


Original Article

Relationship between Organizational Silence and Commitment of Employees at University Level

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Abstract

The purpose of this study was to find out the level and reasons of Silence and commitment of employees. This study also identified relationship between organizational silence (OS) and commitment of university employees. All teachers of three universities of Division Sahiwal were used as a population. Two questionnaires were used to measure teachers' demographic characteristics, their silence level and reasons and their commitment level and reasons. In this research data were collected from 420 teachers from three universities of Division Sahiwal. After completion of data collection, data were analysed by using SPSS. Cronbach's Alpha coefficient test was used to find out the reliability of instrument. Independent sample t-test, and Pearson -correlation test were also used for analysis of data. With reference to effects of demographic variables it was found that gender, marital status and locality have different mean regarding to silence and commitment of teachers. But faculty has variation only in teachers' commitment. The result of this study explored a strong positive relationship between organizational silence and commitment of employees at universities. It was recommended that Administration of university may provide such environment for teachers in which they feel in university as a part of a family and share their own ideas, feeling and knowledge without any fear. HEC may arrange a training centre for teachers in the institute of all rank for knowing teachers issues regarding silent behaviour in university.

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1. INTRODUCTION

Teachers are the superheroes for the classroom so hardworking, loyalty with duties are important factors for university teachers to gain respect and promotion from their institution. Teachers are significant basis of the aspects that are analytical such as discovery transformation and modification for the success of the university. Many teachers have very critical thoughts and opinions regarding to the university, therefore, the employees prefer to remain silent. Modern situation demonstrates reports that educational organizations are becoming powerful day by day. Therefore, the teachers always share their opinion, information and practices (Liu, Wu et al. 2009). Amah and Alvani (Nikmaram, Yamchi et al. 2012) describe that organizational silence (OS) is found among the different employees and can be reduced that by introducing different management styles and open discussion among the employees because employee remain silent due to different reasons and if that reasons is reduced then organizational silence would be removed. Benard and Slade (2009) explain the two main aspects that cause employees to be silent in

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the university are: Managers' fears, negative comments from employees due to the risk of their interests and their position and the employee's opinion of management's beliefs about it.

Van Dyne et al. (2003) describes the silence in Acquiescent silence, Defensive silence and Prosocial silence. Acquiescent silence is employees' thoughts that speech is useless and will not change anything. Defensive silence is silence attitude in which an employee remains silence in order to protect himself due to fear of reaction of his speech. Prosocial silence is silence behavior of employee. They remain silent due to welfare of their university. According to Knoll (Knoll & Van Dick 2013), silence is like a lead which dynamically uninvolved and covered up in natural world since agents don't express their thoughts, as they recognize that creation some voice is senseless or unfit as a result of less evaluation of sensibility. Prosocial silence does not create by any pressure and organizational training. In prosocial silence, the employee show great desire for cooperation. Employees do not convey secret information of the organization to unfit people (Cetin 2014). Morrison and Milliken (2000) explained that employees prefer to silence for cover their genuine assumptions because of shame, hurting work relationship and withdrawal.

Commitment is some kind of a relationship between the employee and his/her university. Korkmaz (2018) explains in his study the commitment model of Allen & Mayer in which he explains apparatus or elements of commitment. These are Affective commitment, normative commitment and Continuance commitment. Hearted connection of worker with university, the identity of the university and the wish to remain in university are found in Affective commitment (Yao, Xiang et al. 2022). Teachers with high affective commitment volunteer to live in the university. Continuance commitment is that in which an employee continue to stay in university. Basically in continuance commitment an employee attaches with university in order to fulfill his/her needs (Powell & Meyer 2004). Normative commitment is concerned with feeling of duty of employees towards their workplace. Employees with high normative commitment remain in the university with this belief that it is my obligation to remain in the university. Affective commitment is also called attitudinal commitment (Taylor 2005). Affective commitment is the first component of commitment which describes emotions of an employee and it also describes how well an employee attaches with his or her organization (Tangirala & Ramanujam 2008). Employees feel that it is their ethical responsibility to live in corporation (Meyer & Maltin 2010). Continuance commitment is the employee requirement for the continuance work for their needs. It is related with personal sacrifice of an employee (Serhan, Nehmeh et al. 2022).

