

Gender Influence on the Organizational Silence in the School Sector in Amman, Jordan.

*MUNIF MOHAMMED AL ZOUBI, OSAMA KHALED ALKHLAIFAT
ADDRESS: 4-6 BAROSS UTCA, SOPRON HUNGARY UNIVERSITY OF
SOPRON
EMAIL: MUNIF.ZOUBI@GMAIL.COM

Abstract:

This research is based on the the school sector in the Jordanian Capital Amman and aims to measure the difference in the silence level between teachers according to gender and to determine which silence's factors have an impact on the decision-making process. A questionnaire was distributed to collect the information needed from a study sample of 1643 male and female teachers that were randomly selected. The required tests were carried out to ensure the reliability of the questionnaire. Furthermore, the correlation coefficient and multiple regression analysis was used to test the hypotheses of the study. According to some of the results there was a moderate difference in the silence level between genders, and there was an inverse relationship between the factors of silence and participation in decision-making. Moreover, the results showed that the organizational silence level is higher in female teachers than in male ones. Furthermore, the results showed that female teachers are higher in each silence factor except for psychological withdrawal.

Key Words: *Human Factors, organisational Silence, Human Resources, School Sectors, Silence Factors.*

1.0 Introduction:

One of the issues managers are having when dealing with their employees is their reluctance to come forward to discuss the issues they face or have seen at the workplace. For example, an employee witnesses a problem or issue at the workplace, whether the issue occurs with them, with a colleague or even in the organization's chain of command, but does not feel comfortable coming forward and discussing it with their superiors. This phenomenon of saying or doing very little when seeing a

problem that could harm the organization is called organizational silence (Henriksen and Dayton, 2006)[1].

Many factors come that could cause silence at the workplace. Ryan & Oestreich (1993)[2] believe that employees tend to not converse about these issues with their superiors due to fear of being misunderstood by the higher-ups. Some could be afraid that their superiors could take it as a challenge if the issue concerned them directly.

The movement of information throughout an organization is one of the critical factors in the decision-making process. Having cracks in the information pipeline could have major consequences. For example, this could cause management to make a decision that negatively impacts the company unknowingly. Either through not fixing the issue that the employee was silent about, the issue could be a, or causing distrust between company employees (Beer & Eisenstat, 2000)[3].

Schools are not only limited to teaching their students the academic concepts and expertise; it is also a place for students to grow socially and emotionally by interacting with other students. The educational systems in any country assist in the moulding of future generations. Hence, organizational silence in teachers' society is a major problem that needs to be analyzed and understood for management to deal with the factors causing this problem. Therefore, The study is conducted in the Jordanian public school sector and will attempt to analyze the silence in this sector.

Jordan, a country in the Middle East, follows middle eastern traditions and culture. According to Jensen W.(2005)[4], the Jordanian culture is led by two major forces: the socioeconomic and political change that comes naturally with modernization and globalization. The second force being the need for preservation, which means maintaining cultural and religious traditions. The effects of this culture on organizational silence will be one of the research's main goals.

There are many factors responsible for organizational silence. These factors range from personal issues an employee could be going through or pressured by to organizational factors that the management have been neglecting or overlooking. In previous studies, many factors explored were identified in regards to organizational silence. However, in this study, the researchers will attempt to determine the influence of gender on organizational silence phenomena in the Jordanian public school sector.

1.1 Research Objective:

This research aims to use the literature to analyze the main factors for organizational silence in Jordan.

This research will attempt to examine if there is a difference in silence degree between male and female employees.

This research will attempt to understand if Organizational silence factors differ between male employees and female ones.

1.2 Research Aim:

This study will aim to understand Organizational silence better and will attempt to help management in the school sectors understand how they could minimize this silence. Furthermore, the research will attempt to understand the factors of Organizational silence that affect employees mostly regarding their gender.

1.3 Research Hypothesis:

H01: There is a difference in the Organizational factors that causes the silence between genders.

H02: There is a difference in the personal factors that causes the silence between genders.

H03: There are insignificant differences between the respondents' response toward the study's variables regarding different respondent's gender.

2.0 Literature review:

Woman in the workforce in Jordan:

Many studies have been done in middle eastern countries that focused on the effects of the social and cultural factors on the female labour force in these countries. According to (Miles R., 2002)[5], there is a lower number of females in the labor force in these countries. Many reasons could cause that, some of which are, most middle eastern countries practise the Muslim religion, which has many "conservative" rules. The middle eastern culture also focuses on family values and family ties, where women usually assume the wife and mother role in this family; it could be due to the fact that a Jordanian family currently has an average of (5.1) family members per family, with an average of (2.6) children (Jordanian Department of Statistics, 2018)[6]. However, that number was much higher in 1997, where it was (4.4) children, which was also much higher the decade before. On account of this high fertility rate, women would sometimes be inclined to assume the family's mother role. Furthermore, according to a study done by Kawar (2000)[7], wages for females workers in the labour force economy-wide are lower than that of men, and many jobs are still segregated, and others are considered male-only.

