A GENDER BASED COMPARATIVE STUDY OF FACTORS LEADING TO ORGANIZATIONAL SILENCE AT HIGHER EDUCATION LEVEL

By

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ABSTRACT

Title: A Gender Based Comparative Study of Factors Leading to Organizational Silence at Higher Education Level

Organizational Silence in the workplace occurs in situations in which employees opt to keep silent. Teachers decided not to express their ideas, opinions, problems within the organization. Teachers choose to remain quite because of fear of isolation, lack of trust, fear of damaging and keeping himself away to avoid any negative consequences. The aim of the current study was to compare the factors leading to Organizational Silence at Higher Education Level among male and female teachers of public universities of Islamabad. Researcher used the quantitative research approach in this study. The population of the study was consisted of 1160 teachers among them 630 were male teachers and 530 were female teachers. Stratified proportionate sampling was used to draw sample from two strata. The sample was consisted of 291 teachers of public university of Islamabad among them 159 (25%) were male teachers and 132 (25%) were female teachers. The return response rate of the current study was 235 among them 108 were male teachers and 127 were female teachers. An adapted questionnaire of Dasci & Cemalouglu (2016) was used by the researcher as a tool to collect the data from participants. Moreover, for the current study, researcher used both descriptive and inferential statistics. Mean and independent t-test was calculated to analyze the data. The analysis of data demonstrates that teachers display more colleagues related factor with 3.50 mean value among five dimensions of organizational silence (Individual characteristics 3.36, Administrative factor 3.21, Organizational culture 3.33 and Pressure Groups 3.15) at university level. Furthermore, results of independent t-test show that there is a significant difference in Organizational Silence of male and female teachers of public universities of Islamabad. Results of independent t-test also indicate that female teachers display more Organizational silence at university level as compare to male teachers.

Table of Contents

CHAPTER 1 ..... **1**

Introduction **1**

1.1 Statement of The Problem 5

1.2 Study Rationale 6

1.3 Significance of the Study 9

1.4 Objectives of the Study 10

1.5 Research Question 11

1.6 Null Hypotheses 11

1.7 Theoretical framework 11

1.8Operationaldefinition……,,,,,…...**14**

1.8.1 Organizational Silence (OS) 14

1.8.2 Individual Characteristics 15

1.8.3 Administrative Factor 15

1.8.4 Organizational Culture 15

1.8.5 Colleague Related Factor 15

1.8.6 Pressure Groups 15

1.9 Delimitations……**15**

1.10 Methodology of the Study 16

1.10.1 Research Design 17

1.10.2 Population 17

1.10.3 Sampling 17

1.10.4 Instrument 17

1.10.5 Pilot testing 17

1.10.6 validity and Reliability of the Research Tool 18

1.10.7 Data collection 18

1.10.8 Data analysis 18

2 Review of the Related Literature **19**

2.1 Organizational Silence 19

2.2 Conceptualization of Organizational Silence 23

+

2.3 Related researches of organizational silence **25**
2.4 Theories of Organizational silence **31**
2.4.1 Expectancy and Reasoned Action Theory 31
2.4.2 Spiral of Silence Theory: 32
2.4.3 Deaf Ear Syndrome: 33
2.5 Models of organizational silence 32
2.5.1 Pinder and Harlos Model of organizational silence: 34
2.5.2 Van Dyne et al Model of organizational silence 35
2.5.3 Morrison, Milliken and Hewlin Model of Organizational Silence: 35
2.6 Types of Silence: 37
2.6.1 Obedient Silence/Accepted Silence 37
2.6.2 Defensive Silence/Personality-protective Silence 38
3
2.7 Dimensions of Organizational Silence 39
2.7.1 Individual characteristics 39
2.7.2 Administrative factor 40
2.7.3 Organizational culture 41
2.7.4 Colleagues 42
2.7.5 Pressure groups 43
2.8 Causes of Organizational Silence 44
2.8.1 Factors Causing Silence within Organization 45
2.8.2 Factors Causing Silence within Individuals 48
2.9 Some other factors causing organizational silence 51
2.9.1 Support of the Top management of Silence 50
2.9.2 Managers' Fear of Negative Feedback 50
2.9.3 Managers' Implicit Beliefs 52
2.9.4 Lack of Communication Opportunities 52
2.9.5 Support of Supervisor for Silence 53
2.9.6 Official Authority 54
2.9.7 Subordinate's Fear of Negative Reactions 55
2.10 Consequences of organizational silence 55
2.10.1 Consequences of Silence on Employees 57
2.10.2 Consequences of Silence on the Organization 59
2.11 Strategies of Managing Organizational Silence 61

2.12 Teachers and Organizational Silence 63
2.13 Organizational Silence in Pakistani context 66
3 Research Methodology **68**
3.1 Research Approach 68
3.2 Population 69
3.3 Sampling Technique 71
3.4 Instrument 73
3.4.1 Demographic 74
3.4.2 Validity 75
3.4.3 Pilot Testing 77
3.4.4 Reliability of the Tool 77
3.4.5 Final tool 80
3.4.6 Reliability and correlation of the tool 81
3.5 Data collection **84**
3.6 Data Analysis **84**
3.7 Research Ethics **85**
4 DATA ANALYSIS AND INTERPRETATION **86**
4.1 Introduction 86
4.2 Frequencies 0f Demographic Variables 88
4.3 Assess of teacher's organizational silence 91
4.4 Summary of results 99
5 SUMMARY, FINDINGS, DISCUSSON, CONCLUSION AND RECOMMENDATIONS **102**
5.1Summary 102
5.2Findings 103
5.3 Discussion 106
5.4 Conclusion 118
5.5 Recommendations 119
5.6 Limitations 121
REFERENCE **123**
APPENDIX-A **154**

LIST OF TABLES

Table No.	Title	Page No.
Table No 3.1	Population distribution	70
Table No 3.2	Items of Organizational Silence on a Questionnaire list	75
Table No 3.3	Expert's Suggestions	76
Table No 3.4	Cronbach Alpha Reliability of Organizational Silence Scale (OSS) Pilot Testing (N, 20, Male N, 10 and female N.10)	77
Table No 3.5	Item-Total Correlation of Organizational Silence Scale	78
Table No 3.6	Inter-Correlation of Organizational Silence Scale (Pilot Testing)	79
Table No 3.7	List of Questionnaire Items (Final Version) of Organizational Silence	79
Table no 3.8	Reliability of research instrument	81
Table No 3.9	Scale Reliability Organizational Silence	81
Table No 3.10	Item Total Correlation of Research Instrument	81
Table No 3.11	Inter-Correlation of Organizational Silence Scale	83
Table No 4.1	Gender Wise Distribution of Sample Size	88
Table No. 4.2	Faculty wise sample distribution	89
Table No 4.2	University Wise Distribution of Sample Size	90
Table No 4.3	Level of Organizational Silence among Public University Teachers (n=235)	91
Table No 4.4	Gender Wise Comparison of Teacher's Organizational Silence (n=235)	93
Table No 4.5	Gender Wise Comparison of Teacher's Individual Characteristics (n=235)	94
Table No 4.6	Gender Wise Comparison of Teacher's Administrative Factor (n=235)	95
Table No 4.7	Gender Wise Comparison of Teacher's Organizational Culture (n=235)	96
Table No 4.8	Gender Wise Comparison of Teacher's colleagues Related Factor (n=235)	97
Table No 4.9	Gender Wise Comparison of Teacher's Pressure Groups (n=235)	98
Table No 4.10	Summary of Results	99

LIST OF FIGURES

1.1 Theorotical Framework..... 14
2.1 Theories of Organizational Silence 31
2.2 Pinder and Harlos Model of Organizational Silence (2001) 34
2.3 Van Dyne's Enterprise Silence Model (2003)..... 35
2.4 Model of choice to remain silent…….36
3.1 Study Sample..... 73
4.1 Gender wise Sample Distribution (n=291)..... 88
4.2 Faculty wise Sample distribution (n=291) ……. 89
4.3 University wise Sample Distribution (n=291)..... 90

LIST OF ABREVATIONS

1.1 OS (Organizational Silence) 02
3.1 HEC (Higher Education Commission) 31
4.1 NUML (National University of Modern Languages, Islamabad) 88
4.2 QAU (Quaid e Azam University Islamabad) 88
4.3 IIUI (International Islamic University Islamabad) 88
4.4 AIOU (Allama Iqbal Open University, Islamabad) 88

LIST OF APENDICES

Appendix A: Approval of M.Phil. Thesis Topic and Supervisor 140

Appendix B: Whom So Ever It May Concern..... 141

Appendix C: Cover Letter of Questionnaire 142

Appendix D: A Gender Based Comparative Study of Factors Leading To Organizational Silence at Higher Education Level 145

Appendix E: Organizational Silence 146

Appendix F: Certificate of Validity 148

Appendix G: Certificate of Validity 149

Appendix H: Certificate of Validity 150

Appendix I: Certificate of Validity 151

Appendix J: Permission of Using Tools..... 152

Appendix K: HEC Recognized Universities and Degree Awarding Institutions 153

Appendix L: Table for Determining Sample Size from a Given Population 154

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DEDICATION

This thesis is dedicated to my praiseworthy Parents

'Your prayers are what I need more than anything else in my life'

CHAPTER 1

INTRODUCTION

Organizations are made up of individuals who unite to achieve a goal. It is known that the most important aspect that helps a company to succeed is its human resources. Human factors and attitudes to run an organization in a safe manner must not be neglected. Behaviors shown by an organization members are of immense value to its growth. Such attitudes can have good or bad effects within organizations, in other words they can either help to its growth or prevent it. In this regard, the concept of present management puts special emphasis on developing employees 'expertise, abilities and capacity and on providing advantages for both the company and the employees. New organizational strategies concentrate on improving the workforce, allowing open interaction within organizations and taking employee opinions, making an effort to be capable, organizationally defined and participative (Yalsin & Baykal, 2012). Scholarly interest in this area has exploded in recent years, with numerous research on employee silence (Sherf et al, 2021).

Communication is thought to be critical to a company's success. The decision to keep silent may jeopardize an educational institution's communication and overall operation (Bagheri et al, 2012). Positive and negative interactions between employees can easily be observed in educational institutions because they must exchange information and ideas on a daily basis. It is difficult to ensure the essential streams of information and fulfil organizational goals in such institutions due to a lack of teamwork (kose and Kose, 2019).

To put it another way, corporations continuously push their employees to take action, speak out and accept responsibility. Rising demand, higher consumer expectations, a greater

emphasis on product and a constantly changing climate are the causes behind this. Organization require people who are ethical, who are not hesitant to share information and knowledge, and who can speak out toward their own beliefs and the principles of their colleagues in order to succeed (Vakola and Bouradas, 2005). But several workers say that their company does not promote knowledge sharing and collaboration. Employees are not permitted to freely express their opinions and viewpoint about every specific problem. If they think their status would be damaged, their opinions or plans would probably not make any sense. In addition, there are other factors, such as loss of self-confidence on the part of the worker, considering speaking as harmful, fear of being rejected and afraid of destroying social relations inside the organization.

Some workers, however, agree to others 'ideas and respond to group idea. Communication is uncertain in this manner, workers do not express their information and opinions about a company and remain blind to their issues. Such workplace activities are termed in to organizational silence (Taskiran, 2011).

A collective phenomenon in which employees hide their ideas and concerns regarding potential organizational difficulties, according to another definition of organizational silence (Alqarni, 2020).

Some employees prefer silence over speaking out about their concerns because they are afraid that others would think they are troublemakers, causing them to lose advancement possibilities or be subjected to ill-treatment and so be treated unfairly by senior management (Glluce et al, 2016).

Organizational silence (OS) can be characterized as a worker's decision to remain silent regarding some negative aspects of their work environment for a variety of reasons. Since information sharing is critical in today's enterprises for reacting quickly to environmental improvements the rise of this activity among workers to the organizations’ atmosphere and

performance poses a risk of negligence. An effective organization relies on employees' willingness to share their ideas, opinions and information about work-related concerns (Chamberlin et al, 2017).

Another line of research looks at the effects of employee silence, finding that it can lead to negative outcomes such as decreased job satisfaction and commitment, as well as higher levels of burnout and turnover intention (Knoll et al, 2019). Furthermore, subordinates who remain silent at work they perform worse on tasks and are observed to engage in less organizational citizenship behaviors and innovative behaviors (Mao et al, 2019).

The major factors that give a productive benefit to the company are workers gathering data, transmitting it, generating new data using this data and then using the data that they provided to effectively solve the issue, discussing with each other the procedures that they consider inaccurate in the organization and attempting to improve them and discussing with each other the procedures that they consider inaccurate in the organization and attempting to improve them (Cemberci, 2012). In today's constantly developing and highly competitive world, creative workers who take initiative and action are critical. While research studies on management emphasize the importance of employee motivation, in practice the problem of organizational silence still exists in many organizations. Workers may be afraid of being branded a troublemaker if they make a comment or they may feel that their ideas will not result in improvement or be taken into account. Worker actions like these are related to the principle of organizational silence (Alparslan & Kayalar, 2012).

According to Aylsworth (2008) Early concepts of silence compared it with "loyalty," and the belief that if questions were not raised, nothing would be wrong. Yet today's researchers have demonstrated that an atmosphere of silence will operate towards successful organizational results.

Those with relevant literature research on this issue describe the concept "organizational silence" as individuals who serve inside an organization knowingly and purposefully not informing individuals (supervisors/leaders) about psychosocial, social and moral observations of organizational circumstances that are viewed as willing to make any improve elements or corrections (Pinder & Harlos, 2001). According to Morrison and Milliken (2000) when employees do not speak up about their problems, thoughts, opinions and ideas and keeping them to themselves then it becomes collective behavior. According to Cakici (2007) Organizational silence is seen as an obstacle to organizational change and growth. It is mentioned that several workers do not speak to supervisors over issues while they are informed of particular problems and challenges and this is the case in many organizations. Organizational silence thus is a problem that should be carefully highlighted and examined.

Senior managers want input from workers at lower levels within the company to respond correctly to changing business situations, make sound decisions and fix issues before they develop. This knowledge does not even come to their notice. Similarly, they want truthful feedback from their participants if groups are successful at making good decisions. But research has already shown that, while workers have potentially valuable knowledge to discuss, they are still hesitant to talk to both others in powerful positions and their colleagues. In this situation, real decision-makers or groups do not have details they need to take effective actions or rectify potentially severe issues (Morrison, 2011). According to Shojaie et al (2011) institutional quietness is, in fact, a poor organizational method that loses time and money and can take several shapes, such as quiet choice in debates, reduced rates of participation in recommending methods, low interest rates of powerful voice, and so forth. Thus employee silence applies to cases in which workers withhold knowledge that may be beneficial to the company of which they are a member, whether deliberately or accidentally. It will happen if workers don't talk to a boss or leader. (Subra & Tangirala, 2008).

There have been few studies on organizational silence in educational settings. The present study compared existing organisational silence practises between university teachers on the bases of their gender.

1.1 Statement of the Problem

One of the issues that has to be addressed is the role of silence in institutions. Because the exchange of knowledge, opinions and recommendations at universities provide the opportunity for the establishment of universities and, in turn, of communities and makes it easier for them to come up with new situations. Perhaps the most important choices that people make in the workplace is whether or not to share their thoughts and opinions, or even whether that is necessary. The condition in which people not agree to share their thoughts, ideas and point of views on organizational issues which leads to the organizational silence that prevents organizations from listening to the voice of their workers and chooses to suppress their views and opinions about organizational issues because there are some factors which are responsible for the worker's silence in organization. Both male and female face the problem of organizational silence. Various research on organizational silence have been done in recent years, although the most of them have been focused on hotels, hospitals, corporations, banking, and non-educational settings. As there are limited studies in educational system so researcher needs to carry out the present study in the educational institute at university on the basis of gender.

Another reason for conducting this study is that several researchers have looked at the relationship between organizational silence and other different variables for example organizational commitment, organizational trust, job satisfaction at organization and organizational climate but researcher did not found any study on the basis of gender on these factors of silence in Pakistan associated to educational setting.

That is why researcher want to assess and compare significant factors (individual characteristics, administrative factor, organizational culture, colleagues related factor and pressure groups) responsible for organizational silence displayed by males and female's teachers of university.

1.2 Rationale of the study

Employee silence remains a relatively novel research subject. Employee silence happens when workers hold back potentially useful knowledge from their organizations through intentionally or accidentally. This can happen when workers don't talk to bosses or managers. In institutes, workers are often faced with choices of expressing or withholding their insights, views and concerns and, often, in multiple cases, opt for a safe silence response, withholding contributions of prospective interest to others or opinions they want to convey.

Organizational silence occurs when individuals do not respond openly to the institution's matters of interest. Morrison and Milliken (2000) found out that many institutions are trapped in an obvious situation where most workers accept the reality about some organizational issues and challenges, but do not dare to tell their bosses the reality. They thought, basically, that institutional silence is a result that attributes to its roots to the dread of bad responses from supervisors and a collection of negative attitudes frequently held by managers. In researching the causes for institutional silence, Cakici (2008) stated that administrative and organizational factors are perhaps the most common causes for deciding to remain quiet.

Individual traits associated with quiet have been described by certain researchers, such as Pinder and Harlos (2001). Bogosian (2012) has proven that through the process of social contact, silence is produced at the individual level and

becomes an institutional habit. Whether or not a person wishes to speak out, their understanding of the common viewpoint on the problem has been found to be greatly affected (Bowen and Blackmon, 2003). The desire of individuals to share their opinion is affected not only by their own specific beliefs as well as by their surrounding factors, especially what they perceived as the prevalent 'culture of opinion,' so that individuals are reluctant to convey their thoughts even when they're not confident that they comply with many individuals. They use their social practises as a foundation for interpreting new information and analysing public mood, particularly community opinions and other people's judgments (Bowen and Blackmon, 2003). Via the fear of isolation, the prevailing common opinion maintains power over individuals if someone is of the opposite view. To avoid frequent exclusion, people strive to figure out what the majority choice is and if the predominance of other points of view is increasing or decreasing. Those who believe they express the majority view will speak out, whereas those who retain the viewpoint of the minority will become silent (Neill, 2009).

The study conducted by Dasci & Cemalouglu (2016) based on five factors that are Individual Characteristics, Administrative factor, Organizational Culture, Colleague related factor and Pressure groups was based on primary school teachers' perception regarding the validity and reliability of the scale, hence the result indicates that consequently, all statistical analyses demonstrated that the scale is an effective scale. The obtained values of the scales show that scale is valid and reliable.

Laeeque & Bakhtawari (2014) in their research study they checked the impact of employee silence on his or her commitment to the organization in the higher education institutions of the capital region of Pakistan and the findings showed there is a negative

correlation between employee silence and a statistically meaningful indicator between institutional engagement.

Imam & Shah (2017) conducted research study and they checked the effect of employee silence on the job satisfaction and commitment of the faculty member of Higher Education Institutes of (HEIs) of Pakistan and the Results show that employee silence does not affect employee satisfaction (as there is no definitive evidence), while employee silence has a significant positive effect on employee organizational engagement in Pakistan's (HEIs). This result includes the fact that the silent workers are more interested in keeping jobs because of the still unpredictable work climate.

Shaikh, Mangi & Amar (2017) conducted a research study in which they tried to understand the effect of employee silence factors (self-protective Silence, Obedient Silence and supportive Silence) on employee engagement within Sindh faculty of Higher Education and the study results indicate that all three parameters of employee silence have a negative and essential effect on employee engagement between faculty members at Sindh's higher education institutions.

Khan, Kaleem & Ullah (2016) in their research study they investigated the relationship between organizational silence and citizenship behaviour –mediating role of commitments in lower level administrative staff of higher public sector educational institutions in Khyber Pakhtunkhwa (KP) of Pakistan and the findings showed negative impact of organizational silence on organizational citizenship behaviour, which indicates that their participation in additional-role activities decreases with a rise in the silence of staff. The findings also show that organizational commitment has a significant moderating impact between the organizational silence and organizational citizen behaviour connection which indicates that the negative impact of organizational silence on organizational citizenship behaviour declines with an increase in organizational commitment of staff.

Therefore, from previous studies it was shown that most of the studies were conducted on organizational silence with other variables and it was hard to find the relevant studies related to gender based comparison regarding the factors of organizational silence given by Dasci & Cemalouglu (2016) in Pakistani context, hence the researcher wanted to assess and compare the organizational silence factors among teachers of public sector universities of Islamabad on the bases of gender. Hence this study will fulfill the gap in the literature regarding the factors of organizational silence.

1.3 Significance of the Study

The present research was helpful for the "teachers" as teachers will be aware of factors which create silence in organizations because usually these factors are not addressed by their managers and then teachers also will be aware of opportunities and strategies of their managers so they can get benefit and those strategies might reduce their problem of silence.

The current study was helpful for the administration and authorities of the universities. As these authorities would know about the factors that create silence of their employees so they can create an open organizational space in campuses by organizing seminars and conferences to involve employees actively so they can talk about their problems which lead to their silence at university level. To hold awareness sessions for staff to develop their communication skills and establishing communication platforms for sharing knowledge ideas, thoughts and their problems to make strategies to cope with silence of their workers with the goal of increasing the organization's performance and effectiveness within university.

Because of the researcher's limited knowledge, this research might contribute to the present literature, limited researches had been done on organizational silence but no research had been found the study that shows any difference on the basis of gender of organizational

silence in Pakistani setting. The findings of this research might represent a one-of-a-kind contribution to the current literature.

1.4 Objectives of the Study

Objectives of the present study:

1. To assess the level of organizational silence among university teachers
2. To draw a gender based comparison on factors of Organizational Silence faced by university teachers

2a. To draw a gender based comparison of teachers with reference to their "individual characteristics" as a factor of organizational silence

2b. To draw a gender based comparison of teachers with reference to their "administrative factor" as a factor of organizational silence

2c. To draw a gender based comparison of teachers with reference to their "organizational culture" as a factor of organizational silence

2d. To draw a gender based comparison of teachers with reference to their "colleagues related factor" as a factor of organizational silence

2e. To draw a gender based comparison of teachers with reference to their "pressure groups" as a factor of organizational silence

1.5 Research Question

1. What is the level of Organizational Silence among teachers serving in public universities of Islamabad?

1.6Null Hypotheses

H_O2: There is no gender based significant difference among university teachers with reference to their level of organizational silence factors.

