

**ORGANIZATIONAL SILENCE IN EDUCATIONAL ORGANIZATIONS: A META-ANALYSIS STUDY****Hüseyin AKAR***Assist. Prof. Dr. Kilis 7 Aralık University, huseyinakar@kilis.edu.tr  
ORCID Number: 0000-0002-0453-6465**Received: 19.01.2018**Accepted: 11.06.2018***ABSTRACT**

The aim of the present research is to synthesize the results of the studies that have investigated the relationship between some organizational variables (transformational leadership, organizational justice, trust in manager, mobbing, organizational commitment, burnout) and organizational silence in educational organizations by meta-analysis method. For this purpose, selection criteria were established to indicate the studies to be included in the meta-analysis at first. Afterwards, a comprehensive literature search was conducted using Turkish and English of the terms "organizational silence, employees' silence, silence." In consequence of the literature survey, 31 studies have been reached which are meet the selection criteria. Analyzes were performed on data obtained from 31 studies. The total number of samples in these studies is 10095. The coefficient of correlation was used in the calculation of the effect size and the analyzes were made by means of the random effects model. According to the results of the random effects model, it was found that there was a significant and negative relationships between the transformational leadership and organizational silence ( $r = -.23$ ), negative relationships between the organizational justice and organizational silence ( $r = -.31$ ), negative relationships between the trust in manager and organizational silence ( $r = -.25$ ), positive relationships between the organizational silence and burnout ( $r = .37$ ), positive relationships between the mobbing and organizational silence ( $r = .47$ ), negative relationships between the organizational silence and organizational commitment ( $r = -.25$ ). According to these results, it can be stated that the level of the organizational silence of the employees in the educational institutions may change depending on the variables of the transformational leadership, organizational justice, trust in manager and mobbing, and that the level of the organizational silence of the training employees can change the levels of burnout and organizational commitment.

**Keywords:** Organizational silence, meta analysis, educational organization.

## INTRODUCTION

In today's constantly changing and developing world, organizations could succeed, introduce new and extraordinary products, adapt to new situations, and as a result, be able to continue their existence for a long time, to a great extent with the help of human factor. In this respect, in the contemporary organization and management literature, employees are regarded as the most important component of the organization (Akar, 2017; Akar and Üstüner, 2017) and this perspective also shapes organizations' expectations from their employees.

Today's organizations expect their employees to express their ideas, to be sensitive to the problems in the working environment, not to be afraid to share their knowledge and experiences and to defend their beliefs and those of their organization (Liu, Wu and Ma, 2009). In this respect, it is thought that meeting these expectations will contribute to the development of the organization. As a matter of fact, employees in every organization have ideas that can improve their organizations. However, while some employees express their ideas and opinions, others prefer to remain silent, preventing the constructive ideas, which can contribute to organizational development, from coming to the daylight. This situation is called as organizational silence (Osboei and Nojabae, 2014). Organizational silence is a phenomenon in which organization's employees refuse to state their views on organizational affairs for various reasons (Ahmadvand and Taghvaei, 2017). Organizational silence is an inefficient process that causes all economic inputs, work and efforts to go down the drain (Shojaie, Matin and Barani, 2011). Organizational silence is a situation that causes increases in levels of employee absenteeism, turnover and dissatisfaction and it is extremely harmful to the organization (Colquitt, Greenberg and Zapata-Phelan, 2005). Organizational silence is not a personal behavior, it is a collective act so it is shown by most of the employees in the organization (Sayğan, 2011). Organizational silence is affected by many factors at the individual, organizational and cultural levels. Employees often refrain from voice participation as they are afraid of the negative results of their talk about organizational issues (Greenberg, 2009). In particular, they prefer not to express their views about some issues and situations, which can be interpreted the wrong way by administrators (Morrison and Milliken, 2000). Some managers do not want their employees, who serve their organizations at various levels, to express their ideas as they are afraid of the negative feedback that may come from them (Slade, 2008) and they could act in a way that would prevent this. This often leads to the formation of an organizational climate in which employees who are predominantly silent avoid expressing their own ideas (Morrison and Milliken 2000). In a work environment where a culture of fear is predominant, employees are generally forced to remain silent. Employees in such organizations know that they should not pass their views on the organization to the upper management (Calpham and Cooper 2005). Sometimes thinking that expressing ideas will not change anything can lead to the silence of the employees (Morrison and Milliken, 2000). The high or low level of self-esteem, fear of communication, negative experiences that are expected to be faced, statute of the person who will be communicated with; lack of information and experience, personality (introverted, extrovert) characteristics, fear of reproach and punishment, fear of blame and of being perceived as a bad person can cause employees to remain silent in the

organization (Brinsfield, 2013; Milliken, Morrison and Hewlin 2003; Brinsfield, 2009; Premeaux and Bedeian, 2003).

Organizational silence has many negative consequences both at individual and organizational levels. Organizational silence is seen as one of the most important barriers to organizational change and development (Yildiz, 2013). Because of organizational silence, organizations cannot be aware of innovative ideas of their employees and they miss an important opportunity for development (Hirschman, 1970). While restricting the adoption of effective organizational decisions, organizational silence also prevents the errors and problems from becoming apparent and being resolved (Miller, 1972). In organizations where there is no healthy feedback mechanism, mistakes and problems can become irresolvable and even more negative consequences can be faced (Milliken and Morrison, 2003). As silence transforms into a rooted belief, employees start to see themselves as worthless and cognitive contradictions emerge between what they do and what they think. This situation negatively affects job satisfaction, loyalty and motivations of the employees (Morrison and Milliken 2000).

Organizational silence is an important phenomenon for all organizations in general and for educational organizations in particular. For this reason, in recent years there have been made many studies investigating organizational silence in educational organizations. The relationship between organization silence and various organizational variables have been studied. It is noted that as the number of the primary studies made on this subject has increased, the differences between the results achieved have also increased. With this research, it is aimed to combine the results of primary studies which were carried out in the educational organizations analyzing the relationship between organizational silence and transformational leadership, trust in manager, mobbing, organizational justice, organizational commitment and burnout and hence to obtain an general result. Within this scope, the answers to the following questions were sought.

1. Is there a significant relationship between transformational leadership and organizational silence?
2. Is there a significant relationship between organizational justice and organizational silence?
3. Is there a significant relationship between trust in manager and organizational silence?
4. Is there a significant relationship between organizational silence and burnout?
5. Is there a significant relationship between mobbing and organizational silence?
6. Is there a significant relationship between organizational silence and organizational commitment?

