

The Relationship Between Organizational Silence Education Experienced in Secondary Education Institutions and School Culture

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Abstract

Organizations can be thought of as small social examples created by people. In order for the organization to make progress in the rapidly changing world, it may be necessary for the members of the organization to express their opinions without hesitation on every issue that concerns the organization. Silence is one of the most important factors preventing the development of the organization. Organizational silence may occur in organizations where there are members who cannot express their opinions. Culture is the most important organizational element that enables the organization to survive and maintain its existence against various changes in its environment. The cultures of organizations whose ultimate aim is to survive and adapt to every development can be affected by situations such as organizational silence. The purpose of this study is to determine the relationship between organizational silence in secondary education institutions and school culture according to teachers' opinions. The relationship between organizational silence and school culture was examined according to the variables of gender, type of school they work and professional seniority of teachers working in high schools. The population of the research consists of 859 teachers working in high schools in the Central district of Düzce, and the sample consists of 402 teachers working in 23 public schools in the Central district of Düzce. All of the general high schools in the central district of Düzce were included in the study, and the teachers to whom the measurement tool was applied were determined by easy sampling method. In the study, Organizational Silence scale and School Culture scale were used to collect data. The collected data were analyzed in the SPSS program. The role and relationship of organizational silence on school culture; independent samples t-test, one-way analysis of variance and kruskal wallis tests were applied to determine whether teachers differ according to gender, type of school and professional seniority. Pearson Correlation analysis was conducted to determine whether there is a significant relationship between organizational silence and school culture. The results obtained as a result of the research can be summarized as follows: According to the opinions of teachers working in high schools in the central district of Düzce, a low-level negative significant relationship was found between organizational silence and school culture. There is no significant difference between the views of teachers on organizational silence and its sub-dimensions with both their gender and the school type. A significant relationship was found between organizational silence sub-dimensions, silence for the benefit of the organization and professional seniority. There is no significant difference between the views of teachers on school culture and all its sub-dimensions, and their gender. A significant difference was found between all sub-dimensions of school culture and the school type variable except the support culture sub-dimension and the professional seniority variable. Organizational silence and sub-dimensions were found to have a moderately significant negative relationship with success culture and support culture. A low-level significant positive correlation was found between organizational silence and sub-dimensions and bureaucratic culture. Organizational silence is not a significant predictor of task culture.

Key words: Organizational silence, school culture, teachers, high school.

Introduction

The era we are in as a rapidly developing period has rapid changes in many fields such as technology, education and organizational structure. The field of education has also been affected by these changes. Towards the end of the 20th century, all organizations have paid more attention to issues such as improving their structure, expressing their thoughts freely, preserving their culture and being superior to other organizations.

Every educational institution that continues to exist today can be described as an organization in terms of its structure, functioning and vision-mission. There are many definitions of the concept of organization in the literature. When we look at the Dictionary of the Turkish Language Institution (2005), the organization appears as a unity formed by institutions or individuals that have come together to realize a common purpose or action. In other words, an organization is a group of people who come together to achieve a common goal. The concept of silence, which has always existed from the past to the present, has gained positive or negative meanings in the current process and has been described differently by the people in the period. Silence, in its most general form, is defined as the absence of noise, silence (Turkish Language Institution, 2019). Silence is sometimes seen as an example of tolerance, respect, humility, or courtesy to others. In other words, staying silent and not saying every thought at all times and in every environment was seen as the right action.

In addition to the fact that the concept of silence has a positive meaning from the above-mentioned aspects, this concept has been described as a negative action, especially in line with recent studies and researches. In other words, it is seen that keeping silent, especially organizational and managerial, is a negative situation. From an organizational point of view, preventing silence means that members of the organization can freely express their ideas and opinions, and that their commitment to the organization increases by adopting the organization (Altinkurt, 2014: 289). In other words, in order to increase the commitment of individuals to the organization, to ensure the development of the organization in a positive way, it is necessary to overcome the silence so that the members of the organization feel safe and can always express their feelings and thoughts. From the managerial point of view, the silence seen in organizations is the preference of "individuals working in an organization to hide their ideas, thoughts and concerns about the problems occurring in the organization" (Morrison and Milliken, 2000: 707). Therefore, from an administrative point of view, it is possible to say that the situation is the opposite. As Dyne, Ang and Botero (2003) said; The silence of the employees in the organization can have negative consequences for the progress of the organizations. As it is seen, organizational silence can be the case of the individual's inability to reveal his/her behavior and ideas towards the organization he/she belongs to in a transparent manner and not to interact as much as necessary and convey them to his/her environment. Teachers may also remain silent in many situations and may hesitate to openly share their opinions.

