environment can give birth to positive results, negative results will be inevitable in case of non-performance. Organizational justice is a fact that has the potential to create lots of advantages for employees and organizations. It is stated that these advantages can be increasing trust, commitment, work performance, helpful behaviors, and customer satisfaction and decreasing disputes. On the other hand, absence of organizational justice and troubles in performance of which will cause problematic situations for organizations (Cropanzano and Wright, 2003).

Justice in organizations is rules and social norms about how to manage and distribute the rewards and punishment (Aydin and Karaman-Kepenekçi, 2008). These rules and social norms show how to distribute rewards and punishments, how some distribution decisions are made and are related with interorganizational and interpersonal applications (Folger and Cropanzano, 1998). When we give some examples for descriptions in related literature, Greenberg (1996) describes organizational justice as a term that explains the perception of employees about how fair they are treated and how this perception affects results such as organizational commitment and satisfaction. Al-Zubi (2010), described organizational justice as "a term that has a direct relation with work environment and that identifies the role of justice in work environment", while Cropanzano and Greenberg (1997) states that organizational justice is the justice that the individuals perceive in their organizations. Additionally, subjects such as justice in employees' commitment in organizational policies, payment systems, priority in going to vacations are related to organizational justice. As the studies that employ organizational justice as their research subject are examined, it is seen that the organizational justice is usually examined in three important dimensions namely distributive justice, procedural justice and interactional justice (Gilliland and Chan, 2009; Lee, 2000; Lemons and Jones, 2001; Lowe and Vodanovic, 1995; McFarlin and Sweeney, 1992;

Rifai, 2005).

Distributive justice is predicated on justice during distribution of outputs obtained from production. It is employees' production sharing in line with their contribution to the production progress. With other works, it is about justice perceptions of employees about the expected amount of gains in return of the value they contributed during their service in organizational by utilizing their knowledge and experience. Organizational justice is based on Adams's equity theory. Accordingly, an employee controls if there is an inequality between the gain of themselves and other employees by comparing their contribution and gains to other employees' contributions and the gains. Distributive justice doesn't only base upon fair distribution of the outputs obtained from production, but also on objectivity among the employees during distribution of intra-organizational other payments (rewards, bonuses, premiums etc.) (Beugre, 2002; Folger and Konovsky, 1989; Tinaz, 2009).

Procedural justice is providing the consistency in the ways and methods to be followed in determination of individuals that are efficient in decision making, determination of objective rules for reward system, structure of decision making progress and clear description of its content and distribution of sources and rewards (Chan, 2000). Additionally, procedural justice also means the individual evaluation of fairness of gain distribution ways. Procedural justice is seen as justice term that is about how the subjects such as distribution of salary increases, solution of employee disputes, performance evaluation are performed (Cropanzano and Stein, 2009; Folger and Greenberg, 1985). In this regard, as the employees have the trust feeling that their gains in long term will be fair, at the same time they feel their value in organization by realizing their position in organizational (Paterson et al., 2002).

Interactional justice reflects the justice that the individual perceives in interpersonal behavior and interactional justice during the performance of a procedure in an organization. In other words, it is described as the features of behaviors and manners that employees and managers face while the managers fulfill procedures related to organizational activities (procedural and distributive) (Liao and Tai, 2006). Although, the interactional justice seems as a subtitle of the procedural justice term, both differ from each other. Interactional justice mostly concerns about interpersonal relations and justice during procedures. These two justice terms are affected by variables (Bies, 2001; Khan et al., 2010; Byrne and Cropanzano, 2001). Most of the time, employees track the decisions that are made in their organization and managements manners towards them closely. Thus, if the decision makers show sensitivity, treat respectfully and make logical expressions about the decision made to their employees, the employees' perception for interactional justice will increase (Colquitt, 2001), and this

situation will cause more cooperative and positive manners and behaviours among employees (Anderson and Shinew, 2003).

### **Organizational silence**

Despite the fact that the organizations are aware that they have to work in harmony with their employees for achieving success in competitive environments, they trigger their employees' silence intentionally or unintentionally. Even though silence of the employees was perceived as conformance or obedience, today it's accepted as a reaction or pullback (Bildik, 2009). Silence is described as absence of sound, quiet (TDK, 2005), absence of speech or non-exhibition of a behavior that could be understood clearly (Dyne et al., 2003). Morrison and Milliken (2000), describe the silence as "Intentional spare of an employee's knowledge or thoughts about improving their works or organization". In another description, the silence is described as omission of vocal or written expression of cognitive or emotional evaluation that can change or improve organizational conditions (Pinder and Harlos, 2001).

Morrison and Milliken's (2000), studies are included to organizational silence term management literature that is based on silence term. Employees' sparing their ideas and thoughts about organizational problems and organizational improvements and collective occurrence of this situation lies behind the term organizational silence. This situation is known as a really important obstacle before organizational change and improvement (Morrison and Milliken, 2000). This state of behavior, where the employees cannot express their thought, idea, worries and suggestions about the works they're responsible for or organization's other works is experienced in organizations frequently (Milliken and Morrison, 2003; Morrison and Milliken, 2000; Vakola and Bouradas, 2005). Morrison and Milliken (2000), study the organizational silence specifically as "a result of manager's manners and beliefs". In another description, organizational silence is a collective matter of fact where an organization can talk or act less towards producing a solution for the problems they faced (Dayton and Henriksen, 2006). Studies, (Çakıcı, 2008; Kahveci and Demirtaş, 2013; Milliken et al., 2003; Pinder and Harlos, 2001; Özgün and Külekçi, 2012; Premeaux, 2001) indicate that organizational silence may have some kind of reasons rooting from individual or organization, and the silence may occur in various forms. These are acquiescent silence, defensive silence and protective purposeful (prosocial) silence.