## METHOD

Meta- analysis method was used in the this study. Meta-analysis is a method that used to combine the results of the primary studies that are made independently of each other on a specific subject. Thus, in this way, by incorporating the results of the studies made by different researchers which have different results, an general result was obtained on a specific subject. Within the scope of this research, the results of primary studies that analyze the relationship between the organizational silence and the transformational leadership, trust in

manager, mobbing, organizational justice, organizational commitment, burnout in the educational organizations will be combined and an general result will be obtained.

### Literature Review and Selection Criteria

In order to determine the studies to be included in the meta-analysis, a comprehensive literature review was made. In this context, the terms of "silence", "organizational silence" and "employee silence" were searched in Google Scholar, YÖK Thesis Center and Ulakbim *databases*. The following selection criteria were used in including the material, which, was found as a result of the literature review, into the meta-analysis.

- The studies to be included in the research should be published between 2000-2017.
- They should include statistical values that are required for correlational meta-analysis such as number of samples (n), correlation coefficient (r) or regression coefficient ( $R^2$ ).
- The studies should be made in Turkey.
- Study samples should be composed of teachers, school administrator, instructors and education inspectors who work in educational organizations.

When a search was done in accordance with the above-mentioned criteria, 42 studies on this subject were identified. However, 11 of these studies were not included in the meta-analysis, as the relationship between the sub-dimensions of variables had been examined in these studies. Therefore, the meta-analysis was carried out by taking into account the remaining 31 studies. Descriptive statistics regarding the studies included in the research are shown in table 1.

**Table 1.** The Results of Descriptive Analysis of the Studies Which were included in the Research

Relations	Number of studies	Number of samples	2011	2012	2013	2014	2015	2016	2017
TL-OS	7	2120	1		1	2		2	1
OJ-OS	8	2930				1	3	2	2
TM-OS	4	1350				1	1	1	1
M-OS	5	2259				1	1	1	2
OS-B	4	728					3	1	
OS-OC	3	708				1	1		1
Total	31	10095	1		1	6	9	7	7
Content of the Sample		Type of the study							
Academician		2222	Articles			15			
Teachers		7873	Thesis			16			

TL: Transformational Leadership, OS: Organizational Silence; TM: Trust in Manager, M: Mobbing, B: Burnout, OC: Organizational Commitment

### The Meta-Analysis Process

Meta-analysis of the studies included in the research was performed with CMA 2.0 (Comprehensive Meta-Analysis 2.0) software. In this study, correlational meta-analysis method was established where correlation

coefficients were used in the calculation of the effect size. In the meta-analysis studies, there are generally two basic models: fixed effects and random effects models. The employment of either model depends upon the characteristics of the studies included in the analysis and upon the desired purpose. Since it was thought that the studies included in this research were not functionally equal, and also it was aimed at making generalizations for a larger population, random effects model was used (Borenstein, Hedges, Higgins and Rothstein, 2013). In the evaluation of the effect sizes, the following grading was employed: “.00–.10” weak, “.10–.30” modest, “.30–.50” moderate, “.50–.80” strong, “.80≤ ” very strong (Cohen, Manion and Morrison, 2013).

### **Publication Bias**

One of the major issues in meta-analysis is that of the publication bias. Publication bias indicates a situation where not all studies/research made on a specific subject are being published. The researchers generally tend to publish studies where they found significant differences or relationships between variables. This situation leads to the publication bias (Borenstein et al., 2013; Dickersin, Min and Meinert, 1992). The existence of publication bias in meta-analysis causes deviations in effect size (Field and Gillett, 2010). In this research, publication bias was investigated using Funnel Plot Graphs, Classic Fail Safe N and Egger Test. Funnel Plot graphs of the studies included in this research are as shown in Figure 1.

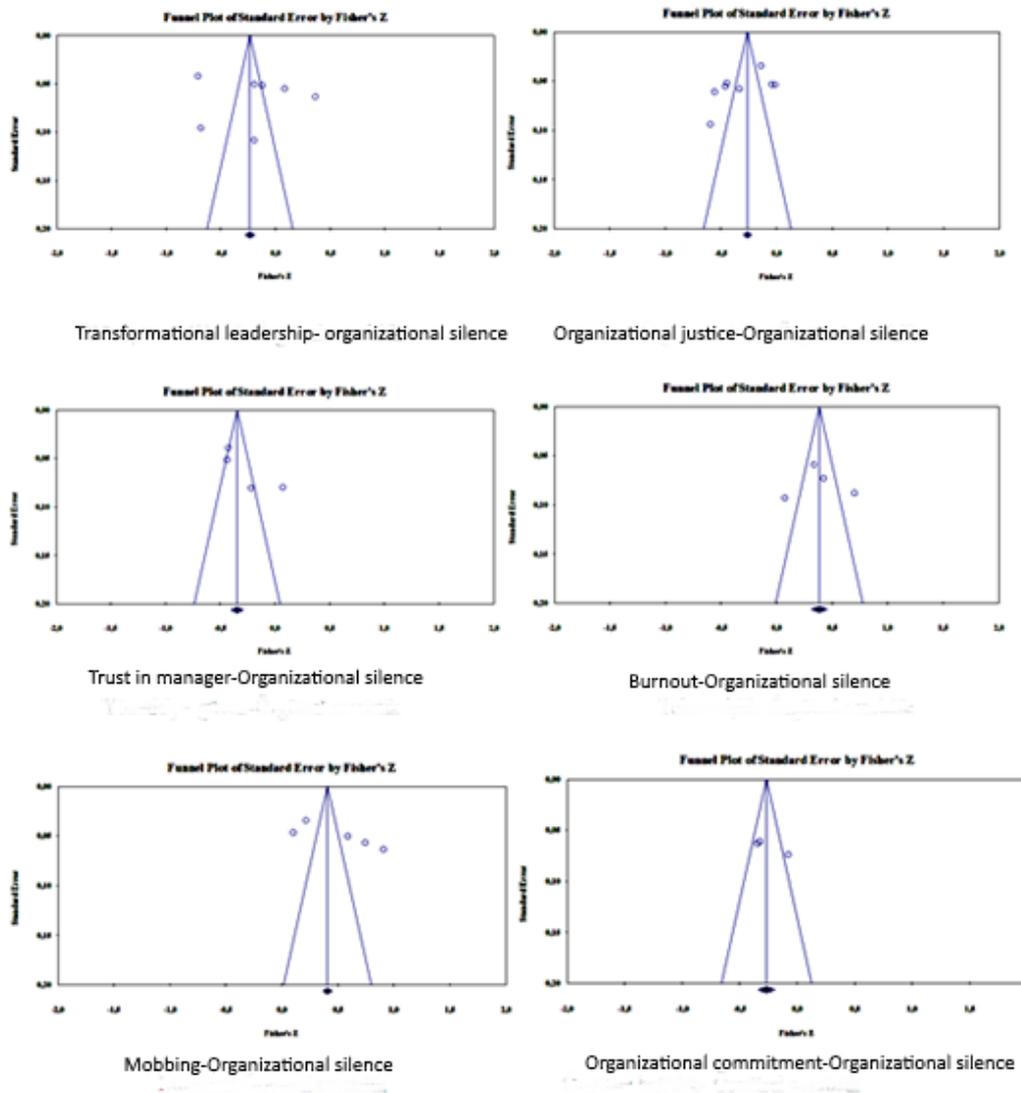


Figure 1. Funnel Plot Graphs of the Studies included in the Research.