Vakola and Bouradas (2005) demonstrated that as workers come in the work place they think if organization fulfills to those needs which they expect from organization then they show commitment with their job. They also cleared to the commitment in three aspects; firstly to know about norms of organization and follow the values and standards. The second one is to do extra struggle for achieving goals of organization and make a policy for development or progress for organization. The last one is to make such a member of the organization who has strong relationship with organization. Hazen (2006) explains that silence means not only no words, no scripts but it involves talking or writing briefly or without accuracy, belief or power. Early implications of silence contrasted it and "commitment" and nothing idea wasn't right if concerns were not being voiced. People show their silence in different ways in the organization; employees not only to remain silent but also not to write, not to be present not to be heard and to be neglected (Nikmaram, Yamchi et al. 2012).

Milliken and Hewlin demonstrate that silence occurs at different stage in organization. It occurs between management and employees and between colleagues. They described this concept in their study. They suggest in their study that silence starts from the top authority due to harmful comments, selfish attitude and dishonesty. Other type of attitude, the reason to remain silent comes from the employees' thinking, needs and aims. Silence is occurred when specific stimulus is regularly associated with or conditioned by good or bad experiences. Nikolaou, et al. (2011) demonstrated that when workers enter in a workplace then they find such climate which fulfill to their needs and expectations that they expect from their workplace. Employees follow the standard, beliefs and values of workplace for achieving the personal needs. For this perspectives, when organizations fulfill the needs of employees then employee show more commitment for their job.

Significance of the Study

It is hope that this study has many advantages. The importance of the study will be clear from the following points. This research will give a practical proof for impact of organizational silence on commitment of teachers. Employee's satisfaction is very important for development of university. The finding of this research will help modify the way of thinking of concerned authorities about needs and behavior of teachers. This study will provide help to know the reasons of teacher silence. This study will helpful for removal to these reasons. It will also support to management authority for making democratic environment for teachers in which they can share their opinions and ideas without any fear and pressure. This study may also create a motivation for future experimental research related the effects of

organizational silence (OS) on teacher's commitment. This study will be beneficial for employees of every profession.

Objectives of the Study

The main objective of this study was to find out the relationship between organizational silence and commitment of employees at university level.

2. METHODOLOGY

Descriptive research design was employed in this study to find out effects and relationship of variables. The study was carried out on a total of 420 employees which working in three different universities of Sahiwal division within this scope, 450 questionnaires were distributed to the employees, 420 questionnaires returned. The turnover rate of the questionnaires is 80%. In this case, the number of survey forms included in the analysis was 420. Research instrument for collecting the data were self-developed questionnaires based on organizational silence and employee commitment. First part of questionnaire was comprised of demographic knowledge of respondents. It provided information about the respondents' marital status, locality, gender and faculty. Second part of the questionnaire was based on items regarding organizational silence and employee commitment in university. After the completion of data collection, data were analysis by using of Statistical Package of social sciences (SPSS) software. Data were analyzed to find out the frequencies, Mean, T.Test and Pearson's Correlation.

3. RESULTS & FINDINGS

Table 1

Distribution of Sample with demographic characteristics

Characteristics	Frequency	%
Gender		
Male	292	(70%)
Female	128	(30%)
Marital Status		
Single	173	(41%)
Married	247	(59%)
Faculty		
Physical Sciences	210	(50%)
Administrative Sciences	210	(50%)
Residence		
Rural	153	(36%)
Urban	267	(64%)
Total	420	100

The table 1 shows the descriptive analysis of sample on the basis of their characteristics for instance, faculty, gender, residence and marital status. There were male 70% and female 30%, married 59% and unmarried were 41%. 36 % teachers were belongs to rural area and 64% teachers to urban area. 50% teachers were from Social sciences and 50% administrative sciences.

Table 2

Gender wise Difference Overall Results of Independence Sample T Test on university teachers about reasons to remain silence

Variables	Gender	N	M	SD	Df	T	.sig
Acquiescent Silence	Male	292	2.43	.51	418	-1.97	.04
	Female	128	2.54	.56			
Defensive Silence	Male	292	2.44	.53	418	-2.35	.01
	Female	128	2.58	.56			
Prosocial Silence	Male	292	2.65	.48	418	3.72	.00
	Female	128	2.47	.47			

This above table explores that independent t-test was used and the sig-value of these factors Acquiescent Silence, Defensive Silence and Prosocial Silence were significant at the level of 0.05. It means that the female and male teachers have different mean scores in all these factors.