H_O2 (a). There is no gender based significant difference among university teachers with reference to their individual characteristics as factor of organizational silence

H_O2 (b) There is no gender based significant difference among university teachers with reference to their administrative factor of organizational silence

H_O2 (c) There is no gender based significant difference among university teachers with reference to their organizational culture as factor of organizational silence

H_O2 (d) There is no gender based significant difference among university teachers with reference to their colleague as factor of organizational silence

H_O2 (e) There is no gender based significant difference among university teachers with reference to their pressure groups as factor of organizational silence

1.7 Theoretical framework

The present study was grounded on Dasci & Cemalouglu (2016) of Five Factor model of organizational silence. This study's model is ideal for the current research since it addresses the most significant factors of organizational silence. Five Factor Model helps in investigating the organizational silence in terms of Individual characteristics that means one’s own qualities,

behaviors, likes and dislikes. Administrative factor which indicates people who take decision on departmental level. Organizational culture is a collection of mutual interests, beliefs, and ideas that govern how individuals interact inside companies. Such widespread ideas have a profound impact on employees, influencing how they look, perform, and carry out their duties. Colleague factor refers to people who work together in one profession or job and a pressure group is a group of united people who seek to convince a state or another authority to do something. Based on these dimensions' researcher compared the factors leading to OS of university teachers.

The conceptual model of Dasci & Cemalouglu (2016) based on five dimensions that are "Individual Characteristics, Administrative factor, Organizational Culture, Colleague related factor and Pressure groups, all of them are needed to address the silence in the institutions. The following is a summary of the definitions for each of the five aspects of OS" given (Dasci & Cemaloglu, 2016).

Individual characteristics is about individual behavior, his confidence, attitudes, likes dislikes and choices which sometimes contribute to organizational silence. He chooses to remain silent because of fear of isolation, live fears as losing confidence, exclusion, shame / lack of self-esteem in him / her. Many people have to make choices inside organizations on whether to speak up or stay silent- They prefer the safe answer of silence, avoiding useful feedback from others or thoughts they wish they could say.

Administrative factor people who are decision and policy makers, an administrator's main task is to ensure that all departments within an organization work effectively. They serve as a connecting connection between the manager and employees. They provide the work force with inspiration and make it understand the organization's goals. The purpose is to provide ideal conditions for the educational process and for its successful maintenance.

Organizational culture can be defining as; an organization determines the appropriate form of behavior inside the organization. Organizational culture is basically the beliefs, attitudes, and shared vision that connect to an organization's environment. Organizational culture is the attitude and sense of human beings within an institution that individuals connect to certain behaviours. Every institution has a culture that is an intangible but strong force that affects the members of the community, just like every individual has a different identity. For others, culture is known as the "glue that binds an institution together, and it is the "guidance" that offers guidance for others

Colleagues at your workplace is the one you work with. The other teachers while you're a teacher are your coworkers. In institution people choose to remain silent as they do not want any conflict with their colleagues. When examining the position of the institutional silence observed, it attracts attention in negative sense between colleagues. Since the staff would not want to be viewed as a problem, making or thinking of people from the organization that they would be seen as a “finger man” When talking about a negation based on an employee and the friendship between that individual would be harmed, they will choose to Staying silent.

Pressure group is described as a more or less organized group of people who tire of pressuring the system to satisfy the interests of their employees and the interest of the group in general. These are based on exerting pressure to defend or recognize their shared values, which is perceived among the most critical aspects of political social system. We want leaders of the institution to understand and protecting the interests and compel judgment taking according to their desires.

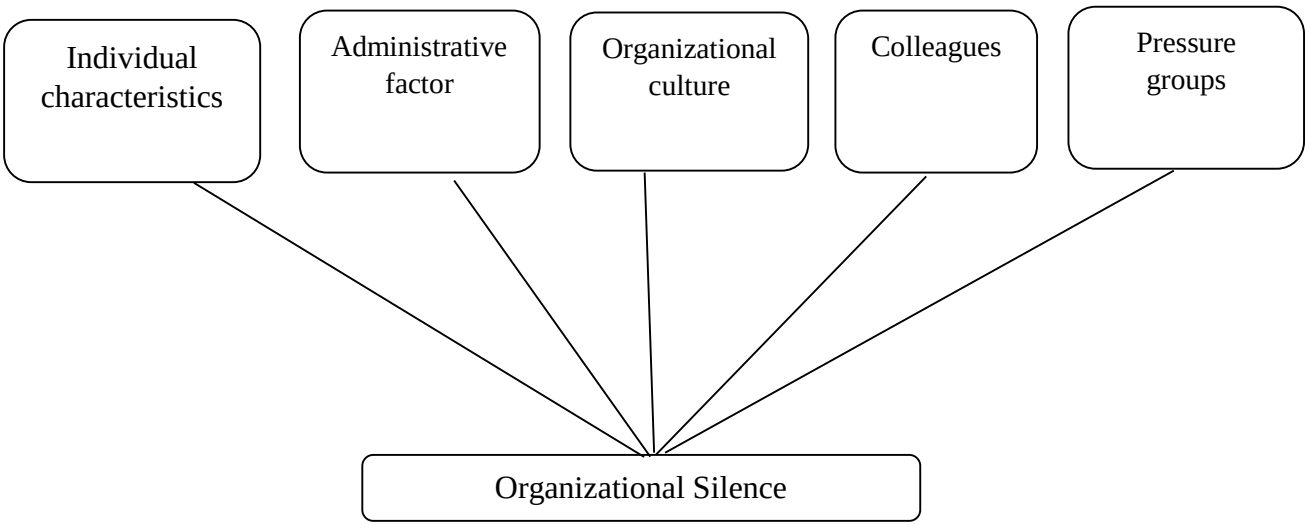

Fig 1.1 Theoretical Framework

As per Dasci and Cemalouglu (2016) five factor model, OS has five dimensions which are Individual Characteristics, Administrative factor, Organizational Culture, Colleagues and Pressure groups. These dimensions are important to explore the silence of any organization. Researcher has followed Dasci and Cemalouglu (2016) "five factor model of OS". A comparative research on the basis of five aspects of OS among public sector university instructors in Islamabad can be conducted within the above-mentioned theoretical framework.

1.8 Operational definitions

1.8.1 Organizational Silence (OS)

Silence in the workplace occurs in situations in which employees opt to keep silent. They decided not to express their ideas, opinions problems within the organization. They choose to remain quite because of fear of isolation, lack of trust, fear of damaging and keeping himself away to avoid any negative consequences.

1.8.2 Individual Characteristics

Is about individual behavior, his confidence, attitudes, likes dislikes and choices which sometimes contribute to organizational silence. He chooses to remain silent because of fear of isolation, Live fears as losing confidence, exclusion, shame / lack of self-esteem in him / her. Many people have to make choices inside organizations on whether to speak up or stay silent they prefer the safe answer of silence, avoiding useful feedback from others or thoughts they wish they could say.

1.8.3 Administrative Factor

The key role of administrators is to ensure that all teachers of an institution perform efficiently. They ensure that all teachers of department perform efficiently. They serve as a linking connection among teachers. They inspire the staff, and make it understand the priorities of the institute. The goal is to provide the perfect environment for the educational system and the effective management of it.

1.8.4 Organizational Culture

The organization's culture defines the correct type of organisation's behaviour. Organizational culture is essentially the beliefs, behaviours, and shared vision that contribute to the atmosphere of an organization.

1.8.5 Colleague Related Factor

A colleague at your place of work is someone with whom you work. Workers share their academic and personal problems with colleagues and sometime share their opinions with each other.

1.8.6 Pressure Groups

Viewed as one of the most essential elements of the democratic social system, the goal is to exert pressure to secure or realize their mutual interests. We want the

leaders of the group to understand and save the needs and encourage them to take decisions in line with their interests.

1.9 Delimitations

There were a number of aspects that might have been investigated but were not in this study. The major reasons for delimiting this study were a lack of time, data collection, and other factors. The following delimitations needs to be kept in mind about this study:

1. The public sector universities recognized by HEC of Islamabad only
2. The faculty of social and management sciences only.
3. Within educational organizations, there is organizational silence in the five key aspects were Individual Characteristics, Administrative factor, Organizational Culture, Colleagues and Pressure groups

1.10 Methodology of the Study

Conceptual framework was based on theoretical framework that was given by Dasci & Cemalouglu (2016)**.** Objectives were formulated and research questions and hypotheses were formed based on the objectives. By using 5 point Likert scale researcher adapted the questionnaire to obtained the data from respondents. Exerts in the field of education evaluated the questionnaire. The questionnaires' reliability was verified by pilot testing. The researcher personally visited the targeted public sector universities located in Islamabad having social and management science departments as a sample of the study for the sake of data collection.

1.10.1 Research Design

The researcher selected a quantitative approach for this study because it allows researcher to gather a huge quantity of data and apply results to a wide population. Researcher used descriptive design with survey method

1.10.2 Population

The teachers in public sector universities was the population of the study according to data provided by websites of universities total population of social and management sciences was 1160 among these male teachers were 630 and female teachers were 530.

1.10.3 Sampling

Stratified sampling technique was used and sample was distributed into 2 stratas male and female teachers. The current study size was determined using the Krejice and Morgan (1970) table for calculating sample size from a certain population, sample was 291 in which male teachers were 159 (25%) and female teachers were 132 (25%).

1.10.4 Instrument

Questionnaire was close ended with 33 items, adapted by the inventory of organizational silence of Dasci & Cemalouglu (2016) that was developed to measure the five dimensions of organizational silence named as individual characteristics, administrative factor, organizational culture, colleagues and pressure goups.5 point Likert scale was used by the researcher.

1.10.5 Validity of the Research Tool

For the purpose of validity, the researcher consulted 3 experts of NUML university of educational fields to verify the tool's validity. 2 experts were from faculty of social sciences and one expert were from faculty of, management sciences,

1.10.6 Reliability of the Research Tool

For reliability, after pilot testing, the data was analyzed in SPS S 21.0 to obtain the results which were then displayed in tables to analyze the questionnaire's strengths and refine the items for the final edition of the instrument.

1.10.7 Data collection

For data collection, the researcher personally visited the chosen sample universities. An approval letter for collection of data was obtained from the Department of Education, faculty of social sciences, NUML. Data was collected by the researcher from departments of social and management sciences from both gender teachers from six public universities of Islamabad.

1.10.8 Data analysis

After data collection, data was analyzed through SPSS 21.0. In view of the study objectives and hypotheses data analysis was done and results were interpreted. The researcher used a variety of statistical methods to analyses the data, including mean score and independent t-test.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter, covered elementary ideas about Organizational silence, Prevalent definitions. It also gives a summary regarding previous researches on organizational silence and its types. The key objective of this chapter to review earlier theories, models of organizational silence and its relation to teachers. It gives different essential researches regarding organizational silence in Pakistani context.

2.1 Organizational Silence

Employees in an organization, as well as organizational progress and efficiency are the major source of essential factors for development, growth, creativity and training. And since most of the workers have some important organizational views and opinions, they tend to remain quiet. In today's fast-changing world, companies need workers to openly express their thoughts, values, expertise and feelings Liu et. Al, (2009). According to Alysworth (2008), However though, while quiet, a worker appears to be viewed as an example of obedience and dedication within the company, recent studies suggest that an organizational atmosphere of silence creates an impossibility to obtain the desired results of job security and motivation for employees.

We're living in an age of constant development. The institutions of today are in the face of an evolving and uncertain world (Farhangi et al, 2014). Institutions also want workers who communicate their thoughts. Workers, on other hand, often prefer to select institutions that embrace and use their perspectives. In an atmosphere without silence, administrators and staff would have better results (Chang, 2016). Silence may have negative impacts on the method of planning and organizational improvements (Huang et al,, 2005). Appelbaum et, al (2000) are

of the opinion that silence is Considered as a significant barrier to improvements in organizations.

Cakici (2008) observed that it is important to focus on the circumstances of workers who are aware of the problems that are key to institutional growth, but who are unwilling to discuss them to senior management. Current management style has provided lot's incentives for knowledge sharing and collaboration within the company in the form of assessment sessions, feedback and complaint processes, face-to-face sessions and active-door policy. Yet having such issues such as being named as a new claimant, losing the confidence and respect of coworkers, exposing to the loss of connection with the company, compromising the job or missing promotion limits the exchange of knowledge and contact among workers and senior managers. That’s why Workers opt to remain quiet.

Today, and as a consequence of the fast growth of competition, Creation and conversion of the data put in the Technologies also encouraged the significance of the exchange of knowledge. Therefore, a reaction or resignation began to be viewed as the attitude of staying silent of the workers used to be viewed to be an indication of unity in the companies globally (Bildik, 2009).

Silence means a state of quietness. At first sight, it is silence. However, the studies worked out were analyzed as being closed to connection, it has been shown in recent years that silence is a medium of communication. Containing so many emotions and feelings (Pinder and Harlos, 2001). Most of the time, silence is viewed as a thinking similar to communicating; it is really a crucial way to communicate (Ali, 2015). Workers pass on a number of work-related updates to peers, bosses, administrators, and companies throughout their professional livings. Quietness is greatly more than insignificant (Brinsfield & Greenberg, 2009). Silence does not necessarily suggest that you are not communicating with the individual; it may be both verbal

and physical. It also includes not communicating, not being there, being in a bad mood, not being challenged to, not being heard, and simply being neglected. Silence refers to not speaking, isolation, restriction, avoidance, elimination, and other ways of taking into account in the organizational sense (Hazen, 2006). Such actions harms working relationships and negatively impacts Encouragement of workers (Vakola and Boudaras, 2005). "First of all, this idea was described as "staff members who intentionally do not share the job, associated topics and details regarding issues, concepts and fears with the management but save the same for themselves. Proposed by Morrison and Milliken (2000,706-725 as a risk to the Organizational growth and change. The companies consider the workers to clearly show the action of openly voicing their expertise, thoughts and beliefs about the company in order to succeed under varying demand (Quinn and Spreitzer, 1997). Even so, the companies provoke the workers to prove sometimes consciously, sometimes unconsciously conduct of residual silent (Soycan, 2010)".

Morrison and Milliken (2000) discuss the institutional silence that they explain as the "collective phenomena" that pose a barrier to the company's growth, that workers intentionally keep their ideas associated with organizational growth. As for Pinder and Harlos (2001), they identified this definition as a reaction to unequal system in the workplace in their research in which they presented a framework that examines the factors that exposed the institutional silence leading to their growth.

Van Dyne et al. (2003), in order to examine the factors for individuals who remained silent, they created a measurement tool; they described this term as individuals who do not reveal their institutional subject-related viewpoints. Bowen and Blackmon (2003) have also described, likewise, it is like the condition of workers who do not contribute to the Institution where they serve by not exposing their company related Reviews. It is a reality, as per Henriksen and Dayton (2006), that Employees discuss little about company issues that may be

the institutional challenges are resolved or show little attitude. As for Slade (2008), researcher has assessed institutional silence as a typical type of action in which staff do not talk about their specific instance emotions and experiences when faced with some institutional problem.

Jensen (1973) suggested that silence has five features for each twin by (Pinder and Harlos 338, 2001).

1. Not only does silence allow people to participate, but it also takes them away. From one another.
2. Silence not only harms the bond between persons, but it is also improving.
3. Silence not just only to provides, but also hides, the evidence.
4. Silence not only entails deep thought, it also means no thoughts.
5. Silence not only means cooperation, but conflict as well.

The absence of knowledge and confidence, and something called the secret to the achievement of make progress, the insufficient knowledge and believe, and something labeled "organizational silence," which researchers call it "unwilling to share attitudes and ideas about managerial activities and problems " is one of the biggest obstacles to the progress of management initiatives (Vakola, 2006).

Many workers have useful ideas for enhancing productivity and solving the problems, but the governing environment and anxiety and danger have made staff unable to feel competent, to worry about challenges and to make others conscious of their unique perspective. Only in their personal freedom and in friendly groups these people not want to speak and discuss about such topics.

Organizational silence is an ineffective mechanism that can remove all an organizational mission and can take a variety of forms, such as mutual silence in discussions, low rates of involvement in planned schemes, low rates of mutual speech. (Cinar et al,, 2013).

2.2 Conceptualization of Organizational Silence

When managers openly speak of equality and the growth of more accessible channels of communication, organizational silence will remain strong (Spreitzer, 1996).

Silence in the workplace has been defined as the intentional withhold from communicating thoughts, facts, and views regarding work. Organizational quietness might lead in lack of guidance, review of thoughts and ideas and solutions and therefore the institution is harmed by low-efficiency strategic planning. Organizational silence happens when workers purposely suppress their viewpoints and information about organizational issues. In other terms, workers may choose to suppress their information, thoughts and opinions that may facilitate organizational growth. Organizational silence is the term that refers to the process of communal doing to reveal nothing in response to important issues or concerns confronting a company or industry due to adverse reactions (Morrison and Milliken, 2000).

Organizational silence suggests that workers have a clear agreement that limits their ability to provide information about the Institution's policy concerns. (Nennete, 2002).

Organizational silence exists because of supervisors' basic values, such as the fear of bad comments by supervisors and a collection of attitudes and beliefs managerial ownership that contribute to organizational frameworks, processes and procedures management activities that inhibit the degree of silence within a company (Rodriguez, 2004).

Organizational silence is a factor that can dominate over obstacles to productivity, engagement and success (Beer, 2009).

Silence is a preference of actions that might degrade or enhance the efficiency of organizations. Silence may communicate encouragement and cooperation, or weakness and resistance without its incredibly difficult speech, thereby becoming a stress tool for both people and organizations (Gambarotto and Vammozzo, 2010).

In certain situations, organizational silence can be helpful, such as: decreasing the burden of organizational details, minimizing interpersonal disputes and storing confidential information. After these, organizational silence is quite considered as a dangerous phenomenon equally for worker and the company (Tikici et al, 2011).

The widest possible sense of organizational silence significantly involves any situation in which the data from the contributor is really not transmitted to the recipient (Kostiuk, 2012).

OS represents several aspects and parameters inside large companies, including the unwillingness of employees to send their comments and ideas for the company's growth aside from the institution's significant work difficulty, there is also a lack of interaction with the institutions (Bogosion, 2012).

Organizations require workers who share their thoughts and disrupt the wall of silence. People often prefer organizations to run that can provide their workers with a voice. For companies that do not have a wall of silence, morale and efficiency are at a good level for both staff and employers (Schlosser and Zolin, 2012).

Organizational silence represents the factors that influence the connections among groups of people and the rules regulating these partnerships that keep workers from focusing on the issues of the company (Avan et al, , 2003)**.**

Organizational silence contributes to confusion which in addition leads to decreased enthusiasm, happiness and dedication. OS may contribute to worker's tension, denial, disappointment and separation (Nikmaram et al, 2012).

2.3 Related researches of organizational silence

Organizational silence is a reality that has actually begun to be a focus of research into organizational behavior. This conduct has been seen in the way that workers are unable to convey their emotions, knowledge and opinions. In organizations, questions regarding their employment, jobs for which they are accountable or the other operations of the company are often faced (Alparslan and kayalar, 2012).

Staff silence in strategic management may still be based on the very first attempt by Hirschman in (1970) described silence as a passive yet positive reaction associated with "loyalty", and earlier management researchers proceeded to normalize silence with "loyalty". "For instance, those employees who are not treated well but do not report their complaints were dealt as silent but contented widely. Whether employee silence reflects secret opposition having behavioral, emotional or cognitional elements was generally ignored". For this cause, though it is prevalent, silence has remained neglected response of staff who are not happy and well handle (Cakici, 2007). If this is handled collectively, it is debated at the level of the organization. Although several researchers looked at the condition of silent behavior from individual perspectives, several others believed that this is a phenomenon at the institutional level (which people are collectively influenced relying on each other). Since it is viewed as a behavior that thousands of workers show, it can become an atmosphere (Maria, 2006).

2.3.1 Prevailing Definition/Description of the Concept

2.3.1.1 Loyalty

Employees committed to their company continue to be loyal to their organization silently in the face of unhappiness, certain that things will improve (Hirschman, 1970).

2.3.1.2 Silence Effect

Individuals are typically hesitant to provide information that contains unpleasant news because they believe it would ruin relationships (Conlee and Tesser, 1973).

2.3.1.3 Silence Spiral

Individuals avoid making statements that contradict the majority's viewpoint out of fear of being alone (Noelle-Neumann, 1974).

2.3.1.4 Deaf Ear Syndrome

Employees become silent as a result of the organization's failure to respond to their complaints (Peirce, 1998).

2.3.1.5 Organizational Silence

The situation in which employees do not/do not have the ability to collectively voice difficulties and challenges linked to the firm (Morrison and Milliken, 2000).

2.3.1.6 Social Exclusion

Individuals may not completely express themselves if they feel isolated from the community in which they live (Williams, 2001).

2.3.1.7 Employee Silence

It is described as a person's honest views regarding behavioral, emotional, or cognitive evaluations on issues involving others who are considered to be able to effect change or solve organizational circumstances being avoided by the individual (Pinder and Harlos, 2001, p. 334).

2.3.1.8 Withdrawal from the Job

Employees must detach from the company to the point when they think talking is hopeless (Pinder and Harlos, 2001).

2.3.1.9 Organizational Citizenship Behavior

Individuals may be hesitant to offer their thoughts and comments regarding the business because they believe they would be beneficial to the organization or others (Van Dyne et.al., 2003).

Morrison and Milliken (2000) addressed this idea presents the idea of silence in organization and caught attention of investigators in organizations to a new form. Morrison and Milliken (2000) focuses on institutional causal aspects in their work which raise the atmosphere of silence (Morrison, 2014). According to (Morrison and Milliken, 2000) "organizational silence" is a traditional social action of workers who deliberately do not share their views, values, feelings, opinions and observations with managers regarding their job or their work atmosphere.

Milliken et al, (2003) suggested a concept of silence emerging in organizations. They researched the concept that option of someone to remain silent through an organization can also be seen in three aspects: "individual characteristics, organizational characteristics and interaction with managers". The absence of skills or the poor role of the employee in the organization is known to be "employee quality" the organizational structure present in the institution and social background is known to be "organizational characteristics" and the absence of strong relationships with a boss or boss is considered to be factors linked to "connection with manager" on the basis of

this identification, the researchers established two different points of view on the existence of silence. Employees may believe, with the first opinion, that breaking the silence results up in a terrible attitude against oneself or their coworkers. While on the second point of view, workers believe that their views will not bring about a successful improvement. In all ways, workers agree to remain quiet. Milliken et al, (2003) found the origins of those two views of human capital of their study. They stated that issues such as poor social skills, poor social connections, weak connections, poor results and the risk of compromising possibilities of development all come from different dimensions of human capital. They are believed to be the origin of the silence problem.

Milliken and Morrison (2003) suggested many explanations under the silence in institutions such as the concern of employees about the negative response of superiors and the nature of relationships between management and workers in the organization therefore individuals do not want to show their bosses damaging information. But administrators aren't the only big cause. As Bowen and Blackmon (2003) have said, help from each other can contribute to voice in organizations. It can be assumed that encouragement from co-workers and team-mates is often successful when workers want to remain quiet or to express their own views.

Pinder and Harlos (2002) differentiate organizational silence as a response of employees; while generally capable of introducing and maintaining improvement to the work environment, they stay unwilling to disclose their mental, social, or moral evaluations of work-related matters.

