Predicting Teacher Organizational Silence:

The Predictive Effects of Locus of Control, Self-confidence and Perceived Organizational Support

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Abstract	Article Info
The purpose of the study is to examine the relationship between locus of control, self-confidence, perceived organizational support and organizational silence of teachers working in Anatolian high schools. The research is a study of relational survey model and it aims to determine the explanatory and predictive correlations between the specified variables. The sample of the research consists of 436 teachers selected by simple random sampling method from the public schools in central districts of Ankara in 2016-2017 academic year. In order to collect data Locus of Control, Self-confidence, Perceived Organizational Support and Organizational Silence scales were used. Pearson product-moment correlation coefficients and path analysis were applied to determine the relationships among variables. Results show that the variable with the highest predictive effects on organizational silence and self-confidence levels is perceived organizational support. Locus of control and organizational support variables have direct and indirect predictive effects on organizational silence.	

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Introduction

Organizational silence, as a very important concept in terms of the purpose, goal and success of the organizations is an up-to-date subject that closely concerns schools. Pinder and Harlos (2001) approached the concept of silence from the point of view of "reaction to injustice" and expressed silence as a purposeful, deliberate state of consciousness. Bogosian and Stefanchin (2018) emphasized that silence can prevent every stage of the information transfer process and the elimination of the information gap, and emphasized that managers should take into account the symptoms of silence and encourage sound culture. It is seen that silence provides both information and hides information, it can be a function of deep thought and not thinking at all, and it is an expression of both approval and rejection (Pinder & Harlos, 2001). Ignorance of employees' opinions and concerns about organizational problems poses a potential danger to creativity, organizational change, motivation to learn, development and progress, and impedes the reflection of differences and the expression of opinions (Morrison & Milliken, 2000). Similar results are experienced in educational institutions, and the processes of taking initiative, decision-making and participation in innovative activities are negatively affected (Alqarni, 2015).

As long as employees, who vary in their values, beliefs, priorities and experiences, feel that they could not openly express their views on critical issues, organization cannot benefit from this pluralism as the

expressed viewpoints remain substantially uniform. Therefore, in order to understand how change and development can occur in pluralistic environments, it is an important issue to try to understand the organizational forces that do not systematically evaluate employees' own ideas and thus cause discouragement. The management's knowledge of implementation level developments and disruptions are closely related to establishment of a positive organizational climate based on trust, sharing feedback and suggestions (Morrison & Milliken, 2000).

Organizational silence is important for the development of the organization as well as its importance in terms of its impact on the employee (Kulualp & Çakmak, 2016). Unwillingness to share information, speak and provide feedback affect employee confidence and motivation negatively and block development and innovation (Liu, Zhu, & Yang, 2010). In recent years, studies are being done to conceptualize organizational silence as a different phenomenon beyond defining it only lack of the expression of thoughts or absence of opinions (Brinsfield, 2009). Evaluation of the messages given to the organization or manager by means of organizational silence is important as these messages have the potential of affecting employee attitudes and behaviors and they may change the results (Özdemir & Sarıoğlu-Ugur, 2013). It has been observed that organizational silence has a significant effect on employee effectiveness, affecting levels of commitment, trust and fear. It is thought that the inability to benefit from intellectual contribution, unidentified problems and the development of a negative organizational culture can also affect organizational learning. (Francis-Odii, Oduyoye & Asikhia, 2020).

Since the situation of conscious denial of opinions and concerns about organizational problems is experienced in many organizations,

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issues such as when and how employees decide to remain silent, what they take into account when making this decision, what issues they show silence behavior, how they choose the people they share their thoughts with should be addressed (Milliken, Morrison & Hewlin, 2003). It is interesting that while some individuals remain silent in similar situations, some individuals show speech behavior. This situation emphasizes the role of individual differences in organizational silence behavior. Studies on individual factors have been conducted mainly on gender, internal psychological perception, personality traits, self-monitoring and self-esteem level (Lu & Xie, 2013). It has been suggested that individuals' specific personality traits such as locus of control, self-esteem or self-esteem, communication anxiety, risk-taking tendency, and group identification may be effective in keeping silent behavior, individuals with low self-esteem, high communication anxiety and external control-oriented individuals exhibit more silence behavior (Pinder & Harlos, 2001).

Although organizational silence is a known concept, research continues on the latent meanings of silence and the effects of organizations on performance (Slade, 2008). Silence is a vague and slippery behavior with multiple causes (Milliken et al., 2003). Therefore, understanding and interpreting silence is more difficult than speaking. In recent research on the topic of silence, it has been observed that concepts such as organizational learning (Köse & Güçlü, 2017), organizational culture (Parcham & Ghasemizad, 2017; Sholekar & Shoghi, 2017; Yalçınsoy, 2019), organizational commitment (Bayramoğlu & Çetinkanat, 2020; Çetin, 2020; Rayan, Ali & Moneim, 2020; Sadeghi & Ravazi, 2020; Vardarlıer & Akıner, 2020), organizational trust (Helmiati, Abdillah, Anita & Nofianti, 2018), school climate (Algarni, 2020) and the mediating effect of perceived stress and trust (Dong & Chung, 2020) were mostly discussed.