2.1 Organizational Silence:

The disruption of information flow throughout a company, negative information in particular, is widespread in organizations (Morrison et. al, 2000)[8]. There are many important decisions a worker makes in the workplace. Among these decisions is whether the workers should express their ideas and their issues to other organization members, especially their superiors. Thus, when the organization members decide not to express their ideas and issues to the organization, this occurrence is called "Organizational Silence". Milliken and Morrison coined the silence term to indicate the prevention of employees voice from being heard in an organization, whether it is due to the organization not hearing the employees or the employee withholding their opinions and problems(Shojaie, Matin and Barani, 2011)[9].

Kahmenman, Tversky (2013)[10] defined a "Decision" to be the choice an individual or a group preferred among two or more other choices to solve a problem or an issue they are facing. The choices could be the mundane day to day choices or more important ones that could have long term effects on the individual or the group. Moreover, these long term decisions are even more important when it affects an organization as a whole. Hence, managers and decision-makers in an organization need all the information possible to make the correct decision. Researchers consider organizational silence to be the intentional restriction of this information, whether it is work-related ideas or reporting of work-related issues, which could negatively affect the company (Beheshtifar et al., 2012)[11]. Thus, the silence problem is such an important topic for decision-makers to focus on.

Researchers have found many factors that cause silence in organizations. These factors were classified into two groups. The first group is personal factors such as personal belief, the culture the individual comes from or even the employees social status. The second group is organizational factors. As the name suggests, these factors are due to the organizational behaviour and practices and could be caused by many reasons such as the organization's policies, issues happening in the organization, the organization's leadership style (Morrison et. al)[8].

In a previous study conducted by the researchers regarding the factors of silence in the Jordanian public school sector, the data showed the following table:

Personal Factor	Organizational factors
Prosocial factor	Fear of negative reactions

Lack of self-esteem	Mistrust
Psychological withdrawal	Lack of management support
Diffident Silence	Abusing of formal authority
Deviant silence	Injustice

Table (1)
Al Khlaifat; 2019

The table shows two groups of factors, the first category being personal factors and the second being the organizational factors, and each is divided into 5 different factors:

2.1.1 Personal Factors:

According to a previous study, personal factors has five sub-factors, and each could be the reason behind the silence:

Firstly, prosocial factor. Rhee et al. (2014)[12] describe prosocial behaviour as a type of altruism or self-sacrifice for the good of a colleague, believing that they provide a colleague with a favour.

Secondly, lack of self-esteem, this factor is related to the employees feeling of in-importance; whether its a feeling that his/her input is negligible, his/her set of skills are inapplicable in the company or the existence of a hierarchical or social status issue with the worker (Amah & Okafor, 2008)[13].

Thirdly, the psychological withdrawal. Whiteside & Barclay (2013)[14] suggest that the withdrawal could be due to the lack of sense of belonging to the organization or absence of attachment to the workplace. For example, when an employee's job does not correlate to his/her ambitions and aspirations in regards to their career path.

Fourthly, diffident silence. Many consider this factor to be one of the main factors behind organizational silence. Pacheo et al. (2015)[15] defined diffident silence as the silence caused by fear or social anxiety; regarding how other employees could perceive the employees' participation or conduct.

Finally, the deviant factor is the least common factor and is believed to occur in two different scenarios. Firstly, deviant silence occurs when the group of employees in an organization believe that staying silent when it comes to managerial decisions and focusing on doing their jobs benefits them more. The second reason behind this silence is maliciousness, either towards the organization or a colleague; when an

employee tries to bring harm to the organization or one of his colleagues (Milliken et al., 2003)[16].

2.1.2 Organizational factors:

There are many silence factors an organization could form or lead to creating without knowing. These factors are due to an organization's leadership style, organizational conduct, and work environment. The following are the main organizational factors found in the literature:

The first factor in the list is the fear of negative reaction. This factor causes silence when an employee tries to conceal some negative information in fear of losing their job or being penalized (Timming & Johnstone, 2015)[17].

The second factor is mistrust, or lack of confidence in the management, when an employee does not feel enough trust in their superiors, causing them not to address them when needed. Moreover, the mistrust factor could be due to many reasons, such as the uncertainty of the legitimacy of the information presented by other employees, lack of anonymity on the organization's part, or even lack of seriousness by the managers when receiving the information (Pinder & Harlos, 2001)[18].

The third factor is the lack of management support. When employees are not encouraged to participate in the decision-making process, they feel that their input is not welcome (Dedahanov A.T., Rhee J., 2015)[19].