Acquiescent silence is a state of passiveness where employees do not share their knowledge, idea and thought due to neglect or submission in workplace (Kahn, 1990; Pinder and Harlos, 2001). Centralization effort that prevails in traditional organization causes the employees

feel weaker, show lesser organizational citizenship behaviours, feel unsuccessful and show a submissive and unconcerned personality that is afraid of organizational hierarchy (Raub, 2008). Along with this, traditional organization managers usually don't have tolerance for adversaries. Employees are forced to stay silent in environments where fear and suppression exist. Employees as an important shareholder group know that most of the time their ideas will not be in communication with upper management. Especially in governmental organizations, ideas are always limited to ideas of upper management (Calpham and Cooper, 2005).

Silence for self-protection (defensive) is a behavior of sparing employees' ideas, thoughts and knowledge to themselves for self-protection. It's a product of a trend of self-protection from outer threats as an intensive and proactive behavior. It is developed depending on self-defence instinct and the fear of being kept responsible for existing or possible problems. Employees tend to hide the reality about mistakes and problems that are made depending on this fear (Dyne et al., 2003). This behavior that is made for self-protection includes ignoring the problems, hiding personal mistakes and hiding new ideas (Çakıcı, 2010).

Silence based on Protective/ProSocial tendency, along with two basic behavior dimension that were mentioned above, there is another silence behavior that is based upon prosocial tendency (for the sake of the organizations/others focused). This kind of silencer doesn't occur due to any forcing or instruction of organization. Employees show tendency for cooperation and don't share private information belonging to organization with inappropriate people, protect the confidentiality and spare them for the benefit of them. They don't make any negative comments about the organization outside. They praise the organization and employees. It is a requirement of prosocial behavior to tolerate problems and continue working without complaining in any environment (Dyne et al., 2003). As a result, being silence has negative reflection upon organization and employees. Organizational results of silence occurs in forms of non-utilization of employees' of intellectual contribution, suppressing of problems, omission of negative feedbacks, filtering the information and staying idle against problems. Behaviors like these can prevent healthy decision making, progressing/improving and increase in performance (Morrison and Milliken, 200; Premeaux, 2001). Negative impacts of the silence on employees are the fact that the employees feel weak in expressing the problems and worries about workplace, decrease in commitment to the organization, belongingness, and trust, admiration and support feelings. Besides, being silent in subject an employee knows and is good at, makes them suffer and lead them to feel helpless and insignificant (Detert and Edmondson 2005; Milliken and Morrison 2003).

Determining the relation between teachers' perception for organizational justice and organizational silence is important in terms of learning which dimensions of organizational silence is in relation with which dimensions of organizational justice. It can be said that a teacher with a high perception of organizational justice will show a higher effort for the success of the school he/she works for, and will comply with purpose and values of the school. From the aspect of increasing teachers' perception for justice, it is necessary to make an inference about relation of these variables with organizational silence and features of a silence prevailing in a school where teachers' trust feeling is high. This study can provide some findings oriented at managers, school principals and especially teachers who are on a decision making position about education. For efficiency of the school, when it is regarded that in spite of teachers' being silent in decision making process or in solution of encountered problems, the organization and managers should treat them fairly. Thus, the results of the study are expected to contribute to the literature significantly. In this context, main purpose of the study is to examine the impact level of elementary school teachers' organizational justice level on their organizational silence. In line with this basic purpose, answers for following questions were sought:

1. How are the elementary school teachers' perceptions for organizational justice?
2. How are the elementary school teachers' perceptions for organizational silence level?
3. Are there any relations between elementary school teachers' perception for organizational justice and organizational silence level?
4. Do elementary school teachers' perceptions for organizational justice predict their organizational silence significantly?
5. Do elementary school teachers' perceptions for organizational justice affect their organizational silence negatively and significantly?
6. Do elementary school teachers' perceptions for organizational justice explain their organizational silence significantly?

## METHODOLOGY

### Research model

This research was performed by means of relational screening model. This is a model that aims to determine the existence and grade between two or between more than two variables (Karasar, 2012). In terms of this, relations between elementary school teachers' perception for organizational justice and organizational silence level were examined. Dependent variables of the study consisted of teachers' acquiescent, defensive or prosocial silence. Independent variables consisted of organizational justice's distributive, procedural and interactional dimensions. It is thought that there will be a negative relation between organizational justice in a school where distributive, procedural and interactional justice is

perceived in a high amount and the teachers' level of acquiescent, defensive and prosocial silence levels. In this context, relations between variables and predictive power of independent variables were examined.