Remaining quiet has adverse effects on both staff and the institution. Staying silent from the institution's viewpoint means not profiting from workers “valuable efforts, not finding issues, not seeking input, not receiving knowledge directly, and staying insufficient ways to solve problems. All the components that hinder successful decision taking and restrict growth, improvement and performance improvement (Premeaux, 2001). As Detert and Admondson (2005) stated that in the workers 'viewpoint, they are troubled with conveying issues themselves at the workplace while staying quiet. This may also have an effect on dedication, morale, job security and a desire to withdraw from work. Furthermore, it will be very difficult for workers to stay quiet on the problems, particularly when they feel confident in the case. Consequently, they feel frustrated, depressed and unrecognized.

Park and Keil (2009) inquire at this three-dimensional silence. Firstly, there should be conscious silence. Workers remain quiet, even though they are alert of the issue and are conscious of a possible resolution. Second, silence can be method of protection. Staff may stay quiet to defend their individual interests or not to criticize others publically. Finally, silence may be a worker's joint decision; a mutual reaction to not exchanging suggestions, opinions or information with one another. Ellis and Dyne (2009) suggest that it is necessary to stop this behaviour before it is institutionally social and harmful to the organisation. Kahveci (2010) observed that Organizational silence will adversely affect the processing, progression and growth of institutional expertise. When voicing out, the risk of being dismissed will cause workers to avoid engaging and providing their managers information.

For a number of different reasons workers tend to stay quiet. Morrison and Milliken (2002) grounded the reason why workers prefer to stay quiet on two essential views: they feel it is not worth making an effort to solve the institution's issues and there would be harmful consequences when they share their opinions on the subject. Durak (2012) define Institutional silence is characterized at this point when staff have no suggestions or feedback about the situation and intentionally ignore their views on professional or behavioural work or staff problems for workforce advancement due to the absence of confidence. Nonetheless, it would also be unfair to describe instantly as silence if the worker did not interact on the matter at all, as silence is a sensible plan (Dyne et al, 2003). It must not be puzzled with institutional silence that workers have no knowledge or clue regarding this matter. It now seems essential to research to learn the silence accurately. Ozdemir (2015) in order to avoid certain scenarios as low performance reviews and looking for another job, but do not create disturbance at workplace. It is possible to research the institutional silence of workers in various classes.

In a Huang et al, (2000) study, it is highlighted that while organizational secrecy begins as a person differential variable it converts into a community in time. That is, it appears as a social behaviour, preferred by most of the workers. Workers prefer to remain silent, particularly when they believe that expressing their views will cause negative consequences or damage their friendships with everyone (Huang, Vegt and Viert, 2005).

2.4 Theories of Organizational silence

The worker is seen as the major source of improvement, development, learning and growth in managements. More efficient organizations are likely to make better use of such tools and important aspects in the present situation (Zareinejad et al, 2014). Therefore, it's quite important to provide rules that allow workers to show the best productivity and performance. The presence of one of reasons to be addressed is interpersonal relationships and interactions between people. Unfortunately, there really is no space for workers to freely communicate about their workplace in many organisations.

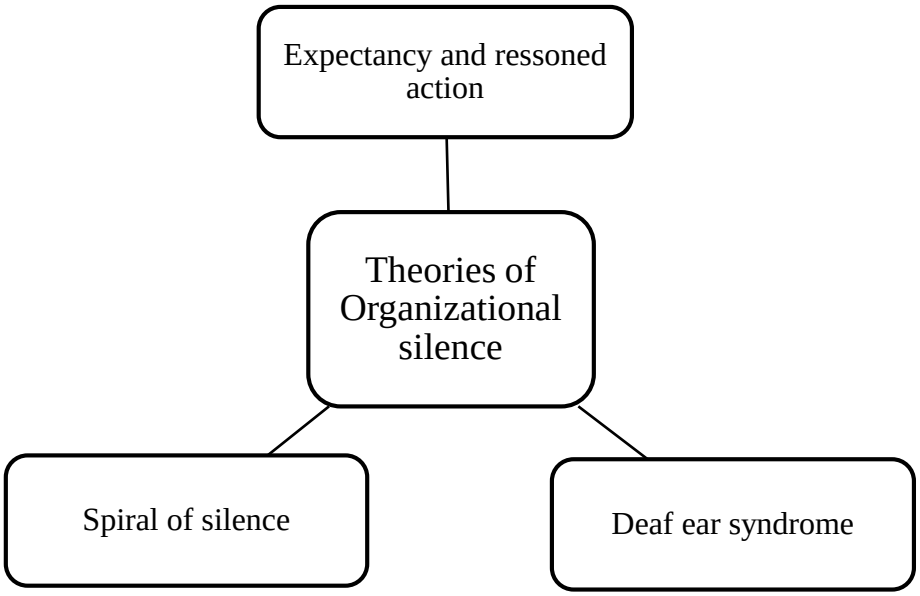

Fig 2.1 Theories of Organizational Silence

2.4.1 Expectancy and Reasoned Action Theory

Vroom introduced the “Expectancy Theory” in 1964 on the silence judgment of workers, and Ajzen suggested the “Theory of Reasoned Action” in 1975 As described by the “Theory of Expectancy and the Reasoned Theory Action”, if it is assumed that a behaviour will have positive influences or avoid an unwanted result, the person would

have a positive mind set about recognizing this behaviour. From the perspective of silence, if people were to think that freely expressing would not result in good results, they would perceive behaving like that as lesser beneficial, so they could eventually become silent. Similarly, Rosen and Tesser in (1970) suggested the “MUM Effect” concept. “MUM Effect” is the out though strong feeling of workers when they are about to provide the administrators with knowledge on the current situations and the things which are being misunderstood.

2.4.2 Spiral of Silence Theory

The “Spirals of Silence Theory, developed by Noelle and Neumann in 1974”, is another concept based on which to choose to remain silent. As per the principle of Spirals of Silence, the society will victimize people until they adapt to the suggestions of the majority. The desire to stop being alone and to be known to the public is felt by members of society. Fear of social exclusion, especially although they do not fully agree, will ensure that individuals follow the majority. The person can opt to just not take action as a result of public influence (Cakici, 2008). From an organizational perspective, “Bowen and Blackmon look at Noelle and Neumann's Spirals of Silence Theory” and say that workers would stay silent until they obtain help from colleagues. If staff feel that there is rejection to speaking openly, they might prefer silence. theory has been described as the essential cause for silence. When a person sees oneself in the minority, he doesn't feel the help needed then he becomes silent. In reality he is falling prey towards the whole community. Morrison and Milliken (2000) later concluded this concept. They have described silence as a behaviour geared towards collectively. Solomon Ash (1950) had suggested this method in however (Capanzano, 2012). He found imitating other team members as the main factor behind incorrect recommendations. He spoke about cooperation and competition from co-workers,

which eventually became very important variables in the area of organizational behaviour and group behaviour study.

2.4.3 Deaf Ear Syndrome

The theory of' “Deaf Ear Syndrome” was placed forward during 1998 by Pierce et al. Pierce et al. “Deaf Ear Syndrome” occurs as a constructive response when workers feel raising a deaf ear to weaknesses and conflicts. “Deaf Ear” As per Pierce et al three components may be involved in the syndrome (Alparslan, 2010).

1. Underqualified measures and ineffective management.
2. Useful workers are continually in safety and security, while others are neglected and criticized even though the complainant is the victim.
3. To be a family corporation, a local business or a company controlled by males.

Deaf Ear Syndrome is also known as management instability. Workers' actions not to hear and then see stressful situations inside the institution that they meet (Karadal, 2011). This can also be described as an organizational standard that prohibits staff members from clearly expressing disappointment (Brinsfield, 2009).

Among the reasons of the attitude of workers to such actions, it can be argued that the concept that they prevent the effects that could happen after they have voiced their views or shared their ideas does not allow any improvements (Karadal, 2011). Furthermore, the inter-organizational system, the policy organisation adopts, the framework of organizational environment and organizational equality that has not been properly established can be identified among several other causes of deaf ear syndrome (Yanik, 2012).

2.5 Models of organizational silence

Organizational silence is considered an obstacle to continuous improvement and Penttila (2003) says in an “article” called “Get Talking” that workplace stress is destroying creativity and reinforcing poorly constructed programs that proceed to faulty goods, poor leadership and a ruined end result. Organizational silence may also provide an unwanted symbol of the latest Staff, who see successful staff as role models. The skilled staff understand and acknowledge the tradition of workplace silence instead of oppose it and equalize unhealthy workplace environment (Tutar, 2007). As such, it is very necessary for leaders to build an acceptable and welcoming atmosphere that allows their workers to share their thoughts, perspectives and different opinions (Erenler, 2010).

2.5.1 Pinder and Harlos Model of organizational silence

Organizational silence is described by Pinder & Harlos (2001) to stop workers from voicing emotional, intellectual and productive evaluations of work settings. The right study of human services is crucial to each institution's success and growth. As businesses and organisations gets older, the challenges of this tremendous force are also created.

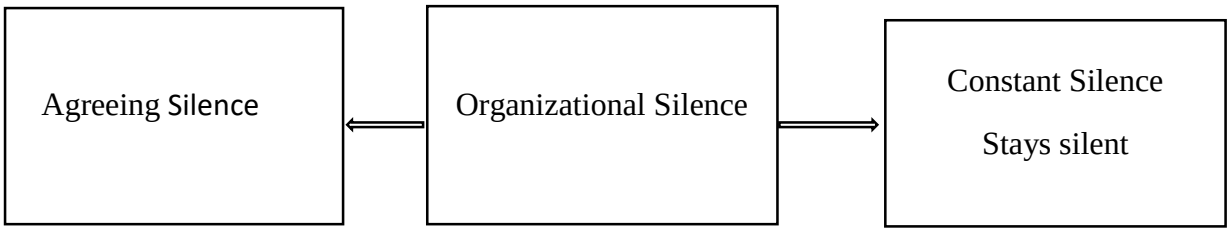

Fig 2.2: Pinder and Harlos Model of Organizational Silence given by Pinder & Harlos (2001

2.5.2 Van Dyne et al Model of organizational silence

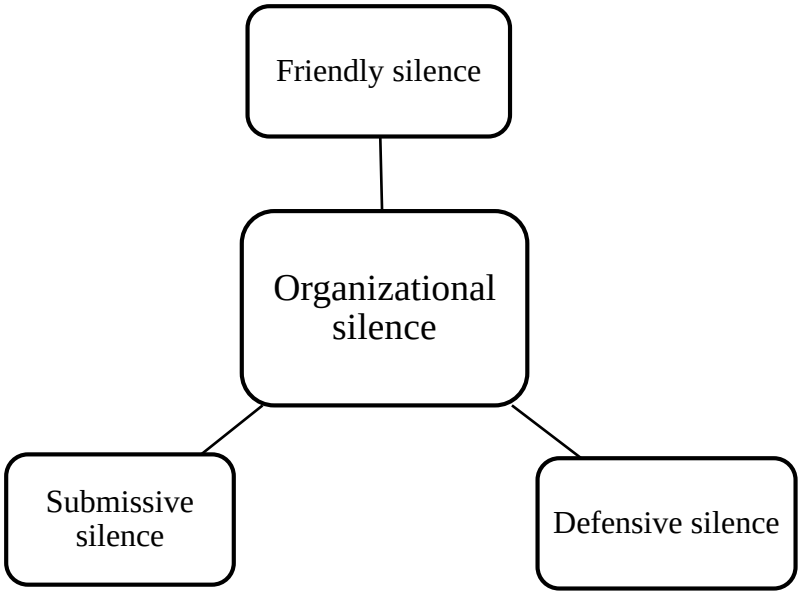

Fig 2.3 Van Dyne's Enterprise Silence Model (2003)

Quietness may be effective, aware, intentional, and meaningful; silence may not always be reflective of quiet actions. This is an essential observation, as the diverse and highly complex essence of silence is exposed. In fact, certain types of silence - aware, meaningful and deliberate - are tactical and anti-passive, including when staff hesitate from sharing sensitive data in front of everyone. Deliberate and inactive silence (based on obedience and comfort with every scenario) differs than voluntary but anti-passive quietness (Van Dyne et al, 2003). Therefore, depending on the method discussed, dimensions of institutional silence are discussed as follows:

2.5.3 Morrison, Milliken and Hewlin Model of Organizational Silence

One of the causes for silence was described out by Morrison Milliken and Hewlin (2003) as the "Mum Influence". They said the reality that researchers have referred to the "mum effect" could be one of the reasons why people are quiet regarding

their issues. “Mum effect” studies indicate that because of the dissatisfaction linked with becoming a transmitter of negativity, people have a particular unwillingness to transmit embarrassing reviews. There is proof in institutions that workers are terribly awkward transmitting data to others around them regarding future issues or concerns. “Morrison and Milliken see a collective phenomenon” of institutional silence. both indicated that secrecy would become a group practice as most managerial participants chose to remain quiet about workplace issues, that is referring to as silence in institution (Morrison and Milliken, 2000). Milliken Morrison and Hewlin (2003) propose a model for choosing to stay quiet.

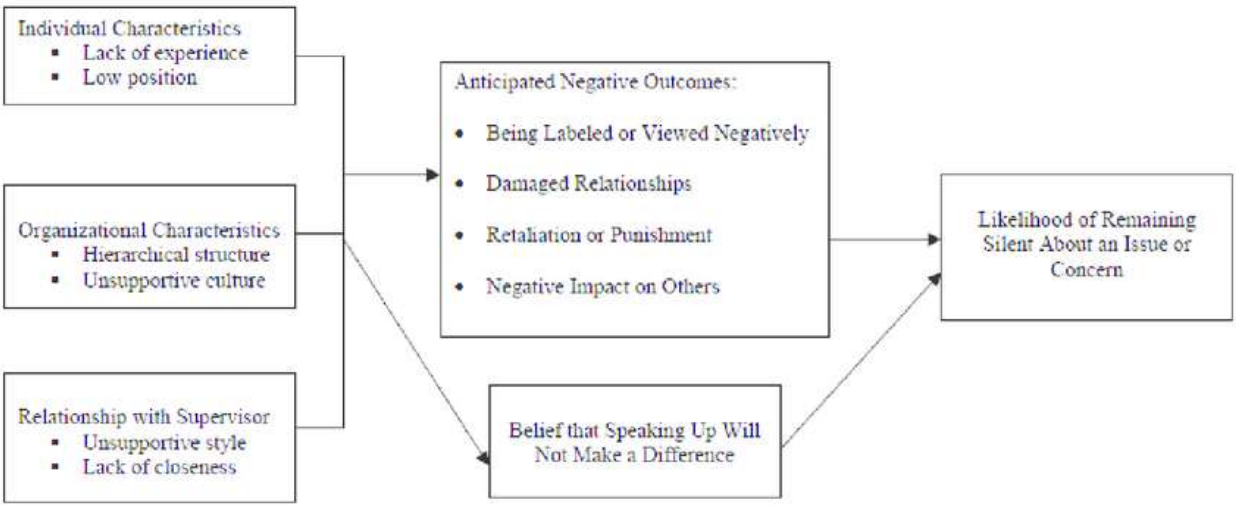

Fig 2.4 A Model of choice to remain silent

Worker silence is indicated to be extremely damaging to institutions, frequently creating an emerging levels of employee disappointment, which is seen in absences and unemployment and even other unwanted practices. Besides this connection, the secret to employee motivation is also the secret. Communication fails if workplace stress exists and damages the collective functioning of the company as a consequence, the loss of creativity, bad systems, lower productivity and damaged products can be other outcomes. At time, silence inside institutions allows those workers to be insignificant to the job performance (Bagheri et

al, 2012). Staff silence is believed to only harm the institution, but it effects both the institution and the staff in a practical way.

2.6 Types of Silence

Depending on different factors, the practice of silence occurs in various ways. Dyne et al. (2003) separated the forms of organisations into three classes. “Accepted silence, Defensive Silence and Prosocial Silence”.

2.6.1 Obedient Silence/Accepted Silence

The "accepted" idea in history reminds us of "Abilene Paradox." This phenomenon relates to the common understanding of beliefs within a community although they oppose one's own beliefs **(**Harvey**,** 1988**)**. Dyne et al. (2003) define the acquiescent silence as an actively expressed active behaviour. Although though workers have the vision, experience and advice to fix the issue, they tend to remain quiet because they do not believe they can alter the existing situation. People in this community don't make an attempt to make things better and solve this issue; on the opposite, they turn in and continue to function. Workers attempt to adjust quickly to the current scenario by neglecting the options in this kind of silence depending on calming down. Staff tend to stay quiet despite their perceptions and just don't notice the present situation because they think voicing thoughts loud won't make the change in institution. Silence exist for a specific purpose is among the main obstacles to reform and creativity **(**Ozdemir**,** 2015**)**. When all the staff in this community remain quiet, the managers are likely to get the impression that everything they do is correct, and so they will make errors on a daily basis and put the company at risk. For this purpose, it is important to show a collaborative management in the company and to give workers the chance to express their thoughts.

2.6.2 Defensive Silence/Personality-protective Silence

This kind of silence is described as workers are not expressing their ideas because of the adverse consequences that they'll have when expressing their fears and anxieties (Pinder & Harlos, 2001). We choose to remain anonymous so as to prevent financially and emotionally harm or not be associated with current organizational issues. This form of silence is a technique developed by workers toward risks from the institution's instant and remote environments. We believe that they do not get much from sharing their thoughts and information. As brinsfield (2009) stated in fact, the people who stay quiet to defend oneself may be in a depressed and anxious mood. These problems make them unhappy and diminish their energy. It is also of great significance that going to lead the institution in a representative context and engaging workers in strategic planning make a contribution to the organizational productivity and staff satisfaction.

2.6.3 Prosocial Silence/Supportive Silence

This sort of silence is described as one individual's silence in a certain institution for the advantage of all other workers and the institution (Dyne et al, 2003).Defined as supportive cultural silence, prosocial silence is that even with corporate leadership practices such as goodwill and caring about the welfare of others, workers avoid sharing their thoughts and recommendations. As in protective silence, workers are often conscious in constructive social quietness of substitutes. According to Erenler (2010) However, this sort of silence, distinct from offensive quietness, rather than the worry of violent, personal implications that may arise while expressing one's ideas, is distinguished by compassion for others. This team can be described as not exchanging sensitive institutional data with the outside world, and not making inappropriate words regarding personal data of workers **(**Ozdemir**,** 2015**)**. Institutions definitely have inner

workings that are essential to themselves, and will have to be maintained inside the institution and not discussed with other individuals and institution.

2.7 Dimensions of Organizational Silence

Five organizational silence dimensions were recognized by Dasci and Cemalouglu (2016) that are Individual Characteristics, Administrative factor, Organizational Culture, Colleagues and Pressure groups.

2.7.1 Individual characteristics

Both in the perspective of personal and collective behaviour, the notion of quietness could be viewed. Individual silence behaviour patterns imply that a staff member does not share his or her ideas in an organization, even though he or she has the opportunities to succeed to the organization's progress (Morrison and Milliken, 2000). It should be emphasised that the members of staff are all influenced by one another. Organizational separation is a scenario that happens when the organization's workers (more than one worker) do not engage in the conversations and do not commit to their organizations (Bowen and Blackmon, 2003).Organizational silence contributes to actions of silence (Alparslan and kayalar, 2012).It prevents staff from sharing their thoughts which might not actually strengthen the company. Individual qualities such as a lack of job experience and a poor social standing as well as organisational factors such as leaders' characteristics, a strong hierarchical culture, and an organisational climate that does not favour autonomous speech, are antecedent variables that cause organisational silence (Milliken et al, 2003).

The literature concerned indicates that individual characteristics and expectations lead to the conditions of silence (Kutlay, 2012). According to Bildik

(2009) Workers who have undergone organizational silence report feelings as lacking self-confidence, dismissal, shame / lack of self-esteem. Kilinc (2012) says that loss of trust is one of the factors why we should stay quiet. This can be viewed as a bidirectional relationship among institutional silence and identity-confidence. According to Kutly (2012) So long so workers have a greater degree of personal-sufficiency, their rate of institutional silence reduce. Premeaux & Bedeian (2003) also note that depressive workers who feel that his life is dominated by external powers tend to remain quiet, instead of constructive.

2.7.2 Administrative factor

According to Kahveci & Demitras (2013) and Tangirala & Ramanujam (2008) with an administrative viewpoint, decision-makers and strategy-makers play a critical part in staying silent. As per Roberts and O'Reilly (1974), the perception of managers defines the patterns of interaction that workers display in the institution. Sarikaya (2013) notes that as much as workers engage in the institution's choice-making process, they become very valued, growing their trust in the organization, and decreasing their silence actions. Senior managers provide right side-down contact with workers in strict hierarchical institutions, which is only one-way (Blau and Scott, 1962). Morrison and Milliken (2000) suggested the atmosphere of silence be induced through systems and strategies of the organizations. Ozdemir and Ugur (2013) states that in fact, the deafening silence in institutions that have less skill gap can be broken.

They arrived at the conclusion (Cakici and Cakici, 2007) that the silence of organization is among the most important factors driving the behaviour of employees. Whereas the supervisors are the people who make decisions that set the institution's rules and policies have a huge effect on the emergence of silence from the institution

(Cakici, 2010). The attitude of workers to show the behaviour of silence is an inevitable outcome in an institution where a strategic method that is not open to new ideas is implemented. Although people working in such an atmosphere think that notification of their views does not have any repercussions, but they also agree that whenever the leaders do not like to hear any thoughts or suggestions, they will draw reaction from them and this will also be harmful from the viewpoint of them. And so they tend to leave quite a bit (Milliken et al, 2003).

2.7.3 Organizational culture

Organizational culture is the attitude and sense of human beings within an institution that individuals connect to certain behaviours. Every institution has a culture that is an intangible but strong force that affects the members of the community, just like every individual has a different identity. For others, culture is known as the "glue that binds an institution together, and it is the "guidance" that offers guidance for others. The major component that encourages ways of communicating employee ideas and avoiding silence is organizational culture.

Crockett (2013) observe that Silence also plays an important role in organizational culture. Bildik (2009), it may be common for workers living in institutions with a tough environment and opposition to the peak to view this situation as some kind of rude conduct. Silence may be viewed as a means by which they can maintain consistency and promote supervision. Kilinc (2012) state that their institutional silence behaviours reduce if workers are given a more accessible and collaborative institutional environment. The Abilene Theory explains instances where people express consensus and don't take the time to convey their best thoughts or make some effort. Every person believes his or her own viewpoint is the first one that varies

and therefore expresses consensus with everyone **(**Harvey**,** 1988**)**. This condition is described to be one of the factors workers stay silent. As Kiliclar and Harbalioglu (2014) stated that institutional silence can decrease staff morale, workplace satisfaction and institutional trust. Reducing sense of faith decreases innovation and motivation by forcing people to remain quiet **(**Afsar**,** 2013**)**. According to Ryan and Oestreich (1991) workers who display silent actions face insecurity such as loss of trust in him, earning potential and work opportunities, absence and change of place of employment or system.