When the funnel plot graphs were analyzed, it was observed that there was not any extreme asymmetry and the impact size of studies included in the meta-analysis, had symmetric distribution on either side of the general size. These facts can be interpreted as the non-existence of publication bias (Borenstein, Hedges, Higgins and Rothstein, 2013). However, the funnel plot graphs is not an adequate indicator in terms of achieving a final judgment about publication bias. Therefore, publication bias was also investigated by using Classic Fail Safe N and Egger Tests. The results of the Classic Fail Safe N and Egger Tests are shown in Table 2.

Table 2. Classic Fail Safe and the Egger Test Results

Variables	k	Classic Fail Safe -N	Egger Test
Transformational leadership- Organizational silence	7	150	$p = .64$
Organizational justice- Organizational silence	8	473	$p = .15$
Trust in Manager- Organizational Silence	4	112	$p = .16$
Mobbing- Organizational Silence	5	583	$p = .09$
Organizational commitment- Organizational silence	3	33	$p = .16$
Burnout- Organizational Silence	4	104	$p = .96$

The number of studies required for the non-existence of publication bias according to Classic Fail Safe N Test is shown in Table 2. The fact that the difference between the number of studies that are necessary for the research to be comprehensive and the number of studies necessary for the publication bias not to exist is high means that there is no publication bias. When the results of Egger Test were examined, it is observed that p values are higher than .05. These results also suggest that there is no publication bias.

## FINDINGS (RESULTS)

### 1. The Results of Meta-Analysis of the Studies Examining the Relationship between Transformational Leadership and Organizational Silence

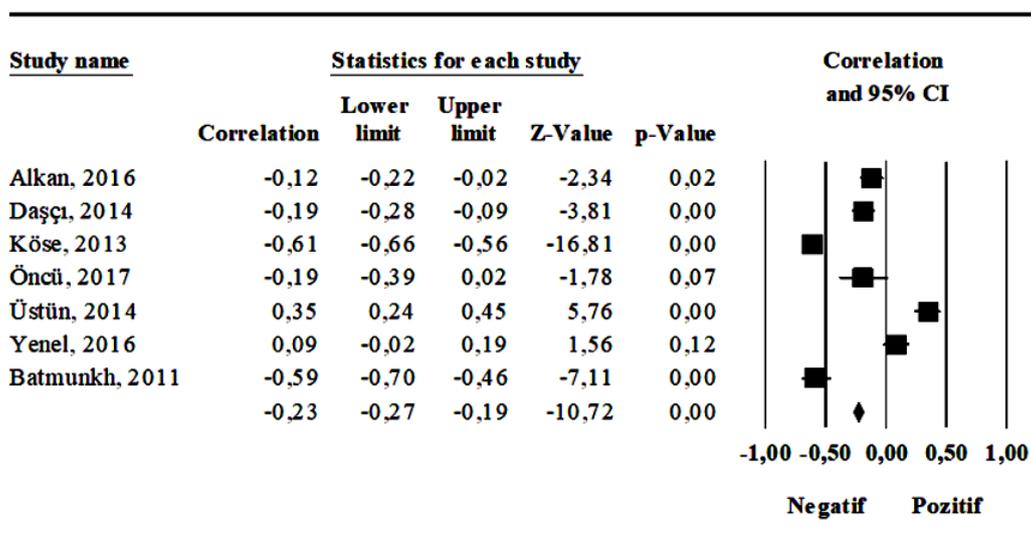
The results of the meta-analysis of the studies carried out in educational organizations, which examine the relationship between transformational leadership and organizational silence are shown in Table 3.

**Table 3.** The Results of Meta-Analysis on the Relationship between Transformational Leadership and Organizational Silence

Variables	k	N	ES	95% Confidence interval		Q	p	I <sup>2</sup>
				Lower Limit	Upper Limit			
Transformational leadership- Organizational silence	7	2120	-.23	-.27	-.19	276.78	0.00	97.83

In Table 3, it is observed that the general effect size of the studies examining the relationship between transformational leadership and organizational silence, in accordance with random effects method, is -.23 [-.27; -.19]. This means that transformational leadership has a modest-level significant impact in the negative direction over the organizational silence (Cohen et al., 2013). Table 3 shows that the effect size of the studies included in the meta-analysis has a heterogeneous distribution (Q= 276.78; p < .05). The fact that I<sup>2</sup> is 97.83 means that heterogeneity is high (Higgins, Thompson, Deeks and Altman, 2003).

The forest plot graph of 7 studies examining the relationship between transformational leadership and organizational silence in educational organizations is shown in Figure 2.



**Figure 2.** The Forest Plot Graph of the Studies Examining the Relationship between Transformational Leadership and Organizational Silence

According to the forest plot graph, correlation coefficients of the studies examining the relationship between transformational leadership and organizational silence vary between -.61 and .35. When the results of the 7 studies used in the forest plot graph are combined with the analysis made in accordance with random effects model, it is observed that the relationship between transformational leadership and organizational silence is -.23.

## 2. The Results of the Meta-Analysis of the Studies Examining the Relationship between Organizational Justice and Organizational Silence