Individuals in the organization adapt to common behavior patterns for the common goals of the organization. In line with these purposes, individuals in the organization must have common values in order to be able to take common actions. At this point, the cultural structure of the organization begins to form. Every organization has its own unique structure, lifestyle and personality. The common goals, feelings, values, behaviors and attitudes of these people who make up the personality of the organization also form the culture of the organization (Öztürk, 2015: 20). Therefore, it is not possible to talk about the personality of the organization without individuals who have similar beliefs and values gathered around a specific purpose. The adoption of organizational goals by everyone creates the cultural structure of the organization and this situation determines the interaction system of the organization. When we look at the studies on school culture, it is seen that this concept has crucial duties for schools. school culture; teachers, students, staff, etc. in the school. It is formed based on the communication and interaction of its members with each other and acts as a guide in the behavior of these members towards each other. In this context, the culture of the school is an important factor for the school and all its stakeholders.

Just as every organization has a culture, every school has its own unique culture. Many researchers have examined whether there is any relationship with organizational silence in the formation and maintenance of this culture. The silence behaviors of the members of the organization affect the culture of the organization in many ways. At this point, it is important to determine the reasons for the silence of the members of the organization and to examine the relationship between school culture. There have been many studies on the concepts of organizational silence and school culture, but there is very little research on the relationship between organizational silence and school culture. In this context, it is thought that this study, which aims to examine whether there is a relationship between organizational silence and school culture, will contribute to the literature.

The concept of organizational silence in schools is as important a factor as culture. According to Henriksen and Dayton (2006), organizational silence means little or no response to the problems an organization faces. In addition, silence, in organizations viewers' opinions and thoughts on behavioral issues related to their job for the sake of development, is defined as deliberately hiding it (Çakıcı, 2007: 149). Also in the organization, the decision not to speak up about problems is the reason for the organization to become a learning organization. It also poses a problem in front of it (Milliken & Morrison, 2003). Based on all these definitions, the organizational silence can negatively affect the development and culture of the organization. The starting point of all kinds of attitudes and behaviors that affect the appropriate solutions can be determined. A teacher is a person who is self-sacrificing and constantly interacting with the society.

Problems in the school environment, the intensity of the profession prevent the teacher from working effectively. Hence the school between the effective communication in the culture and the actions performed by the teacher is a linear proportion. A school is an indispensable part of cultures in the organizations. In addition to education and training services in schools, goals, functions and evaluation is also possible. So, the reasons of the organizational silence must be determined obviously and prevented rapidly to be better development of the school as an organization. When the relevant literature is scanned; employee silence, a single ineffective concept rather than as a multidimensional construct triggered by specific motives, approaches are available. Therefore, silence is defined as withholding their thoughts and concerns about the problems. Silence also contains multiple dimensions. As stated in Knoll and Dick's study (2012), in this study organizational silence is examined under three dimensions. These dimensions are acceptance and passive silence, opportunistic silence and silence for the benefit of the organization.

1-Accepting silence means little speaking, even if the members prefer to speak as they have self-efficacy or the thought that they cannot change things (Dyne et al., 2003: 1366). As the name suggests, accepting silence behavior means that members accept all kinds of conditions in the organization and that states that it has not taken any action to change the conditions. Therefore, individuals in the organization have accepted everything over time and have lost their faith to change anything in the organization.

2-Opportunistic Silence; as the name suggests, the members are willing to harm other members for the sole benefit of themselves and they consciously don't share ideas (Pinder and Harlos,2001). That is, opportunistic silence means that employees sometimes try to take advantage of themselves. Also it can be described as the state of not giving or sharing information.

3-In silence for the benefit of the organization (Prosocial Silence), the goal is to protect the interests of the organization. It is a dimension of organizational silence seen in situations. Therefore, some individuals keep as a secret their ideas for protecting the benefits of the organization. This type of the silence is based on fear of negative consequences about the others rather than individual benefits.

A concept and values placed on a constantly evolving and changing structure are the whole. In this research, the culture of the school, which is considered as an organization, is classified around the following four main headings:

1. Support culture is researched many different meanings such as Pheysey's (1993) support culture and Kilian's (1999) collaborative trust and positive relationships. In other words, in organizations with this type of culture, sincere and transparent relationships are very important.

2. Bureaucratic culture: in this type defined by Kilian (1999) and Kono (1992), there are formal structures rather than personal matters. These types of cultures are distant from the resulting from the desire for control. In other -words, having such cultures teachers and students in schools are respectful to the managers or other stakeholders however it is possible to talk about social environment.

3. Success culture: In this type of organizational culture defined by Pheysey (1993), the realization of the goals of the organization rather than the rules is at the forefront. Therefore, in schools with a culture of success, the focus is on the result rather than the process.

4. Task culture: At the center of the task culture defined by Harrison (1972), As the name suggests, organizational goals and the work around these goals exists. Every task performed in the organization has a purpose and these are organizational goals rather than individual goals. In other words, the most basic goal is to fulfill the duties without any rules and away from bureaucracy in the organization.

Aim

The aim of the research is to determine the relationship between organizational silence experienced in secondary education institutions and school culture according to the opinions of teachers. For this purpose, answers were sought for the following sub-problems;

1. What is the level of teachers' views on organizational silence and school culture?
2. Do teachers' views on organizational silence and school culture differ significantly according to personal variables (gender, school type, professional seniority)?
3. Is there a significant relationship between teachers' views on organizational silence and school culture?
4. To what extent do teachers' views on organizational silence predict school culture?