Table 3

Gender wise Difference Overall Results of Independence Sample T Test on level and reasons of teacher's commitment in university

Variables	Gender	N	M	SD	Df	T	.sig
Affective Commitment	Male	292	2.73	.54	418	-3.50	.00
	Female	128	2.93	.56			
Normative Commitment	Male	292	2.69	.48	418	-.99	.32
	Female	128	2.74	.51			
Continuance Commitment	Male	292	2.57	.56	418	-2.92	.00
	Female	128	2.74	.49			

This above table explores that independent t-test was used and the sig-value of these factors 'Affective Commitment and Continuance Commitment were significant at the level of 0.05. It means that the female and male teachers have different mean scores in these both factors. But Normative Commitment factor showed insignificant difference it means there was no mean difference in Normative Commitment factor because sig-value was greater than 0.05.

Table 4

Faculty Wise Differences Overall Results of Independent Sample T Test on university teachers about reasons to remain silence

Variables	Faculty	N	M	SD	Df	T	.sig
Acquaintance Silence	Physical Sciences	210	2.44	.53	418	-.79	.42
	Administrative Sciences	210	2.48	.53			
Defensive Silence	Physical Sciences	210	2.49	.54	418	-.33	.70
	Administrative Sciences	210	2.47	.57			
Prosocial Silence	Physical Sciences	210	2.58	.43	418	-.67	.50
	Administrative Sciences	210	2.61	.52			

This above table highlights that independent t-test was used. There was mean insignificant difference between physical sciences and administrative sciences teachers mean score on these factors Acquaintance Silence, Defensive Silence and Prosocial Silence. It shows that the Physical sciences and administrative sciences teachers have equality in mean score and also sig-values were $>.05$ at significance level

Table 5

Faculty Wise Difference Overall Results of Independence Sample Test on level and reasons of teachers commitment in university

Variables	Faculty	N	M	SD	Df	T	.sig
Affective Commitment	Physical Sciences	210	2.76	.58	418	-1.18	.23
	Administrative Sciences	210	2.82	.55			
Normative Commitment	Physical Sciences	210	2.69	.51	418	-.50	.61
	Administrative Sciences	210	2.72	.47			
Continuance Commitment	Physical Sciences	210	2.68	.54	418	2.25	.02
	Administrative Sciences	210	2.56	.54			

This above table highlights that independent t-test was used and the sig-value of the factors Continuance Commitment was significant at the level of 0.05. it means there was difference between mean scores of physical sciences and administrative sciences of Continuance Commitment but there was mean insignificant difference between physical sciences and administrative sciences teachers mean score on these factors 'Affective Commitment and Normative Commitment. It clears that Physical sciences and administrative sciences teachers have equality in mean score and also sig-values were $>.05$ at significance level.

Table 6

Locality Wise Differences Overall Results of Independent Sample T Test on university teachers about reasons to remain silence

Variables	Locality	N	M	SD	Df	T	.sig
Acquaintance Silence	Rural	153	2.56	.50	418	2.79	.00
	Urban	267	2.41	.53			
Defensive Silence	Rural	153	2.53	.59	418	1.22	.22
	Urban	267	2.46	.53			
Prosocial Silence	Rural	153	2.59	.50	418	-.35	.72
	Urban	267	2.60	.47			

Above table explores that independent test was used and analysis showed a significant difference between urban and rural teachers' mean score on factor of Acquaintance Silence. Defensive Silence and Prosocial Silence have insignificant mean difference because sig-value was $>.05$ at significance level

Table 7

Locality Wise Differences Overall Results of Independent t-test on levels and reasons of teacher's commitment in university

Variables	Locality	N	M	SD	Df	T	Sig
Affective Commitment	Rural	153	2.83	.55	418	.31	.99
	Urban	267	2.77	.55			
Normative Commitment	Rural	153	2.74	.49	418	1.02	.30
	Urban	267	2.69	.49			
Continuance Commitment	Rural	153	2.72	.59	418	2.81	.00
	Urban	267	2.57	.51			

Above table explores that independent sample t-test was applied and the analysis showed a significant difference in between urban and rural teachers mean score on factor of Continuance Commitment. Affective commitment and Normative commitment have insignificant mean difference because sig-value was $>.05$ at significance level.

Table 8

Marital Status Wise Differences Overall Results of Independent Sample T Test on university teachers about reasons to remain silence

Variables	Status	N	M	SD	Df	T	.sig
Acquaintance Silence	Single	173	2.45	.53	418	-50	.61
	Married	247	2.47	.53			
Defensive Silence	Single	173	2.52	.53	418	1.20	.22
	Married	247	2.46	.57			
Prosocial Silence	Single	173	2.54	.46	418	-2.19	.02
	Married	247	2.64	.49			

This above table highlights that independent t-test was used and the sig-value of the factors Prosocial Silence was significant at the level of 0.05. it means there was difference between mean scores of single and married teachers of prosocial silence. But there was no difference in mean of single and married teachers on these factors 'Acquaintance Silence and Defensive Silence. It clears that in Acquaintance Silence and Defensive Silence teachers have equality in mean score and also sig-values were $>.05$ at significance level.