### Sample

Sample of this study consists of 300 class teachers that work at randomly selected elementary schools in Siirt. For structural equality model, data must meet the multiple normality assumption. In order to meet this assumption, minimum sample size must be between 100 and 150 (Hair et al., 1998). Since contributor number of the research is 300, this number is suitable for the purpose and statistical analysis of the research. Demographical features of the attendees are as follows: %41,7 of the attendees are (f=125) "female", %58,3 is (f=175) "male". %66,7 of the attendees are (f=200) in "30 and younger" age groups, %27,7 is (f=83) "31-40 age" group and %5,7 are (f=17) "41 and older" age group. In terms of work duration %81,7 of the attendees have (f=245) "10 or less years", %16,0 have (f=48) "11-20 years" and %2,3 have (f=7) "21 and more years".

### Analysing of data

Data obtained from research were first entered to SPSS package software and a value was calculated for that factor by assessing arithmetical values of items that exists on each sub-scale. Analyses were made over these factor points. Pearson Moment Correlation Coefficient (r) was utilized for calculation of relation between variables.

In addition to that, for assessing independent variables' prediction power for dependent variables, a Multiple Linear Regression Analysis was made. In interpretation of regression analyses, standardized Beta ( $\beta$ ) coefficients and t-test results related to significance of these were regarded. In analysis of data, .05 significance level was regarded. In the second step, for confirmatory factor analysis and designed model AMOS was utilized. In estimating of model parameters in confirmatory factor analysis RMSEA (The Root Mean Square Error of Approximation); SRMR (Standardized Root Mean Square), GFI(Goodness of Fit Index), CFI (Comparative Fit Index), AGFI (Adjusted Goodness of Fit Index), NFI (Normed Fit Index),  $\chi^2/sd = CMIN/DF$  (chi square/degree of freedom), and significance level (p) fit indexes were regarded. RMSEA value was 0-0,08; SRMR value was 0-0,10; GFI value was .90-1,00; CFI value was .90-1,00; AGFI value was .85-1,00; NFI value was .90-1,00;  $\chi^2/sd$  (CMIN/DF) value was 0-3; p value was 0,01-0,05, these shows good fit indexes. (Bayram, 2010; Byrne, 2001; Kline, 2005; Şimşek, 2007). In this research, lower limit for factor load of items in confirmatory factor analysis is taken as .30.

If there are less items in a scale that is prepared in social sciences field, factor load value lower limit can be decreased to .30 (Büyükoztürk, 2012). Additionally, in assessment of normality for confirmatory factor analysis and structural equality model, critical ration was grounded on fewer than 10. According to Kline (2005) critical ratio is in some sort the normalized estimation of multivariable kurtosis that is, "z" value. Critical ratio's being higher than 10 shows that there is a problem in kurtosis value of the distribution.

### Data collection tools and confirmatory factor analysis

#### *Organizational Justice Scale*

It was developed by Niehoff and Moorman (1993) for measuring

organizational justice. The scale that was adapted by Polat (2007) to Turkish language consists of 19 items which has the features to assess the level of distributive (6 items), procedural (9 items) and interactional (4 items) justice. Scale's Cronbach Alpha coefficient whose validity and reliability studies were performed was .96. The coefficient was .89 for distributive justice, .95 for procedural justice and .90 for interactional justice. Organizational Justice Scale is a Likert type scale graded from 1 to 5. Accordingly, I strongly disagree: 1 point; I disagree: 2 points; I am neutral: 3 points; I agree: 4 points; I strongly agree: 5 points. As a result of the analysis performed on data obtained from this study, Cronbach Alpha coefficient for the whole of the scale was found to be .97. Reliability coefficients for the sub-dimensions of the scale were .92 for distributive justice, .96 for procedural justice and .90 for interactional justice (Table 1). Additionally confirmatory factor analysis diagram of the scale is shown on Figure 1. As a result of confirmatory factor analysis, as the assessment of the normalcy is regarded, critical rate from the aspect of multivariate (Martdia) values was 49.190. Since there was no items whose critical rate is bigger than 10, all the items were included for the next step. In this case, as a result of the analysis that was performed by regarding MI (Modification Indices) in confirmatory factor analysis of "Organizational Justice Scale" that consists of 19 items, the fit values were found to be RMSEA=.070; SRMR=.034;  $\chi^2/sd$  (CMIN/DF)=2.57; GFI=.880; CFI=.960; AGFI=.914 and NFI=.930. This result shows that fit values of the model are acceptable and at desired level.

#### **Organizational silence scale**

It was developed by Dyne et al. (2003) for measuring organizational silence. The scale that was adapted to Turkish by Eroğlu et al. (2011) consists of 15 items which has the features to assess the level of acquiescent (5 items), defensive (5 items) and prosocial (5 items) silence. Scale's Cronbach Alpha coefficient whose validity and reliability studies were performed was .783. The coefficient was .853 for acquiescent silence, .897 for defensive silence and .823 for prosocial silence. Organizational Silence Scale is a Likert type scale graded from 1 to 5. Accordingly, I strongly disagree: 1 point; I disagree: 2 points; I am neutral: 3 points; I agree: 4 points; I strongly agree: 5 points. As a result of the analysis performed on data obtained from this study, Cronbach Alpha coefficient for the whole of the scale was found to be .86. Reliability coefficients for the sub-dimensions of the scale were .89 for acquiescent silence, .92 for defensive silence and .88 for prosocial silence (Table 1). Additionally confirmatory factor analysis diagram of the scale is shown on Figure 2.