However, the main element that constitutes the organizational structure; organizational behavior, organizational culture, organizational learning and other organizational issues emerge as a result of the behavior of people working in organizations. According to the research conducted by Yıldızhan and Ağırbaş (2020), the level of organizational silence varies according to personal factors. In the studies conducted by Tokmak (2018) and Dağlar (2020), it has been found that people with high extroversion tend to remain silent.

The purpose of this study is to examine the relationship between locus of control, self-confidence, perceived organizational support and organizational silence. For this purpose, answers to the following questions are sought:

1. Are there any significant relationship between teachers' locus of control, self-confidence, perceived organizational support, and organizational silence perceptions?

2. Are the direct and indirect predictive effects of teachers' locus of control, self-confidence, and perceived organizational support perceptions on organizational silence significant?

This research shows that self-confidence and perceived organizational support level decrease as the belief in external locus of control increases, as it is thought that success and failure situations do not depend on their own behavior. Observations indicate that there is no relationship between locus of control and protectionist silence and as self-confidence and perceived organizational support level increases, accepting and defensive silence behavior decreases. It is critical to see that perceived the organizational support has the highest effect on teachers' perceptions of organizational silence and self-confidence and the organizational support perceived by individuals

with low internal locus of control affects silence behavior more strongly. It is also found that the self-control level affects the self-confidence level positively and that the external locus of control negatively affects the self-confidence level.

Theoretical Background

Predicting teacher organizational silence and the relationship between locus of control, self-confidence, perceived organizational support and organizational silence are active research areas concerning the schools. In this section, a brief summary of literature is given about organizational silence, locus of control, self-confidence and perceived organizational support as very important concepts that are studied a lot for the success of the school organizations.

Organizational Silence

The foundation of organizational silence, which negatively affects the development and change of the organization, is the practice of silence together. Employees who exhibit silence behavior do not intentionally express collectively their thoughts and knowledge about improving their work and organization (Morrison & Milliken, 2000). It is possible to come across some theoretical studies in explaining organizational silence behaviors. According to the theory known as cost-benefit analysis, individuals decide to speak by accounting for what they will gain or lose. It is thought that silence will be seen in the event that personal interests are prevented or losses are high (Milliken et al., 2003). The individual may have to pay direct costs such as loss of time and energy after the speech or indirect costs such as image damage, loss of reputation, conflicts, psychological pressures, loss of rank and dismissal (Çakıcı, 2010; Premeaux & Bedeian, 2003).

According to Vroom's Expectation Theory, which is another approach, the behaviors of the individual are shaped according to their personal characteristics and expectations (Eren, 2003). According to the theory developed by Noelle-Neumann that is known as the spiral of silence; the individual tends to join the majority, even though it is contrary to his own thoughts, with the need to avoid being isolated and be accepted. According to the spiral of silence theory, people hide their own thoughts and actions by thinking about the effect of the dominant thought on the majority around them and take part in the spiral of silence (Çakıcı, 2007).

Organizational silence is classified by Van Dyne, Ang, and Botero (2003) as acquiescence silence, defensive silence, and pro-social silence for the benefit of the organization. In the study conducted by Çakıcı (2008), three types of silence were mentioned: acquiescent silence, quiescent silence and protective silence. Acceptive silence is defined as the belief that the idea of speaking is meaningless and will not make a difference, and is defined as the inability to express information, thoughts and opinions about any issue, problem or situation (Durak, 2012). Employees adopt the current situation of the organization and show the behavior of accepting the options offered instead of finding different solutions to the problems. Likewise, although their friends who show silence behaviors are aware, they do not try to change these behaviors (Pinder & Harlos, 2001).

Defensive silence refers to fear-based and deliberate hiding of relevant ideas, information or opinions in order to protect itself from external threats. One of the examples of protective silence is the silence effect. The silence effect can be defined as people avoiding being personally disturbed, receiving defensive responses or transmitting negative news to their superiors to avoid negative personal

consequences. Pro-social silence is about worrying about the well-being of others rather than fear of the personal consequences of negativity that may be encountered (Van Dyne et al., 2003). Individuals do not complain about their conditions, and avoid expressing their opposing views in order to maintain intergroup solidarity, unity and solidarity (Çakıcı, 2010).

The direction of silence can be bottom-up, top-down, or between workers on the same level. In literature, the state of being silent from the bottom up is most frequently mentioned and discussed. Accordingly, it is upper management rather than the top management which has a greater impact on the silence of the employees. In this sense, the leader and top management must be informed about the level of communication of hierarchical management with the employees (Brinsfield, 2009). In addition, it is not always possible to understand whether employees are deliberately doing this when they remain silent about an important issue. Therefore, being silent can be interpreted as an employee "not having anything to say" or a silent expression is that he/she is in agreement with the status quo. In fact, it is difficult to understand whether the employees are personally suppressing their opposing views even if they declare that they are generally in agreement with the opinions of others in the working group (Tangirala & Ramanujam, 2008).