2.7.4 Colleagues

When examining the position of the institutional silence observed, it attracts attention in negative sense between colleagues. Since the staff would not want to be viewed as a problem, making or thinking of people from the organization that they would be seen as a "finger man" When talking about a negation based on an employee and the friendship between that individual would be harmed, they will choose to Staying silent. They believe that when they communicate more about current situation, they assume that it is in the current scenario, it will not make much difference and they may also face problems such as dropping their careers, loss of reward and the like (Milliken et al, 2003).

In addition, in attempt to avoid their friend from experiencing a harmful outcome or thinking that she / he will create the same error later on, individuals do not put into terms a negativity linked to their colleagues **(**Cakici**,** 2010**)**. (Kahveci, 2010) indicates that the despair of harming the relationships come from people that do not consider each individual fairly as a result of lack of connection to others. Employees

can learn to keep silent by trying unpleasant experiences, observations, and the comments of their colleagues (Soycan, 2010).

Rayan and Oestriech (1991) note that avoidance of any response is the key way to remain silent. This was accompanied by the assumption that expression is pointless, as complainant staying quiet and risk of stigmatization. It is a reality that workers tend to remain quiet when disagreement with peers is viewed as negative. As Milliken, Morrison and Hewlin (2003) state that workers should remain quiet in order to not lose actualization-esteem and faith, and to prevent isolation from the institution. According to Tinaz (2011) However, bossing attitudes such as greed, anger, rivalry, coming from a different culture and social causes will result in separation and stay silent between parallels.

2.7.5 Pressure groups

These are based on exerting pressure to defend or recognize their shared values, which is perceived among the most critical aspects of political social system. We want leaders of the institution to understand and protecting the interests and compel judgment taking according to their desires. Teachers 'groups in the field of education are formed to obey the rules and to lead to the shared qualified objectives of workers **(**Eraslan**,** 2012**)**. According to Yasan (2012) differences occur within the context of the educators 'organizations' political opinions. Because of certain gaps, they are unable to demonstrate cooperation in academic study and provide mutual respect. Racial, social, and political views are expressed in institutes by groups, and institutes are required to undergo the unhealthy atmosphere of sensitive society.

2.8 Causes of Organizational Silence

Organizational silence occurs when individuals do not respond openly to the institution's matters of interest. Morrison and Milliken (2000) found out that many companies are trapped in an obvious situation where most workers accept the reality about some organizational issues and challenges, but do not dare to tell their bosses the reality. They thought, basically, that institutional quietness is a result that attributes to its roots to the dread of bad responses from supervisors and a collection of negative attitudes frequently held by managers. In researching the causes for institutional silence, Cakici (2008) stated that administrative and organizational factors are perhaps the most common causes for deciding to remain quiet.

Even so, having a look at quietness as any other area of employee behaviour, one can agree that conditions in or out of the institution will affect it. From the outside, the basic economic situation, the practices of other institutions, competitive and globalized problems and even governmental policies will affect it. Multiple studies on this subject have, highlighted the reasons of silence inside the company and under the boundaries of the organization (Pinder & Harlos, 2001). As the main factors of silence, such researchers have focussed on managerial values and behaviour, features of organizations, and colleagues.

Apart from these, silence can also be affected by internal conditions within the context of the workers themselves. It might involve whatever the workers have experienced, their motivations, and their personalities from practice. It should be noted that several researchers have emphasized the reasons for staff silence when presenting this issue (Morrison and Milliken, 2000).

2.8.1 Factors Causing Silence within Organization

Foremost, subordinates can support employee silence by incentives, for example promotions, acknowledgment or else partnership or punishments such as separation (Cakici, 2008). They may also set guiding principles for how everyone can respond to the institution's conditions. The “spiral of silence theory” is a popular theory that promotes these, implying that employees would not utilise speech even if they knew their co-workers would cheer them on. If employees are unsure of their co-workers’ support or believe that opposition to speaking is a possibility, they will prefer quiet or a deceptive response.(Bowen and Blackmon, 2003).

Secondly, the values plus acts of managers are too a significant reason of silence. Managers' preconceptions about employees include that they are truly "self-interested" and inept. This might be based on the "theory of McGregor's X," which holds that individuals are "self-interested" and participate in behaviours that improve their personal capacities. (Kopelman, prottas and Davis, 2008). Workers are often seen as resistant to work in this model, so they cannot be expected to behave without any kind of sort of reward or punishment in the benefit of the company. The other unspoken assumption is that managers know much of the organizational value of too many problems well. This assumption is connected to the worker's economics perspective, which suggests because workers are self-interested and unwilling to work, individuals are unlikely to understand what is beneficial for the economy or worry about it. Some other concept is that uniformity and unity are indicators of organisational effectiveness, so it is important to prevent conflict and resistance. This faith comes as part of the institutions' “centralised perspective”, which is a full reverse of a “Pluralistic view” in which disagreement is considered acceptable and clash is considered highly strong (Morrison and Milliken, 2000).

As the workplace environment grows, such attitudes limit the motivation to connect with colleagues, making it much simpler to generalise people who share the belief that they are self-interested as well. (Milliken at al, 2003). The assumption that manager sees best can remain strengthened because of the necessity to defend one's growth. In command for the company to improvement, it is essential to believe that one given the dominance of the rank in the company, they should know what's best. If the senior management is run by people with financial and economic experiences, views would be more prominent than when the organization is more broadly different or comprised of people with different cultures in management level. When one's colleagues keep them as well, these views are more expected to be strong (Morrison and Milliken, 2000). The upper management team's history and culture can also be make a significant contribution to the views that other workers hold regarding their participants. If the top management team is made up entirely of people from high-power distance cultures, for example, these executives are convinced they know better.

An inspiring leader, on the other hand, frequently encourages employees to handle work-related matters on their own, signalling to subordinates that their bosses trust their judgement and have their best interests at heart (Hassan et al, 2019).

They also suggest that this can improve subordinates' perceptions of job control and intrinsic work drive, resulting in fewer silent behaviours (Ju et al, 2019).

Morrison Milliken (2000) assumed that the mangers perception in much more secure and experienced companies is much more likely to influence the belief system that contributes to organizational silence than it is in completely new and/or unstable companies Also it is preferable that large frame variation will strengthen belief systems that generate silence. It is claimed that upper management are less likely to

communicate with others and support lower-level workers within large organizational frameworks. Finally, high dependency on contractual staff is likely to promote the system of managerial conviction that is believed to lead to institutional silence because temporary employees may be perceived by management as selfish, ill, and therefore untrustworthy due to their temporary status within the firm, and because their job pleasure with the institution is far more productive than emotional satisfaction, this is the case. (Rousseau and Parks, 1993).

Third**,** the institution's characteristics, as reflected in their processes and culture, can still produce silence (Saygan, 2011). Silence, for example, in a "pluralistic company" that values and represents worker diversity and encourages diverse points of view to be communicated, is less prevalent. (Morrison and Milliken, 2000). Obviously, if individuals inside an organisation believe like they should not freely Share their ideas and opinions on important subjects, then it is difficult to achieve such pluralism. Managerial systems that generate institutional silence are constructed from an environment that assumes that workers are self-interested, that managers understand the best regarding organizational problems, and therefore for organisational health, it is simpler to prevent conflict and opposition and to foster agreement and collaboration (Morrison and Milliken, 2000). Management may create systems and regulations that often do not encourage or inhibit the upward flows of knowledge as a consequence of these belief systems. Strong implementation of strategic planning and the absence of structured upward support systems would be two typical systemic traits of organizations governed by such belief systems.

The theories of McGregor prove that administrative values can have a big influence on how administrators handle workers and, ultimately, on how staff perform.

It is claimed when managers believe that workers dislike job and that they cannot be accepted to perform effectively, management techniques would be built to avoid escapes. As workers learn that administration doesn't really trust them, they become unhappy and can try to find gaps in the processes; this reaction confirms the existing beliefs of supervisors (Buchanan and Huczynski, 2007).

For example, if the prevailing assumption is that workers are deceitful and therefore do not know what is beneficial for the company, it is fair not to include administrators in policy decisions (Morrison and Milliken, 2000). Thus the, real decision-making power would remain at the highest point, to the degree that the top manager's implied belief system is that workers are self-tested, leaders understand best, and resistance is unacceptable. The company is more prone to have collective statement and would be less able to have structured channels with upward responses (Bagheri, Zarei amd Aeen, 2012).

2.8.2 Factors Causing Silence within Individuals

Individual traits associated with quiet have been described by certain researchers, such as Pinder and Harlos (2001). Bogosian (2012) has proven that through the process of social contact, silence is produced at the individual level and becomes an institutional habit. Whether or not a person wishes to speak out, their understanding of the common viewpoint on the problem has been found to be greatly affected (Bowen and Blackmon, 2003). The desire of individuals to share their opinion is affected not only by their own specific beliefs as well as by their surrounding factors, especially what they perceived as the prevalent 'culture of opinion,' so that individuals are reluctant to convey their thoughts even when they're not confident that they comply with many individuals. They use their social practises as a foundation for interpreting

new information and analysing public mood, particularly community opinions and other people's judgments (Bowen and Blackmon, 2003). Via the fear of isolation, the prevailing common opinion maintains power over individuals if someone is of the opposite view. To avoid frequent exclusion, people strive to figure out what the majority choice is and if the predominance of other points of view is increasing or decreasing. Those who believe they express the majority view will speak out, whereas those who retain the viewpoint of the minority will become quieter (Neill, 2009).

Organizations enable workers to constantly exchange thoughts, expertise, values, and interactions in today's rapidly emerging atmosphere (Liu et al, 2009). Even so, if they have important system goals that they don't want to destroy, and if they don't trust their boss (Vakola, Nikolaou and Bourant, 2011). It seems that workers are more likely to process information that they transmit upwards.

In addressing defensive silence (protective silence), which they named passive silence, Pinder and Harlos (2001) explained that staff might often purposely avoid things depending on individual fear of being punished of speaking up. The bad responses from the workers may be rejected as untrue or their trust threatened, allowing them to have bad reputation and image. Their views are in line with those of Morrison and Milliken (2000), as a prime determinant of institutional silence, he stressed the emotional feelings of anxiety. As a vital requirement for voicing up in work environments, it seems to be in accordance with psychological protection and speech ability. Based on the study of Pinder and Harlos (2001) Morrison and Milliken (2000), Beheshtifar, Borhani, and Moghadam (2012) described protective silence as the suppressing of basic ideas, knowledge or feelings as a mode of self-defence grounded on fear. This mode of silence is strategic and productive and is designed to guard oneself

from outside enemies. In this situation, workers are informed of and carefully look at the possibilities they have, proceeded by a sensible choice to suppress ideas, details, and thoughts as the finest possible approach at the instant (Van Dyne, Ang and Botero, 2003).

Acquiescent silence (obedient silence) that reflects workers who remain essentially detached, is another type of silence (Beheshtifar, Borhani and Moghadam, 2012). Workers are frequently resigned to the current situation and are unprepared to communicate, get involved, or strive to alter the situation. This may be supported by the fact that taking action is useless and impossible to make a significant change or centred on poor judgments of self-efficacy regarding personal capability to effect the condition. If workers feel that they will not bring improvement, they disconnect and are not willing to responsibly offer ideas and thoughts. For example, during a staff meeting, they might end up withdrawing statements based on an inability to make an initiative to get engaged (Van Dyne, et al, 2003).

Workers, though, often suppress work-related thoughts, views, or data in order to support other workers or the company. This type of quiet (prosocial silence) is purposeful and helpful, with a focus on others. Workers may not take action if they fear their data or point of view would embarrass, intimidate, or make supervisors or those in authority feel inept (Van Dyne, et al, 2003). In terms of having negative consequences for others, it will also have negative consequences for staff members as introduced to them by colleagues and the institution, such as being labelled as a potential complainant, lacking the confidence and commitment of other staff members, awareness of the partnership's damage, while staff members may prefer to remain silent (Cakici, 2008).

2.9 Some other factors causing organizational silence

2.9.1 Support of the Top management of Silence

The role of senior management is critical to the development of successful organizations. The presence of a high level of confidence in the system reduces concerns about discussing difficulties and workplace problems openly. Anxiety is reduced when there is a sense of trust in top management. (Weber & Weber, 2001). But at the other side, top management's behaviours and standards will significantly lead to the development of an atmosphere of secrecy, as some companies restrict workers from revealing what they are doing think or have a feeling (Argyris, 1997).

Furthermore, by rewarding morally appropriate behaviour and disciplining incorrect behaviour, ethical leaders can encourage ethically right conduct and mould employees' ethical behaviours (Bormann & Rowold, 2016). This communicates to subordinates that their leaders are trustworthy, fair, and concerned about the well-being of others. As a result, people who work under ethical leadership may have more faith in their bosses and thus have less incentive to keep their job-related ideas to themselves (Li, 2018).

High degrees of silence within the company can result from top management policies. Two variables reflect these policies (Morrison and Milliken, 2000):

2.9.2 Managers' Fear of Negative Feedback

Upper supervision may be scared of receiving bad responses from supervisors, as it may feel unsafe as a consequence of this information, specifically if it affects its employees directly or their jobs. These employees would therefore ignore this data, and

even if it touched them, they would overlook it or doubt the reporter's honesty, assuming that the responses from the ground could be less reliable and far less valid (Vakola and Boudaras, 2005).

2.9.3 Managers' Implicit Beliefs

While the upper supervision is in an isolation position silence rises, restricting it to see true world because of insufficient data or because of accepting accurate feedback instead of bad information (Van Dyne et al, 2003). As a result of top management's assistance, employees are less likely to discuss workplace issues. In addition, Workers who complain about problems at work will be labelled as problem-makers by management (Milliken at al, 2003).

2.9.4 Lack of Communication Opportunities

Communication is important to every organization's productivity. It reflects the oral or other forms of transmission of knowledge for the aim of convincing and impacting others' actions. One of the most major components of the effective interaction is that it allows people with the right facts for decision-making purposes, since it is an opportunity to share emotions, thoughts, opinions and habits. It is an effective way of addressing people's social needs (Robbins and Judge, 2013). The more incentives for interaction within the company, the greater involvement and exchange of views on job problems and challenges, as workers have the ability to make feedback that influence the speed of job interest and participation of staff (Smidts et al, 2001).

Employee quiet may also be influenced by organisational identification. Employees that strongly identify with their company are more likely to exhibit their

commitment at work through increased personal engagement. They also feel more responsible for assisting the company in dealing with challenges (Alvarez et al, 2019).

Employees with a high level of identification are more likely to see organisational challenges as their own and believe that their proposals or new ideas would be considered (Ali Arain et al, 2018).

2.9.5 Support of Supervisor for Silence

At the stage of the department where he appears to work, the manager's actions produce a perfect demonstration environment of secrecy where workers do not believe that manager would not terminate them intentionally or unintentionally because of their discussion about their work failures. Employees therefore prefer to remain silent (Spreitzer 1996, Sugarman 2001). Employee quiet is determined by managers' attitudes and behaviours toward silence rather than attitudes and behaviours of top management. Therefore, they would find him a style icon as the boss responds to his employees, and prefer to engage themselves and speak about employment conditions. It is because senior management relationships have a huge effect on employee success and career plans, as well as on organizational incentives (Sparrowe and Liden, 2005).

The manager's relationship with silence or voice may be evaluated in two ways: On the one hand, an employee may choose to speak rather than remain silent when dealing with a powerful manager, believing that the management has the answers to any work-related problem or challenge. Here, it is helpful for subordinates to communicate in the existence of superiors who have the ability to address job issues and problems (Morrison and Milliken, 2000).

On the other side, when performing under the guidance of a superior with dignity and authority, the freedom to voice differing viewpoints may be limited because the employee prefers to opt for silence leading to fears of the negative effect of voicing the dissent perspective (Turner and Pratkanis, 1998).

In terms of that, the manager's control and position will increase or decrease the employees' silence, but several experts found that, in the existence of a powerful supervisor, employees are more responsive to the consequences of speaking more than the advantages. It can be assumed that silence in the existence of a strong manager will enhance (Edmondson, 1996).

2.9.6 Official Authority

Politicians and administrators are the levels at which the duties done by personnel are set inside the company via the execution of various policies. These protocols are typically written and linked to the existence of job facts and documents that define employee conduct, the duties to be completed, and laws that regulate the institution's workplace improvement (Moorhead and Criffin, 2004).

Officialdom is founded on the power of the institutional structure's role or venue. Trying to maintains clear directives and a primary method by centralized authority of decision-making including the use of guidelines to interact with job issues and concerns. The company lacks an effective solution for data analysis at this stage. It seems there are few interaction platforms because managers think that the employee’s ideas are insignificant and thus prefer to remain silent (Ashford et al, 1998).

2.9.7 Subordinate's Fear of Negative Reactions

The risk of feedback can cause workers to feel that speaking regarding work issues could eliminate them of their employment or promote them to greater levels inside the institution (Milliken et al, 2003). The assumption of the worker that his voice will affect job loss or threat of losing a position also becomes a main reason for institutional silence".

2.10 Consequences of organizational silence

Silence would mean institutions that do not benefit from workers' creative involvement no suggestions, issues not found, knowledge not transmitted, and insufficient solutions to issues. All of these disrupt successful decision and restrict growth, progress, and improvement of performance (Tamuz, 2001). Bowen and Blackmon (2003) argued that quietness restricts the exchange of information, collaborative brainstorming, detection of obstacles and possible strategies to problems relevant to the workplace, as well as creating new challenges based on how common and frequent it is.

The silence of workers has immense negative effects on both workers and organizations. Donaghey et al (2011) notes at the institutional stage that it also leads in growing levels of worker disappointment, which is demonstrated by dropouts and turnover and probably other undesirable behaviour's.

Organizations suffer economic losses and often perform poorly due to uncaring workers, but supervisors are willing to listen to the revelation of key economic losses in companies by trying to cope with the loss, ignoring the truth that workers have become uncaring because they do not address the silence of workers. Penttila (2003) states that silence

of workers destroys creativity and spreads poorly planned strategies that lead to faulty goods, poor management and a weakened end result.

In organizational achievement and where workplace stress occurs, communication is vital; communication damages and thus the overall performance of the company is harmed. Joinson, (1996) acknowledges the harmful impacts of workplace stress on the company, such as economic losses, and notes that silence inside companies “invariably” result in some workers becoming highly uncaring to their employment, workers and job performance.

Employees are disturbed by the silence. Occasionally, workers feel depressed and feel other health issues. Again, workplace stress impacts workers' personal satisfaction and causes them to face psychological difficulties and to be unable to see the possibility of improvement.

With respect to institutions, there are many dangerous results of institutional silence. Particularly in today's knowledge age, it has a direct effect on the institution’s competitive environment.

1. The environment of silence has a negative impact on employee confidence and satisfaction in institutions.
2. It affects development, production processes and creative thinking by inducing staff to avoid change.
3. This causes workers to disconnect from each other and separate themselves from the company, thus becoming separated.
4. This leads to a decline in the efficiency of jobs.
5. It negatively impacts the staff's work satisfaction and overall loyalty to the company.
6. Because of the lack of response, it disrupts the recognition and correction of faults.

7. Since the concerns are not correctly addressed, the effectiveness of strategic planning is compromised.
8. This raises work leave, which induces burnout of employees (Morrison and Milliken, 2000).

2.10.1 Consequences of Silence on Employees

As a result of difficulties occurring due to silence, workers often develop stress as well as other health issues. Often these workers use drugs and alcohol as a "treatment" for the issues they encounter at workplace that basically make their difficulties much worse and increase tension combined with sense of regret (Tangirala and Ramanujam, 2008). Silence can effect work engagement, confidence, and job fulfilment as mentioned above. Moreover, it is very difficult for staff to stay quiet on the problems, particularly if they feel knowledgeable about the issue being investigated. They feel demotivated nervous, and unrewarded by being silent (Milliken et al, 2003). Institutional silence's three damaging effects contain workers who believe they are not respected, workers who feel loss of power, and workers who feel psychological distraction. In these circumstances, provided individual workers could not be able to modify the results much because of the existence of silence. This would cause tension and anxiety, which leading to burnout if continued.

Workplace burnout is followed by a reduction in workers' "physical and mental" resources (Fedai and Demir, 2010). It consists of three major parts: mental fatigue, anxiety or disappointment, and thoughts of personal effectiveness with low personal achievement (Kim, 2008). Psychological distress is a major element of “burnout syndrome”, indicated by loss or shortage of power and mental exhaustion (Lloyd et al, 2002). On the other side, depersonalization entails negative behaviour toward other

workers and the working environment (Grayson and Alvarez, 2008). In this scenario, a gap is imposed between the users of the service and themselves. The abilities that make them special in engaging with people are consciously neglected by those who concerned. The other factor is weakened personal victory, which leads to a loss of the sense of security and satisfactory achievement of a worker on the workplace This derives from elements that recommend that one is unsuccessful or unrewarded, unmet standards of accomplishment for intense, decreased self-efficacy and uncertainty of position (Lewin and Sager, 2007).

Most workers would understand the truth about organizational problems if an atmosphere of silence occurs, but would not choose to talk about them (Morrison and Milliken, 2000). Institutions, therefore, require people who are not afraid to express data and details and who can take a step with their individual values (Shojaie et al, 2011). Employee trust, productivity, and inspiration might all suffer as a result of a reluctance to share knowledge and opinions. Withholding data and concepts can also contribute to poor judgment, error detection, enhancement and methods of creativity (Vakola and Boudaras, 2005). Morrison and Milliken (2000) found that institutional quietness in institutions can generate tension and this in return leading to low enthusiasm, work satisfaction. Other research has also indicated that silence of workers can cause tension, rejection, frustration and separation among workers. In response to this, institutional silence enabled the workers believe like they were not respected. They also believe they have no power regarding their employment (Nikolaou et al, 2011). Both of these results in a feeling of burnout among workers of institution.

2.10.2 Consequences of Silence on the Organization

There are several restricting effects of institutional silence on the institution. With silence, institutions would not gain benefit from worker creative contributions issues would not be detected, suggestions would not be given, knowledge would not be accessed directly, and strategies to solve issues would be insufficient. All of these would inhibit efficient decision-making, limit progress and growth and inhibit improvement in performance (Morrison and Milliken, 2000). Bowen and Blackmon (2003) argued that being quiet in an institution inhibits the exchange of ideas, collaborative brainstorming, recognition of problems, as well as potential solutions to the problems relevant to the workplace. Based on how popular and frequently it becomes, it may also create new issues. Ellis and Dyne (2009) identified Silence has significant consequences for the institution and recommended that this action must be avoided before it is firmly attached, thereby being harmful to the institution.