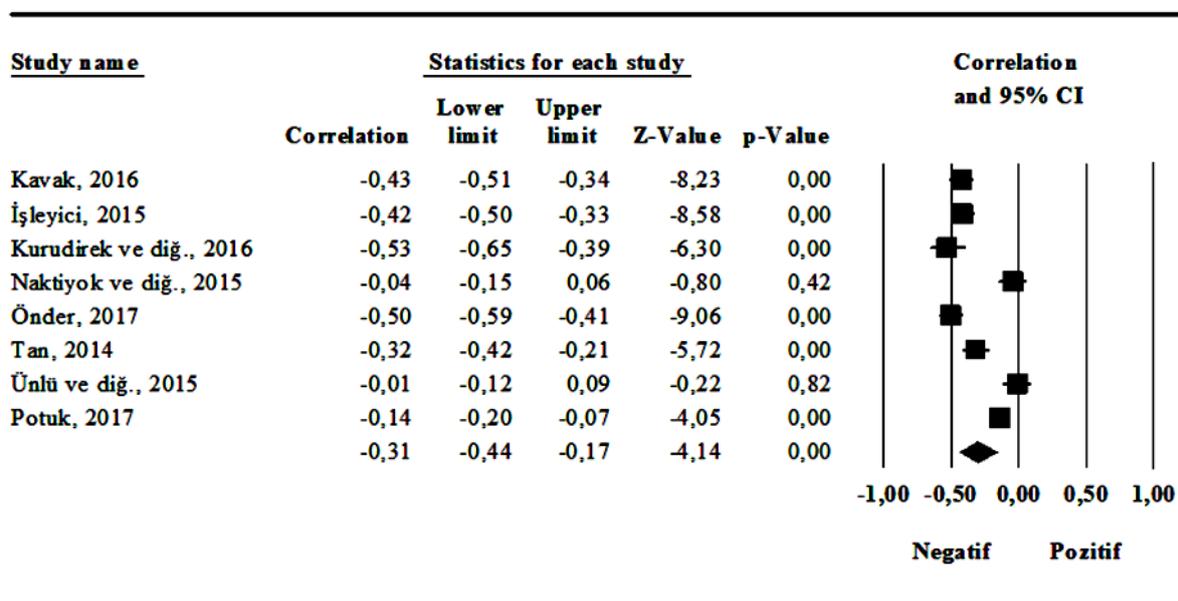
The results of the meta-analysis of the studies which examine the relationship between organizational justice and organizational silence in educational organizations are shown in Table 4.

**Table 4.** The Results of Meta-Analysis on the Relationship between Organizational Justice and Organizational Silence

Variables	k	N	ES	95% Confidence Interval		Q	p	I <sup>2</sup>
				Lower Limit	Upper Limit			
Organizational justice- Organizational silence	8	2930	-.31	-.44	-.17	112.40	.00	93.77

In Table 4, it is observed that the general effect size of the studies examining the relationship between organizational justice and organizational silence, in accordance with random effects method, is -.31 [-.44; -.17]. This value means that organizational justice has a moderate-level significant impact in the negative direction over the organizational silence (Cohen et al., 2013). Table 4 shows that the effect size of the studies included in the meta-analysis has a heterogeneous distribution (Q= 112.40; p < .05). The fact that I<sup>2</sup> is 93.77 means that heterogeneity is high (Higgins et al., 2003).

The forest plot graph of 8 studies examining the relationship between organizational justice and organizational silence in educational organizations is shown in Figure 3.



**Figure 3.** The Forest Plot Graph of the Studies Examining the Relationship between Organizational Justice and Organizational Silence

According to the forest plot graph, correlation coefficients of the studies examining the relationship between organizational justice and organizational silence vary between -.53 and -.01. When the results of the 8 studies used in the meta-analysis are combined with the analysis made in accordance with random effects model, it is observed that the relationship between organizational justice and organizational silence is -.31.

### 3. The Results of the Meta-Analysis of the Studies Examining the Relationship between Trust in Manager and Organizational Silence

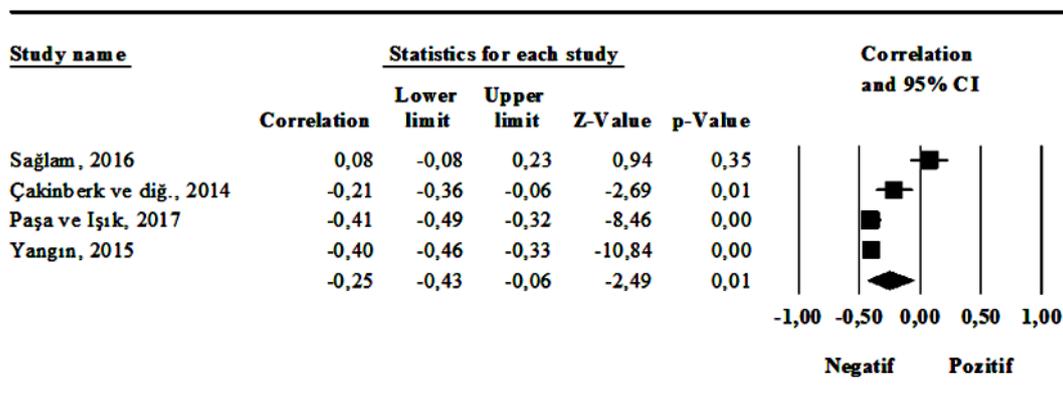
The results of the meta-analysis of the studies which examine the relationship between trust in manager and organizational silence in educational organizations are shown in Table 5.

**Table 5.** The Results of Meta-Analysis on the Relationship between Trust in Manager and Organizational Silence

Variables	k	N	ES	95% Confidence Interval		Q	p	I <sup>2</sup>
				Lower Limit	Upper Limit			
Trust in Manager-Organizational Silence	4	1350	-.25	-.43	-.06	37.45	.00	92.0

In Table 5, it is observed that the general effect size of the studies examining the relationship between trust in manager and organizational silence, in accordance with random effects method, is -.25 [-.43; -.06]. This value means that trust in manager has a modest-level significant impact in the negative direction over the

organizational silence (Cohen et al., 2013). Table 5 shows that the effect size of the studies included in the meta-analysis has a heterogeneous distribution ( $Q= 37.45$ ;  $p < .05$ ). The fact that  $I^2$  is 90.00 means that heterogeneity is high (Higgins et.al, 2003). The forest plot graph of 4 studies examining the relationship between trust in manager and organizational silence in educational organizations is shown in Figure 4.



**Figure 4.** The Forest Plot Graph of the Studies Examining the Relationship between Trust in Manager and Organizational Silence

According to the forest plot graph, correlation coefficients of the studies exploring the relationship between transformational leadership and organizational silence vary between -.41 and .08. When the results of the 4 studies used in the meta-analysis are combined with the analysis made in accordance with random effects model, it is observed that the relationship between trust in manager and organizational silence is -.25.