Van Dyne et al. (2003) state that employees' motivation to talk about organizational issues and silence are not two opposite concepts, each of which is complex, multidimensional and can be explained with different dynamics. Silence is a more difficult concept that can be described based on non-verbal cues, thus attention is given to necessity of addressing its antecedents and consequences. Milliken et al. (2003) indicate the importance of searching why and how workers decide to

remain silent and prefer silence for the employees who sometimes prefer to talk and sometimes prefer to remain silent.

Locus of Control

Locus of control, which is thought to be associated with employee silence, is a property that individuals binding to the results, rewards, punishments, success and failure obtain to their own control or concentrate on the outside factors. Therefore, the concept of internal or external locus of control is an important personality dimension that shows people's perspectives on the world and the events around them. Individuals with internal locus of control are more resistant to attempts and factors to shape their behavior and try different solutions to face failures, are more active and responsible (Yeşilyaprak, 2006). In terms of locus of control, it has been revealed that individuals differ significantly from each other (Tümkaya, 2000). It is thought that a qualified education can only be provided by teachers who are focused on internal control. The locus of control is also of particular value in terms of creating a society consisting of individuals who are aware of their social roles and responsibilities and who have the ability to manage themselves (Tümkaya, 2000). The locus of control belief is thought to have a significant effect on teachers' classroom behaviors such as planning the teaching process, motivation, effective classroom management skills, and ensuring student participation in the classroom (Adu & Olantundun, 2007; Akiri & Ugborugbo, 2009). It is stated that as the organizational support perception of individuals with high internal locus of control increases, the tendency to remain silent will decrease (Kulualp & Çakmak, 2016). Teacher locus of control, as related variable to some personal and organizational factors, may be examined in relation to organizational silence behavior.

Self-confidence

Self-confidence is another variable that is thought to be related to organizational silence. Changes in the management approach make it necessary to work with individuals who have a critical perspective, who are open to cooperation, who have high self-esteem, and who care about team work (Çakıcı, 2010). Determining the level of self-confidence and related variables is also important in terms of ensuring their use in the learning and teaching process (Tezci, 2010). Individuals' self-confidence allows them to learn at a high level in learning environments (Ornstein & Lasley, 2000), to exhibit independent, creative and productive behaviors in interpersonal relationships, and to make changes by offering alternatives (Yıldırım, 2004). Their personal judgments and beliefs about their own abilities and skills are very important in terms of solving the problems teachers encounter in the teaching process, their approach to teaching responsibilities, their work in the classroom and their effects on students (Rubie-Davies, Flint, & McDonald, 2012; Ryan, Kuusinen, & Bedoya-Skoog, 2015). Organizational silence, which is worth examining by researchers in recent years, is considered among the factors that weaken the organization's operation and cause inefficiency that may prevent change (Arlı, 2013). It has been observed that some personality and demographic characteristics of employees are effective in exhibiting silence behaviors, and those who state that they do not hesitate to speak openly generally use concepts that express their style of struggling with life events such as self-confidence, determination, and combative personality structure (Uçar, 2016). The fear of losing self-confidence as a result of the managers giving negative feedback to their employees causes silence behavior (Morrison & Milliken, 2000). Personality issue is an area that needs to be focused on in terms of

providing the opportunity to better understand employee behavior, analyze, interpret and examine the changes of behaviors with working life (Aytaç, 2001).

Perceived Organizational Support

The perception of organizational support, which is defined as the general belief of employees that their contributions to the organization are valued and their happiness is valued, may also be a premise shaping organizational silence behaviors (Rhoades & Eisenberger, 2002). Individuals with strong organizational support perception theoretically tend to behave in accordance with the benefit of the organization (Stamper & Johlke, 2003). In this sense, it is mentioned that perceived organizational support is an important variable in explaining and predicting employees' attitudes and behaviors (Yüksel, 2006). According to the organizational support approach, which is based on the theory of social change, employees develop a general perception and belief about how much they appreciate by the organization in return for their services and efforts. In line with this general perception, employees develop loyalty to the organization in proportion to the material and moral contributions provided by the organization and base their behavior on reciprocity (Eisenberger, Hungtington, Hutchison, & Sowa, 1986). In the study conducted by Evren and Yengin Sarpkaya (2020), it is stated that the distance between the administration and the administration can lead individuals to a protective silence by causing situations such as not caring about the institution, being afraid of the administrators and being afraid of making mistakes.

Perceived organizational support realizes the social change process that employees feel obligated to help the organization. It is stated that perceived organizational support contributes to the

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development of organizational commitment, increases willingness to help the organization, and improves consistent positive attitudes and behaviors by making more work-related efforts (James et al., 2015). Whether employees share their ideas for the benefit of the organization or remain silent for this purpose depends on how much support they receive from the organization. Giving importance to learning activities, encouraging new practices and methods and encouraging employees to question the status quo are effective in increasing the perceived organizational support. When employees feel that they are operating in an organization where they are supported, who value their well-being and happiness, they refrain from voicing their feelings and thoughts in order not to disturb the harmony and peace of the organization, to keep their colleagues and supervisors in a difficult situation, and to harm the spirit of unity and solidarity.