In exploring this further, Blackman and Sadler-Smith (2009) stated that knowledge is mainly found among people and then communicated via paper, digital equipment, or debate. The consequence of this is that hidden information is abundant waiting to be communicated. They claimed that information exchange would not occur if people remain quiet about job problems. The collection of institutional information, growth and progress is often influenced by organizational silence. The development of institutional information is often harmed by organizational silence, advancement and progress. In addition, it may trigger workers to avoid engaging and give their managers reviews for fear of being rejected while speaking up. Both of these, together with a refusal to help workers mentally, will result in inadequate organizational policies that will then contribute to an increasing level of staff disappointment and It manifests itself

in "absenteeism and turnover," as well as perhaps other undesirable behaviours that have an effect on institutions. (Kahveci, 2010).

Silence influences the institution's decision-making method, in the context that the consistency of the decision based on the need to have awareness of the recommendations of the staff, and likewise. Silence influences the institution badly in the context that it inhibits feedback which resulting in low capacity to recognize and identify mistakes (Morrison and Milliken, 2000).

There are adverse effects of organizational quietness, which include (1) Due to a lack of information sharing platforms or incentives, workers are less involved in decision-making., (2) accurate reduction of disagreement or conflict handling, and (3) weakness in the ability of workers to know and improve themselves (Lowe et al, 2002).

Organizational silence has effects and impacts on the organization's atmosphere of trust, as it contributes to poor relationships of trust among workers due to a loss of communication among them (Willman et al, 2006). Silence in organizations corresponds adversely with trust in organizations. This implies that more quietness, the less faith (Nikolaous et al, 2011). Organizational quietness has many consequences, as silence has a major impact on organizational members. The silence of the worker has important consequences for the worker himself, the company, and even the society. This is because, with regard to labour problems, the silent worker avoids the circulation of updated information. In certain ways, silence results in organizational loss (Bogosian, 2012).

2.11 Strategies of Managing Organizational Silence

Ellis and Dyne (2009) suggested that before the issue becomes harmful to organizations, methods to avoid silence must be implemented. In this scenario, a strategy is a plan for how the organisation intends to deal with silence in order to maintain its effectiveness. This represents "how, when, and where", at the institutional or individual level, the institution methods of dealing with silence, or for what reason (Pearce and Robinson, 2008). Policy is as important regarding what institutions plan not to do, as it is concerning the silence in their institutions that they plan to do (Finkelstein, 2005). At best, top management define all possible solutions, accurately estimate all the short- and long implications that are important, and choose the most favoured solution on a regular basis. There are several options that organizations can use to handle silence, namely preserving an ethical atmosphere, developing organizational competence and, including others maintaining the public image of employees.

To resolve silence, an organisation can follow many steps. According to Tangirala and Ramanujam (2008,) Organizational justice is one method to smash the wall of silence. As a method to remove silence, "procedural justice" may be used. It creates an environment of faith between a worker and an institution. When a person gains faith in his institution or boss, he begins to speak up and begins to express opinions and details of everything. Trust would also raise the level of worker satisfaction.

One of the prime factors why workers stay quiet is fear and panic. Employees are afraid of bad consequences, afraid of losing their work or reputation if they speak up. It is important to minimize work uncertainty and job uncertainty Those that are bold and to speak up for organizational change should be fully supported instead of discouraged.

In this sense, the involvement of manager is very beneficial. In an institution in which every worker will speak freely and bold enough to convey his view point and knowledge, thus top manager has a duty to establish a system Workers who think that their "voices are falling on deaf ears" and that their supervisor or superior is incapable of conveying their viewpoint choose to remain mute (Vakola and Boudaras, 2005).

Supervisors have enormous challenges in overcoming the climate of silence and creating a free workplace that encourages workers to speak up. (Dan et al, 2009)Workers' silence is disruptive to an institution, yet transforming an institution from one dominated by quiet to one that promotes voice might require creative rule changes. Technically, top management with important variables must be ready to develop distinctive organisational models that will, in the end, be effective in displaying genuine upward interaction. (Morrison and Milliken, 2000).

The main problem, though, is what organizations should do about organisational silence. As previously said, there are several opportunities to talk openly:

1. possessing voice (can I speak?),
2. exercising voice (do I speak?),
3. voice content (what do I say?)
4. and voice responses (how will others react to what I say)?" (Greenberg and Edwards, 2009).

Here are a few methods for organizational silence to be reduced:

Top level of management need to create a job environment where workers feel comfortable to share their thoughts and are supported to share their opinions and solutions. If workers consider their bosses and significantly their superiors, because they are not concerned

in knowing the reality or because they will would probably want to stay quiet by attributing their reasons of talking up behaviours to their false perspective (Vakola and Boudaras, 2005).

Protecting interaction opportunities and creating formal processes for the transmission or sharing of knowledge, suggestions or thoughts is another way to facilitate speaking up behaviours. Employees who have ideas or proposals for improvement but do not feel comfortable bringing them to their supervisors might submit them to a designated person who then submits the ideas for consideration, according to Milliken et al, (2003). This would serve to counteract what are presently viewed as possibly negative effects of upsetting one's boss or being perceived as critical by attaching some possible positive outcomes to the transfer of suggestions for process changes up the hierarchy (Vakola and Boudaras, 2005).

2.12 Teachers and Organizational Silence

Perhaps the most defining characteristic of living creatures distinguishing them from many other living creatures is their capacity to think and communicate their ideas to affect their climate. Organizations that are set up to coordinate collective efforts for shared goals often seek to achieve the best outcomes by sharing diverse views about the work shared. As Durak (2014) states one of the institutions 'most valuable things are their employees' creative, unique, crucial and diverse concepts and opinions. Especially at universities, the most important items are the research by academics based on their innovative opinions and ideas. Universities are obligated, as stated in the “Basic Law of National Education (Art. 35)” and the “Law of Higher Education (Art. 4c and Art. 12), to not only execute teaching and learning, but also to focus educational, cultural, and environmental improvement to institutions in order to enhance the pace of community growth. Universities are supposed not only to be trained and qualified, but also to be leading platforms for societal, political and social advancement with a view to raising the level of growth of society. To order to perform these university duties, educators must be

able to share their views openly, both on the working of universities and on educational issues. University professors from a working party that has complex relationships with their colleagues, peers, administrative staff, various sectors of society and learners. The academic's decision to remain quiet for many purposes is an unwanted circumstance for academics and universities alike. Kahya (2015) notes that workers who may not be permitted to speak about their duties and are suppressed on this topic are not prepared to work quickly and efficiently; they may suffer physical, psychological fatigue due to undue stress over a period of time.

Competent and experienced staff are valuable assets to an institution. Organizations should ask their productive capacity to be imaginative in order to succeed, to speak on different topics and feel accountable. In successful decision-making in organisations, diverse, multiple and even often opposite perspectives are of great importance; but the findings of studies conducted indicate that most workers believe that they have to remain silent before difficulties or anxieties.

It is hoped that universities will foster the societal, political and social advancement of community and teach the community members. In order to fulfil this obligation, teachers hold a vital role in the preparation of citizens who will enter the workforce immediately, creating solutions to social issues by research studies and thereby making major social change. As Brinsfield (2009) observed that it seems important that faculty members function in an environment in which they can collaborate in harmony and share freely their expertise and experience acquired through rational inquiry. Acting in obedience, however, shouldn't be used as just what is supposed to be done quietly and actively, without further challenge to strategies and power structure. Studies have found that doing what is required of workers without expressing any opinions may be a sign of removal or a way to criticize institutional activities. As Pinder and Harlos **(**2001**)** Owing to certain organizational reasons, faculty members may

choose to remain silent. Research suggests that assumed organizational equality may play a role in silence of workers. Dirks and Ferrin **(**2000**)** stated that there is intense engagement between university teaching staff, as in other institutional organizations, which has a major impact on institutional performance. Therefore, faith may be another important principle in recognizing the actions of faculty to the advantage or at the cost of institutional strategies.

Like all other institutions, it is essential for institutional organizations that workers express their thoughts and expertise openly in order to properly achieve institutional goals. It is among the prime requirements for academic achievement that teachers who play a key role in influencing culture will share their thoughts and feedback on academic goals with their managers. For the success of society, it is very critical that educators' opinions are valued, their self-possession is not hindered, and they must be persuaded of their value for education. Towards the other side, teaching processes and learners are adversely affected and accomplishment of educational goals is disrupted if educators are unable to solve educational issues, feel overwhelmed and marginalized, and feel incapable to resolve the current challenges **(**Ozdemir**,** 2015**)**. The teachers also ought to share their views regarding their problem areas in particular, and the administrations should have a forum for that. However, a staff member who feels uncomfortable may be afraid of facing a strong response within the institution and then become usually reluctant to share his / her expertise and ideas. Such refusal as represented by the staff can lead to incorrect institutional choices and adverse effects on the confidence, productivity, institutional devotion and job performance of staff. Moreover, it involves an obstacle to the good exercise of institutional tasks and creativity and to improving institutional systems Milliken et, al (2003). As an effect, not only does educational productivity and performance decline but staff also feel depressed at job. These have the ultimate influence on the graduates. It does not seem logical to assume depressed educators to lead to the academic achievements and life of education of the learners. It will become a danger to assuring

organizational stability when staff don't intentionally express their positive and helpful ideas and advice with their admin staff.

Another factor which causes their silence is internal faith and typical staff attitude. They avoid sharing their suggestions for risk of being ignored, not being rewarded, being separated, strict pay cut-offs, being marked as negative inside the institution. While workers have life-confidence in their jobs, they can find it dangerous to communicate their thoughts about management problems **(**premeaux and Bedeian**,** 2003**)**. If an open workforce is absent, collaborative management is assumed risky and there is democratic governance, workers may stay silent and create institutional loss by putting their lives in danger. However, no question how and why workers choose to be quiet, the causes for silence must be eliminated and incentives should be provided for expressing themselves.

2.13 Organizational Silence in Pakistani context

Research on Organizational Silence in educational institutes with regard to Pakistan, has attracted some researchers. Laeeque and Bakhtawari (2014) They investigated the influence of employee quiet on organisational commitment in higher education institutions in Pakistan's capital area, and discovered that there is a negative link between employee silence and a statistically significant indicator of institutional engagement. Imam and Shah (2017) conducted research study and they checked the effect of employee silence on the job satisfaction and commitment of the faculty member of Higher Education Institutes of (HEIs) of Pakistan and the Results show that employee silence does not affect employee satisfaction (as there is no definitive evidence), while employee silence has a significant positive effect on employee organizational engagement in Pakistan's (HEIs). This result includes the fact that the silent workers are more interested in keeping jobs because of the still unpredictable work climate. Khan, Kaleem & Hafiz Ullah (2016) in their research study they investigated the relationship

between organizational silence and citizenship behaviour –mediating role of commitments in lower level administrative staff of higher public sector educational institutions in Khyber Pakhtunkhwa (KP) of Pakistan and the findings showed negative impact of organizational silence on organizational citizenship behaviour, which indicates that their participation in additional-role activities decreases with a rise in the silence of staff. The findings also show that organizational commitment has a significant moderating impact among the organizational silence and organizational citizen behaviour connection which indicates that the negative influence of organizational quietness on organizational citizenship behaviour declines with an increase in organizational commitment of staff. Shaikh, Mangi & Hussain Amar conducted a research study in which they tried to understand the effect of employee silence factors (self-protective Silence, Obedient Silence and supportive Silence) on employee engagement within Sindh faculty of Higher Education and the study results indicate that all three parameters of employee silence have a negative and essential effect on employee engagement between faculty members at Sindh's higher education institutions. Pirzada, Mirani, Phulpoto, Dogar, Mahar and Zuhaibuddin in their research study they investigated The impact of employee silence (ES) on job engagement was examined (WE). Furthermore, organisational justice (OJ) is shown to be a mediator between (E) silence and (W)engagement" among academic members of public sector universities in Sindh, with the findings of the study indicating a significant and negative link between ES and WE. Furthermore, OJ fully supports the relationship between (ES) and (WE).

CHAPTER 3

Research Methodology

This chapter explains how the research is conducted. This chapter discusses the research methodologies that were followed in the current study. It covers the research plan, population, sample and sampling procedures, as well as the instrument of research. This chapter also explains how to calculate the research instrument's validity and reliability. The study's data was collected in a certain way, and statistical analysis of the data was presented at the end.

3.1 Research Approach

The researcher selected a quantitative research approach for the present study. Since it allows the researcher to cover a large amount of data and generalize the findings to a wide population, which was the objective of the study. In addition, both descriptive and inferential statistics will be used for evaluating the study data research. Because the goal of this study was to compare organizational silence between male and female teachers, gender was utilized as a purpose of comparison of variable. In addition, the researcher compared the organizational silence of teachers from public sector universities of Islamabad in social and management sciences departments. Furthermore, the researcher analysed the research data using both descriptive and inferential statistics. For the 1st research objective the researcher used descriptive statistics and for the 2nd research objective inferential statistics was used**.**

3.1.1 Research Design

The researcher utilized a descriptive research design for this empirical investigation. A research design is a basic plan that directs the research process, such as the data collection and analysis phase. This provides the framework for defining the data types to be collected, as well as their sources and collection methods. A research

design, according to Khan (1990), is a process of collecting data, as well as the methods and sources of data collection. Researchers can achieve the study goals by employing the appropriate research design. This opens the way for the researcher to achieve his or her goals. The study's type, settings, time horizon, and unit of analysis are all described in the research design.

The survey method is the best research method for evaluating study participants' views since it allows the researcher to gather information from a large population. According to Burns (2000), The survey has two significant benefits. For starters, it boosts members to response the queries at their own pace, resulting in replies that are more consistent. Second, the survey technique eliminates any bias created by the interviewer's manner, emphasis, and delivery language by using the same set of questions for each participant and phrasing all questions in the same way. The survey technique, in general, is a way of gathering quantitative data in a pre-determined and specified manner in order to ease data analysis and processing. The researcher gathers data from the sample and creates an opinion on the total population, (Kerlinger & Lee, 2000).The sample, on the other hand, must be chosen in accordance with scientific research technique.

As a result, the researcher in this study used the survey method for collecting data from a broad population. The data was collected from male and female teachers at public universities of Islamabad in the social and management sciences departments using an adapted Organizational Silence questionnaire.

3.2 Population

The goal of the study was to compare the “organisational silence of teachers at Islamabad public universities based on gender (male and female). For the research study researcher selected the teachers as the target population of public universities of Islamabad.

For the research study researcher selected the teachers from departments of management and social sciences for the target population of public universities of Islamabad. According to current updates from university websites for the year 2020, the total number of teachers in the social and management science departments is N= 1160, including males accounting for N= (630) and females accounting for N= (530). According to the Higher Education Commission of Islamabad (HEC), Islamabad has a total of 15 public universities, 12 of which provide courses in social and management sciences.

To start, the researcher got a list of public universities in Islamabad from the HEC website. Second, the researcher looked at the websites of such public universities and identified which ones provide social science and management science programmes. As well as each university's website to find the proper number of male and female faculty members.

Table 3.1

Population Distribution

S#	University	Faculty	Male	Female
1.	National University of Modern Languages	Social Sciences	52	77
		Management Sciences	32	32
2	International Islamic University Islamabad	Social Sciences	82	77
		Management Sciences	24	28
3	Quaid -i- Azam University	Social Sciences	49	53
		Management Sciences	12	1
4.	Bahria University	Social Sciences	5	29
		Management Sciences	38	28
5.	COMSATS Institute of Information Technology	Social Sciences	13	9
		Management Sciences	55	31
6.	Federal Urdu University of Arts, Sciences &Technology	Social Sciences	8	7

		Management Sciences	30	14
7.	National University of Sciences & Technology	Social Sciences	28	35
		Management Sciences	33	21
8.	Pakistan Institute of Development Economics (PIDE)	Social Sciences	41	13
		Management Sciences	-	-
9.	Allama Iqbal Open University	Social Sciences	57	30
		Management Sciences	11	4
10.	National Defence University	Social Sciences	20	22
		Management Sciences	5	4
11.	Air University	Social Sciences	-	-
		Management Sciences	17	8
12.	National University of Engineering & Applied Sciences	Social Sciences	-	-
		Management Sciences	18	7
Total			630	530

3.3 Sampling Technique

The researcher used stratified proportionate sampling to collect data from each stratum of female and male teachers of Islamabad's public sector universities. The present study of the total population, which included both male and female instructors at public universities in Islamabad, was extremely vast and dispersed, making it difficult for the researcher to analyse the entire population. The Sampling was used to solve this problem. The sampling method was chosen because studying the populations of Islamabad presented difficulties due to the large number of participants. According to McMillan (1996), In quantitative research, the aim of sampling is to gather or give meaningful data from a set of applicants who characterize a wider population of people. In this study, two groups were involved. The first group consisted of male teachers, while the second group consisted of female teachers. These two groups formed

the basis of the current study's population. In comparison to female teachers, male teachers were more in numbers. As a result, to ensure an adequate distribution of population elements within the sample, the researcher used the stratified proportionate sampling approach for this research investigation.

3.3.1 Sample

The teachers were divided into two groups: male and female. The features of the sample method are as follows: First and foremost, all male and female teachers working in public sector universities of Islamabad in the departments of social and management sciences, were included in this study. On the basis of gender, two strata were created for the current study: male and female. In this study, Krejcie and Morgan (1970) used the Table for Determining Sample Size from a Given Population. According to this table, the current study's sample size was n= 291 of 1160, or 25% percent of the population and got a sample of male n=159 (25%) and female n= 132(25%)

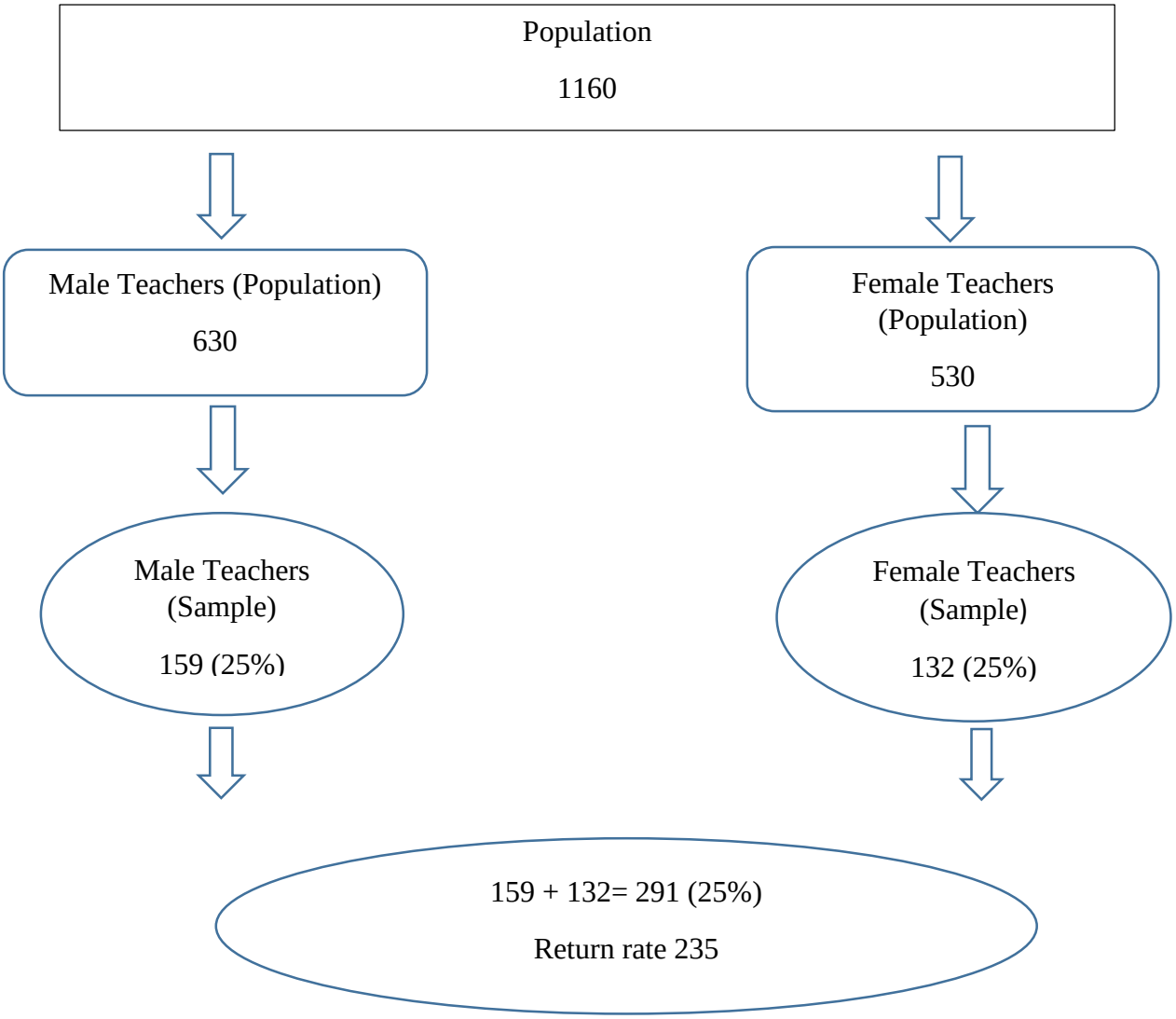

Fig. 3.1 Study Sample

3.4 Instrument

The inventory of organizational quiet established by Dasci and Cemalouglu (2016) was used for this study to assess the five aspects of organizational silence. named as Individual Characteristics, Administrative factor, Organizational Culture, Colleagues, and Pressure groups. Close ended questionnaire was used by the researcher. This tool was consisted on 36 items, In Pakistan, researchers examine the tool's validity and reliability, particularly in the educational setting. The present study's instrument was split up into two parts; the

questionnaires were divided into two sections to prevent ambiguity and confusion. The demographic portion of the tool was the initial part, in which the researcher gathered information on the participants' demographics, such as gender, faculty and university. The second portion comprised of 36 items that were used to assess each organizational quiet dimension using a Likert scale with five answer responses ranging from 1 to 5, with 1 indicating strongly agree and 5 indicating strongly disagree, Individual Characteristics, Administrative factor, Organizational Culture, Colleagues, and Pressure groups. Individual characteristics consist 8 items, Administrative factor consist 6 items, Organizational Culture consist 8 items, Colleagues consist 8 items and Pressure Groups consist 6 items. At the start of each section, the researcher presented guidelines and assured the respondents of their security and privacy. Furthermore, the researcher had sent an email to that person as he wanted to use the tool from and granted the permission for using the study tool.

3.4.1 Demographic

The researcher gathered demographic information for the first portion of the questionnaire. From teachers from Islamabad's public sector universities who took part in the study.

Gender: It refers to an investigation of the sex of the participants. One of the following was given to the participants to check male and female.

Faculty: It refers to the faculties where instructors are working, such as the faculties of social sciences and management sciences. Participants in this survey were asked to specify the faculty they teach in.

University name: It is the name of the university where the person is now working as a teacher.