The fourth factor is the management's abuse of their formal authority. This factor results from the lacking leadership and focusing on giving instructions to employees to follow while making most of the decisions.

The final factor is injustice. This factor results from management having inequality when dealing with the employees, or attention to some employees' suggestions over others, or could even be due to inadequate payment for the work done by the employees (Timming & Johnstone, 2015)[17].

When looking at the organizational factors, we can see a way for management to handle these factors through a correct leadership style. There are many leadership styles that managers can adopt, many of which reduce the organizational factors :

There are many leadership styles that managers can use in an organization. The two most extreme are the directive leadership style and the conceptual leadership styles; the rest of the styles could be considered on the spectrum between them when it comes to employee participation. Firstly, the most commonly used one, and the one used in the Jordanian public school systems, is the directive leadership style. In this

leadership style, the decision-making process is autocratic and is made solely by the decision-makers. Moreover, a directive leadership style is considered a very rational leadership style. However, all the decisions are still made with the decision-makers experience to judge which decision is better than its alternatives(Dolatabadi & Safa, 2010)[20]. Secondly, the behavioural leadership style; is group-oriented and tries to make sure all members work together. However, in place of brainstorming like any other leadership styles, the choices are given to the group to check each of the options' pros and cons (Amazt I.H, Idris A.R., 2011)[21]. This style is intuitive, where decision-makers are responsive to the team's mood and likely to make decisions that will motivate the team members to perform (De Vries et al., 2008)[22].

After going through all the factors, the study aims to determine the degree and impact of silence on decision-making in Jordanian public schools and the difference of factors according to gender. The researchers assume that all these factors, personal and organizational, impact the decision-making process.

3.0 Research Methodology:

3.1 Philosophical approach:

Choosing a research's methodology is an issue that researchers have never been able to come to a compromise on. There are two main paradigms researchers have been split between.

Firstly, "Positivism", which is a paradigm that evolved in western countries, and people who follow this paradigm believe that the main research methodology is a quantitative method. Researchers should follow scientifically proven facts, and hard evidence discredits non-tangible evidence such as human feelings. Hence, this research paradigm relies more on collecting and analyzing numerical data and the results are given are usually coming from a large population(Saunders M. Lewis P. and Thornhill A. 2003)[23].

The second paradigm some researcher follows is "Interpretivists", which as the name suggests that all knowledge is up for the researcher's interpretation. This paradigm believes that qualitative methods are the main research methodology for this type of research. It focuses on observing the issue and usually utilizes interviews as its data collection tool (Saunders M. Lewis P. and Thornhill A. 2003)[23].

In this research, the researchers will follow a positivist paradigm, as the data was collected for this research using a questionnaire and will be presented in a statistical

form, which the interpretivism paradigm goes against (Saunders M. Lewis P. and Thornhill A. 2003)[23].

3.2 Qualitative method :

This study uses quantitative methods to find the impact of silence factors on teachers' participation in the decision-making process by measuring their personal factors as well as their awareness of organizational factors as a hindrance to their participation. The study uses the primary data collected using the questionnaire and secondary data from the relevant previous literature.

3.3 Study Population and Sample:

The study population consists of 16802 full-time teachers in public schools in Amman Governorate, where they are divided into 5952 males and 10850 females according to the Jordanian ministry of education databases in 2019. The sample reached 1643 teachers of both genders, which is almost 10% of the entire population. They were randomly accessed using google-drive electronic questionnaire tool. The following table shows the demographic distribution of the sample.

Sample distribution table

Respondents' Information		Frequency	%
Gender	Male	440	26.8
	Female	1203	73.2
Age	20-30 years	189	11.5
	31-40 years	798	48.6
	41-50 Years	552	33.6
	51-60 Years	100	6.1
	More than 60	4	0.2
Experience	1-10 Years	598	36.4
	11-20 Years	790	48.1
	21-30 Years	236	14.4
	More than 30	19	1.2
Level of education	Diploma	99	6
	Bachelor	1228	74.7
	M.A.	259	15.8
	Ph.D.	57	3.5

Source: Own construction

3.4- Study Tool:

In this study, the data required was collected using a questionnaire (Appendix A) which was developed based on the results of Alkhlaifat (2019)[24], where the results were rewritten in the form of questions. In order to confirm the clarity and straightforwardness of the questions, data from other previous relevant studies were used (Brinsfield, 2013; Panahi et al., 2012)[25]. Furthermore, the questionnaire was presented to linguists to be certain that the rewording and translation were correct.