Method

Research model

In this study, the relationship between organizational silence and school culture was examined by referring to the opinions of teachers working in secondary education institutions. This study, which determines the relationship between organizational silence and school culture based on teacher opinions, was designed in relational screening model. Relational screening model is research in which the relationship between two or more variables is examined in depth without any intervention in the variables. Relational screening model has many application areas. The socioeconomic level of individuals, the number of children in the family, the intelligence levels and academic achievement levels of individuals can be given as examples for such studies (Karasar, 2010:81). In the relational survey model used in the research, organizational silence was considered as the independent variable, while school culture was considered as the dependent variable.

Research sample

The population of the research consists of 859 teachers working in 23 high schools in Düzce province in the 2020-2021 academic year. The sample of the study consists of 229 female and 173 male teachers working in public secondary education institutions, which can be reached through easy sampling. The minimum number of samples to be reached was calculated as 266. All teachers in the research population were reached via online services and e-mail. 402 teachers from this target group responded to the scales on a voluntary basis.

Table 1. Demographic characteristics of the teachers participating in the study

Variables		n	%
Gender	Female	229	57,0
	Male	173	43,0
	Total	402	100
High School Type	AH	120	29,9
	VTAH	171	42,5
	AIHH	111	27,6
	Total	402	100
Professional Seniority	1-5 years	54	13,4
	6-10 years	86	21,4
	11-15 years	94	23,4
	16-20 years	79	19,7
	21 years +	89	22,1
Total		402	100

AH: Anatolian High School, VTAH: Vocational and Technical Anatolian High School, AIHH: Anatolian Imam Hatip High School

Looking at Table 1, it is seen that 57% of the teachers constituting the sample are female (n=229) and 43% are male (n=173). There are 7 types of high schools that make up the universe of the study. However, since there were 3.5% participants in Science High School, 2.2% in Fine Arts-Sports High School, 0.5% in Special Education Institution and 0.2% in Social Sciences High School, these high schools were Anatolian high schools in order to fully represent the sample and to form a normal distribution. It was collected in the High School category. Considering the distribution in terms of seniority, the highest number of participants consists of teachers with a seniority of 11-15 years (n=94, 23.4%). Considering the distribution in terms of school type, the highest number of participants consists of Vocational and Technical Anatolian High School teachers (n=171, 42.5%).

Data collection tools

In this study, a personal information form developed by the researcher was used to collect data, organizational silence scale was used to determine teachers' perceptions of organizational silence, and school culture scale was used to determine teachers' perceptions of school culture. Explanations about this are given below.

Personal information form

It was developed by the researcher and was developed to determine the demographic characteristics of the sample group (gender, school type and professional seniority).

Organizational silence scale

Organizational silence was determined as the independent variable of the research. The “Organizational Silence Scale” developed by Knoll and Dick in 2012 and adapted to Turkish by Sevinç Köse and Selin Çavuşoğlu (2019) was used to measure teachers' organizational silence behaviors (Annex-2). The scale consists of 20 items, all of which are positive. This scale is a five-point Likert type scale and is graded as Strongly Disagree (1), Disagree (2), Neither Disagree nor Agree (3), Partially Agree (4), Strongly Agree (5). The scale was determined as three factors. These factors are accepting and passive silence, opportunistic silence, silence for the benefit of the organization. The Cronbach's alpha (internal consistency coefficient) of the scale is 0.911. Reliability values of each sub-factor were calculated as $\alpha=.91$ for Accepting and Passive Silence, $\alpha=.80$ for Opportunistic Silence, and $\alpha=.71$ for Organization Benefit Silence. The Cronbach's alpha value made on the data of this research was found to be 0.766.

School culture scale

The dependent variable of the study is the school culture perceived by the teachers. In this study, the “School Culture Scale” developed by Terzi (2005) was used to measure teachers' perceptions of school culture. The scale is a four-factor scale consisting of 8 items measuring support culture, 6 items measuring success culture, 9 items measuring bureaucratic culture, and 6 items measuring task culture. It is a five-point Likert type scale with 29 items in total. The School Culture Scale has a five-point Likert-type rating system, which is scored in the form of 1-2-3-4-5 in ascending order. In the study conducted by Terzi (2005), the Cronbach's alpha coefficient for the support culture sub-dimension of the school culture scale was $\alpha=.88$, the Cronbach's alpha coefficient for the success culture sub-dimension $\alpha=.82$, the Cronbach's alpha coefficient for the bureaucratic culture sub-dimension $\alpha=.76$, Cronbach's alpha coefficient for the task subscale is $\alpha=.74$. The Cronbach's alpha coefficient of the scale as a whole was calculated as $\alpha=.84$. The Cronbach's alpha value made on the data of this research was found to be 0.758.