#### 4. The Results of the Meta-Analysis of the Studies Examining the Relationship between Burnout and Organizational Silence

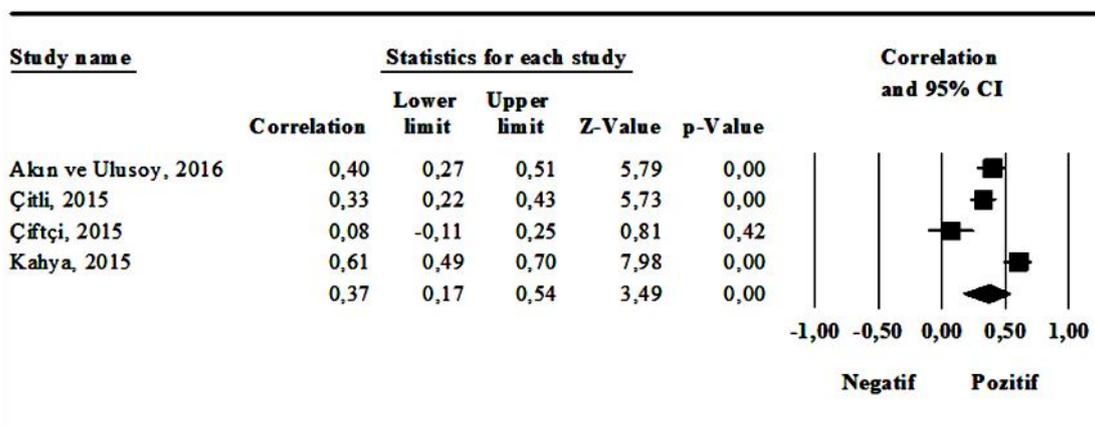
The results of the meta-analysis of the studies which examine the relationship between burnout and organizational silence in educational organizations are shown in Table 6.

**Table 6.** The Results of the Meta-Analysis on the Relationship between Burnout and Organizational Silence.

Variables	k	N	ES	95% Confidence Interval		Q	p	$I^2$
				Lower Limit	Upper Limit			
Burnout-Organizational Silence	4	728	.37	.17	.54	24.92	.00	87.96

In Table 6, it is observed that the general effect size of the studies examining the relationship between burnout and organizational silence, in accordance with random effects method, is .37 [.17; .54]. This value means that burnout has a moderate-level significant impact in the positive direction over the organizational silence (Cohen et al., 2013). Table 6 shows that the effect size of the studies included in the meta-analysis has a heterogeneous distribution ( $Q= 24.92$ ;  $p < .05$ ). The fact that  $I^2$  is 87.96 means that heterogeneity is high

(Higgins et.al, 2003). The forest plot graph of 4 studies examining the relationship between burnout and organizational silence in educational organizations is shown in Figure 5.



**Figure 5.** The Forest Plot Graph of the Studies Examining the Relationship between Burnout and Organizational Silence

According to the forest plot graph, correlation coefficients of the studies examining the relationship between burnout and organizational silence vary between .08 and .61. When the results of the 4 studies used in the meta-analysis are combined with the analysis made in accordance with random effects model, it is observed that the relationship between burnout and organizational silence is .37.

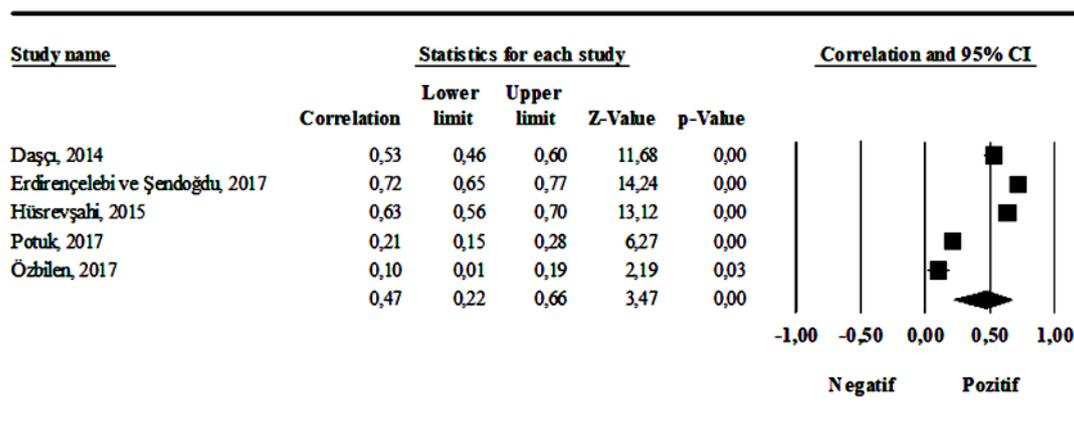
### 5. The Results of the Meta-Analysis of the Studies Examining the Relationship between Mobbing and Organizational Silence

The results of the meta-analysis of the studies which examine the relationship between mobbing and organizational silence in educational organizations are shown in Table 7.

**Table 7.** The Results of Meta-Analysis on the Relationship between Mobbing and Organizational Silence

Variables	k	N	ES	95% Confidence Interval		Q	p	I <sup>2</sup>
				Lower Limit	Upper Limit			
Mobbing-Organizational Silence	5	2259	.47	.22	.66	183.42	.00	97.82

In Table 7, it is observed that the general effect size of the studies examining the relationship between mobbing and organizational silence, in accordance with random effects method, is .47 [.22; .66]. This value means that mobbing has a moderate-level significant impact in the positive direction over the organizational silence (Cohen et al., 2013). Table 7 shows that the effect size of the studies included in the meta-analysis has a heterogeneous distribution: (Q= 183.42; p < .05). The fact that I<sup>2</sup> is 97.82 means that heterogeneity is high (Higgins et.al, 2003). The forest plot graph of 5 studies examining the relationship between mobbing and organizational silence in educational organizations is shown in Figure 6.



**Figure 6.** The Forest Plot Graph of the Studies Examining the Relationship between Mobbing and Organizational Silence

According to the forest plot graph, correlation coefficients of the studies examining the relationship between mobbing and organizational silence vary between .10 and .72. When the results of the 5 studies used in the meta-analysis are combined with the analysis made in accordance with random effects model, it is observed that the relationship between burnout and organizational silence is .47.

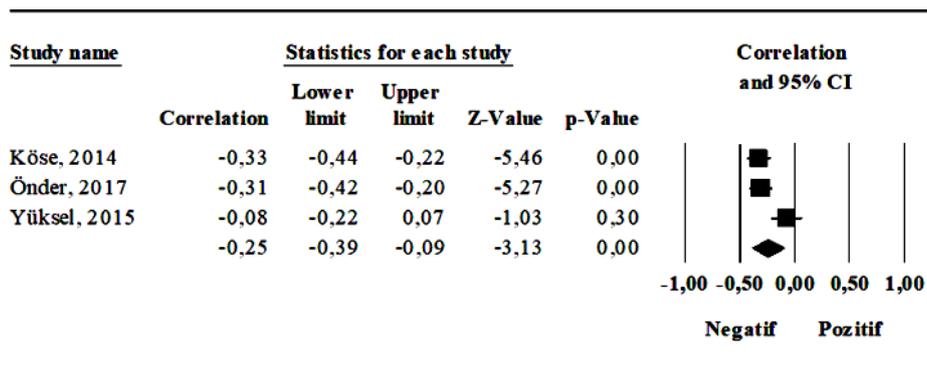
## 6. The Results of the Meta-Analysis of the Studies Examining the Relationship between Organizational Commitment and Organizational Silence

The results of the meta-analysis of the studies which examine the relationship between organizational commitment and organizational silence in educational organizations are shown in Table 8.