The questionnaire consists of three parts: Firstly, the demographic characteristics of the sample (gender, age, experience and level of education). The next part of the questionnaire was designed to measure the factors of silence (55 questions). The following part of the questionnaire attempts to measure the tendency of teachers to participate in each stage of the decision-making process (26 questions). A seven-point Likert scale was used for all questions. SPSS v24 was used to test the validity of the study tool and examine the hypotheses.

4.0 Data Analysis:

Cronbach's Alpha test:

The Cronbach's Alpha test is a test designed to confirm the reliability of the study tool. The test shows that the result of the entirety of the questionnaire is 0.903 and the silence factor is 0.897. Furthermore, the Cronbach's Alpha test for the dependent variable, all the employees' participation in the decision-making process, is .852. According to Nunnally & Bernstein (1994)[26], the study instrument is reliable when α is greater than 0.7, and as table (1) shows α is greater than 0.7, which means that the instrument is reliable.

Questionnaire part	N. of Items	Cronbach's Alpha
Pro-social silence	5	0.824
Lack of self-esteem	7	0.872
Psychological withdrawal	6	0.845
Diffident Silence	3	0.816
Deviant silence	3	0.887
Fear of negative reactions	7	0.887

Mistrust	9	0.908
Lack of management support	5	0.893
Abusing of formal authority	5	0.824
Injustice	5	0.836
Problem identification	6	0.884
Development of alternatives	5	0.861
Evaluation of alternatives	5	0.846
Choosing the alternative	4	0.821
Follow up	6	0.843
The entirety of the silence part	55	0.897
The entirety of the participation in DMP	26	0.852

Table (2)

After the data was collected, it was then processed using the SPSS software package. The data was entered into SPSS, and the averages of the responses were calculated for all variables. The averages (Table 2) show the results for both male and female employees; the results show a moderate silence for both the organizational silence and the participation in the decision-making process for both males and females. Moreover, the table shows an average of 3.82 for males, and 4.08 for females regarding organizational silence factors, and 4.78 for males and 4.58 for females regarding the decision-making process.

Variables	Males	S.D	Females	S.D
Pro-social factor	4.288	0.461	4.698	0.615
Lack of self-estimation	3.858	0.031	4.394	0.311
Psychological withdrawal	4.870	1.043	4.630	0.547
Diffident Silence	2.310	1.518	2.853	1.230
Deviant silence	2.080	1.747	2.475	1.608
Personal Factors	3.782	0.046	3.901	0.182
Fear of negative reactions	5.090	1.262	5.365	1.281
Mistrust	2.522	1.305	2.794	1.289
Lack of management support	4.768	0.941	4.893	0.809

Abusing of formal authority	4.920	1.092	5.157	1.074
Injustice	2.586	1.241	2.785	1.298
Organizational Factor	3.861	0.034	4.093	0.010
Organizational silence	3.827	1.357	4.083	1.176
Defining the problem	4.168	0.612	4.053	0.526
Development of alternatives	4.930	0.150	4.609	0.030
Evaluation of alternatives	5.393	0.613	5.085	0.506
Choose Alternate / Solution	5.181	0.401	5.014	0.435
Supervision and follow-up	4.451	0.329	4.271	0.308
Decision Making Process	4.780	0.477	4.579	0.410

Table (3)

4.1 Personal factors:

Females - personal factors

	R	R ²	Adjusted R ²	F-value	Sig	Standardized Beta	t-value	Sig
Pro-social factor	-0.394	0.155	0.152	57.776	0.000	-0.242	-6.833	0.000
Lack of self-estimation						-0.274	-7.301	0.000
Psychological withdrawal						-0.317	-7.962	0.000
Diffident Silence						-0.091	-2.087	0.172
Deviant silence						-0.068	-1.972	0.291

Table (4)

The correlation coefficient $R = -0.394$ indicates that there is a negative correlation between Personal (individual) factors (Deviant silence, Pro-social, Lack of self-estimation, Psychological withdrawal and Diffident factor) and participation in the decision-Making process. This proves that the independent variables and dependent variable change in the opposite direction.

R square, coefficient of determination, represents the percentage of variance in the dependent variable that is explained by the variation in the independent variable. The

value of $R^2=0.155$ indicates the amount of variations in participation in the decision-making process explained by Personal (individual) factors (Deviant silence, Prosocial factor, Lack of self-estimation, Psychological withdrawal and Diffident Silence). The adjusted R^2 indicates the generalize ability of the model. It allows generalizing the results taken from the respondents to the whole population. If the adjusted R^2 is excluded from R^2 , the value will be $(0.155-0.152= 0.003)$. Thus, if the entire population participates and the study model has been fitted then the variance will decrease by 0.3%.