As a result of confirmatory factor analysis, as the assessment of the normalcy is regarded, critical rate from the aspect of multivariate (Martdia) values was 45.320. Since there was no items whose critical rate is bigger than 10, all the items were included for the next step.

In this case, as a result of the analysis that was performed by regarding MI (Modification Indices) in confirmatory factor analysis of "Organizational Silence Scale" that consists of 15 items, the fit values were found to be RMSEA=.070; SRMR=.059;  $\chi^2/sd$  (CMIN/DF)=2.46; GFI=.910; CFI=.960; AGFI=.911 and NFI=.940. This result shows that fit values of the model are acceptable and at desired level.

## FINDINGS

### Correlation analysis

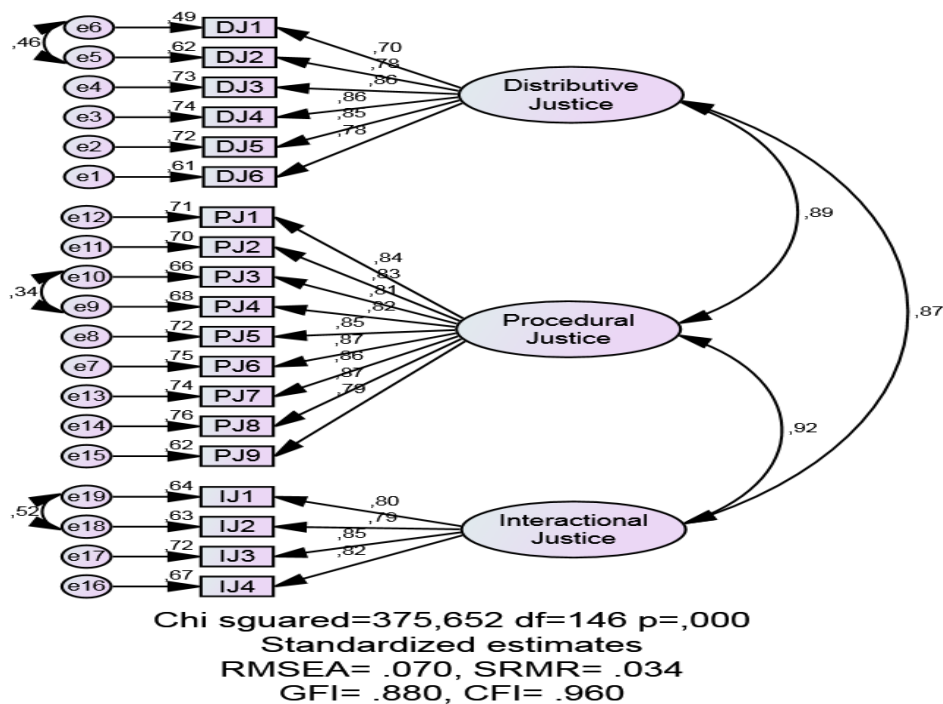
Arithmetical mean and standard deviation values related

**Table 1.** Descriptive statistics and correlation matrix of constructs

Constructs	$\bar{X}$	S	1	2	3	4	5	6
1. Distributive justice	3.96	.82	(0.92)					
2. Procedural justice	3.78	.89	0.78**	(0.96)				
3. Interactional justice	4.11	.78	0.77**	0.79**	(0.90)			
4. Acquiescent silence	2.14	.88	-0.23**	-0.26**	-0.27**	(0.89)		
5. Defensive silence	1.79	.80	-0.23**	-0.22**	-0.27**	0.71**	(0.92)	
6. ProSocial silence	3.58	1.07	0.13*	0.10	0.15*	0.01	0.07	(0.88)

Note 1: \*p-value <0.05, \*\*p-value <0.01, N = 405.

Note 2: Numbers in parentheses indicate the Cronbach's  $\alpha$  of constructs.



**Figure 1.** Confirmatory Factor Analysis Diagram of the Organizational Justice Scale.

to dependent and independent variables of this study and correlation coefficients between these variables are given in Table 1. According to data in Table 1, participant teachers' perception levels in terms of interactional justice ( $\bar{X}$ =4.11) was higher comparing to distributive justice ( $\bar{X}$ =3.96) and procedural justice ( $\bar{X}$ = 3.78). Highest grade mean in terms of organizational silence dimensions was in defensive silence dimension ( $\bar{X}$ =3.58), as lowest grade mean was in prosocial silence dimension ( $\bar{X}$ =1.78). As the correlation coefficient between variables are examined, it is seen that there is a positive and significant relation between distributive justice and procedural justice ( $r = 0.78, p < .01$ ) and interactional justice ( $r = 0.77, p < .01$ ). There is also a positive and significant relation between procedural justice and interactional justice ( $r =$