Table 3.2

Items of organizational silence on a questionnaire list

Scale	Factors	Item/Codes	No of items
Organizational Silence scale	Individual characteristics	I1- 18	8
	Administrative factor	A1-A6	6
	Organizational culture	O1-O8	8
	Colleagues related factor	C1-C8	8
	Pressure Groups	P1-P6	6
			36

The five factors of OS were the base for the first version of the organizational silence questionnaire that are Individual Characteristics were (8), Administrative factor (6), Organizational Culture (8), Colleagues (8) and Pressure groups consisted of (6) items respectively, and total items were 36".

3.4.2 Validity of Tool

The researcher consulted 3 experts of NUML university of educational fields to verify the tool's validity. 2 experts were from faculty of social sciences and one expert were from faculty of, management sciences. At start the researcher created a document that included a questionnaire cover letter, a letter of validity request, research

objectives, a theoretical framework, a questionnaire, and a certificate of validity. Following that, the researcher went to the department of social and management sciences to meet with experts to validate the tool. Some modifications were made based on expert reviews and on items was removed.

Table 3.3

Experts' suggestions

Sr.	Experts Name	Suggestions
1	Dr. Qurat ul Ain Hina (NUML)	• Add codes to the demographic information • Add university names in demographic • Make statements meaningful
2	Dr. Farkhanda Tabassum (NUML)	• Grammatical mistake • Restate some items • Make some changings in the statements • Remove one item
3	Dr. Nisbat Ali (NUML)	• Grammatical mistakes

The above table 3.3 mentions the recommendations made by educational experts of NUML University. The majority of the expert suggestions and comments addressed the phrasing of the questionnaire items, according to the researcher. After taking those suggestions into consideration, the tool had been improved and was now ready for pilot testing.

3.4.3 Pilot Testing

Pilot testing is a modest research that identifies potential faults and issues in the main investigation. This allows us to assess the main study's effectiveness. The researcher conducted a pilot test to check the tool's reliability. The questionnaire was distributed to 20 university teachers, 10 of whom were male and 10 of whom were female, and both were removed from the final sample.

3.4.4 Reliability of the Tool

Following pilot testing, the data was analyzed in SPSS 21.0 to acquire the findings, which were then displayed in the form of tables to assess the questionnaire's strengths and to enhance the items for the final edition. In the current study's questionnaire, all of the items are coded. Each item's weight was allocated. The researcher calculated Cronbach Alpha, Inter-section correlation and Item-total correlation for the reliability of the tool.

Table 3.4

Cronbach Alpha Reliability of Organizational silence scale (OSS) Pilot Testing (N. 20, Male N. 10and female N. 10)

Scale	**Factors**	**Items**	**Cronbach Alpha Reliability**
Organizational silence	**Sub sections**	34	.839
	Individual characteristics	8	.621
	Administrative factor	6	.656
	Organizational culture	7	.489
	Colleagues	8	.759
	Pressure groups	5	.639

The above table 3.4 shows the reliability of the organizational silence (OS) overall Cronbach Alpha value was .839 when all items of five dimensions were combined to measure OS. While the major dimension's reliability, of "Individual characteristics" "Administrative factor" "Organizational culture" "Colleagues" and "Pressure groups" were .621, .656, .489, .759, .639 respectively.

Table 3.5

Item-Total Correlation of Organizational silence scale (OSS) Pilot Testing (N. 20)

Sr	Codes of Items	Correlation
1	I1	.617**
2	I2	.313
3	I3	.184
4	I4	.225
5	I5	.354
6	I6	.248
7	I7	.426
8	I8	.125
9	A1	.535*
10	A2	.310
11	A3	.427
12	A4	.369
13	A5	.545
14	A6	.186
15	O1	.451
16	O2	-0.93
17	O3	.423
18	O4	.521*
19	O5	.151
20	O6	.495*
21	O7	.237

22	C1	.508*
23	C2	.225
24	C3	.493*
25	C4	.368
26	C5	.629**
27	C6	.366
28	C7	.538*
29	C8	.587**
30	P1	.602**
31	P2	.808**
32	P3	.393
33	P4	.486*
34	P5	.170

The above table 3.5 shows the Item-total Correlation of Organizational silence (OS) scale. The highest item- total correlation was of item No. P2_R (.808) and the lowest item-total correlation was No. O2 (-0.93)".

Table 3.6

Inter-correlation of organizational silence scale (pilot testing)

	Individual characteristics	**Administrative Factor**	**Organizational Culture**	**Colleagues**	**Pressure Groups**	**Organizational silence**
Individual Characteristics	1					
Administrative Factor	.420**	1				
Organizational Culture	.459**	.402**	1			
Colleagues	.293**	.120	.430**	1		
Pressure Groups	.413**	.391**	.484**	.328**	1	
Organizational Silence	.732**	.584**	.749**	.721**	.703**	**1**

The above table 3.6 displays the Intersection Correlation of Organizational silence (OS) Scale. The highest intersection correlation was found between organizational culture and organizational silence that is (.749**) and the lowest correlation was found between administrative factor and colleagues that is (.120).

3.4.5 Finalization of Tool

Table 3.6 indicates that 10 of the 34 items had a correlation score of less than.30. These were the items I3 (.184), I4 (.225), I6 (.248), I8 (.125),), A6 (.186), O2 (-0.93), O5 (.151), O7 (.237), C2 (.225), and P5 (.170). In order to improve the reliability of tool these ten items were improved to enhance the tool reliability, while item O7 was removed.

Table 3.7

List of Questionnaire Items (Final Version) of Organizational Silence

Scale	Dimensions	Item\Coding	No of Items
Organizational Silence	Individual characteristics	I1 – I8	8
	Administrative factor	A1 –A6	6
	Organizational culture	O1 – O6	6
	Colleagues	C1 – C8	8
	Pressure groups	P1 – P5	5
Total		I1-P5	33

The above table 3.7 shows the items details that were comprised in the final version of the questionnaire. There were total 33 items.

3.4.6 Reliability and correlation of final tool

Table 3.8

Reliability of research instrument

Variable	Number of item	Cronbach's Alpha
Organizational silence	33	.782

Table 3.8 shows that reliability of 33 items of instrument were.782

Table 3.9

Scale reliability organizational silence

Scale	Sub scale	No. of item	Reliability
Organizational silence		33	.782
	Individual characteristics	8	.572
	Administrative factor	6	.498
	Organizational culture	6	.567
	Colleagues	8	.447
	Pressure groups	5	.737

Table 3.9 shows the reliability of organizational silence scale that was .782. the reliability of sub sections is provided in above table.

Table 3.10

Item total correlation of research instrument

Sr, no	Items	Correlation (r)
1	I1	.389**
2	I2	.386**
3	I3	.277**
4	I4	.356**
5	I5	.325**
6	I6	.426**
7	I7	.145*

8	I8	.395**
9	A1	.417**
10	A2	.333**
11	A3	.332**
12	A4	.375**
13	A5	.212**
14	A6	.349**
15	O1	.387**
16	O2	.464**
17	O3	.400**
18	O4	.270**
19	O5	.445**
20	O6	.222**
21	C1	.286**
22	C2	.526**
23	C3	.398**
24	C4	.504**
25	C5	.341**
26	C6	.304**
27	C7	.443**
28	C8	.280**
29	P1	.544**
30	P2	.416**
31	P3	.503**
32	P4	.464**
33	P5	.440**

Table 3.10 indicates the item total correlation of organizational silence scale and it explains that item total correlation of items included in scale ranges between 0.145* and 0.544**. The highest correlation item was P1 (.544**) and the lowest correlation item was I7 (.145*).

Table 3.11

Inter-correlation of organizational silence scale

	Individual Characteristics	**Administrative \factor**	**Organizational culture**	**Colleagues**	**Pressure Groups**	**Organizational Silence**
Individual Characteristic	1					**.**
Administrative factor	.348**	1				
Organizational culture	.340**	.313**	1			
Colleagues	.307**	.255**	.311**	1		
Pressure Groups	.277**	.348**	.381**	.360**	1	
Organizational silence	.681**	.631**	.657**	.725**	.676**	**1**

****. Correlation is significant at the 0.01 level (2-tailed).**

The above table 3.11 displays the Intersection Correlation of Organizational silence (OS) Scale. The highest intersection correlation was found between organizational silence and colleagues that is that is (.725**) and the lowest correlation was found between administrative factor and colleagues that is (255**)".

3.5 Data Collection Procedure

1. A permission letter for collection of data was obtained from the Department of Education, faculty of social sciences, NUML.
2. Permission was obtained from chosen institutions to distribute and fill out questionnaires. The population of the present study was the teaching faculty of public sector universities of Islamabad.
3. The scholar personally visited the universities.

4. The scholar distributed the questionnaires were given to total n=291 respondents comprised male and female teachers of both faculties that were social and management sciences departments from six public sector universities of Islamabad.
5. After the questionnaires were distributed to the respondents, a two-week period was set out for them to complete them.
6. Total no of questionnaire that were distributed among the male and female university teachers was 291 but due covid-19 this procedure took one month and researcher was unable to collect whole data so total 235 questionnaires were receive back to the researcher.

3.6 Data Analysis

The data was collected from male and female teachers working in the in the social and management sciences departments of public universities of Islamabad. A variety of statistical methods, including independent t-tests, percentages, Cronbach Alpha Reliability, and correlation. First objective of the present study was to “To access the level of organizational silence among university teachers”. To do so, the researcher computed percentages in order to analyse and assess the level of organisational silence among teachers at Islamabad's public universities. Second objective of the present study was “To draw a gender based comparison on factors of silence faced by university teachers” in order to compare the organizational silence and its five aspects between both male and female teachers, using inferential statistics, the researcher used the Independent t-test. The independent t-test, also known as the independent samples t-test, the two-sample t-test, or the student's t-test, is an inferential statistical test used by researchers to determine if two groups have a significant statistical difference. In this study male and female teachers were categorized as two independent samples.

3.7 Research Ethics

Any country's ethical issues have always been crucial. Because the researcher had to contact with a variety of people, she attempted to be morally well-behaved with the respondents. First and foremost, a valid permission letter from the National University of Modern Languages was obtained, after taking permission researcher personally visited targeted universities and requested respondents humbly to fill the questionnaire. The responders were assured by the researcher that their information would be kept private and used just for research purpose. Researcher also give awareness about the objectives and purpose of the questionnaire. Researcher entered the university after having permission letter issued by targeted universities. Thus, in this regard research ethics were considered as the most significant part of the research.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

In this chapter, the researcher discussed the results of the data analysis in detail. The SPSS 21st version was used to analyses the data from 235 respondents. Mean and independent t-test was used to analyzed data. The data was interpreted by the researcher and discussed the results in detail once they were analyzed.

4.1 Introduction

In this chapter, the researcher goes over the data analysis and interpretation in great depth. It displays the data's layout in tabular format. The factors in the current study are statistically evaluated. A thorough discussion of data analysis techniques, as well as an explanation of the importance for the present research study of “a gender-based comparative study of factors leading to organizational silence at the higher education level” was also described. This chapter is divided into three sections. The tables from the study's final version of the tool are used in the first part. It includes tables that demonstrate the tool's reliability and correlation. The first part of this chapter focused on the study's gender-based information, which was gathered by the researcher through data collection. The second section deals with data analysis against first objective of present study which is “To access the level of organizational silence among university teachers”. In this area, the mean score was calculated to measure the teachers' organizational silence. The third section is based on the study's second objective, which is “To draw a gender based comparison on factors of silence faced by university teachers”. To compare the Organizational silence of male and female teachers, an independent t test was applied. After that, the tables were created and the results were drawn.

Furthermore, the five-point Likert scale was utilized in this study's questionnaire. As a result, the responses were gathered using the five-point Likert scale below.

The data was analyzed using the t-test. The investigator's conclusion was also based on the results of a t-test.

Section I

4.2 Frequencies of Demographic Variables

Table 4.1

Gender wise distribution of sample size

Gender	Frequency	Percentage
Male	108	46%
Female	127	54%
Total	235	100%

The respondents were distributed into male n female categories. Table 4.1 shows that the sample of present study was consistent of 108(46%) male teachers and 127(54%) female teachers working in public sector universities of Islamabad.

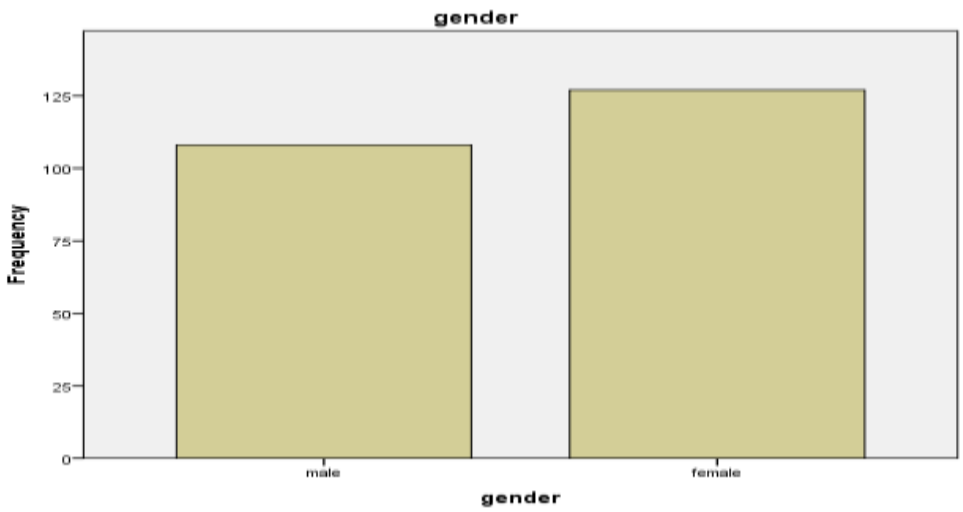

Figure 4.1 Gender wise Sample Distribution (n=235)

Table 4.2

Faculty wise distribution of sample size

Faculty	Frequency	Percentage
Social sciences	127	54%
Management sciences	108	46%
Total	235	100%

Table 4.2 shows that total number of teachers from faculty of social were 54% and management science were 46% who took part in this study.

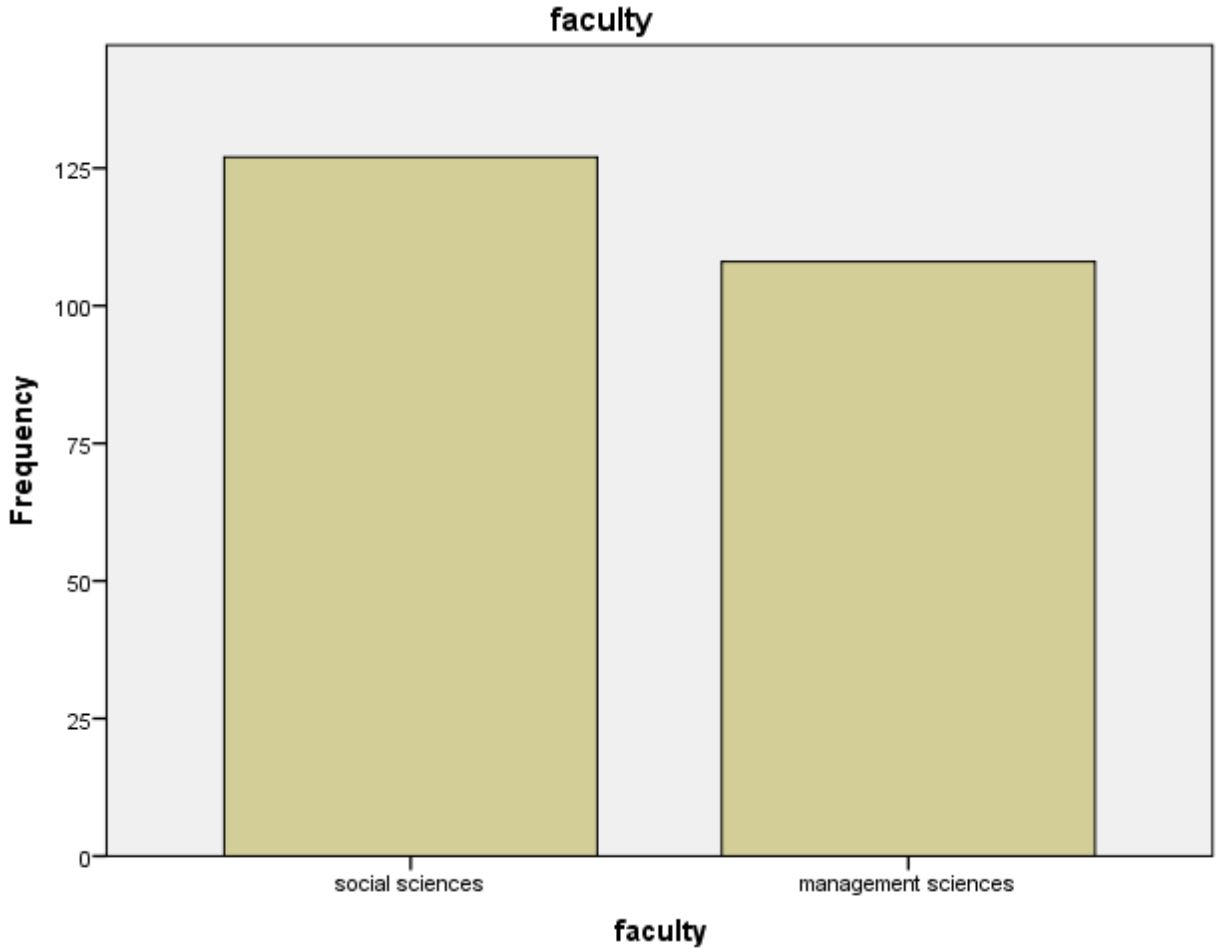

Figure 4.2 Faculty wise Sample Distribution (n=235)

Table 4.3

University wise distribution of sample size

University	**F**	**Percentage**
National University of Modern Languages Islamabad (NUML)	80	34%
Quaid-e-Azam University Islamabad (QAU)	28	11.9%
COMSATS University Islamabad	4	1.7%
International Islamic University Islamabad (IIUI)	56	23.8%
Allama Iqbal Open University Islamabad (AIOU)	62	26.4%
AIR University Islamabad	5	2.1%
Total	235	100%

Table 4.3 shows data regarding university wise sample. According to this table maximum response rate from NUML that is 34% and lowest is 1.7% from COMSATS university.

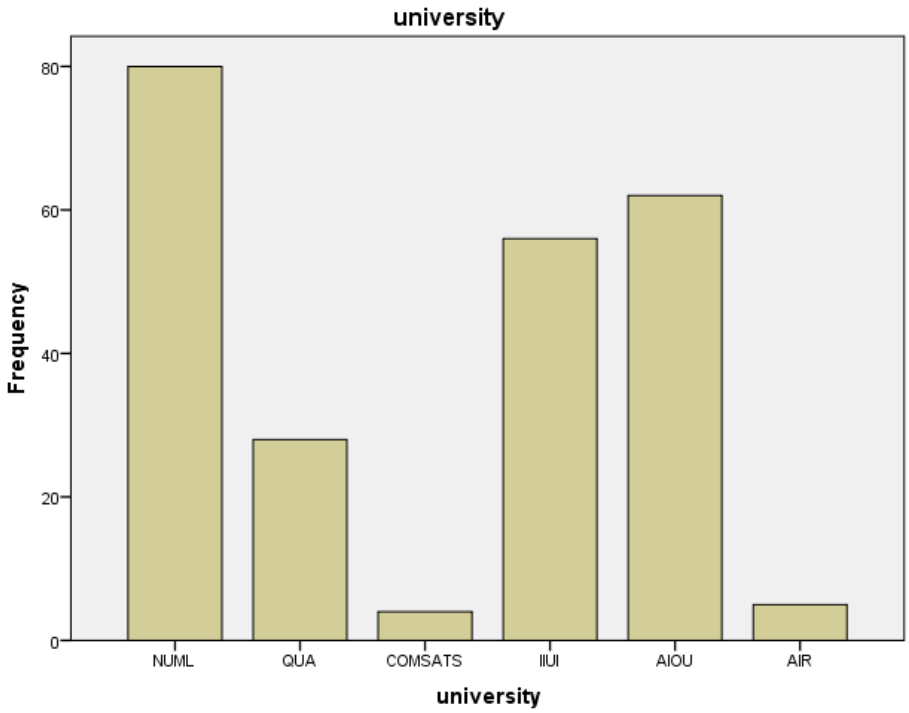

Fig 4.2 University Based Sample Distribution (n=235)

Section II

4.3 Assess of teacher's organizational silence

Objective 1: To assess the level of organizational silence among university teachers.

Research Question: What is the level of Organizational Silence among teachers serving in public universities of Islamabad?

Table 4.4

Level of organizational silence among public university teachers (n=235)

Variables	n	Mean	Remarks
Individual characteristics	235	3.36	Neutral
Administrative factor	235	3.21	Neutral
Organizational culture	235	3.33	Neutral
Colleagues	235	3.50	Agree
Pressure groups	235	3.15	Neutral
Organizational silence	235	3.33	Neutral

Table 4.4 Showed that the mean score of organizational silence that are displayed by the teachers of public universities of Islamabad. These mean score was dawn out to assess the level of organizational silence between public universities teachers as table shows the organizational silence mean value, between the five dimensions it can be seen that in organizational silence, level of colleagues is (3.50) that shows most of the respondents were agree with it. Hence, it was found to be highest mean value among the dimension of organizational silence whereas the dimension of pressure group it can be seen that among the five dimensions of organizational silence, level of pressure groups is 3.15 which was seen as the lowest mean which predicts that most of the respondents are disagree to neutral regarding this domain and overall respondents

of organizational silence mean was 3.33 that shows that response of participant is neutral on organizational silence.

Objective No. 2: To draw a gender based comparison on factors of organizational silence faced by university teachers.

H_O1: There is no gender based significant difference among university teachers with reference to their level of organizational silence factors.

Table 4.5

Gender wise comparison of teacher's organizational silence (n=235)

Variable	Group	n	Mean	t value	df	Sig
Organizational silence	Male	108	3.60	5.65	233	.000
	Female	127	4.60			

*p<0.05

Table 4.5 display that t-value (5.65) is statistically significant at the level of .000 that is less than (0.05) p value. There was difference between mean value of male respondents (3.60) and of female respondents (4.60). It showed that the female teacher displays more organizational silence as compare to male teachers. Therefore, H_O1 is rejected.

Objective No. 2a: To draw a gender based comparison of teachers with reference to their Individual characteristics as a factor of organizational silence as a factor of OS

H_O1 (a): There is no gender based significant difference among university teachers with reference to their individual characteristics as factor of organizational silence

Table 4.6

Gender wise comparison of teacher's individual characteristics (n=235)

Variable	Group	n	Mean	t value	df	Sig
Individual characteristics	Male	108	2.66	2.59	233	.010
	Female	127	3.46			

*p<0.05

Table 4.6 display that t-value (2.59) is statistically significant at the level of .010 that is less than (0.05) p value. There was difference between mean value of male respondents (2.66) and of female respondents (3.46). It showed that the female teachers display more silence due their individual characteristics (refraining from expressing problems, ignoring problems, considering opinions of others, appraisal from others, introvert personality, sharing academic problems, expressing opinions and disconnection from work place issues) as compare to male teachers. Therefore, H_O1 (a) is rejected.

