

# **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*

## **1. Introduction**

Justice is a subject that is within social and human sciences' field of interest and that is studied by scientists from many points of view. Especially, it drew attention of philosophers for long years. Many philosophers from Aristo to Plato, from Nozik to Rawls studied this subject (Greenberg & Bies, 1992). Organizational psychology as a field of study that is seen important for organizations to fulfill their functions is studied in fields of human resources, management and organizational behavior (Greenberg, 1990; Cropanzano & Greenberg, 1997). Besides, it is observed that organizational theories of recent years have been focusing on interpersonal interaction and problems caused by this. In this context, it is seen that the term "social justice" is applied to organizations and a term called "organizational justice" that expresses a fair distribution of incomes which occur depending on relations within organization (İşbaşı, 2010).

The term organizational justice is seen as a collective research field where the organizational behavior field must be approached from important and different points of view and is used for describing how fair and just management of an organization is (Pillai, Schriesheim & Williams, 1999; Colquitt, Conlon, Wesson, Porter & Ng, 2001). In other words, organizational justice is about how decisions and applications in an organization's management are perceived by organization's employees (Witt, 1993) and how the employees perceive justice in work; that means it is about employees' manners and behaviors about work (Eskew, 1993). Greenberg (1996), describes organizational justice as a concept that describes employees' perception about how fair they are treated and how this perception affects the results such as commitment and work satisfaction. Thus, organizational justice is an important element for all organizations, but what is more important is an accurate perception of the justice in an organization by the employees. This perception is one of the most important features of social interaction, besides it is an important factor for employees to develop a positive or negative manner and behavior towards the organizations they work for. In cases where this perception is negative, the management can have issues in motivating and directing their employees (Selvitopu & Şahin, 2013).

Greenberg (1990) examined organizational justice in three dimensions, namely distributive, procedural and interactional justice. Distributive justice expresses employees' perceptions if their incomes are distributed fairly or not. In other words, distributive justice is employees' perception about accurate and realistic evaluation of their performance (Folger & Cropanzano, 1998; Moorman, 1991). Namely, distributive justice requires to be given incomes balanced in results of accurate evaluation of exhibited performance (İşcan & Naktiyok, 2004). Procedural justice means a procedure's fairness while a decision is being made (Folger & Cropanzano, 1998; Moorman, 1991). In other words, employees' perception for accurateness of procedures that are followed by organization gave birth to procedural justice (Scandura, 1999). Existence of procedural justice can be understood by studying how justice in decision making processes that affects the relation between organization and employees comes true (Korgaard & Sapienza, 2002). Interactional justice contains normative expectations of employees such as dependence of communication with themselves on sincerity and respect in the process of application of procedures (Bies & Shapiro, 1987). In this type of justice, employees' perception of justice is affected by the quality of relation between them and organization and this perception depends highly on the social interaction between them (Bies & Moag, 1986).

In researches about organizational justice, it is emphasized that justice process has important roles within an organization and affects beliefs, behaviors, manners and feelings of employees (Van den Bos, 2001). In other relative studies, it is emphasized that if employees are treated fairly by their managers and organizations, their social interactions will be stimulated beyond their role expectations and their commitment to their organizations will increase. Beside, when employees are exposed to unfair behaviors by their organizations, they prefer to not to trust their organization and stay silent whenever a problems occur in the organizations (Dabbagh, Esfahani & Shahin 2012).

Even though organizations are aware of the fact that they should work in harmony with their employees in order to achieve success in a competitive environment, they trigger their employees' silence intentional or unintentional. Although employees' silence used to be considered as conformance or obedience in the past, it is now accepted as a reaction and pull back (Bildik, 2009). Employee silence is the behavior of people who has the ability to effect change or make improvements to spare sincere thoughts about cognitive, emotional or behavioral reviews in subjects about organizational situations (Pinder & Harlos, 2001). Organizational silence is employees' intentional non-sharing i.e. sparing of their ideas, knowledge and thoughts that is related to improvement their work and organization. The major reason for employees in organizations to stay silent is, their belief that if they state their mind, this won't work and also their fear of falling into a dangerous position in the organization (Morrisson & Milliken, 2000).