It can be claimed that there is a causal relationship between the perception of organizational support and prosocial silence behaviors (Kızrak & Yeloğlu, 2016). According to the research conducted by Rahimi and Zahari (2020), it is stated that organizational support leads to a decrease in silence, increases the general belief that their efforts are valued and well-being is important, and facilitates the communication of honest and genuine comments about organizational situations and events. The mediating effect of the trust variable in the relationship between perceived organizational support and silence was examined, it was found that there was a negative relationship between organizational support and trust and organizational silence, and a positive relationship between organizational support and trust. (Singh & Malhotra, 2015). However, there are also studies indicating that prosocial silence is not affected by organizational support (Kulualp & Çakmak, 2016; Yürür, Sayılar, Yeloğlu, & Sözen, 2016). Therefore, conducting research by including different premises with perceived

organizational support can provide the subject to be handled from different perspectives.

Method

Research Model

The research was carried out based on the relational survey model. Relational studies are research models that aim to determine the presence and / or degree of co-variation among two or more variables. Relational survey model does not give a real cause-effect relationship, but if the situation in one variable is known, it allows the other to be estimated (Karasar, 2006). In this research, structural equation model was used to determine the relationship between teachers' locus of control, self-confidence and perceived organizational support levels and organizational silence behaviors.

Structural equation models are comprehensive statistical techniques used to test causal relationships between directly observed variables and the unobservable variables associated with them. This model assumes that there is a causality structure among the variables that cannot be observed and that these variables can be measured through the observed variables (Jöreskog & Sörbom, 1993; Yılmaz & Çelik, 2009).

Structural equation models or relational models developed in a historical order as regression models, path models, confirmatory factor analysis and structural equation modeling (Jöreskog & Sörbom, 1993). In this study, path analysis was used to model the explanatory relationships between the observed variables.

Population and Sampling

The population of the research was composed of 6030 teachers working in 119 Anatolian high schools in the central districts of Ankara, Turkey in 2016-2017 academic year. The teachers in the sample were selected from the simple sampling method, which is one of the random sampling methods. Random sampling methods are stronger than other sampling methods in providing representation, and the sample has a higher power to represent the population (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2011; Karasar, 2006).

In line with this information, a sample of 450 people was selected from the teachers working in the official Anatolian high schools in the central districts of Ankara. As a result of outlier analysis 14 questionnaires are excluded, and the study continued with 436 samples. It is seen that more than half of the teachers participating in the research are women (59.0%), the majority are married (83.8%) and undergraduate graduates (78.5%). The age range of the participants ranged from 24 to 63, with an average age of about 44; professional seniority ranges from 1 to 40 years, while average professional seniority is about 20 years.

Data Collection Tools

In order to collect data, Locus of Control Scale, Self-confidence Scale, Perceived Organizational Support Scale and Organizational Silence Scale were used. In the data collection tool applied to teachers, other than these measures, questions were asked to determine the gender, marital status, educational status, age and professional seniority of teachers.

Locus of Control Scale. The locus of control scale developed by Rotter (1966) was adapted to Turkish by Dağ (1991). In this scale, which consists of 29 items, each item includes two options in the form of forced choice and aims to determine the possible position of the generalized control expectations of individuals on the dimension of internality-externality. To hide the purpose of the scale, 6 items (1, 8, 14, 19, 24, and 27) were placed as fillers. "a" options questions 2, 6, 7, 9, 16, 17, 18, 20, 21, 23, 25, and 29 and "b" options of questions of 3, 4, 5, 10, 11, 12, 13, 15, 22, 26 and 28 get 1 point. Thus, the options in the direction of externality are evaluated with 1 point, and the options in the aspect of internality are evaluated with 0 points, and points between 0-23 are taken. Rising scores show an increase in the belief in external locus of control.

According to Dağ (1991), this scale, which emerged with the adaptation of the J. Rotter's Locus of Control Scale to Turkish, yielded similar results with the original. Item-total score correlations of this scale, which is frequently used in researches, varied between .11 and .48; in a sample, the internal consistency coefficient was reported to be .77. Test-retest reliability coefficient is .83 ($p<.001$; df = 98). The reliability coefficient of the scale calculated with the KR-20 technique was found to be .68, and the Cronbach's alpha internal consistency coefficient was found to be .70. In the main study, the internal consistency coefficient over the data of the sample (n = 532) is .71. A correlation of .69 was obtained between the interview locus of control mean score and the Rotter's Locus of Control Scale scores of the subjects (Dağ, 1991). In this study, items 12, 22, 24 and 29 were excluded from the questionnaire since permission was not obtained from Ministry of National Education, and 25 items were included to the study. According to the results of Tetrachoric factor analysis performed on the locus of control scale developed by Rotter (1966), the

original factor structure of the scale could not be reached. The original structure of the scale was preserved in case the alternatives like item discarding negatively affect the scope validity and Cronbach's alpha internal consistency reliability coefficient was calculated as .65.