Objective No. 2b: To draw a gender based comparison of teachers with reference to Administrative factor.

H_O1 (b): There is no gender based significant difference among university teachers with reference to their administrative factor of organizational silence**.**

Table 4.7

Gender wise comparison of teacher's administrative factor (n=235)

Variable	**Group**	**n**	**Mean**	**t value**	**df**	**Sig**
Administrative factor	Male	108	2.08	3.83	233	.000
	Female	127	3.36			

*p<0.05

Table 4.7 display that t-value (3.83) is statistically significant at the level of .000 that is less than (0.05) p value. There was significant difference between mean value of male respondents (2.08) and of female respondents (3.36). It showed that the female teachers display more silence due to administrative factor as compare to male teachers. Therefore, H_O1 (b) is rejected.

Objective No. 2c: To draw a gender based comparison of teachers with reference to Organizational Culture.

H_O1 (c): There is no gender based significant difference among university teachers with reference to their organizational culture as factor of organizational silence**.**

Table 4.8

Gender wise comparison of teacher's organizational culture (n=235)

Variable	**Group**	**n**	**Mean**	**t value**	**df**	**Sig**
Organizational culture	Male	108	3.48	3.63	233	.000
	Female	127	3.21			

*p<0.05

Table 4.8 display that t-value (3.63) is statistically significant at the level of .000 that is less than (0.05) p value. There was difference between mean value of male respondents (3.48) and of female respondents (3.21). It showed that the male teacher displays more silence due to organizational culture as compare to female teachers. Therefore, H_O1 (c) is rejected.

Objective No: 2d: To draw a gender based comparison of teachers with reference to Colleague related factor.

H_O1 (d) There is no gender based significant difference among university teachers with reference to their colleague as factor of organizational silence.

Table 4.9

Gender wise comparison of teacher's colleagues related factor (n=235)

Variable	Group	n	Mean	t value	df	Sig
Colleagues	Male	108	3.65	3.51	233	.001
	Female	127	3.35			

*p<0.05

Table 4.9 display that t-value (3.51) is statistically significant at the level of .001 that is less than (0.05) p value. There was difference between mean value of male respondents (3.65) and of female respondents (3.35). It showed that the male teacher displays more silence due to colleague related factor as compare to female teachers. Therefore, H_O1 (d) is rejected.

Objective No. 2e: To draw a gender based comparison of teachers with reference to Pressure Groups as a factor of organizational silence

H_O1 (e): There is no gender based significant difference among university teachers with reference to their pressure groups as factor of organizational silence.

Table 4.10

Gender wise comparison of teacher's pressure groups (n=235)

Variable	Group	n	Mean	t value	df	Sig
Pressure groups	Male	108	2.93	5.36	233	.000
	Female	127	3.41			

*p<0.05

Table 4.10 display that t-value (5.36) is statistically significant at the level of .000 that is less than (0.05) p value. There was difference between mean value of male respondents (2.93) and of female respondents (3.41). It showed that the female teacher displays more silence due to pressure groups as compare to male teachers. Therefore, H_O1 (e) is rejected.

4.4 Summary of results

The following is a summary of the present study's decisions on one main objective and five sub hypotheses for male and female teachers serving in Islamabad public sector universities:

Table 4.10

Summary of results

No.	Statement of hypothesis	Results
Ho1	There is no gender based significant difference among university teachers with reference to their level of organizational silence factors.	Rejected
Ho1 (a)	There is no gender based significant difference among university teachers with reference to their individual characteristics as factor of organizational silence	Rejected
Ho1 (b)	There is no gender based significant difference among	Rejected

	university teachers with reference to their administrative factor of organizational silence	
H_O1 (c)	There is no gender based significant difference among university teachers with reference to their organizational culture as factor of organizational silence	Rejected
H_O1 (d)	There is no gender based significant difference among university teachers with reference to their colleague as factor of organizational silence	Rejected
H^O1 (e)	There is no gender based significant difference among university teachers with reference to their pressure	Rejected

	groups as factor of organizational silence	

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSON, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter includes the study's summary, as well as the study's findings, discussions, conclusion and recommendations. The purpose of this study was to compare organizational silence factors (OS) between male and female university teachers. The study's major two objectives were to assess the level of organizational silence among university teachers and to draw a gender based comparison on factors of Organizational silence faced by university teachers.

The current study was quantitative in approach and descriptive in nature. Furthermore, in accordance with the objectives, two major hypotheses, five sub hypotheses, and one research question were formulated by the researcher. According to the Higher Education Commission, Islamabad has 15 public sector universities, 12 of which providing courses in social and management sciences. The total numbers of teachers in the social and management science departments are 1160 among those Male are 630 and Female 530. Researcher used stratified proportionate sampling to collect data. By using Krejicie and Morgan 1970 table for mean sample size, sample size was 291 out of 1160 which is 25% of the population. sample of male teachers was 159 (25%) and female was 132 (25% percent). About 291 questionnaires were distributed among teachers but due to Covid-19, 235 questionnaires were received as 235 from which 108 (46%) were male and 127 (54%) were female teachers working in public universities of Islamabad. The instrument of organizational silence (OS) created by Dasci and Cemalouglu was adapted by the researcher (2016). The current study's questionnaire included five major organizational silence factors, named as Individual Characteristics, Administrative factor, Organizational Culture, Colleague related factor and Pressure groups. Questionnaire was

consisted of 33 item after conducting validity and reliability of the instrument. Data was obtained from 20 teachers, 10 of whom were male and 10 of whom were female, for pilot testing. The researcher included a demographic section to the questionnaire after assessing the results of pilot testing to know more about the participants' backgrounds. Furthermore, the researcher personally visited the public universities of Islamabad to collect data. Cronbach Alpha, Item total correlation, Inter-section correlation, Mean score and Independent t-test were used to analyses the data after it was collected using the 21st edition of SPSS (Statistical Package for Social Science). As a result, after analyzing the data, the researcher evaluated the findings and provided recommendations based on the finding.

5.2 Findings

The findings were based on the respondents' demographics and hypotheses. The following is a detailed description of the findings:

Section 1.

Findings related to demographic variables.

1. According to the table 4.1 it is viewed that number of respondents in both genders teachers were not in equal number. Frequencies showed that 46% were male faculty members and 54% were female faculty members.
2. Results indicated from table 4.2 that total number of teachers from faculty of social sciences were 54% and number of respondents were 127. On the other hand, management sciences were 46% and number of respondents were 108.
3. Results indicated from table 4.3 that maximum number of responses was from “National Universities of Modern Languages Islamabad” that is 34% of total. Whereas the least number of respondents were from COMSATS that is 1.7% of total.

Section 2

5.2.1 Findings regarding research question of the study.

Findings relevant to the research question was focused on the overall level of organizational silence.

Objective 1: To assess the level of organizational silence among university teachers.

Research question: What is the level of Organizational Silence among teachers serving in public universities of Islamabad?

4. According to table 4.4 indicated the overall organizational silence among the five factors of organizational silence being explored among the teachers of public universities of Islamabad. It was found that level of colleagues related factor was more among all other factors of organizational silence (Individual Characteristics, Administrative factor, Organizational Culture and Pressure groups) among teachers of public universities of Islamabad.

5.2.2 Findings related to the comparison of organizational silence among male and female teachers.

This section deals with the findings related to the comparison of male and female teachers organizational silence.

Objective 2: To draw a gender based comparison on factors of organizational silence faced by university teachers.

H_O1: There is no gender based significant difference among university teachers with reference to their level of organizational silence factors.

5. Table 4.5 indicates that a significant difference was found among male (M=3.60) and female (M=4.60) respondents related to organizational silence among universities teachers. Moreover, it also shows that female teachers of public universities display more organizational silence as compare to male teachers. Therefore, H_O1 is rejected.
6. Table 4.6 indicates that a significant difference was found among male (M=2.66) and female (M=3.46) respondents related to organizational silence among universities teachers. Moreover, it also shows that female teachers of public universities display more silence due their individual characteristics (refraining from expressing problems, ignoring problems, avoiding conflicting situations, appraisal from others, introvert nature, sharing academic problems, expressing opinions and disconnection from work place issues) as compare to male teachers. Therefore, H_O1 (a) is rejected**.**
7. Table 4.7 indicates that a significant difference was found among male (M=2.66) and female (M=3.46) respondents related to organizational silence among universities teachers. Moreover, it also shows that female teachers of public universities display more silence due to administrative factor (afraid to inform the HOD about any negative situations, discussion on disruptive issues, hesitating to notify HOD, seems disrespectful to appeal against a decision taken by Head of Department, communication with HOD and hesitate to show one's weaknesses) as compare to male teachers. Therefore, H_O1 (b) is rejected.
8. Table 4.8 indicates that a significant difference was found among male (M=3.48) and female (M=3.21) respondents related to organizational silence among universities teachers. Moreover, it also shows that male teachers of public universities display more silence due to organizational culture (university environment is trustworthy, workload increases due to academic problems, acceptance of opinion regarding university management, acceptance of opinion regarding change in university, respect n trust

decreases by talking academic and personal problems and beneficial to talk about problems with management) as compare to female teachers. Therefore, H_O1 (c) is rejected.

9. Table 4.9 indicates that a significant difference was found among male (M=3.65) and female (M=3.35) respondents related to organizational silence among universities teachers. Moreover, it also shows that male teachers of public universities display more silence due to colleague related factor (do not discussing personal problems with colleagues, by remaining silent by try to avoid conflicts with colleagues, avoidance of expressing opinions on social media with colleagues regarding university, avoid to comment on colleagues behavior due to fear of any reaction, no discussion with colleagues to solve problems, no talking with colleagues on disruptive issues, ignorance of managerial problem by colleagues, different opinion from colleagues so prefer to not to discuss with colleagues) as compare to female teachers. Therefore, H_O1 (d) is rejected.
10. Table 4.10 indicates that a significant difference was found among male (M=2.93) and female (M=3.41) respondents related to organizational silence among universities teachers. Moreover, it also shows that female teachers of public universities display more silence due to pressure groups (avoid to explain ideas because of fear of losing achievements, official rights are secured from workplace politics, ethnic and religious diversity prevent ones to explain ideas, Social groups pressurizes ones from telling ideas clearly in university and avoid to practice traditions because of cultural/local cultural pressure) as compare to male teachers. Therefore, H_O1 (e) is rejected.

5.3Discussion

The current study's major objective was to compare factors that contribute to organisational silence (OS) among faculty members based on their gender. In the light of different researches the researcher decided to adapt the theory of organizational silence by Dasci and Cemalouglu (2016). This study was descriptive in nature and qualitative in approach.

Researcher adapted Questionnaire using a 5-point Likert scale to collect data from respondents. The experts in the field of education validated the questionnaire. The questionnaires' reliability was evaluated by pilot testing. Questionnaire was close ended with 33 items. The researcher personally visited the targeted sample for the data collection from all Islamabad public sector universities having social and management science departments. Data was analyzed in SPSS.

The present research was based on 2 main and (5) sub objectives which served as a foundation for the research to carryout. The researcher came up with On the bases of 2 main and (5) sub objectives, 1 research question, 1 main and (5) sub hypotheses. The fundamental components of any study are the objectives, research questions, and hypotheses; thus, the researcher's discussion is based on all of the research objectives, research questions, and research hypotheses.

Objective # 1.

"To assess the level of organizational silence among university teachers" thus, the findings reveal that the level of colleagues was more among all other factors of organizational silence among male and female teachers serving in public universities of Islamabad.

Organizations also need workers who communicate their thoughts. Workers, on the other hand, often prefer to select institutions that embrace and use their perspectives. In an atmosphere without silence, administrators and staff would have better results (Chang, 2016). Silence may have negative impacts on the method of planning and organizational improvements (Huang et al,, 2005). Appelbaum et, al (2000) are of the opinion that silence is Considered as a significant barrier to improvements in organizations.

Silence means a state of quietness. At first sight, it is silence. However, the studies worked out were analyzed as being closed to connection, it has been shown in recent years that silence is a medium of communication containing so many emotions and feelings (Pinder & Harlos, 2001). Most of the time, silence is viewed as a thinking similar to communicating; it is really a crucial way to communicate (Ali, 2015). Workers pass on a number of work-related updates to peers, bosses, administrators, and companies throughout their professional lives. Morrison & Milliken (2000) discuss the institutional silence that they explain as the "collective phenomena" that pose a barrier to the company's growth, that workers intentionally keep their ideas associated with organizational growth. As for Pinder & Harlos (2001), they identified this definition as a reaction to unequal system in the workplace in their research in which they presented a framework that examines the factors that exposed the institutional silence leading to their growth.

Laeeque & Bakhtawari (2014) in their research study they checked the impact of employee silence on his or her commitment to the organization in the higher education institutions of the capital region of Pakistan and the findings showed there is a negative correlation between employee silence and a statistically meaningful indicator between institutional engagement.

Imam & Shah (2017) conducted research study and they checked the effect of employee silence on the job satisfaction and commitment of the faculty member of Higher Education Institutes of (HEIs) of Pakistan and the Results show that employee silence does not affect employee satisfaction (as there is no definitive evidence), while employee silence has a significant positive effect on employee organizational engagement in Pakistan's (HEIs). This result includes the fact that the silent workers are more interested in keeping jobs because of the still unpredictable work climate.

Khan, Kaleem & Ullah (2016) in their research study they investigated the relationship between organizational silence and citizenship behaviour –mediating role of commitments in lower level administrative staff of higher public sector educational institutions in Khyber Pakhtunkhwa (KP) of Pakistan and the findings showed negative impact of organizational silence on organizational citizenship behaviour, which indicates that their participation in additional-role activities decreases with a rise in the silence of staff. The findings also show that organizational commitment has a significant moderating impact between the organizational silence and organizational citizen behaviour connection which indicates that the negative impact of organizational silence on organizational citizenship behaviour declines with an increase in organizational commitment of staff.

Shaikh, Mangi & Amar (2017) conducted a research study in which they tried to understand the effect of employee silence factors (self-protective Silence, Obedient Silence and supportive Silence) on employee engagement within Sindh faculty of Higher Education and the study results indicate that all three parameters of employee silence have a negative and essential effect on employee engagement between faculty members at Sindh's higher education institutions.

Another study conducted by Akın & Ulusoy (2016) was The Relationship between Organizational Silence and Burnout among Academicians and the findings academicians' degrees of silence are medium, and burnout is low, according to the study's findings. There was a link discovered between organizational silence and burnout levels. Another study conducted by Akar (2018) Organizational silence in educational organizations: A meta-analysis study and the results were that it can be stated that the level of organizational silence of educational institution employees varies depending on variables such as transformational leadership, organizational justice, manager trust, and mobbing, and that the level of organizational silence of training employees varies depending on burnout and organizational commitment levels.

Akif Köse and Fulya Köse (2019), conducted research on "An Analysis of Teachers' Perception of Organizational Silence in Terms of Various Demographic Variables" and according to the findings of the study, teachers encounter a medium level of organizational silence.

As the researcher found that the researches that are discussed above have different variables and not related to current study which indicates no connection of these variables with the current study

Objective #2

1. To draw a gender based comparison based on factors of organizational silence faced by university teachers. Thus, the findings revealed that a statistical significant difference was found among male and female teachers of public sector universities of Islamabad. It was also observed that female teachers display more organizational Silence as compare to male teachers at university level.

Universities are supposed not only to be trained and qualified, but also to be leading platforms for societal, political and social advancement with a view to raising the level of growth of society. To order to perform these university duties, educators must be able to share their views openly, both on the working of universities and on educational issues. University professors from a working party that has complex relationships with their colleagues, peers, administrative staff, various sectors of society, and learners.

Competent and experienced staff are valuable assets to an institution. Organizations should ask their productive capacity to be imaginative in order to succeed, to speak on different topics and feel accountable. In successful decision-making in organisations, diverse, multiple and even often opposite perspectives are of great importance; but the findings of studies conducted

indicate that most workers believe that they have to remain silent before difficulties or anxieties.

Studies have found that doing what is required of workers without expressing any opinions may be a sign of removal or a way to criticize institutional activities. As Pinder and Harlos **(**2001**)** Owing to certain organizational reasons, faculty members may choose to remain silent. Research suggests that assumed organizational equality may play a role in silence of workers.

Study was done in educational field of organizational silence in sport employees was conducted by Bastug, Pala, Yilmaz, Duyan & Gunel (2016) and the results indicates that female sports employees exhibit organizational silence behavior more. Taskiran (2011), indicates findings that females prefer to remain silent more than males. Because during the social interaction, females' ideas, opinions, and perspectives are given less importance than men'. On the other side, it is apparent that females in organizations are subjected to more negative behaviors than males, such as mobbing, blocking, and the glass ceiling syndrome. These reasons may lead female employees to remain silent in their workplaces. According to Kahveci and Demirtaş (2013), female teachers exhibit more silence than males. Dönmez (2016), conducted study and the results reveled that in terms of the isolation dimension of the organizational silence scale, female teachers had a greater level of organizational silence than male teachers.

The above studies are coherent with current study because above researches indicate silence more in females and in current study findings female teachers exhibit more silence as compare to male teachers as well as above study are not related to factors of organizational silence that are (Individual Characteristics, Administrative factor, Organizational Culture, Colleagues related factor and Pressure groups).

Researcher also found some other factors developed by Kahveci & Demirtaş (2013) in order to reveal teachers' perception of organizational silence. The tool consisted on five factors, which are "School Environment, Emotion, Source of Silence, Administrator, and Isolation".

Results of the current study related to five factors ((Individual Characteristics, Administrative factor, Organizational Culture, Colleagues related factor and Pressure groups) of OS specifies that there is significant difference between male and female teachers regarding organizational silence.

From the objective 2a, findings of the current study related to individual characteristics reveals that there is a significant difference between male and female public universities of Islamabad related individual characteristics. Moreover, female teachers display more individual characteristics than males.

Both in the perspective of personal and collective behaviour, the notion of quietness could be viewed. Individual silence behaviour patterns imply that a staff member does not share his or her ideas in an organization, even though he or she has the opportunities to succeed to the organization's progress (Morrison and Milliken, 2000). It is noted that the organization 's employees are collectively affected by each other. Organizational separation is a scenario that happens when the organization's workers (more than one worker) do not engage in the conversations and do not commit to their organizations (Bowen and Blackmon, 2003).

So researcher found study conducted by Achieng (2014) title "Organizational silence affecting the effectiveness of organizations in Kenya: A case study of safari com call center "and they concluded that Individuals' silence was prompted by a fear of oppression, a reluctance to go against public opinion, and a lack of faith in managers. Employees and the organization were both affected by silence. Another study conducted by Jahangir & Abdullah,

they mention some motives of organizational silence named “self-protective aim, motivation of acceptance, motivation for social good, ineffectual motive, motivation of opportunism, reason for disengagement, reason for disengagement, reason for deviance and reason that is hesitant)” these motives are related to dimensions of individual characteristics.

Above mentioned studies regarding individual characteristics are not related with current study as current study is based on comparison of gender and there were no gender-based comparison studies discovered by the researchers related to individual characteristics.

From the objective 2b, findings of the current study related to administrative factor reveals that there is a significant difference between male and female public universities of Islamabad related to administrative factor. Moreover, female teachers display more administrative factor than males.

According to Kahveci & Demitras (2013) and Tangirala & Ramanujam (2008) with an administrative viewpoint, decision-makers and strategy-makers play a critical role in staying silent. According to Roberts and O’Reilly (1974), the perception of the managers defines the patterns of interaction that workers display in the institution. Sarikaya (2013) notes that as much as workers engage in the institution's choice-making process, they become very valued, growing their trust in the organization, and decreasing their silence actions. Senior managers provide right side-down contact with workers in strict hierarchical institutions, which is only one-way (Blau and Scott, 1962). Morrison and Milliken (2000) suggested that the atmosphere of silence be induced by systems and strategies of the organizations. Ozdemir and Ugur (2013) states that in fact, the deafening silence in institutions that have less skill gap can be broken.

They arrived at the conclusion (Cakici and Cakici, 2007) that the silence of company and organization is among the most important factors driving the behaviour of employees. Whereas

the supervisors are the people who make decisions that set the institution's rules and policies have a huge effect on the emergence of silence from the institution (Cakici, 2010).

So the researcher found a study conducted by Karaca (2013), their results reveled that “administrative and organizational” reasons are the most real reasons for displaying employee silence. Another study done by Fapohunda & Tinuke. M. (2016) and their results reveal that the majority of respondents had been in situations where they displayed silence related to a variety of organizational issues, with the most frequently cited motivations being administrative reasons, organizational practices, and the fear of being negatively categorized, thereby damaging important relationships.

Çaylak & Altuntaş (2017) conducted a study and the findings reveal that Administrative and organizational factors were determined to be the most important cause for participants' silence in this study, with a tendency not to speak up regarding ethical and responsibility concerns the second most reason.

Above mentioned studies regarding administrative factors are not related with current study as current study is based on comparison of gender and researcher do not found any gender based comparative study related to administrative factor of organizational silence.

From the objective 2c, findings of the current study related to organizational culture reveals that there is a significant difference between male and female public universities of Islamabad related to organizational culture. Moreover, male teachers display more organizational culture than females.

Crockett (2013) observe that Silence also plays an important role in organizational culture. Bildik (2009), it may be common for workers living in institutions with a tough environment and opposition to the peak to view this situation as some kind of rude conduct. Silence may be

viewed as a means by which they can maintain consistency and promote supervision. Kilinc (2012) state that their institutional silence behaviours reduce if workers are given a more accessible and collaborative institutional environment.

So, Sholekar & Shoghi (2017), in their study and the findings of this study revealed that organizational culture had a major influence on faculty members' organizational silence and voice at Islamic Azad University in Tehran. Another study conducted by Stanikzai, Ali, Ulla & Khan (2021), their findings revealed that organizational culture has a major influence on the organizational silence of Academic and Administration Members at Peshawar, Pakistan's business schools.

Above mentioned studies regarding organizational culture are not related with current study as current study is based on comparison of gender and researcher do not found any gender based comparative study related to organizational culture.

From the objective 2d, findings of the current study related to colleague related factor reveals that there is a significant difference between male and female public universities of Islamabad related to colleague related factor. Moreover, male teachers display more colleague related factor than female.

When examining the position of the institutional silence observed, it attracts attention in negative sense between colleagues. Since the staff would not want to be viewed as a problem, making or thinking of people from the organization that they would be seen as a “finger man” When talking about a negation based on an employee and the friendship between that individual would be harmed, they will choose to Staying silent. They believe that when they communicate more about current situation, they assume that it is in the current scenario, it will

not make much difference and they may also face problems such as dropping their careers, loss of reward and the like (Milliken et al, 2003).