0.79,  $p < .01$ ). Additionally, while a negative and significant relation was found between distributive justice and acquiescent silence ( $r = -0.23, p < .01$ ) and defensive silence ( $r = -0.23, p < .01$ ), as a positive and significant relation with prosocial silence ( $r = 0.13, p < .05$ ) was found. Similarly, a negative and significant relation was found between interactional justice and acquiescent silence ( $r = -0.27, p < .01$ ) and defensive silence ( $r = -0.27, p < .01$ ), as a positive and significant relation with prosocial silence ( $r = 0.15, p < .05$ ) was found. However, as there was a negative and significant relation between procedural justice and acquiescent silence ( $r = -0.26, p < .01$ ) and defensive silence ( $r = -0.26, p < .01$ ), their relation with prosocial silence was insignificant ( $r = 0.10, p > .05$ ). Besides, as the relation between acquiescent silence and

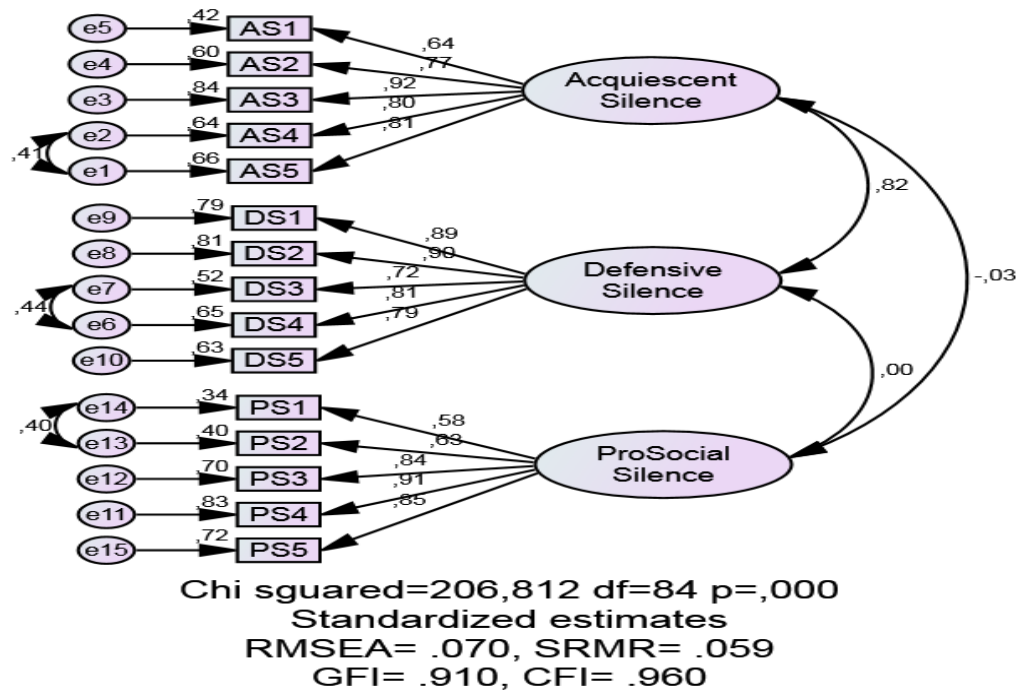


Figure 2. Confirmatory Factor Analysis Diagram of the Organizational Learning Scale.

Table 2. Regression analysis results related to prediction of acquiescent silence.

Değişken	B	Sh	β	t	p	İkili r	Kismi r
Sabit	4.857	0.345	-	14.071	0.000	-	-
Distributive justice	0.086	0.136	0.064	0.634	0.527	0.039	0.039
Procedural justice	-0.382	0.145	-0.251	-2.256	0.021	-0.078	-0.068
Interactional justice	-0.551	0.145	-0.359	-3.797	0.000	-0.229	-0.207
R= 0.478	R <sup>2</sup> = 0.23						
F <sub>(3-296)</sub> = 25.725	p = 0.00						

defensive silence was positive and significant ( $r = 0.71$ ,  $p < .01$ ), it is seen that their relation with prosocial silence was insignificant ( $r = 0.01$ ,  $p > .05$ ). Finally it is seen that there was no relation between defensive silence and prosocial silence ( $r = 0.07$ ,  $p > .01$ ).

**Prediction of acquiescent silence**

Multiple regression analysis results for prediction of acquiescent silence are given in Table 2. As a result of multiple regression analysis that aimed to reveal how do variables such as distributive justice, procedural justice and interactional justice that were thought of having impact on acquiescent justice, distributive, procedural and interactional justice variables showed a significant

relation ( $R = 0.478$ ,  $R^2 = 0.23$ ) with teachers' acquiescent silence ( $F_{(3-296)} = 25.725$ ). These three variables together explain 23% of acquiescent silence. According to standardized regression coefficients, order of importance of predictive variables on acquiescent silence was as follows: Distributive justice ( $\beta = 0.064$ ), procedural justice ( $\beta = -0.251$ ), and interactional justice ( $\beta = -0.359$ ). As the significance tests of regression coefficients are regarded, procedural justice ( $p < .05$ ) and interactional justice ( $p < .01$ ) explains the acquiescent silence negatively and significantly. Distributive ( $p > .05$ ) justice isn't a significant predictor for acquiescent silence. As the relations between predictive variables and acquiescent silence is reviewed, as the impact of procedural justice ( $r = -0.078$ ) and [other predictive variable's impact is checked a correlation of ( $r = -0.068$ )], as the impact of interactional