Organizational silence is a behavior pattern that can increase or decrease the organizational silence. Although organizational silence is an emotionally difficult expression style, it is an effective way to describe satisfied or dissatisfied situations within the organization (Gambarotto et al., 2010, cit. Bagheri, Zarei & Aeen, 2012). Though silence is conceptually perceived as a passive behavior, it doesn't totally mean it (Scott, 1993). Silence can occur intentionally, purposely, actively and consciously (Pinder & Harlos, 2001). However, researches about organizational silence showed that the main factors in employees' silence are their belief that their expressions will not work with their managers, being evaluated negatively, concern for protecting others, protecting existing relations or the desire to not lose work and promotion opportunity. (Van Dyne, Ang & Botero, 2003; Milliken, Morrison & Hewlin, 2003). Thus, Van Dyne et al. (2003) emphasize that organizational silence has a multidimensional structure. By classifying individuals' motives for not expressing their thought and knowledge about organization, acquiescence, fear/self-protection and protection of relations, they modeled organizational silence as: acquiescent silence, defensive silence and prosocial silence. Acquiescent silence is the employees' behavior of non-sharing their knowledge, ideas and thoughts with others due to neglect or obedience. In other words it is a state of being passive (Kahn, 1990; Pinder & Harlos, 2001). Acquiescent silence is based on the perception of adopting the situation because of the belief that nothing will change (Çakıcı, 2010). Defensive silence expresses an employees' avoiding from expressing their knowledge and

thoughts with the fear of encountering a problem in case they share their knowledge and ideas. These employees prefer to keep silence even though they know that they have other strategies that can fix the existing situation; because they believe that they will encounter some negative results such as being held responsible or being deprived of some organizational rewards (Brinsfield, Edwards & Greenberg, 2009; Vakola & Bouradas 2005; Van Dyne et al., 2003). Prosocial silence is employees' not expression of their knowledge and thoughts about work for the benefit of organization or other employees with an instinct of cooperation. Employees do not share confident information belonging to individuals or organization, protect the confidentiality and hide these on behalf of them (Dyne et al., 2003). The thought about keeping the interest of organization and other individuals is in foreground in this behavior that is performed altruistically (Çakıcı, 2010).

As a result, silence has negative reflections upon organizations and employees. Organizational results of silence are: non-use of employees' intellectual contributions, hushing up problems, avoiding negative feedbacks, filtering the information and remaining unresponsive against problems. Behaviors like these may prevent healthy decisions, improvements and performance increase (Morrison & Milliken 2000; Premeaux, 2001). Studies in literature that focuses on the reasons and results of the silence show that organizational justice has an important role in employees' silence (Harlos, 1997; Pinder & Harlos, 2001; Tangirala & Ramanujam, 2008). From this viewpoint, required conditions must be formed and all the factors that prevent teachers from doing their job should be identified for teachers who are the major factors in fulfilling the educational purposes to perform their duties well. Because, educational organizations need to regard situations related to teachers' behaviors for achieving their goals and improving performance and quality. For teacher behavior to reach to the desired level, organizations must respond to certain needs or teachers. In an organization with this importance, researches about perceptions for organizational justice and silence behavior that can affect the improvement and change should be performed and solutions for preventing the occurrence of silence behavior should be found. Besides, when the importance of teachers' being treated fairly by organization and their managers rather than their silence in decision making and problem solving processes within an organization is regarded, it is expected that the results of this research will contribute significantly to the literature. In this context, the main purpose of the study is to examine the impact of elementary school teachers' organizational justice levels on their organizational silence. In line with this main 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 significant 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?

## **2. Method**

### **Research Model**

This research was performed by means of relational survey 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.

## Participants

Sample of this study consists of 357 class teachers that work at randomly selected elementary schools in Diyarbakır province. 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, Anderson, Tahtam & Black, 1998). Since contributor number of the research is 357, this number is suitable for the purpose and statistical analysis of the research. Demographical features of the attendees are as following: %54,1 of the attendees are (f=193) “female”, %45,9 is (f=164) “male”. %33 of the attendees are (f=118) in “30 and younger” age groups, %45,7 is (f=163) “31-40 age” group and %21,3 are (f=76) “41 and older” age group. In terms of work duration %51 of the attendees have (f=182) “10 or less years”, %32,5 have (f=116) “11-20 years” and %16,5 have (f=59) “21 and more years”.

