

The Effect of Perceived Organizational Justice on Teachers' Silence: A Practice in Primary Education Institutions

By

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Abstract

Even though personnels are expected to contribute to the development of organization with their knowledge, opinions and suggestions, they sometimes prefer to keep silent. Perceived organizational justice can be important in personnels' decision to speak up about organizational issues. The main purpose of the study is to examine the impact of elementary school teachers' organizational justice levels on their organizational silence. The participant group in the study consists of 357 elementary school teachers who are working in primary education institutions of Diyarbakır province. The relational survey model was utilized while conducting the research. This research is done by using Organizational Justice Scale and Organizational Silence Scale. In the analysis of data, SPSS and 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.

Keywords: *Organizational justice, organizational silence, teacher, primary education*