**Table 3.** Regression analysis results related to prediction of defensive silence.

Değişken	B	Sh	$\beta$	t	p	İkili r	Kısmi r
Sabit	3.691	0.248	-	12.980	0.000	-	-
Distributive justice	-0.338	0.104	-0.226	-2.322	0.047	-0.300	-0.078
Procedural justice	0.148	0.116	0.148	1.274	0.204	-0.284	0.075
Interactional justice	-0.459	0.119	-0.395	-3.863	0.000	-0.365	-0.223
R= 0.450	R <sup>2</sup> = 0.21						
F <sub>(3-296)</sub> = 20.871	p = 0.00						

**Table 4.** Regression analysis results related to prediction of prosocial silence.

Değişken	B	Sh	$\beta$	t	p	İkili r	Kısmi r
Sabit	2.649	0.342	-	7.743	0.000	-	-
Distributive justice	0.150	0.137	0.116	1.096	0.274	0.133	0.064
Procedural justice	-0.171	0.152	-0.142	-1.127	0.261	0.102	-0.065
Interactional justice	0.239	0.148	0.176	1.614	0.008	0.145	0.093
R= 0.162	R <sup>2</sup> = 0.26						
F <sub>(3-296)</sub> = 2.669	p = 0.042						

justice ( $r = -0.229$ ) and [other predictive variable's impact is checked, a correlation of ( $r = -0.207$ )] is seen.

### Prediction of defensive silence

Multiple regression analysis results for prediction of defensive silence are given in Table 3. As a result of multiple regression analysis that aimed to reveal how do variables such as distributive justice, procedural justice and interactional justice that were thought of having impact on defensive justice, distributive, procedural and interactional justice variables showed a significant relation ( $R = 0.450$ ,  $R^2 = 0.21$ ) with teachers' defensive silence ( $F_{(3-296)} = 20.871$ ). These three variables together explain 21% of defensive silence. According to standardized regression coefficients, order of importance of predictor variables on defensive silence was as follows: Procedural justice ( $\beta = 0.148$ ), distributive justice ( $\beta = -0.226$ ), and interactional justice ( $\beta = -0.395$ ). As the significance tests of regression coefficients are regarded, distributive justice ( $p < .05$ ) and interactional justice ( $p < .01$ ) explains the acquiescent silence negatively and significantly. Procedural ( $p > .05$ ) justice isn't a significant predictive for defensive silence. As the relations between predictive variables and defensive silence is reviewed, as the impact of distributive justice ( $r = -0.300$ ) and [other predictive variable's impact is checked, a correlation of ( $r = -0.078$ )], as the impact of interactional justice ( $r = -0.365$ ) and [other predictive variable's impact is checked a correlation of ( $r = -0.223$ )] is seen.