Males - personal factors

	R	R^2	Adjusted R^2	F-value	Sig	Standardized Beta	t-value	Sig
Pro-social factor	-0.379	0.144	0.141	55.076	0.000	-0.284	-7.633	0.000
Lack of self-estimation						-0.157	-4.740	0.006
Psychological withdrawal						-0.361	-8.532	0.000
Diffident Silence						-0.031	-0.871	0.472
Deviant silence						-0.027	-0.470	0.583

Table (5)

As seen in the males' personal factors shown in table (4), it is somewhat similar to the females'. The correlation coefficient $R= -0.379$ also shows a negative correlation between participation in the decision-making process and personal factors.

Furthermore, the value of $R^2=0.144$ and indicates the degree of participation in the decision-making process due to personal factors. Although the effects of each individual factor vary, the difference between the adjusted R^2 and R^2 is still equal $(0.144-0.141= 0.03)$; if the entire population participates, the study model has been fitted, then the variance will decrease by 0.3% as well.

4.2 Organizational factors:

Females- Organizational factors

	R	R^2	Adjusted	F-value	Sig	Standardized	t-value	Sig
--	---	-------	----------	---------	-----	--------------	---------	-----

			R ²			Beta		
Fear of negative reactions	-0.536	0.287	0.284	131.786	0.000	-0.469	-9.582	0.000
Mistrust						-0.096	-2.058	0.061
Lack of management support						-0.295	-5.780	0.001
Abusing of formal authority						-0.318	-6.805	0.000
Injustice						-0.082	-1.624	0.386

Table (6)

In this section, the study will attempt to discuss the analysis of the female organizational factors which can be seen in table (5). The organizational factors in this study were broken down into five subcategories (Fear of negative reaction, Mistrust, Lack of management support, Abusing of formal authority, and Injustice). As mentioned in the previous chapters, the R= -0.536, giving yet again a negative correlation between the factors and the decision-making process; which was to be expected.

Additionally, if the adjusted R² is excluded from the actual variance as done in the previous tables (0.287-0.284= 0.03), which shows that if the entire population participates and the study model has been fitted then the variance will decrease by 0.3% as well.

Males - Organizational factors

	R	R ²	Adjusted R ²	F-value	Sig	Standardized Beta	t-value	Sig
Fear of negative reactions	-0.472	0.223	0.220	93.964	0.000	-0.402	-8.714	0.000
Mistrust						-0.071	-1.928	0.070
Lack of management support						-0.325	-6.880	0.000
Abusing of formal authority						-0.302	-6.305	0.000
Injustice						-0.102	-1.830	0.086

Table (7)

Finally, table (6) shows the analysis for the male organizational factors (Fear of negative reaction, Mistrust, Lack of management support, Abusing of formal authority, and Injustice). Similarly to the female factors, the difference between the adjusted R^2 and the R^2 is $(0.223-0.220= 0.03)$, showing that if the entire population participates and the study model has been fitted, the variance will decrease by 0.3% as well.

ANOVA-Gender

H_{03} : There are insignificant differences between the respondents' response toward the study's variables regarding different respondent's gender.

ANOVA at 95% confidence interval was conducted to test this hypothesis. As shown in table (7), the p-values for most of the variables are less than 0.05. Whereas, the null hypothesis is accepted at $P > 0.05$ and is rejected at $P < 0.05$. Hence, there is a statically significant difference in respondents' responses towards these variables regarding different respondent's gender. The table shows the variables that have differences in responses according to gender; the others are excluded.

		Sum of Squares	df	Mean Square	F	Sig.
Pro-social factor	Between Groups	9.643	1	9.643	3.851	0.05
	Within Groups	4109.013	1641	2.504		
	Total	4118.655	1642			
Lack of self-estimation	Between Groups	29.167	1	29.167	10.165	0.001
	Within Groups	4708.739	1641	2.869		
	Total	4737.907	1642			
Diffident Silence	Between Groups	19.941	1	19.941	8.375	0.004
	Within Groups	3907.49	1641	2.381		
	Total	3927.43	1642			

Deviant silence	Between Groups	10.407	1	10.407	7.89	0.0027
	Within Groups	2165.53	1641	1.319		
	Total	2175.937	1642			
Fear of negative reactions	Between Groups	31.159	1	31.159	15.0236	0
	Within Groups	3403.978	1641	2.074		
	Total	3435.136	1642			
Mistrust	Between Groups	12.335	1	12.335	9.305	0.002
	Within Groups	2175.292	1641	1.326		
	Total	2187.626	1642			
Development of alternatives	Between Groups	4.632	1	4.632	7.283	0.007
	Within Groups	1044.461	1641	0.636		
	Total	1049.093	1642			
Evaluation of alternatives	Between Groups	4.31	1	4.31	5.754	0.017
	Within Groups	1229.152	1641	0.749		
	Total	1233.462	1642			
Personal (Individual) Factors	Between Groups	3.489	1	3.489	2.344	0.126
	Within Groups	2441.175	1641	1.488		
	Total	2444.665	1642			
Organizational Factor	Between Groups	1.2	1	1.2	0.605	0.437

	Within Groups Total	3253.797 3254.997	1641 1642	1.983		
Decision Making Process	Between Groups	2.196	1	2.196	1.392	0.238
	Within Groups	2587.698	1641	1.577		
	Total	2589.894	1642			

Table (8)

5.0 Discussion:

Table 2 shows that the general level of silence for female employees is higher than that of male employees, as seen in the previous chapter the factors for both male and female are split into two categories, Organizational factors and Personal factors, and the discussion will compare the two types of factors and attempt to discuss the reasoning behind the differences.