## Data Analysis

Data obtained from research were first entered to SPSS (Statistical Package for the Social Sciences) 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 AMOS (Analysis of Moment Structures) was utilized. In estimating 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),  $X^2/sd = CMIN/DF$  (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;  $X^2/sd$  (CMIN/DF) value was 0-3; p value was 0.01-0,05, these shows good fit indexes. (Bayram, 2010; Byrne, 2001; Joreskog & Sorbom, 1993; Kline, 2005; Schermelleh-Engel & Moosbrugger, 2003; Reisinger & Mavondo, 2006; Şimşek, 2007). In this research, lower limit for factor load of items in confirmative 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 (Büyüköztürk, 2007). Additionally in assessment of normality for confirmative factor analysis, critical ration was grounded on fewer than 10. According to Kline (2005) critical ratio is in some sort the normalized estimation of multivariable kurtosis i.e. “z” value. Critical ratio’s being higher than 10 shows that there is a problem in kurtosis value of the distribution.

## Data Collection Instruments and Confirmatory Factor Analysis

**Organizational Justice Scale:** Teachers’ justice perception for their school was measured by an “organizational justice scale” that was developed by Niehoff & Moorman (1993). As a result of test adoption performed by Polat (2007), scale’s reliability coefficient was found as .85. As factor load of any items were under .45, all of the items in test scale was transferred to main scale. As a result of reliability analysis that was applied to the organizational justice scale in the end of the application, the Cronbach Alpha coefficient was found as .96. Coefficients for sub-dimensions of organizational justice were calculated as .89 for distributive justice, .95 for procedural justice and .90 for interactional justice. Organizational justice scale consists of 19 items that has the assessment features for distributive (6 items), procedural (9 items) and interactional justice (4 items) levels. 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. There are no reverse scored the items on the scale.

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 .96. Reliability coefficients for the sub-dimensions of the scale were .91 for distributive justice, .95 for procedural justice and .92 for interactional justice (Table 1). Additionally confirmative factor analysis diagram of the scale is shown on Figure 1.