Data analysis

After the data collection process, the results of the Shapiro Wilk and Kolmogorov Smirnov tests and the skewness and kurtosis ranges were examined before the analysis was started. Accordingly, the Skewness and Kurtosis tests gave the result of $p>0.05$ for each scale item, and the kurtosis-skewness coefficients were calculated in the range of ± 2 (George & Mallery, 2010). Therefore, it was decided that parametric tests were appropriate for the analyses. The data were analyzed with the SPSS program. In addition to descriptive statistics, t-test for binary variables and one-way analysis of variance (ANOVA) for more than two variables were used within the scope of the research. In addition to these analyses, Pearson Product-Moment Correlation Analysis was conducted to determine the relationship between organizational silence and school culture.

Table 2. Skewness and kurtosis coefficients for the variables of the study (n=402)

Variable	\bar{X}	SS	V	Skewness	Kurtosis
APS	2,72	,92	,80	-,08	-,55
OS	2,11	,84	,70	,81	,67
OBS	3,04	1,12	1,25	-,14	-,86
ORS	2,64	,82	,68	-,04	,30
TC	3,97	,69	,48	-,87	1,43
BC	3,15	,61	,38	-,25	,46
SUCC	3,80	,78	,61	-,55	-,27
SUPC	3,72	,77	,59	-,61	,10
SC	3,61	,53	,28	-,71	1,21

APS: Accepting and Passive Silence, OS: Opportunistic Silence, OBS: Organization Benefit Silence, ORS: Organizational Silence; TC: Task Culture, BC: Bureaucratic Culture, SUCC: Success Culture, SUPC: Support Culture, SC: School Culture

Findings

In this section, the results and interpretations of the statistical procedures performed to determine the relationship between organizational silence and school culture according to teachers' perceptions are included.

Findings related to total and sub-dimensional differences in the organizational silence scale

Table 3. Diagnostic statistical values of total and sub-dimensions of organizational silence scale (n=402)

sub dimensions	\bar{X}	SS
APS	2,72	,92
OS	2,11	,84
OBS	3,04	1,12
Total	2,64	,82

APS:Accepting and Passive Silence, OS: Opportunistic Silence, OBS: Organization Benefit Silence

Considering the arithmetic mean values in the table, the most common type of silence in schools is silence for the benefit of the organization ($\bar{X}=3.04$). The average of the sub-dimension of silence for the benefit of the organization was relatively high. This may suggest that teachers remain silent because they do not want to offend their colleagues or embarrass their colleagues. The least common type of silence is opportunistic silence ($\bar{X}=2.11$). It can be thought that teachers often exhibit opportunistic silence behavior because they want others to experience the consequences of their mistakes.

Findings related to gender variable

The independent groups t-test results are given in Table 4, whether the organizational silence sub-dimensions change according to gender.

Table 4. Independent groups t-test results for total and sub-dimensions of the organizational silence scale for gender variable

Sub Dimension	Gender	n	\bar{X}	SS	t	Sd	P
APS	Female	229	2,70	,92	-,43	400	.66
	Male	173	2,74	,91			
OS	Female	229	2,07	,81	-1,19	400	.24
	Male	173	2,17	,86			
OBS	Female	229	3,02	1,12	-,35	400	.73
	Male	173	3,06	1,11			
Total	Female	229	2,62	,82	-,63	400	.53
	Male	173	2,67	,81			

APS:Accepting and Passive Silence, OS: Opportunistic Silence, OBS: Organization Benefit Silence

Looking at Table 4, it is seen whether the sub-dimensions of organizational silence (accepting-passive silence, opportunistic silence, silence for the benefit of the organization) make a significant difference in terms of the gender of the teachers participating in the research. According to the table, it was revealed that the views of teachers on the accepting-passive silence dimension did not differ according to their gender [t (400) = -.43, p> .05]. The other sub-dimension, opportunistic silence, does not make a significant difference in terms of teachers' gender. While the values for the opportunistic silence sub-dimension are [t (400) = -1.19, p> .05], the values for the organizational benefit sub-dimension are [t (400) = -.35, p> .05].

Findings regarding the school type variable

The results of one-way analysis of variance regarding whether the sub-dimensions of organizational silence (accepting-passive silence, opportunistic silence, silence for the benefit of the organization) change according to the type of school they work in are given in Table 5.

Table 5. One-way analysis of variance (anova) results for the total and sub-dimensions of the organizational silence scale for the school type variable

Sub Dimension	Type of school	n	\bar{X}	SS	Sd	KT	KO	F	p
APS	1	120	2,57	,90	2	4,17	2,085	2,23	.11
	2	171	2,78	,92					
	3	111	2,78	,91					
	Total	402	2,72	,92					
OS	1	120	2,00	,79	2	2,81	1,405	2,02	.13
	2	171	2,20	,87					
	3	111	2,09	,83					
	Total	402	2,11	,84					

OBS	1	120	2,84	1,07	2	6,86	3,431	2,75	.07
	2	171	3,11	1,16					
	3	111	3,14	1,09					
	Total	402	3,04	1,12					
Total	1	120	2,49	,79	2	3,68	1,838	2,74	.07
	2	171	2,71	,85					
	3	111	2,69	,79					
	Total	402	2,64	,82					