5.1 Organizational factors:

Table (5) and table (6) show the R^2 for both male and female employees, which signifies the percentage of silence explained by the study. The tables show that the factors explained 22.3% of the silence for male employees and 28.7% is explained for female employees. Moreover, as suggested by the study's first hypothesis there is a significant difference in the silence levels between males and female employees, where females show a higher level in general silence. Furthermore, the tables show which factors have a significant impact on the silence. The tables show that mistrust and injustice have no significant impact on the silence towards the decisions; according to the rule, if Sig is over 5%, then the factor has very little impact on the silence as a whole.

Mistrust is the first insignificant factor; it could also be described as a lack of confidence in the management. An employee does not feel enough trust to their superiors, causing them not to address them when needed.

Secondly, injustice is a result of management having inequality when dealing with the employees, or attention to some employees' suggestions over others, or could even be due to inadequate payment for the work done by the employees (Timming & Johnstone, 2015)[17].

The low levels of injustice and mistrust in the public school sector could be explained by the public school sector's management structure; there is only a single level of management, usually in public schools, which is the principal. Having only one superior to answer to; usually reduces these feelings of mistrust in their superiors. Furthermore, the public school salaries are calculated solely on one criterion, which is experience, which also reduces the effect of the injustice factor.

The tables show a similarity for both male and female employees when it comes to organizational factors; injustice and mistrust both show as insignificant factors, which aligns with the information provided in previous studies about the silence factors in Jordan (Khlaifat O., 2019)[24].

5.2 Personal factors:

The personal factors mentioned in the study are categorized into five factors: Deviant silence, Prosocial, Lack of self-estimation, Psychological withdrawal and the Diffident factor, as explained earlier in the study. Similarly to the organizational factors' tables, table (3) and (4) show us that organizational silence, in general, is higher in female employees than in male ones, as per the second hypothesis.

However, when looking closely at the data, we can see one difference between both factors' tables, there is a higher level of silence in one of the males' personal factors than the females', which is the psychological withdrawal.

As mentioned in the literature, psychological withdrawal is a lack of sense of belonging to the workplace or the absence of attachment to the workplace (Whiteside & Barclay, 2013)[14]. According to the information provided by the ministry of education, there are 16802 public school teachers in Jordan, 10850 are females, and 5952 are males, which shows that around 65% of the teachers are female. Many reasons could cause this lack of belonging in male employees over female ones. However, the most common reasons in a middle eastern society could be attributed to teaching as a career path not being preferred for males in general.

There are three main reasons the researchers believe male employees feel this way are: Firstly, Teaching is not a career with a long career path; there is usually little to no room for development and promotion in a school teacher's career path, which gives less chance in an increase in pay-grade; especially in the public sector where the pay is calculated purely on years of experience, and in middle eastern culture and traditions, men are usually the breadwinners in the traditional family structure, due to

these reasons men do not usually prefer this career path; and this could explain the lack of attachment to the workplace and the psychological withdrawal.

Secondly, primary schools are the only level of teaching in the public sector where there are both male and female teachers on the staff, and with the number of female teachers being much higher than the male teachers; being surrounded by female employees at all time could cause a lack of sense of belonging in the work place.

Thirdly, the Civil Service Bureau distributes jobs to the applicants according to the open positions. Some applicants are placed as teachers; although teaching was not their preferred career path, this could lead teachers to lack attachment to their workplace.

On the other hand, females prefer teaching jobs. Indeed, some might consider it the preferable career path due to teaching being stable employment. In middle eastern culture, being at home by three o'clock is a great incentive to female workers, especially housewives, as they have enough time to take care of their families and do not have to commute after dark. Moreover, at the secondary school level, there is a separation between female and male students; and their teachers as well, which is also an incentive.

In conclusion, these reasons could support why males have a higher psychological withdrawal level, as seen in table (2).

6.0 Conclusion:

In conclusion, many factors could cause organizational silence; some are personal factors, which are put into five categories: Deviant silence, Pro-social, Lack of self-estimation, Psychological withdrawal and Diffident factor, which are usually related to the employees and the culture surrounding them.