In addition, in attempt to avoid their friend from experiencing a harmful outcome or thinking that she / he will create the same error later on, individuals do not put into terms a negativity linked to their colleagues **(**Cakici**,** 2010**)**

Related study conducted by Nas (2021, the goal of this study is to uncover the different elements that influence academics' organizational silence in Pakistani universities. They mention the factors that was given by soycan (2010), that cause organizational silence "managerial and organizational problems, lack of experience, fear of isolation, fear of damaging relationships, and emotional commitment to supervisor and colleagues" and the results reveal that fear, is one of the primary causes in employees' decisions to remain silent about difficulties and concerns in their workplaces.

Above mentioned studies regarding colleague related factor are not related with current study as current study is based on comparison of gender and researcher do not found any gender based comparative study related to colleague related factor of organizational silence. But researcher mention some factors that support factor of colleague.

From the objective 2e, findings of the current study related to pressure groups as a factor reveals that there is a significant difference between male and female public universities of Islamabad related to pressure groups factor. Moreover, female teachers display more pressure groups factor than male.

These are based on exerting pressure to defend or recognize their shared values, which is perceived among the most critical aspects of political social system. We want leaders of the institution to understand and protecting the interests and compel judgment taking according to

their desires. Teachers 'groups in the field of education are formed to obey the rules and to lead to the shared qualified objectives of workers. **(**Eraslan**,** 2012**)**. According to Yasan (2012) differences occur within the context of the educators 'organizations' political opinions. Because of certain gaps, they are unable to demonstrate cooperation in academic study and provide mutual respect. Racial, social, and political views are expressed in institutes by groups, and institutes are required to undergo the unhealthy atmosphere of sensitive society.

So, Vakola & Bouradas (2005), conducted a study the current study investigates the relationship between perceived climate of silence, which contains “Attitudes toward silence among top management, supervisors' views on silence, chances for communication and employees' lack of communication”. And the Results indicate that “supervisors’ views on silence, Attitudes toward silence among top management and chances for communication are associated and predict employees’ silence behavior”. Top management can be an example of pressure groups.

Above mentioned studies regarding pressure groups are not related with current study as current study is based on comparison of gender and researcher do not found any gender based comparative study related to pressure group as a factor of organizational silence.

Study conducted by Moomi, Yazdanpanah & Jafary (2018), in field of medical sciences, The factors causing organizational quietness among university middle managers were classified in a study as “(1) organizational factors (consisting of three major issues) : (a) Processes and organizational structure, (b) communication inside an organization, (c) organizational culture and (2) and individual factors (consisting of three major issues): (a) psychological factors, (b) communication skills, and (c) characteristics of demographics and their results reveal that the organizational silence exists among university mangers and reduces the effectiveness of decision-making and organizational change processes due to restricting the

amount of data provided for decision makers. These factors are somehow related to current study factors of organizational silence.

5.4 Conclusion

Following conclusion were extracted from the current study:

1. The researcher concluded from finding No 4 that teachers of public universities of Islamabad display more colleague related factor among the five factors of (individual characteristics, administrative factor, organizational culture, colleagues and pressure groups) related to organizational silence. Researcher also concluded from the results that the mean score of colleague's factor was most among other factors of Organizational silence (objective 1).
2. Based on findings No. 5, the researcher concluded that at the university level, female teachers display more Organizational Silence than male teachers. (objective 2).

- According to the results of finding No. 6, researcher concluded that, female teachers display more individual characteristics than male teachers.
- According to the results of findings No. 7 researcher concluded that female teachers display more administrative factor than male teachers.
- According to the results of findings No. 8 researcher concluded that male teachers display more organizational culture than female teachers.
- According to the results of findings No. 9 researcher concluded that male teachers display more colleague related factor than female teachers.
- According to the results of findings No. 10 researcher concluded that female teachers display more pressure groups as a factor of organizational silence than male teachers.

5.5 Recommendations

The following suggestions are based on the result and conclusion of the study. As literature demonstrates organisational silence can be harmful to an educational institution. so the universities may control or reduce organizational silence among teachers before it happens. In this regard following steps can be taken.

Finding no. 4 also revealed that there was a statistically significant difference between male and female teachers at public sector universities in Islamabad when it came to organisational silence and its dimensions are (Individual Characteristics, Administrative factor, Organizational Culture, Colleagues, and Pressure groups). Female teachers were exhibit significantly more organisational silence in three factors (individual characteristics, administrative factor and pressure groups) whereas male teachers display more silence in two other factors (organizational culture and colleague related factor) than female teachers. Thus, following measures may be recommended to reduce organizational silence in teachers.

1. According to the findings regarding gender based comparison of individual characteristic as a factor of organizational silence, female Teachers remains more silent then male teachers. So it is highly recommended that organization's female teachers may engage in the conversations with other staff members and should commit to their organizations, may sharing their thoughts which might actually strengthen the organization.

2. According to the findings regarding gender based comparison of administrative factor as a factor of organizational silence, female Teachers remains more silent then male teachers. So it is highly recommended that as much Female teachers engage themselves in the institution's decision-making process through communication and collaboration with administrative authorities, they become very valued, growing their trust in the organization and decreasing

their silence also head of department may schedule face-to-face meetings with teachers to discuss and resolve problems related to organisational silence.

3. According to the findings regarding gender based comparison of organizational culture as a factor of organizational silence, Male Teachers remains more silent than female teachers. So it is highly recommended that in organizational culture silence behaviours may reduce if male teachers are given more accessible and collaborative institutional environment and University management may conduct meetings on departmental level so the male teachers can speak easily and can share their problems with their heads so it may create a healthy working environment for them.

4. According to the findings regarding gender based comparison of colleagues related factor as a factor of organizational silence, Male teachers remains more silent than female teachers. So it is highly recommended that by avoiding unpleasant experiences, observations, and the comments of their colleague's silence may decrease by the male teachers. Building mutual understanding between direct head of department and colleagues in a manner that allows it to communicate their thoughts and opinions in a way that decreases their level of silence.

5. According to the findings regarding gender based comparison of pressure groups as a factor of organizational silence, female teachers remain more silent than teachers. So it is highly recommended that certain gaps such as. Racial, social, and political views may not have expressed in institutes by groups, and institutes are required to undergo the healthy atmosphere. Policy makers may make policies in a way that may support teacher's ethnic, religious rights and diversity.

5.5.1 Recommendations for Future Researchers

The scholar made the following recommendations to future researchers.

1. The study's sample size is comparatively small. As a result, future researchers may be able to draw more relevant findings from large sample sizes
2. Because the current study was confined to Islamabad's public sector institutions, it is suggested that future scholars do a similar study at private universities.
3. while the current study focuses on gender-based comparisons of organisational silence of university teachers. Future researchers may contain multiple demographic factors such as employment duration, age, and educational background in their investigations
4. Due to limited resources, the current study focuses on the organisational silence of a specific population in a specific location; however, future researchers with greater sample sizes may find different results, as organisational silence happens in many organizations.
5. In addition, future study may look at the variables that cause male teachers to exhibit more silent than female teachers.
6. It is also suggested that future studies include some additional variables in addition to organisational silence, such as organizational culture, organizational behaviour, organizational commitment, organizational change, organizational citizenship behaviour, work engagement or leadership styles.

5.6 Limitations

Researcher recognised some limitations during the study due to unforeseen situations. The present study was conducted on public universities of Islamabad. Private universities from Islamabad and Rawalpindi are not included.

Researcher involved only university teachers from public universities of Islamabad. On different levels of education another study may be carried out within different demography. Due to Covid-19, the researcher in this study was unable to obtain all of the data from universities at the time of data collection. Furthermore, while researcher used a closed-ended instrument for data collection, another researcher may use an open-ended instrument.

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APPENDIX A

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 30 -07-2020

To: Fareha Safdar
1626-M.Phil /Edu/F18

Subject: **APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR**

11. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020.

a. **Supervisor's Name & Designation**
Dr. Saira Nudrat (Supervisor)
Assistant Professor (Internal Subject Expert),
Department of Education, NUML, Islamabad.

b. **Topic of Thesis**

"A Gender Based Comparative Study of Factors Leading to Organizational Silence at Higher Education Level"

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by 31st August **2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090
E-mail: ftabassum@numl.edu.pk

30/07/2020
Dr. Marium Din
A/Head,
Department of Education

Distribution: Ms. Fareha Safdar (M.Phil Scholar)

Dr. Saira Nudrat (Thesis Supervisor)

APPENDIX B

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2021-Edu___

Dated: 09-02-2021

WHOM SO EVER IT MAY CONCERN

Ms. Fareha Safdar D/O Safdar Hussain, Registration # 1626/M.Phil/Edu/F-18, students of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for their Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

09/02/2021

Dr Marium Din
A/Head,
Department of Education.

APPENDIX C

Cover Letter of Questionnaire

A Gender Based Comparative Study of Factors Leading to Organizational Silence at Higher Education Level

By Fareha Safdar

M.Phil scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9 Islamabad, Pakistan

Respected Sir/ Madam

I am a student of MPhil in Education at National University of Modern Languages, Islamabad and conducting a research on *"A Gender Based Comparative Study of factors leading to Organizational silence at Higher Education Level".*

Objectives of the study

1. To assess the level of Organizational silence among university teachers.

2. To draw a gender based comparison of organizational silence factors faced by university teachers.

2a. To draw a gender based comparison of teachers with reference to *Individual characteristics.*

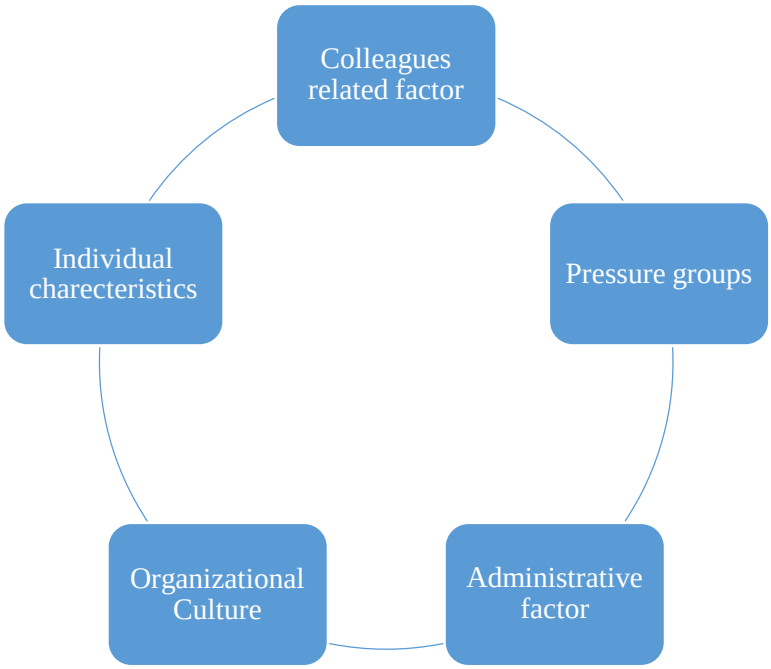
2b. To draw a gender based comparison of teachers with reference to *Administrative factor.*

2c. To draw a gender based comparison of teachers with reference to *organizational culture.*

2d. To draw a gender based comparison of teachers with reference to *Colleagues related factor.*

2e. To draw gender based comparison of teachers with reference to *Pressure groups.*

Theoretical Framework



Source: **Dasci and Cemalouglu (2016)**

The questionnaire has been adapted in light of review of related literature by the researcher, kindly assist me by spending few minutes on completing a questionnaire. I have adapted questionnaire in the light of 5 factor Model given by Elif Dasci and Necati Cemalouglu (2016) based on 5 factors of organizational silence that are Individual Characteristics, Administrative factor, Organizational Culture, Colleagues related factor and Pressure groups. There are two main parts of this questionnaire dealing with demographic data and items related to five dimensions of Organizational silence. Questionnaire consists of 33 items in which all are close ended questions. You are requested to give your responses against the options ranging from 1 to 5, indicating your preference of response from "strongly disagree" to "strongly agree".

Kindly evaluate my questionnaire in terms of its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

Questionnaire is provided below. Your contribution towards this research is highly appreciated. Collected data will be used for research purpose only. It is assured you that your responses will be kept confidential and will not be disclosed to any person or authority.

Fareha safdar
MPhil Scholar
Department of Education
National University of Modern Languages,
Islamabad

APPENDIX D

Serial no.

A GENDER BASED COMPARATIVE STUDY OF FACTORS LEADING TO ORGANIZATIONAL SILENCE AT HIGHER EDUCATION LEVEL

Organizational silence Scale

Dear respondent, this questionnaire is devised with the aim of looking into your Organizational Silence. To that end your careful completion of the questionnaire will definitely contribute to obtaining real data which is crucial for more accurate findings. The information will be kept confidential and will be used just for research purposes. Thank you very much in advance for your time and cooperation. Please tick (√) in the appropriate box. Please indicate the level of your agreement with each statement. 1. Strongly disagree (S.A) 2. disagree A) 3. Neutral (N) 4. agree (D) 5. Strongly agree (S.D)

Part-A
Demographic information

Gender: 1 ☐ Male 2 ☐ Female

University:

1. ☐ National University of Modern Languages
2. ☐ Quaid-I-Azam University Islamabad
3. ☐ Comsats Institute of Information Technology
4. ☐ International Islamic University Islamabad
5. ☐ Allama Iqbal Open University
6. ☐ Air University Islamabad

APPENDIX E

Part-B
Organizational Silence

S. #	Statements	S.D	D	N	A	S.A
Individual characteristics: Is about individual behavior, his confidence, attitudes, likes dislikes and choices which sometimes contribute to organizational silence						
I1	I refrain from expressing problems in university.	1	2	3	4	5
I2	I ignore some problems at university to protect myself.	1	2	3	4	5
I3	I mostly avoid conflicting situations to protect myself.	1	2	3	4	5
I4	I want appreciation from others.	1	2	3	4	5
I5	I have an introvert nature that prevents me to interfere in issues of other.	1	2	3	4	5
I6	I can share my academic problems with everyone in the university.	1	2	3	4	5
I7	I prefer to express my opinions, which will contribute to the development of university management.	1	2	3	4	5
I8	I remain disconnected from workplace related issues.	1	2	3	4	5
Administrative Factor: The key role of administrators is to ensure that all teachers of an institution perform efficiently. They serve as a linking connection among manager and employee. They inspire the staff, and make it understand the priorities of the institute.						
A1	I am afraid to inform the Head of Department about any negative situations.	1	2	3	4	5
A2	I discuss disruptive issues with Head of Department.	1	2	3	4	5
A3	I hesitate to notify my Head of Department when he/she stumble.	1	2	3	4	5
A4.	I see it as disrespectful to appeal against a decision taken by our Head of Department.	1	2	3	4	5
A5	I communicate easily with Head of Department.	1	2	3	4	5
A6	I hesitate to show my weaknesses to the head of department.	1	2	3	4	5
Organizational Culture: The organization's culture defines the correct type of organisation's behaviour. Organizational culture is essentially the beliefs, behaviours, and shared vision that contribute to the atmosphere of an organization.						
O1	The university environment is trustworthy.	1	2	3	4	5
O2	When I talk about the academic problems in the university, my workload increases.	1	2	3	4	5
O3	My opinion is considered about decisions taken in university management.	1	2	3	4	5
O4	I believe that my opinion is useful that can bring change in university environment.	1	2	3	4	5

O5	When I talk about the problems(Academic, Personal) in the university my trust and respect decreases.	1	2	3	4	5
O6	It is beneficial to talk about problems in university with management.	1	2	3	4	5
Colleagues: A colleague at your place of work is someone with whom you work with and with whom you share problems						
C1	I do not discuss personal problems in university with my colleagues.	1	2	3	4	5
C2	I remain silent because I try to avoid any conflict with my colleagues.	1	2	3	4	5
C3	I cannot express my ideas with colleagues on social media regarding any activity of my institute.	1	2	3	4	5
C4	Due to fear of any reaction I avoid to comment on the behavior of my colleagues.	1	2	3	4	5
C5	I do not communicate work related problems with my colleagues for any solution.	1	2	3	4	5
C6	It is almost impossible to discuss about disruptive issues with my colleagues.	1	2	3	4	5
C7	I do not talk about managerial issues with my colleagues as it could not be considered.	1	2	3	4	5
C8	My opinion is most time different with my colleagues so I do not prefer it to discuss with them.	1	2	3	4	5
Pressure Groups: Viewed as one of the most essential elements of the democratic social system, the goal is to exert pressure to secure or realize their mutual interests. We want the leaders of the group to understand and serve the needs and encourage them to take decisions in line with their interests						
P1	I avoid to explain my ideas because of fear of losing my achievements.	1	2	3	4	5
P2	My official rights are secured from workplace politics.	1	2	3	4	5
P3	Ethnic and religious diversity prevent me to explain my ideas.	1	2	3	4	5
P4	Social groups pressurize me from telling my ideas clearly in university.	1	2	3	4	5
P5	I avoid to practice my traditions because of cultural/local cultural pressure on me.	1	2	3	4	5

Thank you for your cooperation☺

APPENDIX F

Certificate of Validity

A GENDER BASED COMPARATIVE STUDY OF FACTORS LEADING TO ORGANIZATIONAL SILENCE AT HIGHER EDUCATION LEVEL

By Fareha Safdar

MPhil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Organizational silence of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 dimensions of Organizational silence. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation _____

Institute _____

Signature _____

APPENDIX G

Certificate of Validity

A GENDER BASED COMPARATIVE STUDY OF FACTORS LEADING TO ORGANIZATIONAL SILENCE AT HIGHER EDUCATION LEVEL

By Ms Fareha Safdar

MPhil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Organizational silence of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 dimensions of Organizational silence. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, adapted for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Farkhanda Tabassum

Designation Assistant Prof.

Institute NUML Islamabad

Signature Farkhanda

22-10-2020

APPENDIX H

Certificate of Validity

A GENDER BASED COMPARATIVE STUDY OF FACTORS LEADING TO ORGANIZATIONAL SILENCE AT HIGHER EDUCATION LEVEL

By Ms Fareha Safdar

MPhil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Organizational silence of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 dimensions of Organizational silence. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, adapted for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Nisha Ali.

Designation Asst Prof.

Institute NUML Islamabad.

Signature

APPENDIX I

Certificate of Validity

A GENDER BASED COMPARATIVE STUDY OF FACTORS LEADING TO ORGANIZATIONAL SILENCE AT HIGHER EDUCATION LEVEL

By Ms Farcha Safdar

MPhil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess and compare the Organizational silence of teachers. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 dimensions of Organizational silence. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, adapted for the research above titled is according to the objectives of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Qurat-ul-Ain Hira

Designation AP (Education)

Institute NUML

Signature

APPENDIX J

permission for using tool

Fareha safdar <farehasafdar19@gmail.com>
to elf2089 ▾ Sat, Jul 11, 2020, 11:10 PM

Salam. My name is Fareha Safdar and I am from Pakistan. I am research student in NUML university. I have read your article The Development of the Organizational silence scale. validity reliability study. As I am doing my MPhil thesis I want to use silence scale developed by you kindly give me permission to use your scale in my study. I will be very thankful of you if you will guide me. hope for your reply. Thank you.

Elif Daşcı Sönmez <elf2089@hotmail.com>
to me ▾ Mon, Jul 13, 2020, 1:03 AM

Hi,
You can use the Organizational Silence Scale in your research. Detailed information about the scale is included in the attachments.
We wish you good work.

Dr. Elif DAŞCI SÖNMEZ
Akdeniz Üniversitesi Eğitim Fakültesi
Eğitim Yönetimi Ana Bilim Dalı

Re: permission for adapting tool

Fareha safdar <farehasafdar19@gmail.com>
to Elif ▾ Oct 9, 2020, 12:02 PM

Salam. My name is Fareha Safdar and I am from Pakistan. I am research student in NUML university. I have read your article The Development of the Organizational silence scale. validity reliability study. As I am doing my MPhil thesis I want to make some changings in statements of silence scale developed by you kindly give me permission to adapt your scale in my study. I will be very thankful of you if you will guide me. hope for your reply. Thank you.

On Mon, 13 Jul 2020, 1:03 p.m. Elif Daşcı Sönmez, <elf2089@hotmail.com> wrote:

Hi,
You can use the Organizational Silence Scale in your research. Detailed information about the scale is included in the attachments.
We wish you good work.

Dr. Elif DAŞCI SÖNMEZ
Akdeniz Üniversitesi Eğitim Fakültesi
Eğitim Yönetimi Ana Bilim Dalı

ELIF DAŞCI SÖNMEZ, Ph.D.
Akdeniz University, Faculty of Education
Department of Educational Administration

Activate Windows
Go to Settings to activate Windows.

Gönderen: Fareha safdar <farehasafdar19@gmail.com>
Gönderildi: 12 Temmuz 2020 Pazar 06:10
Kime: elf2089@hotmail.com <elf2089@hotmail.com>
Konu: permission for using tool

Salam. My name is Fareha Safdar and I am from Pakistan. I am research student in NUML university. I have read your article The Development of the Organizational silence scale. validity reliability study. As I am doing my MPhil thesis I want to use silence scale developed by you kindly give me permission to use your scale in my study. I will be very thankful of you if you will guide me. hope for your reply. Thank you.

Elif Daşcı Sönmez <elf2089@hotmail.com>
to me ▾ Wed, Oct 14, 2020, 4:10 AM

Hi,
You can make changes in the cultural context of the scale expressions.
We would like you to inform us as well.
Thanks

Dr. Elif DAŞCI SÖNMEZ
Akdeniz Üniversitesi Eğitim Fakültesi
Eğitim Yönetimi Ana Bilim Dalı

ELIF DAŞCI SÖNMEZ, Ph.D.
Akdeniz University, Faculty of Education
Department of Educational Administration

Activate Windows
Go to Settings to activate Windows.

APPENDIX K

HEC Recognized Universities and Degree Awarding Institutions

Name	Sector	Chartered By	Discipline	Province	City
Air University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Allama Iqbal Open University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Bahria University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
COMSATS Institute of Information Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Federal Urdu University of Arts, Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Institute of Space Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
International Islamic University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National Defense University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Modern Languages	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
National University of Sciences & Technology	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad

- Archeology
- Anthropology
- Archival Studies
- Ethnography
- Conservation Studies
- Religious Studies / Comparative Religion

National University of Technology (NUTECH), Islamabad	Public	Government of Pakistan	Engineering & Technology	Islamabad Capital Territory	Islamabad
Pakistan Institute of Development Economics (PIDE)	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Pakistan Institute of Engineering & Applied Sciences	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Quaid-i-Azam University	Public	Government of Pakistan	General	Islamabad Capital Territory	Islamabad
Shaheed Zulfiqar Ali Bhutto Medical University	Public	Government of Pakistan	Medical	Islamabad Capital Territory	Islamabad

- Visual Arts

APPENDIX-L

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970