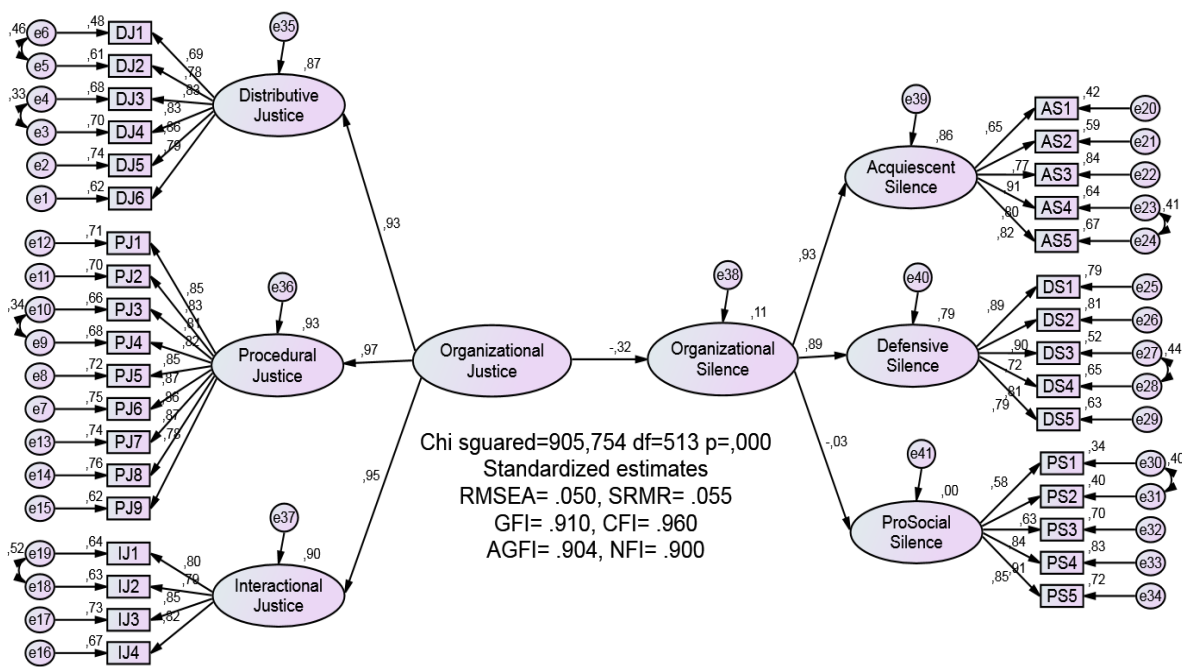
### Prediction of prosocial silence

Multiple regression analysis results for prediction of prosocial silence are given in Table 4. As a result of multiple regression analysis that aimed to reveal how do variables such as distributive justice, procedural justice and interactional justice that were thought of having impact on prosocial justice, distributive, procedural and interactional justice variables showed a significant relation ( $R = 0.162$ ,  $R^2 = 0.26$ ) with teachers' prosocial silence ( $F_{(3-296)} = 2.669$ ). These three variables together explain 26% of prosocial silence. According to standardized regression coefficients, order of importance of predictor variables on prosocial silence was as follows: Interactional justice ( $\beta = 0.176$ ), distributive justice ( $\beta = 0.116$ ), and procedural justice ( $\beta = -0.142$ ). As the significance tests of regression coefficients are regarded, only interactional justice ( $p < .05$ ) explains the prosocial silence positively and significantly. Distributive justice and ( $p > .05$ ) procedural justice ( $p > .05$ ) aren't a significant predictive for prosocial silence. As the relations between predictive variables and prosocial silence is reviewed, as the impact of interactional justice ( $r = 0.145$ ) and [other predictive variable's impact is checked, a correlation of ( $r = 0.093$ )] is seen.

### Structural equation model

In this part of the study, a model showing the influence rate of organizational justice and organizational silence





**Figure 3.** Structural Equation Modelling and Analysis Results of Hypothesis.

latent variables to each other and the explanation rate of each other. While this model was developed, testing of the studies hypotheses was considered. Structural equation model that was developed with this purpose can be seen in Figure 3.

Model's fit indexes that were analyzed by considering the MI values (Modification Indices) was found as following: RMSEA=.050; SRMR=.055; CMIN\DF=1,770; GFI=.910; CFI=.960; AGFI=.904; NFI=.900; Chi squared=905,754; df=513 and p=.000. This result shows that the fit values of the model is acceptable and at desirable rate. (Bayram, 2010; Kline, 2005; Şimşek, 2007). Organizational justice scale has three latent variables and 19 observed variables. While distributive justice latent variable has .93 relation (correlation, impact) coefficients, procedural justice latent variable has .97 coefficients and interactional justice latent variable has .95. While factor loads of observed variables in distributive justice latent variable changes between .69 and .86, factor loads of observed variables in procedural justice latent variable changes between .78 and .87 and factor loads of observed variables in interactional justice latent variable changes between .80 and .85. Organizational silence scale has three latent variables and 15 observed variables. While acquiescent silence latent variable has .93 relation (correlation, impact) coefficients, defensive silence latent variable has .89 coefficients and prosocial silence latent variable has -.03. While factor loads of observed variables in acquiescent silence latent variable changes between .65 and .91, factor loads of

observed variables in defensive silence latent variable changes between .72 and .90 and factor loads of observed variables in prosocial silence latent variable changes between .59 and .91. As the sub- purposes of this study were regarded, following results were reached:

As the standardized regression coefficients (Beta) that were reached as a result of the study and that are given in Figure 3 is reviewed, it is seen that the organizational justice has a negative impact on organizational silence ( $\beta = -0.32$ ;  $p < 0,05$ ). According to this result, it confirms the sub-purpose namely "Do elementary school teachers' perceptions for organizational justice predict their organizational silence significantly?" Besides, as the prediction power of the organizational justice for organizational silence is reviewed, it is seen that organizational justice explains the organizational silence at a rate of 11%. In other words, it can be said that the change occurs in teachers' perception of organizational silence depends on their perception of organizational justice at arate of 11%. This result confirms the sub-purpose namely "Do elementary school teachers' perceptions for organizational justice explain their organizational silence negatively and significantly?"

## DISCUSSION AND CONCLUSION

In this study, relation between teachers' perception for organizational justice and their organizational silence was

examined. Results of the study confirm the thought that organizational justice is a significant variable that predicts teachers' organizational silence. Results showed that teachers' perception level for interactional justice is higher than distributive justice and procedural justice. This finding supports Viswesvaran and Ones's (2002) thesis that in prediction of employees' manner and behaviors, procedural justice plays a more important role comparing to other justice types. Söyük (2007) who examined organizational justice's impact on job satisfaction found that attendees' perception for interactional justice was higher than other justice types and this was followed by procedural and distributive justice.

Thus, teachers that took place in the study expressed that rather than existence or absence of related formal processes, their perception of justice was affected more by the feeling of trust and significance in their relation with their managers. Employees that work through this kind of fair interactions can have the belief that their organization values them (Moorman, 1991). Perceptions of justice, especially perception for procedural and distributive justice's being low is important. As known, when individuals perceive the justice in workplaces, manners such as organizational citizenship and commitment to the organization decrease and quits from the organization start.