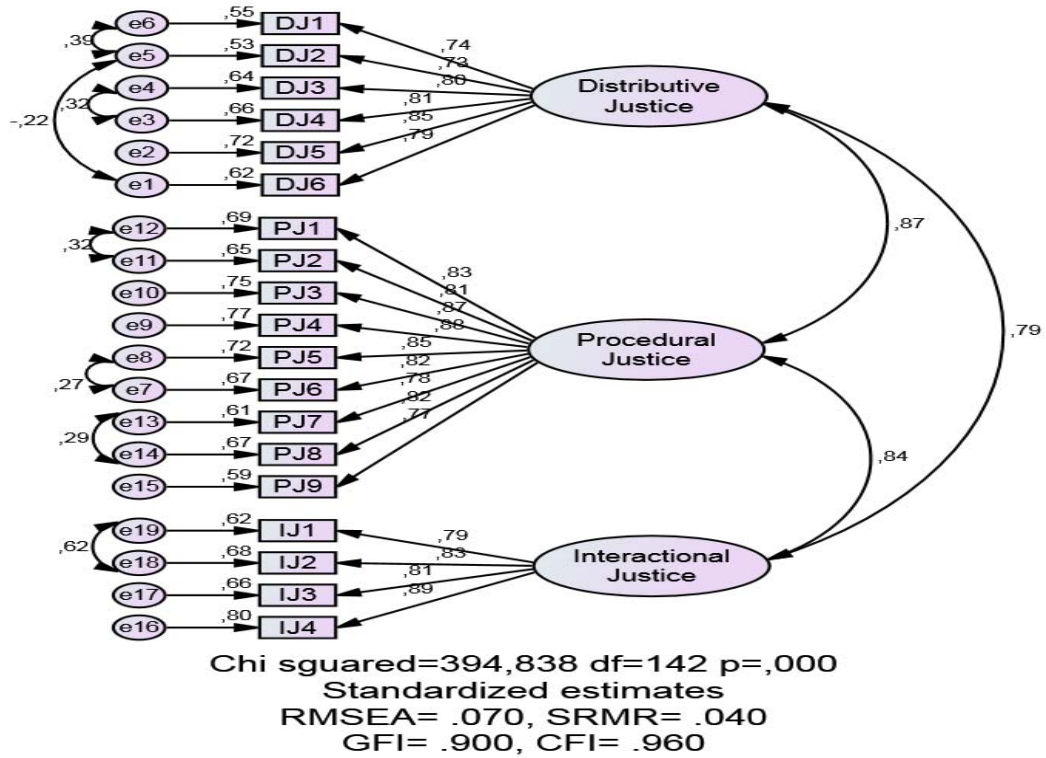
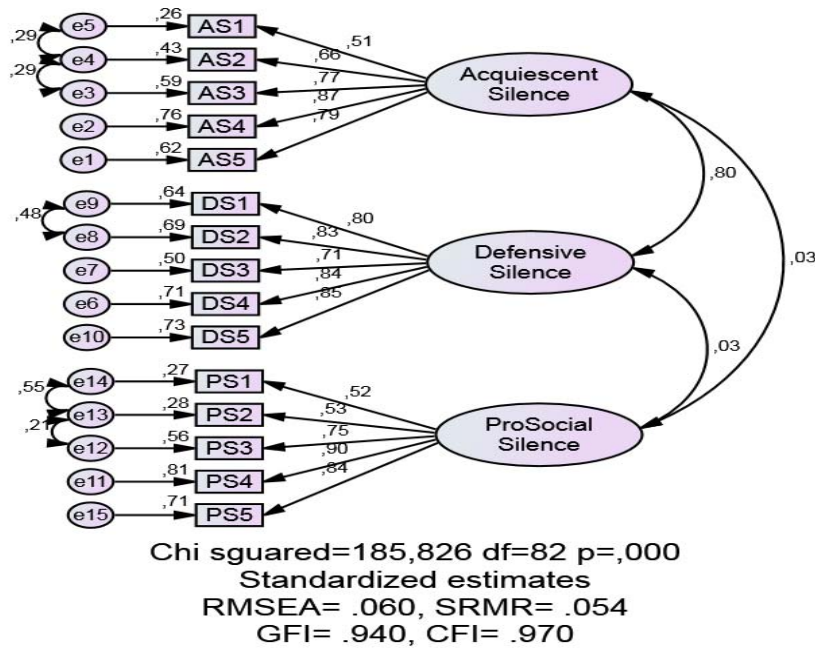


Figure 1. Confirmatory Factor Analysis Diagram of the Organizational Justice Scale

As a result of confirmative factor analysis, as the assessment of the normality is regarded, critical rate (c.r.) from the aspect of multivariate (Mardia) values was 31.320. 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 confirmative factor analysis of “Organizational Justice Scale” that consists of 19 items, the fit values were found to be RMSEA=.070; SRMR=.040; X2/sd (CMIN/DF)=2.78; GFI=.900; CFI=.960; AGFI=.902 and NFI=.940. This result shows that fit values of the model are acceptable and at desired level (Bayram, 2010; Byrne, 2001; Joreskog & Sorbom, 1993; Kline, 2005; Schermelleh-Engel & Moosbrugger, 2003; Reisinger & Mavondo, 2006; Şimşek, 2007).

**Organizational Silence Scale:** It was developed by Van Dyne, Ang & Botero (2003) for measuring organizational silence. As a result of test adoption performed by researcher, scale’s reliability coefficient for the whole of the scale was found as .84. Coefficients for sub-dimensions of organizational silence were calculated as .82 for acquiescent silence, .90 for defensive silence and .90 for prosocial silence. As factor load of any items were under .45, all of the items in test scale was transferred to main scale. Organizational Silence Scale consists of 15 items which has the features to assess the level of acquiescent (5 items), defensive (5 items) and prosocial (5 items) 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 .87. Reliability coefficients for the sub-dimensions of the scale were .86 for acquiescent silence, .91 for defensive silence and .86 for prosocial silence (Table 1). Additionally confirmative factor analysis diagram of the scale is shown on Figure 2.