On the other hand, there is also the organizational factors which are related to the organization and management, and how management deals with the employees, and also have five categories of factors: which are fear of negative reactions, mistrust, lack of management support, abusing of formal authority, injustice.

In this study, we compared the effects of these factors on both male and female employees and found a significant difference in the results between both, where females had higher silence levels in general and were higher in almost every factor, except for psychological withdrawal.

The researchers believe that the level of silence is higher in females than in males is due to the more conservative culture in Jordan, and with teaching being one of the

preferable careers for females in Jordan, and it is not very favourable for males; due to many reasons mentioned in the literature, this could explain why the psychological withdrawal factor is higher in males than in females.

In closing, organizational silence is an issue that could cause organizations many problems that could have been negated; if the employees would have spoken upon them. The results in this study could help those concerned in organizational development and rehabilitation programs, especially in the human resource departments, to understand an aspect of individual and organizational behaviour related to participation in the decision-making process.

References:

- Henriksen, K. and Dayton, E., 2006. Organizational Silence and Hidden Threats to Patient Safety. *Health Services Research*, 41(4p2), pp.1539-1554.
- Ryan, K. D., & Oestreich, D. K. (1993). *Driving Fear Out of the Workplace: How to Overcome the Invisible Barriers to Quality, Productivity, and Innovation*. Wiley. <https://books.google.hu/books?id=QJKEGwAACAAJ>
- Beer, M., & Eisenstat, R. A. (2000). The silent killers of strategy implementation and learning. *MIT Sloan Management Review*, 41(4), 29
- Jansen, W.. (2005). *S. Joseph. Gender and citizenship in the Middle East*, Syracuse, NY : Syracuse University Press, 2005 0-8156-2864-1. *Bibliotheca Orientalis*. 378-382.
- Miles, R., 2002. Employment and Unemployment in Jordan: The Importance of the Gender System. *World Development*, 30(3), pp.413-427.
- Dosweb.dos.gov.jo. 2021. Department of Statistics. [online] Available at: <<http://dosweb.dos.gov.jo/>> [Accessed 31 May 2021].
- Kawar, M., 2000. *Gender and generation in household labor supply in Jordan*. Cairo, A.R. Egypt: Population Council.
- Morrison, Elizabeth Wolef, & Milliken, F. J. (2000). organisational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review*, 25(4), 706–725. <https://doi.org/10.5465/amr.2000.3707697>
- Shojaie, S., Matin, H. and Barani, G., 2011. Analyzing the Infrastructures of Organizational Silence and Ways to Get Rid of It. *Procedia - Social and Behavioral Sciences*, 30, pp.1731-1735.

- Kahneman, D., & Tversky, A. (2013). Choices, values, and frames. In *Handbook of the fundamentals of financial decision making: Part I* (pp. 269–278). World Scientific.
- Beheshtifar, M., Borhani, H., & Moghadam, M. N. (2012). Destructive role of employee silence in organisational success. *International Journal of Academic Research in Business and Social Sciences*, 2(11), 275.
- Rhee, J., Dedahanov, A., & Lee, D. (2014). Relationships among power distance, collectivism, punishment, and acquiescent, defensive, or prosocial silence. *Social Behavior and Personality: An International Journal*, 42(5), 705–720. <https://doi.org/10.2224/sbp.2014.42.5.705>
- Amah, O. E., & Okafor, C. A. (2008). Relationships among silence climate, employee silence behaviour and work attitudes: The role of self-esteem and locus of control. *Asian Journal of Scientific Research*, 1(1), 1–11
- Analysis, 23(1), 154–171. <https://doi.org/10.1108/IJOA-06-2013-0685>
- Whiteside, D. B., & Barclay, L. J. (2013). Echoes of silence: Employee silence as a mediator between overall justice and employee outcomes. *Journal of Business Ethics*, 116(2), 251–266. <https://doi.org/10.1007/s10551-012-1467-3>
- Pacheco, D. C., de Serpa Arruda, A. I. D., & Caldeira, S. N. (2015). Silence in organisations and psychological safety: A literature review. *European Scientific Journal, ESJ*, 11(10)
- Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of Management Studies*, 40(6), 1453–1476.
- Pinder, C. C., & Harlos, K. P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. In *Research in personnel and human resources management* (pp. 331–369). Emerald Group Publishing Limited.
- Dedahanov, A. T., & Rhee, J. (2015). Examining the relationships among trust, silence and organisational commitment. *Management Decision*, 53(8), 1843–1857. <https://doi.org/10.1108/MD-02-2015-0041>
- Timming, A. R., & Johnstone, S. (2015). Employee silence and the authoritarian personality: A political psychology of workplace democracy. *International Journal of Organisational Analysis*, 23(1), 154–171. <https://doi.org/10.1108/IJOA-06-2013-0685>
- Dolatabadi, H. R., & Safa, M. (2010). The effect of directive and participative leadership style on employees' commitment to service quality. *International Bulletin of Business Administration*, 9(1), 31–42

Amazt, I. H., & Idris, A. R. (2011). Lecturers' satisfaction towards university management & decision-making styles in some Malaysian public universities. *Procedia-Social and Behavioral Sciences*, 15, 3957–3970

De Vries, M., Holland, R. W., & Witteman, C. L. (2008). Fitting decisions: Mood and intuitive versus deliberative decision strategies. *Cognition and Emotion*, 22(5), 931–943.