Anatolian High School:1, Vocational and Technical Anatolian High School:2, Anatolian Imam Hatip High School:3

Table 5 shows the one-way analysis of variance (ANOVA) conducted to determine whether there is a statistically significant difference between the types of schools in which the teachers work and the sub-dimensions of organizational silence (acceptable-passive silence, opportunistic silence, silence for the benefit of the organization). According to the table, it was revealed that teachers' views on the accepting-passive silence dimension did not differ according to the type of school [F(2, 399)=2.23, p>.05]. There is no significant difference between the second sub-dimension, opportunistic silence [F(2, 399)=2.02, p>.05], and the third sub-dimension, silence for the benefit of the organization [F(2, 399)=2.75, p>.05]. not found.

findings related to professional seniority variable

The results of one-way analysis of variance regarding whether the sub-dimensions of organizational silence (accepting-passive silence, opportunistic silence, silence for the benefit of the organization) change according to the professional seniority of the teachers participating in the research are given in Table 6.

Table 6. One-way analysis of variance (anova) results for the total and sub-dimensions of the organizational silence scale in terms of professional seniority

Sub dimension	Professional seniority	n	\bar{X}	SS	Sd	F	p	KT	KO	Fark (Tukey)	Eta-Kare (η^2)
APS	1	54	2,73	,84	4	1,64	.38	4,369	1,101	3>4	,03
	2	86	2,77	,87							
	3	94	2,85	,97							
	4	79	2,60	,97							
	5	89	2,64	,89							
	Total	402	2,72	,92							
OS	1	54	2,24	,83	4	2,28	.06	6,311	1,092	3>4	,03
	2	86	2,01	,80							
	3	94	2,29	,95							
	4	79	2,01	,76							
	5	89	2,02	,77							
	Total	402	2,11	,83							
OBS	1	54	3,03	1,01	4	2,72	.03*	13,454	1,578	3>4	,03
	2	86	2,93	1,06							
	3	94	3,35	1,06							
	4	79	2,85	1,26							
	5	89	2,98	1,11							
	Total	402	3,04	1,12							
Total	1	54	2,67	,77	4	1,64	.16	4,403	3,363	3>4	,03
	2	86	2,64	,75							
	3	94	2,80	,88							
	4	79	2,51	,88							
	5	89	2,56	,77							
	Total	402	2,64	,82							

*p<.05 1-5 year: 1, 6-10 year:2, 11-15 year:3, 16-20 year:4, 21 year and more :5

The one-way analysis of variance (ANOVA) performed to determine whether there is a statistically significant difference between the professional seniority of the teachers and the sub-dimensions of organizational silence (acceptable-passive silence, opportunistic silence, silence for the benefit of the organization) is given in table 7. According to the table, it was seen that the views of teachers on the accepting-passive silence dimension did not differ according to professional seniority [F (4,397) = 1.64, p>.05]. It was found that there was no significant difference between the second sub-dimension,

opportunistic silence, and the professional seniority of teachers [F (4,397) = 2.28, p>.05]. It was observed that there was a significant difference between the third sub-dimension, the silence for the benefit of the organization, and the professional seniority of the teachers [F (4,397) = 2.72, p<.05]. Data on the source of the difference are given in the Tukey column. Accordingly, the average of teachers with 11-15 years of seniority in the dimension of silence for the benefit of the organization differed from the averages of teachers with 16-20 years of seniority. The school type variable explains 3% of the differences in teachers' opinions regarding the sub-dimension of silence for the benefit of the organization ($\eta^2=.03$).

Findings regarding the total and sub-dimensional differences in the school culture scale

Table 7. Diagnostic statistical values of total and sub-dimensional sums of school culture scale (n=402)

Sub dimension	\bar{X}	SS
TC	3,97	,69
BC	3,15	,61
SUCC	3,80	,78
SUPC	3,72	,77
Total	3,61	,53

TC: Task Culture, BC: Bureaucratic Culture, SUCC: Success Culture, SUPC: Support Culture,

When the arithmetic mean values in the table are examined, the teachers in the schools mostly exhibit behaviors towards the task culture ($\bar{X}=3.97$). Accordingly, teachers; They think that they make more efforts to follow the technological developments in schools, to realize the goals of the school, to be better than other schools. According to the average values, the lowest average belongs to the bureaucratic culture ($\bar{X}=3.15$). Teachers think that there is a bureaucratic culture for reasons such as there are many meetings in schools, the relations between teachers are official, and no one wants to conflict with the administration.

Findings regarding the gender variable

Table 8 shows the independent groups t-test results on whether the sub-dimensions of school culture (duty culture, bureaucratic culture, success culture, support culture) change according to the gender of the teachers participating in the research.