**Table 8.** The Results of the Meta-Analysis on the Relationship between Organizational Commitment and Organizational Silence

Variables	k	N	ES	95% Confidence Interval		Q	p	I <sup>2</sup>
				Lower Limit	Upper Limit			
Organizational silence- Organizational commitment	3	708	-.25	-.39	-.09	8.98	.00	77.74

In Table 8, it is observed that the general effect size of the studies examining the relationship between organizational commitment and organizational silence, in accordance with random effects method, is -.25 [-.39, -.09]. This value means that organizational commitment has a moderate-level significant impact in the negative direction over the organizational silence (Cohen et al., 2013). Table 8 shows that the effect size of the studies included in the meta-analysis has a heterogeneous distribution (Q= 8.98; p < .05). The fact that I<sup>2</sup> is 77.74 means that heterogeneity is medium (Higgins et.al, 2003). The forest plot graph of 3 studies examining the relationship between organizational commitment and organizational silence in educational organizations is shown in Figure 7.



**Figure 7.** The Forest Plot Graph of the Studies Examining the Relationship between Organizational Commitment and Organizational Silence

According to the forest plot graph, correlation coefficients of the studies examining the relationship between organizational commitment and organizational silence vary between -.33 and -.08. When the results of the 3 studies used in the meta-analysis are combined with the analysis made in accordance with random effects model, it is observed that the relationship between organizational commitment and organizational silence is -.25.

## CONCLUSION and DISCUSSION

The purpose of this research was to combine the primary studies examining the relationship between organizational silence and transformational leadership, organizational justice, organizational commitment, trust in manager, mobbing and burnout and to achieve an general result. For this purpose, a comprehensive literature search was conducted and the results of 31 studies complying with the selection criteria were combined in a meta-analysis method using the random effects model.

According to the first result obtained in the research, there is a significant and negative relationship between the transformational leadership and organizational silence. This result is consistent with some previous research results (Alkan, 2016; Daşçı, 2014; Köse, 2013; Bathmunkh, 2011) but not consistent with some others (Öncü, 2017; Üstün, 2014; Yenel, 2016). While in the studies made by Öncü (2017) and Yenel (2016), no significant relationship was found between transformational leadership and organizational silence, in the study performed by Üstün (2014), a positive significant relationship was observed between two variables. When the literature on this subject was reviewed, it was seen that transformational leaders are such persons that plan, initiate and continue the change and transformation in the organizations. In order the transformational leaders to be able to initiate the change, there should be a group of employees who question the status-quo and believe that the change should take place. In this respect, transformational leaders want their followers to constantly question the status-quo and they encourage them to do so. They do not criticize their followers just because they have different ideas and they try to make them be outspoken/frank (Lunenburg, 2003; McCleskey, 2014). They establish a working environment where the employees could participate in decision-making and problem-solving processes (Shadraconis, 2013). Transformational leaders aim to save their

employees from being a simple employee who does what is told and to raise them to a level of leadership where they decide what the right thing is to do (Kurt, 2009). As a general evaluation based on the literature and on the results obtained from the research, it can be suggested that managers with leadership qualities and behaviors in educational organizations could enable the stakeholder under their responsibility to express their views and opinions about the organization and hence by doing they could reduce the organizational silence that may be experienced in educational organizations.

According to the second result obtained from the research, there is a significant and negative relationship between the organizational justice and organizational silence. This result is consistent with some previous research results (Kavrak, 2016; İşleyici, 2015; Kurudirek et al., 2016; Önder, 2017; Tan, 2014; Potuk, 2017) but not consistent with some others (Naktiyok, Kızıl and Timuroğlu, 2015; Ünlü, Hamedoğlu and Yaman, 2015). In the studies made by Naktiyok et al. (2015) and Ünlü et al. (2015), no significant relationship was found between organizational justice and transformational leadership. Organizational justice is a phenomenon that expresses the thoughts and beliefs of the employee about whether he or she is treated justly or not. According to the study carried out by DeConinck (2010), if employees think that the practices in the organization are fair and impartial, their organizational trust perceptions increase. The increase in the level of organizational trust of employees improves their commitment and facilitates the development of their organizational identity. An employee who embraces the goals and values, who is emotionally connected, and who feels secure in the organization, will be able to express his or her ideas and opinions in organizational matters without fear and anxiety. From this point of view, it can be stated that fair and equitable practices in educational organizations can reduce the organizational silence of the employees in these organizations.

According to the third result obtained from the research, there is a significant and negative relationship between the trust in the manager and organizational silence. This result is consistent with some previous research results (Çakınberk, Dede and Yılmaz 2014; Paşa and Işık, 2017; Yangın, 2015), but not consistent with some others (Sağlam, 2016). In the study conducted by Sağlam (2016), it was found out that there was no significant relationship between trust in the manager and organizational silence. Polat (2009) defines trust as a belief that the other party behaves fairly, appropriately and in a predictable manner in accordance with ethical rules. From this point of view, employees' trust in their manager will increase if they think that their manager behaves in accordance with fair and ethical principles. According to Tokgöz and Seymen (2013), the trust in manager is generalized, and the employee starts to trust the organization as well. It is an expected result that employees who trust the manager and the organization will be able to explain their ideas in organizational issues and they will not be indifferent to organizational matters. In this sense, the increase in employees' trust in educational organizations towards their managers may decrease the level of organizational silence experienced by these employees.

According to the fourth result obtained from the research, there is a significant and positive relationship between organizational silence and burnout. This result is consistent with some previous research results (Akin

and Ulusoy, 2016; Çitli, 2015; Kahya, 2015), but not consistent with some others (Öztürk Çiftçi, Meriç and Meriç, 2015). Öztürk Çiftçi et al. (2015) found that there was no significant relationship between organizational silence and burnout. However, within the context of this study, it can be said that as a result of organizational silence in the educational organizations, employees may experience burnout. As mentioned before, there are many reasons for organizational silence. Employees may prefer to be silent in organizational matters or be forced to remain silent as they do not want to be blamed, or to live in fear and anxiety, and sometimes they do so because of autocratic managerial approaches. This situation can cause the employees to live in stress. Burnout is inevitable for the employees who live in stress for long periods.