Saunders, M., Lewis, P. and Thornhill, A., 2003. *Research Methods For Business Students*. 5th ed. Pearson Education, pp.13-29 , 106-121.

Alkhlaifat, O. K. (2019). Exploration of Silence's Motives Towards the Work Decisions: The Case of Jordanian Public and Private Schools. *Journal of Public Administration and Governance*, 9(1), 266. <https://doi.org/10.5296/jpag.v9i1.14432>

Brinsfield, C. T. (2013). Employee silence motives: Investigation of dimensionality and development of measures. *Journal of organisational Behavior*, 34(5), 671–697. <https://doi.org/10.1002/job.1829>

Panahi, B., Veisesh, S., Divkhar, S., & Kamari, F. (2012). An empirical analysis on influencing factors on organisational silence and its relationship with employee's organisational commitment. *Management Science Letters*, 2(3), 735–744

Nunnally, J. C., & Bernstein, I. H. (1994). The theory of measurement error. *Psychometric Theory*, 3, 209–247

Appendix:

Appendix (1):

Silence part: By adding “I keep silent” for each following item

- *Prosocial factor*

- To avoid hurting my colleagues' feelings
- Because participation might harm a colleague's job
- To keep good relations with my colleagues
- To avoid losing the trust of my colleagues
- Because my colleagues don't like to intervene with the decisions that affect them

- *Lack of self-esteem*

- Because my work position does not allow me to intervene in the decisions
- I don't have sufficient knowledge on the administrative issues
- Because my opinion will not make any impact
- Because my colleagues won't support me in my opinions

- Because my participation will be dismissed
- Because I do not have the authority to change
- Because I don't have sufficient knowledge in the legislation and regulations
- ***Psychological withdrawal***
 - Because it achieves me the tranquility
 - If the decisions do not directly affect me or my work
 - Because I prefer to stay away from work issues and problems
 - Because nothing worth paying extra efforts
 - Because I am frustrated with my job
 - To avoid contacting with the others in the work environment
- ***Diffident Silence***
 - To avoid any embarrassment
 - Because I am unsure what to say.
 - Because I do not want to appear incompetent
- ***Deviant silence***
 - Because silence makes the management satisfied with me
 - Because silence brings me some personal interests with the management
 - Because when I keep silent, the management will skip on my mistakes
- ***Fear of negative reactions***
 - To avoid any influence on my performance evaluation
 - To avoid losing my job
 - To avoid any conflicts with the management
 - Because I do not want to take responsibility in case of any mistake or failure of the decision
 - To avoid being labeled as a troublemaker
 - Due to fear of getting transferred to another work location
 - To avoid being labeled as a complainer
- ***Mistrust***
 - Because the management takes the discussion personally and not objectively
 - Because the management takes decisions that meet their personal interests
 - Because the management is not decisive towards troublemakers
 - Because the management considers us incapable to understand and take decisions
 - Because the management is unable to solve the problems at work

- Because the management considers our intervention as mistrust in its ability to make decisions
- Because the management does not consider the privacy of people who report the problems
- Because the management doesn't admit its mistakes
- Because the management is not able to make any change
- ***Lack of management support***
 - Because there is no appreciation on my efforts
 - Because the management does not support innovation
 - Because the management underestimates our efforts and opinions
 - Because the management does not support the cooperation/teamwork
 - Because the management does not give us the opportunity to participate
- ***Abusing of formal authority***
 - Because the management considers itself the only who has the right to make the decisions
 - Because the management is rigid in applying the regulations and has no flexibility
 - Because my boss does not accept any debate about the decision
 - Because the management does not raise the issues for discussion
 - Because the management does not accept criticism on the decisions
- ***Injustice***
 - Because the salary I get is not worth the efforts I do
 - Because the management attributes the achievements to themselves
 - Because the management does not differentiate between the hard worker and the hardly-work employee
 - Because the management listens only to the opinions of selected people
 - Because the management does not fairly apply the procedures in case of problems and faults

Decision making process part:

- ***Defining the problem***
 - When I see a problem at work, I report it immediately
 - I report the mistakes which my colleagues make