Table 8. Independent groups t-test results regarding the total and sub-dimensions of the school culture scale for the gender variable

Sub dimension	Gender	n	\bar{X}	SS	t	Sd	P
TC	Female	229	4,02	,65	1,59	400	.11
	Male	173	3,91	,74			
BC	Female	229	3,15	,57	,18	400	.86
	Male	173	3,14	,66			
SUCC	Female	229	3,86	,75	1,65	400	.10
	Male	173	3,73	,81			
SUPC	Female	229	3,75	,74	,88	400	.38
	Male	173	3,68	,81			
Total	Female	229	3,64	,49	1,35	400	.18
	Male	173	3,57	,57			

TC: Task Culture, BC: Bureaucratic Culture, SUCC: Success Culture, SUPC: Support Culture,

According to the table, it is seen that the total and sub-dimensions of school culture (duty culture, bureaucratic culture, success culture, support culture) do not make a significant difference in terms of the gender of the teachers participating in the research. The opinions of the teachers on the bureaucratic culture sub-dimension do not make a significant difference according to their gender [t (400)= .18, p>.05]. Their views on the sub-dimension of task culture do not differ significantly according to their gender. [t (400)= 1.59, p> .05]. While the values for the success culture sub-dimension are [t (400)= 1.64, p > .05], the values for the support culture sub-dimension are [t(400) = .88, p >.05].

Findings by school type variable

The results of one-way analysis of variance regarding whether the sub-dimensions of school culture (duty culture, bureaucratic culture, success culture, support culture) change according to the type of school they work in are given in Table 9.

Table 9. Anova test results regarding the total and sub-dimensions of the school culture scale for the school type variable

Sub dimension	Type of school	n	\bar{X}	SS	Sd	F	p	KT	KO	Fark (Tukey)	Eta-Kare (η^2)
TC	1	120	4,05	,64	2	3,6	,03*	3,426	1,713	1>2 3>2	,01
	2	171	3,87	,71							
	3	111	4,06	,68							
	Total	402	3,97	,69							
BC	1	120	3,05	,59	2	4,4	,01*	3,277	1,638	2>1	,02
	2	171	3,25	,56							
	3	111	3,10	,67							
	Total	402	3,15	,61							
SUCC	1	120	3,91	,79	2	9,0	,00*	10,678	5,319	1>2, 3>2	,04
	2	171	3,62	,78							
	3	111	3,97	,71							
	Total	402	3,80	,78							
SUPC	1	120	3,86	,74	2	9,7	,00*	11,056	5,528	1>2, 3>2	,04
	2	171	3,53	,79							
	3	111	3,87	,68							
	Total	402	3,72	,76							
Total	1	120	3,66	,50	2	3,8	,02*	2,082	1,041	3>2	,01
	2	171	3,53	,54							
	3	111	3,69	,51							
	Total	402	3,61	,52							

* $p < ,05$ Anatolian High School:1, Vocational and Technical Anatolian High School:2, Anatolian Imam Hatip High School:3

Looking at the table, it is seen whether the sub-dimensions of school culture (duty culture, bureaucratic culture, success culture, support culture) make a significant difference in terms of the school types in which the teachers participating in the research work. According to the table, it has been determined that there is a significant difference between the types of schools in which the teachers work and each of the sub-dimensions of school culture. Task culture sub-dimension values [F (2, 399) = 3.63; $p < .05$], while the second sub-dimension, bureaucratic culture values [F (2, 399) = 4.45; $p < .05$]. Success culture values [F (2, 399) = 9.05; $p < .05$] and support culture values [F (2, 399) = 9.76; $p < .05$].

Findings by vocational seniority variable

The results of one-way analysis of variance regarding whether the sub-dimensions of school culture (duty culture, bureaucratic culture, success culture, support culture) change according to the professional seniority of the teachers participating in the research are given in Table 10. Data on the source of the difference are given in the Tukey column.

Table 10. Anova test for total and sub-dimensions of school culture scale in terms of professional seniority

Sub dimension	Professional seniority	n	\bar{X}	SS	Sd	F	p	KT	KO	Fark (Tukey)	Eta-Kare (η^2)
TC	1	54	4,03	,76	4	3,09	,02*	5,796	1,449	5>2	,01
	2	86	3,78	,62							
	3	94	3,98	,67							
	4	79	3,95	,70							
	5	89	4,14	,70							
	Total	402	3,97	,69							
	1	54	3,42	,62							

BC	2	86	3,13	,57	4	397	3,10	.02*	4,560	1,140	1>3	,02
	3	94	3,10	,56								
	4	79	3,08	,67								
	5	89	3,12	,62								
	Total	402	3,11	,61								
SUCC	1	54	3,99	,76	4	397	3,89	.00*	9,287	2,322	5>2	,04
	2	86	3,67	,83								
	3	94	3,69	,78								
	4	79	3,71	,79								
	5	89	4,02	,69								
Total	402	3,80	,78									
SUPC	1	54	3,73	,74	4	397	2,36	.05	5,497	1,374		
	2	86	3,57	,80								
	3	94	3,68	,79								
	4	79	3,70	,76								
	5	89	3,92	,72								
Total	402	3,72	,77									
Total	1	54	3,75	,55	4	397	3,53	.01*	3,821	,955	5>2	,01
	2	86	3,50	,52								
	3	94	3,57	,51								
	4	79	3,56	,53								
	5	89	3,74	,50								
Total	402	3,61	,53									