Self-confidence Scale. The self-confidence scale, which consists of 44 items, developed by Akın (2007) on the basis of Bandura's self-efficacy theory, was written as a five-step Likert ("1" Never, "2" Rarely, "3" Often, "4" Usually, "5" Always) grading scale and validity and reliability analyzes were made on these items. Internal self-confidence sub-dimension consists of 17 items (1, 3, 4, 5, 7, 9, 10, 12, 15, 17, 19, 21, 23, 25, 27, 30, and 32) and evaluates features such as the individual loves and knows himself, setting clear goals. The external self-confidence sub-dimension consists of 16 items (2, 6, 8, 11, 13, 14, 16, 18, 20, 22, 24, 26, 28, 29, 31, and 33) and is aimed at the external environment and social life of individuals. It is related with self-confidence and includes features such as easy communication, expressing yourself in a healthy way, controlling feelings and taking risks. The highest score that can be obtained from the scale is 165, and the lowest score is 33. The high score obtained from the scale with no negative items indicates a high level of self-confidence (Akın, 2007).

KMO coefficient and Bartlett's Sphericity test were calculated to determine the appropriateness of the research data to perform Explanatory Factor Analysis (EFA). The KMO value was determined as .88. When the literature is examined, it is stated that .50 or .60 KMO value will be the lower value. For example, Kaiser (1974) states that KMO value greater than .50 may be sufficient to perform factor analysis. In this case, the KMO value of .88 observed is higher than the recommended KMO value. Bartlett's Sphericity test is a statistical technique used to check whether research data comes from

multivariate normal distribution. Thus, the significance of the chi-square test statistic indicates that the data comes from a multivariate normal distribution. Bartlett test was found to be significant as a result of the analysis made within the scope of the study (X^2 = 2507.59, p< .00). In this context, it can be said that the scale data are suitable for EFA.As a result of the exploratory factor analysis, it was seen that the scale was grouped under two factors as internal self-confidence and external self-confidence with an eigenvalue greater than 1. The variance explained by these factors regarding the scale is 54.63%. Factor load values for self-confidence, .48 to .86; Factor load values for external self-confidence are between .54 and .84. The Cronbach's alpha internal consistency coefficient value of both factors is .93. With this aspect, it can be said that the construct validity and reliability of the scale has been ensured. As a result of the confirmatory factor analysis (CFA) applied for the self-confidence scale, goodness of fit indices was calculated as acceptable levels (X^2/df=1597.108/492=3.25; RMSEA= .039; GFI=.81; AGFI= .79; CFI = .83; NFI = .77). According to the values obtained, it is seen that the model is compatible.

Perceived Organizational Support Scale. In this study, Perceived Organizational Support Scale, which was created in 1997 by Eisenberger et al. is used. The original 8-item, one-dimensional scale was translated into Turkish by Akalın (2006), validity and measurement reliability studies were performed, and as a result of reliability analysis Cronbach's alpha was found as .87. The answers were obtained by using the 5-point Likert scale as "1 = never agree" to "5 = strongly agree". The 6th and 7th are the reverse scoring items, and the high scores obtained from the scale indicate that the perception of organizational support is high (Tuna, 2015). In this study, the 6th item of the scale was not included in the application because it was not deemed appropriate by the Ministry of National Education.

KMO coefficient and Bartlett's Sphericity test were calculated to determine the appropriateness of the research data to perform Explanatory Factor Analysis (EFA). The KMO value was determined as .88 Bartlett's Sphericity test was found to be significant ($X^2 = 1801.27$, $p < .00$). In this context, it can be said that the scale data are suitable for EFA. As a result of the exploratory factor analysis, it was seen that the scale was collected under a single factor with an eigenvalue greater than 1. The variance explained by this factor regarding the scale is 67.09%. Factor loadings range from .53 to .90. The Cronbach's alpha internal consistency coefficient value of the scale was calculated as .91. With this aspect, it can be said that the construct validity and reliability of the scale are provided. As a result of CFA for Organizational Support Scale, goodness of fit indices was found to be acceptable (X^2/df=18.65/11=1.70; RMSEA= .039; GFI= .99; AGFI= .97; CFI = .99; NFI= .99).

Organizational Silence Scale. In order to measure organizational silence, the organizational silence scale developed by Van Dyne et al. (2003) and adapted to Turkish by Taşkıran (2010) was used in the scope of this study. The scale measures organizational silence in three different dimensions: accepting silence, defensive silence and protectionist silence. The scale, which consists of 15 items, allows to determine three different types of silence from 5 items. Employees were asked to answer the statements on 5-point Likert. Cronbach's alpha for the overall 15-item organizational silence scale was found to be .81. When the sub-dimensions are analyzed, it is seen that the accepting silence subscale is .86, the defensive silence subscale is .90 and the protectionist silence subscale is .83. In this case, it is possible to say that the reliability levels of the scales are high (Ünlü, 2015).

KMO coefficient and Bartlett's Sphericity test were calculated to determine the appropriateness of the research data to perform Explanatory Factor Analysis (EFA). The KMO value is set at .80. Bartlett's Sphericity test was found to be significant ($X^2 = 669.06$, p <.00). In this context, it can be said that the scale data are suitable for EFA. As a result of the exploratory factor analysis, it was seen that the scale was collected under three factors with an eigenvalue greater than 1. The variance explained by these factors regarding the scale is 60.63%. Acceptable silence factor load values, .53 to .79; defensive silence factor load values range from .59 to .72 and protective silence factor load values from .63 to .79. Cronbach's alpha internal consistency coefficients of the scale factors were calculated as .79 for accepting silence, .89 for defensive silence, and .74 for protective silence. With this aspect, it can be said that the construct validity and reliability of the scale are provided. Confirmatory Factor Analysis (CFA) was conducted to see whether the three-factor structure of the scale was confirmed. As a result of the CFA, it was understood that the model related to the three-factor structure of the scale fit well with the data (X^2/df=128.500/86=1.49; RMSEA= .039; GFI= .86; AGFI= .80; CFI = .93; NFI = .83).