According to the fifth result obtained from the research, there is a significant and positive relationship between mobbing and organizational silence. This result is also consistent with previous research results (Daşçı, 2014, Erdirençelebi and Şendoğdu, 2017; Hüsrevşahi, 2015; Potuk, 2017; Özbilen, 2017). According to this result, if the level of mobbing increases in the educational organizations, the level of the organizational silence will increase. Mobbing is expressed as a form of unfriendly and unethical communication that is usually systematically applied to one person by one or more people (Leymann, 1996). Employees are exposed to mobbing in organizations, due to many organizational and personal reasons. When employees are exposed to unfriendly and unethical behaviors that are aimed at constantly frazzling them in the working environment, they become insensitive to organizational issues and they start to not be give verbal or behavioral reactions.

According to the sixth result obtained from the research, there is a significant and negative relationship between organizational silence and organizational commitment. This result is consistent with some previous research results (Karabağ Köse, 2014; Önder, 2017), but not consistent with some others (Yüksel, 2015). This result means that increase in organizational silence of the employees in the educational organizations may affect their organizational commitment negatively. For education employees who are unable to express themselves in the organizational environment, to solve the problems encountered and to play a decisive role in the innovations made, it seems impossible to establish an emotional connection with the organization, to identify themselves with the organization and to adopt its values and goals.

This study is important in terms of presenting the causes and consequences of organizational silence, which is a very important problem for the educational organizations, and in terms of guiding those who are responsible for the management of these organizations about the reduction of organizational silence.

## EĞİTİM ÖRGÜTLERİNDE ÖRGÜTSEL SESSİZLİK: BİR META-ANALİZ ÇALIŞMASI

### TÜRKÇE GENİŞ ÖZET

#### GİRİŞ

Günümüz örgütleri, çalışanlarından kendi fikirlerini ifade etmelerini, çevredeki ve çalışma ortamındaki sorunlara duyarlı olmalarını, bilgi ve deneyimlerini paylaşmaktan korkmamalarını, kendisinin ve örgütün inançlarını savunmalarını beklemektedir (Liu, Wu ve Ma, 2009). Bu beklentilerin karşılanmasının örgütün gelişimine katkı sağlayacağı düşünülmektedir. Şu bir gerçek ki her örgütte, çalışanlar kendi örgütlerini geliştirebilecek fikirlere sahiptir. Ancak bazı çalışanlar sahip oldukları bu fikirleri ve görüşleri ifade ederken buna karşılık bazı çalışanlar sessiz kalmayı tercih etmekte ve örgütün gelişimine katkı sağlayabilecek yapıcı fikirlerin ortaya çıkmasını engellemektedir. Bu durum örgütsel sessizlik olarak adlandırılmaktadır (Osboei ve Nojabae, 2014). Örgütsel sessizlik, örgüt çalışanlarının çeşitli nedenlerden dolayı örgütsel konularda kendi görüşlerini ifade etmeyi reddetmesi durumunu anlatan bir olgudur (Ahmadvand ve Taghvaei, 2017). Örgütsel sessizlik kişisel bir davranış değildir, kolektif bir davranıştır ve bu açıdan örgütteki çalışanların çoğu tarafından gösterilmektedir (Sayğan, 2011). Örgütsel sessizlik bireysel, örgütsel ve kültürel düzeyde birçok faktörden etkilenmektedir (Greenberg, 2009). Örgütsel sessizlik, örgütsel değişimin ve gelişimin önündeki en önemli engellerden biri olarak görülmektedir (Yıldız, 2013). Bu araştırmanın amacı eğitim örgütlerinde örgütsel sessizlik ve bazı örgütsel değişkenler (dönüşümcü liderlik, örgütsel adalet, yöneticiye güven, tükenmişlik, mobbing ve örgütsel bağlılık) arasındaki ilişkileri inceleyen çalışmaların sonuçlarını meta analiz yöntemiyle sentezlemektir. Bu kapsamda aşağıdaki sorulara cevap aranmıştır.

1. Dönüşümcü liderlik ile örgütsel sessizlik arasında anlamlı bir ilişki var mıdır?
2. Örgütsel adalet ile örgütsel sessizlik arasında anlamlı bir ilişki var mıdır?
3. Yöneticiye güven ile örgütsel sessizlik arasında anlamlı bir ilişki var mıdır?
4. Örgütsel sessizlik ile tükenmişlik arasında anlamlı bir ilişki var mıdır?
5. Mobbing ile örgütsel sessizlik arasında anlamlı bir ilişki var mıdır?
6. Örgütsel sessizlik ile örgütsel bağlılık arasında anlamlı bir ilişki var mıdır?

#### YÖNTEM

Bu çalışmada meta-analiz yöntemi kullanılmıştır. Meta-analiz belirli bir konuda, birbirinden bağımsız olarak yapılmış olan birincil çalışmalarının sonuçlarını birleştirmede kullanılan bir yöntemdir. Bu araştırma kapsamında eğitim kurumlarında, örgütsel sessizlik ile dönüşümcü liderlik, yöneticiye güven, mobbing, örgütsel adalet, örgütsel bağlılık, tükenmişlik ilişkisini inceleyen birincil çalışmaların sonuçlarını birleştirilip ortalama bir sonuç elde edilecektir. Bu amaçla öncelikle meta analize dahil edilecek çalışmaları belirlemek amacıyla seçim kriterleri belirlenmiş (Çalışmaların eğitim örgütlerinde yapılmış olması, 2000-2017 yılları arasında yayınlanmış olması,

korelasyonel meta analiz için gerekli korelasyon katsayısı, örneklem büyüklüğü gibi değerleri içermeye) daha sonra bu kriterlere uygun şekilde "örgütsel sessizlik", "çalışan sessizliği" ve "sessizlik" ifadeleri kullanılarak Google Scholar, Yök Tez Merkezi ve Ulakbim veri tabanları kapsamlı bir biçimde taranmıştır. Seçim kriterlerine uygun 31 çalışma meta analize dahil edilmiştir. Çalışmaların toplam örneklem sayısı 10095'tir. Analizler, CMA 2.0 (Comprehensive Meta Analysis 2.0) programı ile yapılmıştır. Etki büyüklüğünün hesaplanmasında korelasyon katsayısı kullanılmıştır. Rastgele etkiler modeli göre analiz yapılmıştır.

Yayın yanlılığı Clasic Fail Safe N, Egger Testi ve Funnel Plot grafiği ile incelenmiştir ve yapılan testlerden elde edilen sonuçlara dayalı olarak yayın yanlılığının olmadığı değerlendirilmiştir.