* $p < .05$ 1-5 year: 1, 6-10 year:2, 11-15 year:3, 16-20 year:4, 21 year and more:5

The one-way analysis of variance (ANOVA) performed to determine whether there is a statistically significant difference between the professional seniority of teachers and the sub-dimensions of school culture (duty culture, bureaucratic culture, success culture, support culture) is given in table 10. Professional seniority of teachers and school culture; A significant difference was found between the sub-dimensions of task culture, bureaucratic culture, and success culture. There was no significant difference between the professional seniority of the teachers and the support culture. Values for the task culture sub-dimension [F (4,397) = 3.09; $p < .05$]. The values of the bureaucratic culture sub-dimension [F (4,397) = 3.10; $p < .05$], the values of the success culture sub-dimension [F (4,397) = 3.89; $p < .05$]. Support culture values, which is the last sub-dimension, were [F (4,397) = 2.36; $p < .05$]. Data on the source of the difference are given in the difference (Tukey) column.

Findings regarding the relationship between organizational silence and school culture scale and sub-dimensional totals

At this stage of the research, the relationships between the sub-dimensions of organizational silence and school culture scales were tested with the Pearson Product Moments Correlation Coefficient and the results are shown in Table 11.

Table 11. Correlation coefficients for total and sub-dimensions of organizational silence and school culture scale (n=402)

	ÖS	KPS	FS	ÖYS	GK	BÜK	BAK	DK	OK
ORS	1								
APS	,98**	1							
OS	,69**	,57**	1						
ÖBS	,74**	,65**	,38**	1					
TC	-,06	-,07	-,07	,03	1				
BC	,23**	,22**	,19**	,17**	,22**	1			
SUCC	-,23**	-,25**	-,16**	-,06	,61**	,13**	1		
SUPC	-,31**	-,33**	-,18**	-,12*	,61**	,06	,87*	1	
SC	-,13*	-,15**	-,07	,00	,78**	,48**	,87**	,86**	1

ORS: Organizational Silence, APS: Accepting and Passive Silence, OS: Opportunistic Silence, OBS: Organization Benefit Silence, TC: Task Culture, BC: Bureaucratic Culture, SUCC: Success Culture, SUPC: Support Culture, SC: School Culture

Among the correlation coefficients given in Table 11, there are coefficients for the relationships between the total and sub-dimensions of each scale. These coefficients are the construct validity indicators of the scales. The correlation coefficients between the total and sub-dimensions of the Organizational Silence Scale and between the sub-dimensions of the School Culture Scale were calculated. These coefficients should be high and statistically significant. Looking at the table, the correlation coefficients between the total and sub-dimensions of organizational silence showed a high and significant relationship, likewise, the correlation coefficients between the total and sub-dimensions of school culture showed a high and significant relationship. In this case, it can be interpreted that the construct validity of the scales has been achieved.

Conclusion and Discussion

In terms of organizational silence and its sub-dimensions, male and female teachers have similar views. There was no significant difference in the sub-dimensions of school culture according to the gender variable. The opinions of female and male teachers about school culture and its sub-dimensions are similar. However, gender was found to be a variable affecting the organisational silence levels of teachers and it was found that the organisational silence levels of male teachers were higher than female teachers (Erdem et al.,2021) This finding contradicts with the results of Kahveci and Demirtaş's (2013) study. Kahveci and Demirtaş (2013) found a significant difference in teachers' organisational silence levels in terms of gender variable, but it was found that this difference was in favour of male teachers, in other words, female teachers were more silent. In Güngör and Gündüz study (2021), no significant difference was found in any of the total and sub-dimensions of the teacher organisational silence scale according to gender variable. This result is compatible with the results of the studies conducted by Nartgün and Kartal (2013), Yüksel (2014), and Yangın (2015). However, it is not compatible with the results of the studies conducted by Aydın (2016), Dönmez (2016) and Kahveci and Demirtaş (2013a).

In Güngör's (2019) study, there was no statistically significant difference in the total of the organizational silence scale and the sub-dimensions of "manager", "emotion", "isolation", "school environment", "source of silence" according to the gender variable. Organizational silence perceptions of female and male teachers are similar. In Tatar (2019) research, teachers' perceptions of the managerial dimension of the organizational silence scale differ significantly in terms of gender. It has been concluded that female teachers' perception levels of the manager dimension are higher than male teachers. In the study of Hashmi (2019), the difference between the sub-dimensions of the scale and the scores obtained from the whole scale in terms of gender variable was stated as statistically insignificant. In this study, as in the studies of Güngör (2019), Tatar (2019) and Hashmi (2019), no significant difference was found in terms of gender variable regarding organizational silence and its sub-dimensions.