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

As a result of confirmative factor analysis, as the assessment of the normality is regarded, critical rate (c.r.) from the aspect of multivariate (Mardia) values was 50.240. 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 confirmative factor analysis of “Organizational Silence Scale” that consists of 15 items, the fit values were found to be RMSEA=.060; SRMR=.054; X2/sd (CMIN/DF)=2.27; GFI=.940; CFI=.970; AGFI=.910 and NFI=.950. This result shows that fit values of the model are acceptable and at desired level (Bayram, 2010; Byrne, 2001; Joreskog & Sorbom, 1993; Kline, 2005; Schermelleh-Engel & Moosbrugger, 2003; Reisinger & Mavondo, 2006; Şimşek, 2007).

### 3. Findings

#### Correlation analysis

Arithmetical mean and standard deviation values related to dependent and independent variables of this study and correlation coefficients between these variables are given in Table 1.

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

Constructs	X	S	1	2	3	4	5	6
1. Distributive justice	3.24	.96	(0.91)					
2. Procedural justice	3.07	.93	0.79**	(0.95)				
3. Interactional justice	3.43	1.01	0.69**	0.76**	(0.92)			
4. Acquiescent silence	2.15	.85	-0.32**	-0.25	-0.42**	(0.86)		
5. Defensive silence	1.85	.83	-0.36**	-0.21*	-0.39**	0.70**	(0.91)	
6. ProSocial silence	3.16	1.05	0.19*	0.11	0.16*	0.08	0.08	(0.86)

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

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

According to data in Table 1, participant teachers' perception levels in terms of interactional justice ( $\bar{X} = 3.43$ ) was higher comparing to distributive justice ( $\bar{X} = 3.24$ ) and procedural justice ( $\bar{X} = 3.07$ ). Highest grade mean in terms of organizational silence dimensions was in defensive silence dimension ( $\bar{X} = 3.16$ ), as lowest grade mean was in prosocial silence dimension ( $\bar{X} = 1.85$ ). 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 ( $r = 0.79, p < .01$ ) and interactional justice ( $r = 0.69, p < .01$ ). There is also a positive and significant relation between procedural justice and interactional justice ( $r = 0.76, p < .01$ ). Additionally, while a negative and significant relation was found between distributive justice and acquiescent silence ( $r = -0.32, p < .01$ ) and defensive silence ( $r = -0.36, p < .01$ ), as a positive and significant relation with prosocial silence ( $r = 0.19, p < .05$ ) was found. Similarly, a negative and significant relation was found between interactional justice and acquiescent silence ( $r = -0.42, p < .01$ ) and defensive silence ( $r = -0.39, p < .01$ ), as a positive and significant relation with prosocial silence ( $r = 0.16, p < .05$ ) was found. However, as there was a negative and significant relation between procedural justice and defensive silence ( $r = -0.21, p < .05$ ), their relations with acquiescent silence ( $r = -0.25, p > .05$ ) and prosocial silence ( $r = 0.11, p > .05$ ) were insignificant. Besides, as the relation between acquiescent silence and defensive silence was positive and significant ( $r = 0.70, p < .01$ ), it is seen that their relation with prosocial silence was insignificant ( $r = 0.08, p > .05$ ). Finally it is seen that there was no relation between defensive silence and prosocial silence ( $r = 0.08, p > .05$ ).

### Prediction of Acquiescent Silence

Multiple regression analysis results for prediction of acquiescent silence are given in Table 2.