Data Analysis

Before the analysis, the data set was examined in terms of missing values, outliers and distribution normality. Appropriate values have been assigned to the missing values through the EM algorithm. Also, univariate outliers outside the standard range of +3 to -3 were excluded from the analysis. Data analysis was carried out using SPSS 20, LISREL 8.8 and AMOS programs. Pearson product-moment correlation coefficient was calculated to determine the relationships between variables. Whether teachers' locus of control,

self-confidence and perceived organizational support levels are significant predictors of organizational silence behaviors, direct and indirect effects of variables were investigated by path analysis.

Results

Correlation Coefficients between Variables

Findings related to the locus of control, self-confidence, perceived organizational support and the perception of organizational silence perceptions of teachers by age and seniority are given in Table 1.

Table 1.
Correlation Coefficients among Variables

Variables	1	2	3	4	5	6	7
1. Locus of control	1	-.21*	-.12*	-.10*	.26**	.19**	.03
2. Internal self-confidence		1	.85**	.24**	-.25**	-.34**	.05
3. External self-confidence			1	.28**	-.24**	-.35**	.04
4. Perceived organizational support				1	-.28**	-.39**	.08
5. Accepting silence					1	.63**	-.01
6. Defensive silence						1	-.03
7. Protectionist silence							1

* $p \le .05$, ** $p \le .01$.

When Table 1 is analyzed, it is seen that there is a negative and significant relationship between locus of control and internal self-confidence (r = -.21), external self-confidence (r = -.12) and perceived organizational support (r = -.10). However, while accepting silence (r = .26) and defensive silence (r = .19) were positively associated with the locus of control, the locus of control was not related to the protectionist silence (r = .03). Internal and external self-confidence and perceived organizational support variables were similarly negatively associated with accepting and defensive silence variables. An interesting finding

of the research is that the protectionist silence variable has no relation with any variable in the scope of the research.

Predictive Effects of Organizational Support and Locus of Control on Organizational Silence and Self-confidence

Path analysis was carried out to determine the level and direction of organizational support and locus of control of the Anatolian high school teachers' organizational silence and self-confidence perception levels. With path analysis, the predictive effects of independent variables on dependent variables were observed. In this study, fit indices calculated for the fit of the model are shown in Table 2.

Table 2.

Fit Indices for the Model

X^2	*df*	(X^2/df)	RMSEA	CFI	NFI	GFI	AGFI	RMR
30.014	10	3.00	.068	.98	.97	.98	.95	.05

In this study, the fit indices calculated for the fit of the model show that the model fits the data well X^2/df= 3 < 5, RMSEA = .068 < .08, RMR = .05, CFI = .99 > .95, NFI = .99> .95, GFI = .98 > .90, AGFI = .95 > .90). In structural equation models, it is examined whether a previously defined and restricted structure is verified as a model. Many confirmatory fit indexes are used in this analysis. A Chi-square / degree of freedom fit index below 5 indicates a medium level, and a lower than 2.5 indicates perfect fit (Çokluk, Şekercioğlu & Büyüköztürk, 2010). If the RMSEA (Root Mean Square Error of Approximation) fit index is less than .06, it shows that the model is perfectly fit, and if it is less than .08, the fit level is good. If the NFI (Normed Fit Index) and CFI (Comparative Fit Index) fit indices are

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equal to or greater than .95, the model's fit is good (Thompson, 2004). Having GFI (Goodness of Fit Index) and AGFI (Adjusted Goodness of Fit Index) indices of .90 and above is considered as an indicator of good fit (Raykov & Marcoulides, 2000). The fact that the RMR (Root Mean Square Residuals) fit index is less than .05 is an indicator of a good fit (Çokluk et al., 2010).