In the study, it was determined that the organizational silence perceptions of teachers with different seniority were at a similar level. In the related study of Kahveci (2010), they did not find a significant difference between the professional seniority of the teachers and the mean scores of the organizational silence scale. Tatar (2019), on the other hand, did not see a significant difference in teachers' perceptions of the dimensions of administrator, emotion, isolation, school environment and source of silence in terms of seniority variable. Teachers' organisational silence levels show a significant difference according to the type of school they work in and it is seen that teachers working in private schools are more silent (Erdem et al., 2021) Organisational silence does not show a significant difference according to the professional seniority of the teachers. The highest organisational silence was found in teachers with 6-10 years of professional seniority, while the lowest organisational silence was found in teachers with 21+ years of professional seniority (Atmaca,2020). In the study, it was understood that the level of education and the length of service in the profession did not have an effect on organisational silence (Erdem et al.,2021). This finding is in the same axis with the results of Kahveci and Demirtaş (2013) and Şahin (2016). Kahveci and Demirtaş (2013), Konakçı Göven (2018) and Şahin (2016) also found that teachers' organisational silence levels did not differ according to professional seniority.

An answer was sought for the sub-objective of the level of teachers' views on organizational silence and school culture. organizational silence average is lower than the school culture average. It has been observed that the teachers' views on school culture are at a moderate level. According to these results, teachers think that their schools make efforts to achieve their goals, technological developments are followed in their schools, they work for the academic success of students and it is essential to work to be better than other schools. In Bayer Demirhan study (2020), a negative and low level relationship was found between school culture and organisational silence. According to this result, it can be said that as teachers' organisational silence levels increase, their perceptions of school culture decrease. Güngör (2019) concluded that there is a significant negative relationship between teachers' perceptions of organisational silence and the support and achievement culture sub-dimensions of the school culture scale. This finding coincides with the results

of our study. However, Güngör (2019) determined that there is a significant positive relationship between organisational silence and bureaucratic and task culture sub-dimensions. This finding does not coincide with the results of our research.

It was investigated whether the teachers' views on organizational silence and school culture differed significantly according to their gender, school types and professional seniority. As a result of the findings, there is no significant difference in the opinions of female and male teachers about the sub-dimensions of organizational silence in the schools where they work in the independent groups t-test results made according to the gender variable.

Another sub-purpose of this study is whether there is a significant relationship between teachers' views on organizational silence and school culture. Accordingly, the relationship between organizational silence and school culture sub-dimensions such as task culture, bureaucratic culture, success culture and support culture was examined. A low-level negative significant relationship was found between organizational silence and school culture. There was no significant relationship between organizational silence and task culture. However, a positive and low-level significant relationship was found between organizational silence and bureaucratic culture. A negative and low-level significant relationship was found between organizational silence and success culture. A moderately negative and significant relationship was found between organizational silence and support culture. In Güngör and Gündüz study (2021), the sub-dimension with the highest level of teachers' perceptions of school culture is task culture (mostly). This is followed by achievement, support and bureaucratic culture respectively. It was determined that the sub-dimensions of task, achievement and support culture were above average (mostly), and the sub-dimension of bureaucratic culture was at medium level (sometimes). In the study conducted by Sezgin (2010) and Özdemir (2012) on teachers to determine their perceptions of school culture, the highest perception was found in the sub-dimension of task culture, followed by achievement culture, then support culture and the lowest perception was bureaucratic culture. It was determined that there was a significant negative relationship between teachers' perceptions of organisational silence and support and achievement culture sub-dimensions, and a significant positive relationship between bureaucratic and task culture sub-dimensions. It was determined that organisational silence variable was a significant predictor on school culture support, achievement and bureaucratic sub-dimensions variables. It was determined that school environment and emotion sub-dimension variables of teachers' perceptions of organisational silence were significant predictors of school support culture and school achievement culture variables. It was determined that school environment and source of silence sub-dimension variables of teachers' perceptions of organisational silence were significant predictors of school bureaucratic culture variable.

In the study, it was investigated to what extent teachers' views on school culture predict organizational silence. The organizational silence variable is not a significant predictor of the school culture task culture sub-dimension. Organizational silence variable is a significant predictor of bureaucratic culture, success culture and support culture, which are sub-dimensions of school culture. In the test, it was measured whether organizational silence sub-dimensions predicted school culture sub-dimensions; It was found that accepting-passive silence, opportunistic silence and organizational silence sub-dimensions, which are organizational silence sub-dimensions, are not significant predictors of the school culture sub-dimension, the task culture sub-dimension.

Recommendations

Teachers' views on organizational silence are moderate. Accordingly, administrators should provide teachers with a more understanding and respectful environment so that teachers can freely express their ideas and thoughts in the school.

A fair management approach should be adopted within the school so that the views on organizational silence and school culture among female and male teachers are close to each other. In order to reduce the difference in school types, Provincial Directorates of National Education can visit schools from time to time and teachers can be consulted about their situation in the school.

According to teachers' opinions, there is a low-level negative significant relationship between organizational silence and school culture. It may be encouraging for the teachers to express their ideas if the administrators spare a part of the meeting to listen to the teachers in the meetings held in the school. In addition, sharing in-school developments with teachers can create a sense of belonging to the school and have a positive effect on teachers' self-expression.

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