## BULGULAR

Eğitim kurumlarında yapılmış olan ve örgütsel sessizlik ile dönüşümcü liderlik, örgütsel adalet, yöneticiye güven, tükenmişlik, mobbing ve örgütsel bağlılık arasındaki ilişkileri inceleyen çalışmaların rastgele etkiler modeline göre yapılan meta analiz sonuçları tablo 1 de görüldüğü gibidir.

**Tablo 1.** Örgütsel Sessizlik İle İlişkili Olduğu Değişkenlere Ait Meta Analiz Sonuçları

Variables	95% Güven aralığı							
	k	n	ES	Alt sınır	Üst sınır	Q	p	I <sup>2</sup>
Dönüşümcü liderlik- Örgütsel Sessizlik	7	2120	-.23	-.27	-.19	276.78	.00	97.83
Örgütsel adalet - Örgütsel sessizlik	8	2930	-.31	-.44	-.17	112.40	.00	93.77
Yöneticiye güven- Örgütsel sessizlik	4	1350	-.25	-.43	-.06	37.45	.00	92.00
Örgütsel sessizlik - Tükenmişlik	4	728	.37	.17	.54	24.92	.00	87,96
Mobbing- Örgütsel sessizlik	5	2259	.47	.22	.66	183.42	.00	97,82
Örgütsel sessizlik - Örgütsel bağlılık	3	708	-.25	-.39	-.09	8.98	.00	77.74

Tablo 1'de rastgele etkiler modeline göre dönüşümcü liderlik ile örgütsel sessizlik arasındaki ilişkileri inceleyen çalışmaların ortalama etki büyüklüğü (ES= -.23), yöneticiye güven ile örgütsel sessizlik arasındaki ilişkiyi inceleyen çalışmaların ortalama etki büyüklüğü (ES= -.25), örgütsel sessizlik ile örgütsel bağlılık arasındaki ilişkiyi inceleyen çalışmaların ortalama etki büyüklüğü (ES= -.25) zayıf düzeyde iken, buna karşılık örgütsel adalet ile örgütsel sessizlik arasındaki ilişkiyi inceleyen çalışmaların ortalama etki büyüklüğü (ES= -.31), örgütsel sessizlik ile tükenmişlik arasındaki ilişkiyi inceleyen çalışmaların ortalama etki büyüklüğü (ES= .37), mobbing ile örgütsel sessizlik arasındaki ilişkiyi inceleyen çalışmaların etki büyüklüğü (ES= .47) orta düzeydedir (Cohen et al., 2013).

## TARTIŞMA VE SONUÇ

Araştırmada elde edilen birinci sonuca göre dönüşümcü liderlik ile örgütsel sessizlik arasında negatif yönde anlamlı bir ilişki vardır. Bu sonuç daha önce yapılan bazı araştırma sonuçları ile örtüşürken (Alkan, 2016; Daşçı, 2014; Köse, 2013; Bathmunkh, 2011), buna karşılık bazıları ile örtüşmemektedir (Öncü, 2017; Üstün, 2014;

Yenel, 2016). Araştırmadan elde edilen sonuç ve literatüre dayalı genel bir değerlendirme yapmak gerekirse, eğitim kurumlarında dönüşümcü liderlik özelliklerine ve davranışlarına sahip yöneticilerin kendi sorumluluğu altında olan eğitim paydaşlarının kurumla ilgili fikirlerini ve görüşlerini ifade etmelerini sağlayabileceğini ve bununla eğitim kurumlarında yaşanması muhtemel örgütsel sessizliği azaltabileceği söylenebilir.

Araştırmadan elde edilen ikinci sonuca göre örgütsel adalet ile örgütsel sessizlik arasında negatif yönde anlamlı bir ilişki vardır. Bu sonuç daha önce yapılmış olan bazı araştırma sonuçları ile örtüşürken (Kavrak, 2016; İşleyici, 2015; Kurudirek ve diğ., 2016; Önder, 2017; Tan, 2014; Potuk, 2017), bazıları ile örtüşmemektedir (Naktiyok, Kızıl ve Timuroğlu, 2015; Ünlü, Hamedoğlu ve Yaman, 2015). Bu sonuca dayalı olarak eğitim kurumlarındaki adil ve eşitlikçi uygulamaların bu kurumda çalışanların örgütsel sessizliğini azaltabileceği ifade edilebilir.

Araştırmadan elde edilen üçüncü sonuca göre yöneticiye güven ve örgütsel sessizlik arasında negatif yönde anlamlı bir ilişki vardır. Bu sonuç bazı araştırma sonuçları örtüşürken (Çakınberk, Dede ve Yılmaz, 2014; Paşa ve Işık, 2017; Yangın, 2015), bazıları ile örtüşmemektedir (Sağlam, 2016). Bu sonuca göre eğitim kurumlarında çalışanların kendi yöneticilerine güven düzeylerinin artması örgütsel sessizlik yaşama düzeylerini azaltabilir.

Araştırmadan elde edilen dördüncü sonuca göre örgütsel sessizlik ile tükenmişlik arasında pozitif yönde anlamlı bir ilişki vardır. Bu sonuç daha önce yapılmış bazı araştırma sonuçları ile örtüşürken (Akın ve Ulusoy, 2016; Çitli, 2015; Kahya, 2015), bazıları ile örtüşmemektedir (Öztürk Çiftci, Meriç ve Meriç, 2015). Bu sonuca dayalı olarak eğitim kurumlarındaki örgütsel sessizliğin bir sonucu olarak çalışanların tükenmişlik yaşayabileceği söylenebilir.

Araştırmadan elde edilen beşinci sonuca göre mobbing ile örgütsel sessizlik arasında pozitif yönde anlamlı bir ilişki vardır. Bu sonuç daha önce yapılmış araştırma sonuçları ile de örtüşmektedir (Daşçı, 2014; Erdirençelebi ve Şendoğdu, 2017; Hüsrevşahi, 2015; Potuk, 2017; Özbilen, 2017). Bu sonuca göre eğitim kurumlarında çalışanların mobbinge maruz kalma düzeyi arttırtıkça örgütsel sessizlik düzeyi de artacaktır.

Araştırmada elde edilen altıncı sonuca göre örgütsel sessizlik ile örgütsel bağlılık arasında negatif yönde anlamlı bir ilişki vardır. Bu sonuç bazı araştırma sonuçları ile örtüşürken (Karabağ Köse, 2014; Önder, 2017), bazıları ile örtüşmemektedir (Yüksel, 2015). Bu sonuç eğitim kurumlarında çalışanların örgütsel sessizlik davranışındaki artışın örgütsel bağlılıklarını olumsuz yönde etkileyebileceği anlamına gelmektedir.

**Anahtar Kelimeler:** Örgütsel sessizlik, meta analiz, eğitim kurumları

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