The standardized path coefficients regarding the level and direction of organizational support and locus of control of the Anatolian high school teachers' organizational silence and self-confidence perception levels are given in Figure 1. Direct effects of independent variables on self-confidence and organizational silence are given in Table 3.
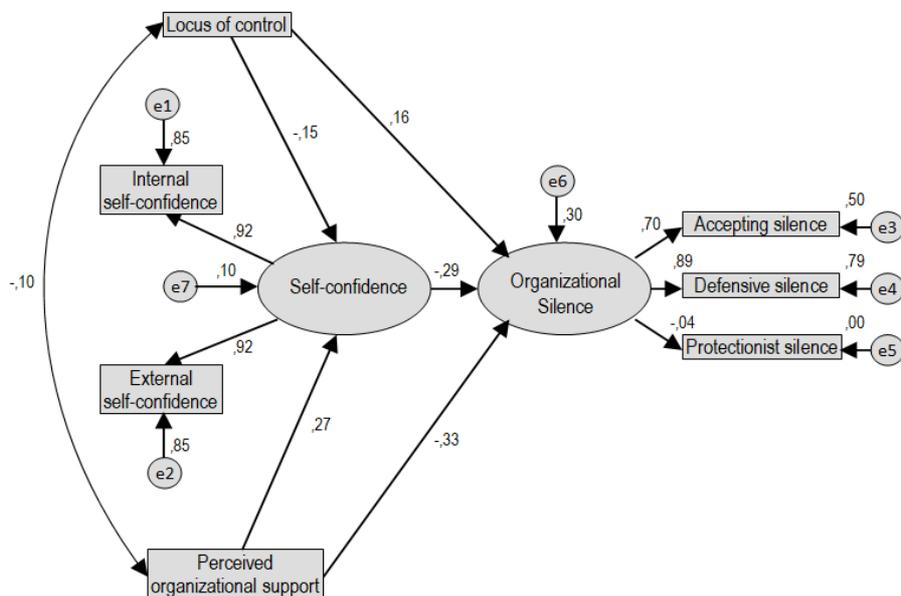

Figure 1. Standardized path coefficients.

The standardized path coefficients in Table 3 show that the variable with the highest impact on the perception of organizational silence is organizational support (β = -.33). The perception of organizational support also has the highest impact on teachers' self-confidence (β = .27). While the locus of control variable predicts self-confidence negatively (β = -.15), it is seen that the organizational support variable is a positive predictor of self-confidence. However, while there is a negative relationship between organizational support (β = -.33) and self-confidence (β = -.29) and organizational silence, locus of control (β = .16) positively predicts organizational silence.

Table 3.

The Predictive Effects of Independent Variables on Self-confidence and Organizational Silence

Dependent variable	Effect	Independent variable	Standardized Estimation (*Estimate*)	Standard Error (*SE*)	Critical Rate (*CR*)
Self-confidence	←	Locus of control	-.15**	.01	-3.15
	←	Organizational support	.27***	.03	5.47
Organizational Silence	←	Locus of control	.16***	.01	3.31
	←	Organizational support	-.33***	.04	-5.98
	←	Self-confidence	-.29***	.06	-5.15

** *p*< .01, *** *p*< .001.

The standardized path coefficients in Table 3 show that the variable with the highest effect on the perception of organizational

silence is organizational support (β = -.33). Organizational support perception has the highest effect on teachers' self-confidence (β = .27). While the locus of control variable predicts self-confidence negatively (β = -.15), it is seen that the organizational support variable is a positive predictor of self-confidence. However, while there is a negative relationship between organizational support (β = -.33) and self-confidence (β = -.29) variables, and organizational silence, locus of control (β = .16) positively predicts organizational silence. Direct, indirect and total predictive effects of independent variables on organizational silence are given in Table 4.

Table 4.

Direct, Indirect and Total Effects of Independent Variables on Organizational Silence

Variables	Predictive Effects on Teacher Organizational Silence (Standardized Path Coefficients)		
	Direct	Indirect	Total
Locus of control	.16***	.04**	.20***
Organizational support	-.33***	-.08**	-.41***
Self-confidence	-.29***	-	-.29***

 ** *p*< .01, *** *p*< .001.

According to Table 4, the locus of control and organizational support variables have direct and indirect predictive effects on organizational silence. Locus of control has a direct and indirect predictive effect on organizational silence (β = .04). Similarly, the direct effect of perceived organizational support on organizational silence

and indirect (β = -.08) predictive effect over self-confidence were found significant.

Discussion, Conclusion, and Suggestions

At the end of the research, it was observed that there was a negative and significant relationship between locus of control and internal self-confidence, external self-confidence, and perceived organizational support. Self-confidence and perceived organizational support level decrease as the belief in external locus of control increases, as it is thought that success and failure situations do not depend on their own behavior. However, as the belief in external locus of control increases, accepting silence and defensive silence behavior also increase. In the study conducted by Şekerli (2013), it was stated that organizational silence behaviors decrease as the locus of control shifts from outside to inside. This situation can be explained by the ability of self-confident individuals with internal locus of control to express their thoughts and feelings and to have problem-solving skills. Individuals focused on internal control who believe that they can affect events are able to express their ideas, requests, suggestions and criticisms more easily, and exhibit a more willing attitude to change the conditions in the environment. Therefore, it can be said that teachers with a focus on internal control will affect students positively.

There is no relationship between locus of control and protectionist silence. As self-confidence and perceived organizational support level increases, accepting and defensive silence behavior decreases. The results of the research conducted by Erenler (2010) were found to support the results of this study, and that the employees with high perceived organizational support levels show less silence behaviors, the inner locus of control affects employee silence behavior

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significantly and adversely, and as the belief in the locus of internal control increases, the employee silence behavior decreases. It has been reached that the organizational support perceived by individuals with low internal locus of control affects silence behavior more strongly. In a safe and comfortable school atmosphere based on positive relationships between administrators and teachers, ensuring teachers' participation in educational decision-making processes, appreciating their efforts and paying attention to their happiness enable them to participate voluntarily in activities and show high performance (Korkmaz, 2006). Teachers' possibility of attending meetings, helping their colleagues, making suggestions for improvement and performing useful activities are closely related to the organizational support they feel, and negative organizational behaviors direct them to give negative reactions (Özdemir, 2010).