Dimensions of organizational silence, defensive silence was the one that was perceived at the highest grade, while prosocial silence was the lowest perceived one. This means, teachers stated that their prosocial silence where they do not share confident informations belonging to individuals and organization with inappropriate people without, saving the confidentiality and keep the information in favor of the organization without forcing or instruction of their organization by showing a cooperation tendency was at high grade, on the other hand their defensive silence that includes sparing their ideas, thoughts and knowledge for protecting themselves was at a low grade. Employees may from time to time spare their ideas, knowledge and thoughts about job in favor of the future of their job or for the benefit of their workmates. Especially in it has a great significance both for the organization and themselves that they do not share confident information to the organizations they compete with and stay silent about this. It is important for finding solutions to problems that individuals do not stay silent in fear for self-protection and express their thoughts freely. It is thought that small problems that may cause greater problems within an organization can be solved with a defensive voiceness (Tayfun and Çatır, 2013). Also in study of Şimşek and Aktaş (2012) it was seen that attendees' silence grade points were generally high. Among sub-factors of silence, values of acquiescent and defensive silence were close to each other, it was interesting that highest value was with interactive silence dimension. This situation shows that interactive silence is adopted by individuals for more.

Interactive silence complies with positive factors such as helping others, protection, transcendence. In Kahveci's (2010) study that reveals teachers' silence situations, it was found that teachers stay silent and do not express their feelings, thoughts and problems because of their managers' behaviors. Some studies performed over silence (Milliken et al., 2003; Vakola and Bauradas, 2005) revealed that especially lower management is an important factor in employee silence, and managers that are closed to employees' ideas and suggestions and do not like having negative feedbacks cause the employees give in to the present status quo and stay silent in a passive way. Managers' ignorance of the ideas and suggestions of the employees -even though they look like they listen to them- can cause the employees to give up. In this situation, the employees believe that they cannot change the present situation and prefer to wait in a learned helplessness.

In the study, there were also positive and significant relation between distributive justice, procedural justice and interactional justice and also between procedural justice and interactional justice. Besides, results of research showed that teachers' perception for distributive, procedural and interactional justice was in negative relation with acquiescent silence and defensive silence, and in positive relation with prosocial silence. These findings can be interpreted as a decrease in teachers' acquiescent and defensive silence and an increase in their prosocial silence, when their perceptions for organizational justice increase. Results of regression analysis showed that acquiescent silence is predicted negatively and significantly by procedural justice and interactional justice, defensive silence is predicted negatively and significantly by distributive and interactional justice and prosocial silence is predicted positively and significantly only by interactional justice. One of most important findings here is that as acquiescent silence and defensive silence are affected negatively by their predictives, prosocial silence is affected positively. This means, in parallel with correlation analysis while teachers' perception for distributive and interactional justice increases, their acquiescent silence decreases; similarly, their defensive silence decrease, while their perception for distributive and interactional justice increases; in return teachers' defensive silence increases, while their perception for interactional justice increases. Another important finding is that the interactional justice predicts all three dimensions (acquiescent, defensive and prosocial) of interactional justice significantly. There is a positive relation between employees' expressing themselves in organization, their feeling themselves safe psychologically and organization's being open for communication in the level of management (Botero and Dyne, 2009). It is believed that speaking up is both natural and necessary. However, as everyone who has a job knows, this is not easy (Detert

and Edmondson, 2005). Researchers (Morrison and Milliken, 2000) focused on employees' feelings and thoughts depending on talking about the improvement opportunities and perceived injustice. When they believe that speaking up does not do any benefit, they lose hope and become silent. People speak up, only if they feel safe and believe that they can create a difference.

In this study, along with multiple regression analyses that were performed with purpose of revealing the relation of organizational justice with organizational silence dimensions, their rate of impact and prediction on each other; also a model that shows the general impact rate and prediction rate of organizational justice and organizational silence latent variables. According to this model, organizational justice has a negative and significant impact (at a rate of -0.32) on organizational silence. In addition to this, it was seen that organizational justice explains organizational silence at a rate of 11%. These results show that elementary school teachers' perception for organizational justice affects their organizational silence negatively and their perception for organizational justice explains their organizational silence. It is also observed that these results comply with other studies' results in literature. In studies of Dabbagh et al. (2012), it was seen that there is a significant relation between organizational justice and organizational silence and significant relations between distributive justice and organizational silence, procedural justice and organizational silence, interactional justice and organizational silence. Thus, distributive justice, procedural justice and interactional justice affect organizational silence. These three dimensions explain 64% of organizational silence. Importance order of these dimensions on silence is as follows: interactional, procedural and distributive. According to this, when employees perceive that their managers treat them fair and just, there will be no differentiation in organization and personal endeavors and the works will be more valuable, employees will feel more significant and all of these will increase the commitment and belief in the organization. Tangirala and Ramanujam (2008) found a negative relation between organizational justice and organizational silence, while Tulubas and Celep (2012) found that perceived justice has a strong impact on employees' organizational silence and organizational justice is an important predictor of organizational silence.

## CONCLUSION

Results of this study showed that decrease of teachers' silence level is affected by their perception for justice in subjects like distribution of organizational incomes and processes followed while this decision is made and the way of delivery of this. Thus, it will be possible to decrease employees' silence levels by improving their

perception of justice towards their organization. In this respect, as long as individuals' perception for justice about manners or people and managers in the organization and for various interactions towards statements about decisions made is positive, teachers become more confident in speaking up their mind about the problems they encounter and show the skill to provide greater benefits to the organization by taking their feelings and behaviors under control.

## Conflict of Interests

The author has not declared any conflict of interest.

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