Table 9

Marital Status Wise Differences Overall Results of Independent T-Test on levels and reasons of teacher's commitment in university

Variables	Status	N	M	SD	Df	T	.sig
Affective commitment	Single	173	2.45	.53	418	-50	.04
	Married	247	2.47	.53			
Normative commitment	Single	173	2.52	.53	418	1.20	.66
	Married	247	2.46	.57			
Continuance commitment	Single	173	2.54	.46	418	-2.19	.19
	Married	247	2.64	.49			

This above table shows that independent sample t-test was applied and the sig-value of the factors Affective Commitment was significant at the level of 0.05. it means there was difference between mean scores of single and married teachers of Affective Commitment but there was no difference in mean of single and married teachers on these factors 'Normative Commitment and Continuance Commitment. It clears that in Normative Commitment and Continuance Commitment teachers have equality in mean score and also sig values were $>.05$ at significance level.

Table 10

Correlate the teacher silence and teacher commitment in university

	Total Silence	Total Commitment
Pearson Correlation	1	.187
Sig (2-tailed)		.00
N	420	

Table 19 demonstrates that there was a relationship in Silence and commitment of university teachers with $r = .187$. There is strong positive relationship between organizational silence and commitment of employees at universities.

Discussion

The result of this study explored a strong positive relationship between organizational silence and commitment

of employees. Tehrani et al. (2021) found the same result. But Qazelvand and Shahtalebi (2016) found the opposite result. In this research gender affects on teacher silence because female teachers prefer to remain silent as compared to male teachers due to (acquiescent silence, defensive silence). According to result gender also affects on teacher commitment. Female teachers are more committed with their university than male teachers due to affective commitment and continuance commitment. Fisher et al. (2010) demonstrate that there is a significant difference in men and women. Women who work with men show different emotions and have more commitment level. Affum-Osei et al. (2015) found that both female and male employees were moderately committed.

According to this research faculty of physical sciences and administrative sciences have no effect on teacher silence. Teachers from faculty of physical sciences are more committed with their institution as compared to administrative sciences due to personal needs and family pressure. Teachers from rural areas prefer to remain silent as compared to teachers who belong to urban area because of (acquiescent silence). But Köse and Köse (2019) conducted a study and concluded no significant difference among teachers locality. Teachers of rural area show more commitment with their institution than urban area teachers due to (continuance commitment). Married teachers remain more silent than single teachers because job is as a necessity for married teachers for fulfills the family responsibilities. A study of Sevgin noted that the married teachers have remained more silent than unmarried. The result showed that single teachers are more committed as compared to married teachers due to affective commitment. Chughtai and Zafar (2006) conclude opposite result that married employees show more commitment than unmarried employees.

4. CONCLUSION

The objective of this study was to find out the relationship of organizational silence with commitment of employees in university. Findings explained that Female teachers are remained more silent than male teachers due to acquiescent silence and defensive silence but male teacher prefer to remain silent due to prosocial silence. Females' teachers are more committed with their institution than male teachers due to affective commitment and continuance commitment. With reference to faculties teachers from physical sciences are more committed with their university due to continuance commitment as compared to teachers of administrative sciences. Teachers from rural areas remain more silent due to acquiescent silence than urban teachers who belong to urban area. Teachers of rural area are more committed due to continuance commitment than teachers of urban area. According to marital status married teachers remain silent due to prosocial silence than single teachers and single teachers are more committed with their university due to affective commitment than married teachers. Furthermore, the result revealed that there was a positive relationship between organizational silence and commitment of employees of universities.

Suggestions and Recommendations

This research provides good opportunities for the universities to know the reasons of silence of teachers and also their commitment level with work. Administration of university may provide such environment for teachers in which they feel in university as a part of a family and share their own ideas, feeling and knowledge without any fear. HEC and institutions may give an appropriate budget facilities and institutional support to the teachers who remain silent due to some blackmailing like lose of job, cut off increment, increase work load, decrease respect. Teachers should have to be committed due to their moral obligation, responsibilities and rules towards university not only for their personal needs. Head of institution and senior teachers should guide junior teachers in their difficulties and understanding of institution climate.

Competing Interests

The authors have declared that no competing interests exist.

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