Öztürk (2019) states that teachers prefer accepting silence and protective silence. In the study conducted by Kulualp and Çakmak (2016), it was stated that perceived organizational support should be increased in order to reduce the accepting silence, and organizational support did not have a significant effect on prosocial silence. Akçin, Erat, Alnıaçık and Çiftçioğlu (2017) also revealed that as perceived organizational support increased, defense silence decreased. Hu, Zhu, Zhou, Li, Maguire, Sun, and Wang (2018) emphasized the importance of the belief that thoughts will not be harmed and faced with a risky situation so that they can be expressed easily. Employees' ability to express themselves comfortably in their competent areas is affected by the communication based on trust at the horizontal and vertical levels (Doğan& Yılmaz, 2020).

Highly perceived organizational support can help achieve a balance between the positive support received by the institution and

the contributions of the individual (Rhoades &Eisenberger, 2002). It can be said that employees respond to the motivation created by organizational support with their superior performance (Armeli, Eisenberger, Fasolo & Lynch, 1998).

An interesting finding of the study was that the protectionist silence variable was not related to any variable in the scope of the research. The results of the research show that the variable that has the highest effect on teachers' perceptions of organizational silence and self-confidence is perceived organizational support. The finding, which indicates that the locus of control variable predicts self-confidence negatively, shows that the self-control level affects the self-confidence level positively and that the external locus of control negatively affects the self-confidence level. It is seen that the organizational support variable is a positive predictor of self-confidence. It was concluded that as the level of organizational support and self-confidence increased, organizational silence behaviors decreased and the locus of control variable predicted organizational silence positively. Individuals who are valued and cared for by the institution they work for experience feelings such as positive thinking, taking responsibility, taking risks and not being afraid of making mistakes and this may increase their self-confidence level. By expressing their innovative ideas and suggestions in a supportive work environment, teachers can improve their performance and keep up with the rapidly changing world of science and education. School principals need to know how to support teachers as organizational support has many dimensions and changes (Singh & Billingsley, 2001).

Locus of control and organizational support variables have direct and indirect predictive effects on organizational silence. It has been observed that locus of control has a direct and indirect predictive

effect on organizational silence through self-confidence. Similarly, the direct and indirect predictive effects of perceived organizational support on organizational silence and self-confidence were found to be significant. Since a high level of organizational trust eliminates organizational silence, management should carry out more activities to develop organizational trust. To this end, a culture that promotes multilateral communication and dialogue among employees should be adopted first. Employees' sense of justice should be handled with strong corporate values by rewarding individual and team work, and transparent and competitive reward systems should be developed for this. It is important to make the workload manageable. Preparing employees through planning and personnel development programs and giving them the opportunity to realize their potential will increase their loyalty to the institution.

In this study, the relationship between organizational silence and locus of control, self-confidence, perceived organizational support was examined. In studies conducted in Turkey it has been found that the Rotter's Locus of Control Scale is widely used. In this study, the version adapted to Turkish by Dağ (1991) was used. It has been observed that the recently translated or developed locus of control scales are more directed at children and adolescents. Another limitation of the research is related to the generalization of the results obtained. The sample of the research; It includes teachers working in Anatolian high schools in the central districts of Ankara. Conducting the research only in the public sector is also among the limitations of the study. In addition, it was observed that the participants were partially hesitant to express their views on the issue of organizational silence.

There is a need for further studies on whether the personality traits that shape the behavior and attitudes of the teachers are effective in their silence behaviors. This reality is very more important for the schools as being synergistic institutions. All other stakeholders in the school, especially the policymakers, administrators and teachers, have to create a wealth of thoughts, ideas and opinions, provide effective feedback in the learning and development process, and internalize different perspectives by synthesizing them.

In order to improve the managerial skills of school administrators and to increase peer learning and solidarity among teachers, teachers should be professionals who can generate ideas, share their opinions, solve problems and express themselves. Policymakers should examine the variables associated with organizational silence in order to create such a school culture and climate that is open to communication, thinking and generating synergy. It can be said that researchers examining different personal, social and organizational variables that explain organizational silence will contribute to the field.

It is necessary to carry out studies to increase the awareness level of teachers about organizational silence and negative consequences of silence, to determine the type of support needed, to ensure participation in the activities and decision-making process in the school, and to create a healthy school climate where ideas and opinions can be expressed openly. Considering that behavioral cycles and personality traits leading to organizational silence cannot be directly observed and are the result of a long process starting from childhood, it is necessary to emphasize the concept of perceived organizational support. As it is understood from the results, perceived organizational

support increases teacher self-confidence and decreases teacher organizational silence.

In future studies, the effects of managers' locus of control tendency and self-confidence levels on organizational silence behavior can also be addressed, and studies on factors affecting protective silence behavior can be conducted. Further studies can be performed on the functions of protective silence, which expresses silence by considering the well-being of the employees and the organization rather than fearing the negative consequences of expressing their opinions.

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