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

Değişken	B	Sh	$\beta$	t	p
(Constant)	1.873	0.383	-	4.894	0.000
Distributive justice	0.451	0.192	0.344	2.349	0.020
Procedural justice	-0.130	0.209	-0.101	-0.623	0.534
Interactional justice	-0.192	0.071	-0.226	-2.703	0.007
R= 0.206	R <sup>2</sup> = 0.42				
F <sub>(3-353)</sub> = 2.889	p = 0.03				

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 ( $R = 0.206, R^2 = 0.42$ ) with teachers' acquiescent silence ( $F_{(3-353)} = 2.889, p < .01$ ). These three variables together explain 42% of acquiescent silence. According to standardized regression coefficients, order of importance of predictive variables on acquiescent silence was as follows: Distributive justice ( $\beta = 0.451$ ), procedural justice ( $\beta = -0.192$ ), and interactional justice ( $\beta = -0.130$ ). As the results of t-test related to significance of regression coefficient are examined, it is seen that distributive justice ( $p < .05$ ) and interactional justice ( $p < .05$ ) variables are significant predictive for acquiescent silence. Procedural justice ( $p > .05$ ) is not a significant predictive of acquiescent silence. Regression equity (mathematical model) related to prediction of acquiescent silence in line with regression analyze is given below:

$$\text{Acquiescent Silence} = (1.873) + (0.451 \times \text{Distributive justice}) - (0.130 \times \text{Procedural justice}) - (0.192 \times \text{Interactional justice})$$

### Prediction of Defensive Silence

Multiple regression analysis results for prediction of defensive silence are given in Table 3.

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

Değişken	B	Sh	$\beta$	t	p
(Constant)	2.332	0.364	-	6.398	0.000
Distributive justice	0.374	0.183	0.298	2.046	0.042
Procedural justice	-0.173	0.199	-0.140	-0.866	0.388
Interactional justice	-0.325	0.156	-0.264	-2.085	0.039
R= 0.230	R <sup>2</sup> = 0.53				
F <sub>(3-353)</sub> = 3.584	p = 0.01				

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 ( $R = 0.230$ ,  $R^2 = 0.53$ ) with teachers' defensive silence ( $F_{(3-353)} = 3.584$ ,  $p < .01$ ). These three variables together explain 53% of defensive silence. According to standardized regression coefficients, order of importance of predictor variables on defensive silence was as follows: Distributive justice ( $\beta = 0.374$ ), interactional justice ( $\beta = -0.325$ ), and procedural justice ( $\beta = -0.173$ ). As the results of t-test related to significance of regression coefficient are examined, it is seen that distributive justice ( $p < .05$ ) and interactional justice ( $p < .05$ ) variables are significant predictive for defensive silence. Procedural justice ( $p > .05$ ) is not a significant predictive of defensive silence. Regression equity (mathematical model) related to prediction of defensive silence in line with regression analyze is given below:

$$\text{DEFENSIVE SILENCE} = (2.332) + (0.074 \times \text{Distributive justice}) - (0.173 \times \text{Procedural justice}) - (0.325 \times \text{Interactional justice})$$

#### Prediction of ProSocial Silence

Multiple regression analysis results for prediction of prosocial silence are given in Table 4.

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

Değişken	B	Sh	$\beta$	t	p
(Constant)	3.185	1.031	-	3.089	0.003
Distributive justice	-0.647	0.531	-0.251	-1.219	0.027
Procedural justice	1.029	0.588	0.414	1.752	0.084
Interactional justice	-0.369	0.457	-0.165	-0.808	0.022
R= 0.202	R <sup>2</sup> = 0.41				
F <sub>(3-353)</sub> = 2.069	p = 0.02				

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 ( $R = 0.202$ ,  $R^2 = 0.41$ ) with teachers' prosocial silence ( $F_{(3-353)} = 2.069$ ,  $p < .01$ ). These three variables together explain 41% of prosocial silence. According to standardized regression coefficients, order of importance of predictor variables on prosocial silence was as follows: Procedural justice ( $\beta = 1.029$ ), distributive justice ( $\beta = -0.647$ ), and interactional justice ( $\beta = -0.369$ ). As the results of t-test related to significance of regression coefficient are examined, it is seen that distributive justice ( $p < .05$ ) and interactional justice ( $p < .05$ ) variables are significant predictive for prosocial silence. Procedural justice ( $p > .05$ ) is not a significant predictive of prosocial silence. Regression equity (mathematical model) related to prediction of prosocial silence in line with regression analyze is given below:

$$\text{PROSOCIAL SILENCE} = (3.185) - (0.647 \times \text{Distributive justice}) + (1.029 \times \text{Procedural justice}) - (0.369 \times \text{Interactional justice})$$



#### 4. Discussion and Conclusion

In this study, relation between elementary school 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 situation is possibly caused by that fact that interactional justice is focused rather on financial gains than interpersonal relations in organizations and brought justice in interpersonal behaviors and communication in forefront. 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). Here, it is important especially distributive justice perception to below. 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 (Şahin & Taşkaya, 2010).

As a result of the study, it was found that of the organizational silence dimensions; prosocial silence was the highest perceived by teachers, while defensive silence dimension was the at lowest grade evaluated dimension. 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 an 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. Morrison & Milliken (2000) found that the fear of damaging relations is an important factor for silence. There are other studies showing employees' choice of staying silent for the reason of fear of being perceived as a problem-maker by other employees, fear of isolation or rejection (Noelle-Newman 1974; Vakola & Bouradas 2005). In Kahveci's study of 2010 that reveals the silence situations of teachers, it was found that teachers usually do not express their feelings, thoughts and problems and stay silent due to the behaviors of their manager. In other studies about silence (Morrison-Milliken, 2000; Detert & Edmondson, 2005), results of organizational silence that can cause the employees to quit the job and as a major reason for this, communication mechanisms in an organization is emphasized. Researchers also revealed that organizational silence forms negative impacts on decision processes in an organization and organizational learning level and causes the problems to be hidden. Besides in said researches, it is emphasized that employees' silence in subjects that they know and are good at troubles them, make them feel weak and unimportant.

In the research, positive and significant relation between distributive justice and procedural justice and interactional justice is found. In addition to this, research results show that teachers' perception for organizational justice has a negative relation with acquiescent silence and defensive silence, while having a 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. Regression analysis results showed that teachers' perception for organizational justice (distributive, procedural and interactional justice) explains 42% of change in their acquiescent silence, 53% of change in defensive silence and 41% of change in their prosocial silence. Order of importance for organizational justice dimensions as predictive variable on acquiescent and defensive silences is as distributive, procedural and interactional justice, while their order of importance on prosocial silence is as following: procedural, distributive and interactional justice. Besides, while distributive and interactional justice variables are significant predictive on acquiescent, defensive and prosocial silences, it was seen that procedural justice was not significant predictive on organizational silence. This situation reveals that the change in teachers' level of organizational silence is affected by their perception for organizational justice at a high rate. As a variable that is formed mostly within the frame of environmental factors, the organizational justice perception affects individuals' manners and behaviors within the organization. Thus, teachers' organizational silence is affected in relation to them perceived justice. These findings comply with the results of other studies in the field. Tangriala & Ramanujam (2008) showed in their studies that there is a negative and significant relation between organizational justice and organizational silence; Harlos (1997); Pinder & Harlos (2001) showed in their studies that perceived organizational justice has an important role in employees' silence; Tulubas & Celep (2012) showed that organizational justice has a strong impact on employees' organizational silence and organizational justice is an important predictive for organizational silence; similarly Whiteside & Barclay (2013) found that organizational justice is a significant predictive for organizational silence. In another study, Dabbagh et al. (2012) determined that there is a significant relation between organizational justice and organizational silence, while there are significant relations between distributive justice and organizational silence, procedural justice and organizational silence, interactional justice and organizational silence. Thus, distributive, procedural and interactional justice affects organizational silence. According to the mentioned study, perceived justice's dimensions explain 64% of organizational silence. Order of importance of these dimensions on organizational silence is as interactional, procedural and distributive justice. Researchers explain this situation as when employees perceive that their organizations and managers treat them fairly, there will be no discrimination in personal endeavors and organization, the jobs will be more valuable, employees feel more important and all this will increase not only the commitment to the organization, but also their belief in the organization. Results obtained from this and similar studies showed that organizational justice is a fact that decreases the organizational silence. Judging from this, it will be safe to say that organizational justice is one of the most essential facts for organizational life continuance and organizational success.

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