

# **PREDICTORS OF EMPLOYEE SILENCE AND ITS IMPACT ON WORK ENGAGEMENT**

*Thesis  
Submitted in partial fulfillment of  
the requirements for the Degree of  
Doctor of Philosophy in Psychology*

**SHARU P JOHN**



**DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF CALICUT  
2023**



**DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF CALICUT**

Phone : (Office) 0494 - 2407358  
Fax : 0494 - 2402845  
E-mail : psyhod@uoc.ac.in  
drmani@uoc.ac.in

CALICUT UNIVERSITY P. O.  
Pin. : 673 635, KERALA, INDIA

**Prof. (Dr.) K. Manikandan**  
Professor

---

Ref :

Date.....

**CERTIFICATE**

This is to certify that this thesis entitled “**PREDICTORS OF EMPLOYEE SILENCE AND ITS IMPACT ON WORK ENGAGEMENT**” is a bonafide record of research work carried out by **Mrs. Sharu P John.** under my supervision and guidance, and that no part of this has been presented before for the award of any degree, diploma, associateship or fellowship of other similar title or recognition.

C U Campus  
Date:

Supervising Teacher  
**Prof. (Dr.). K. Manikandan**

## **DECLARATION**

I, Sharu P John, do hereby declare that this thesis, “**PREDICTORS OF EMPLOYEE SILENCE AND ITS IMPACT ON WORK ENGAGEMENT**” is a bona fide record of the research work done by me under the guidance of **Dr. K. Manikandan**, Professor, Department of Psychology, University of Calicut. I also declare that this thesis has not been submitted by me for any award of a degree, diploma, associateship, fellowship, or other similar titles of recognition.

Place: Calicut University  
Date:

**Sharu P John**

*Dedicated To*  
*My Husband and Parents*

## **ACKNOWLEDGEMENTS**

*First and foremost, I am indebted to the blessings of God Almighty, without whom I could not have completed the work successfully.*

*First, I would like to express my sincere gratitude to my supervising teacher Prof (Dr) K. Manikandan, Professor in Psychology, Department of Psychology, University of Calicut for enlightening me with his valuable guidance, and consistent encouragement throughout the research work. His valuable suggestions and critical feedback which I always admired helped me to complete my thesis successfully. This work could be accomplished only because of the unconditional support provided by him.*

*I am particularly grateful for the advice and support given by Retd. Prof. (Dr). C. Jayan, which helped me recharge with hope and confidence in situations when I was confused. Thank you, sir, for your valuable and constructive suggestions provided during the planning and implementation of the research.*

*I extend my thanks to Dr. Rajani Ramachandran., HOD, Department of Psychology, for the valuable suggestions and timely advice, and support at various stages of my research. I take this opportunity to thank Dr. Baby Shari, Dr. Ramshida, Dr. Kiran, and Aparna for your support. My special thanks to Dr. Lakshmi Mahadevan and Dr. Neethu Lal, for your motivating words and emotional support which made me comfortable throughout the work. I would like to thank the Department of Psychology, University of Calicut for their valuable support in helping me to complete my research work. I remember the timely help provided by the staff members Mr. Gokul Raj (former Librarian), Abdul Gafoor M. C (Junior Librarian), Ms. Dhanalakshmi (former Assistant) Mr. Purushothaman (Lab Assistant), Mr. Jose (former Section Officer), Dr. Seema Jayaprakash (Section officer), Mr. Aneesh and Ms. Deepthi (Office staff) during my research period. I express my deep heartfelt thanks to the whole MSc students at the Department of Psychology, the University of Calicut, for their help on various occasions.*

*With immense pleasure, I thank all my research scholar friends for every bit of information and comments they have given to my work. A special thanks to*

*Deepa, Shamlal, Farah, Dr. Abhinitha, Amrita, Shilpa, Shemila, Avinash, Greeshma, Suhra, Kavitha, Dr. Firdousia, Dr.Mary, Dr.Sujisha and Dr.Sarath for your valuable support. I extend my sincere thanks to Dr. Fathima Saliha Bushra and Dr.Saheera for the useful critiques provided in all stages of the research.*

*I would like to thank the authorities and staff of the teaching departments of Trivandrum, Kollam, Pathanamthitta, Kottayam Thrissur, Ernakulam, Malappuram, and Kozhikode Districts for giving permission and allowing me to use all provisions of their department for collecting data*

*Thanks to Bina Photostat and its staff for the typing, photostat, printing, and binding help.*

*My husband had a great role in enabling me to successfully do my research work. He compromised everything for my research. Indeed, I am proud to extend my gratitude to my better half Fr. Varghese Oommen K. for his open-minded attitude and endurance that strengthened and motivated me a lot. He had made many adjustments and sacrifices in his professional schedule to make my work progress*

*I am so grateful to my family, and my kids who provided me with a conducive environment to do my research. Without them, I would not have been able to complete my work. The sacrifices they had taken for me are uncountable.*

*I owe a lot to my relatives and my in-law family for giving support and love throughout my academic life. I am indebted to my entire friends outside the department, who have encouraged, helped, and supported me at every stage of my personal and academic life; truly you are a lot to me.*

*Once again, I thank all individuals who stood with me throughout this journey.*

**Sharu P John**

# CONTENTS

---

<i>Chapter</i>	<i>Title</i>	<i>Page No.</i>
	List of tables	
	List of figures	
	List of Appendices	
1	INTRODUCTION	1-28
2	REVIEW OF LITERATURE	29-49
3	METHOD	50-62
4	TEST DEVELOPMENT	63-70
5	RESULTS AND DISCUSSION	71-107
6	SUMMARY AND CONCLUSION	108-114
7	IMPLICATIONS	115-117
	REFERENCES	118-144
	APPENDICES	

---

## LIST OF TABLES

<i>Table No.</i>	<i>Title</i>	<i>Page No.</i>
1	Demographic details of the participants	55
2	Mean, SD and t value of high and low scores on Employee silence	67
3	Item statistics (item total correlation)	68
4	Exploratory factor analysis of Employee Silence Scale	69
5.	Component matrix (factor loading of each item in the employee silence scale)	69
6.	Final item number and descriptive statistics of each item in the employee silence Scale	70
7	Number and Percentage of Participants' Response regarding whether they experience Employee Silence in their job settings.	73
8	Types of issues mentioned by the participants.	74
9	Statements given by the participants regarding the reasons for remaining silent even though they have something important to share	76
10	Codes and categories based on the responses obtained from the interview	78
11.	Descriptive statistics of variable under study(Employee Silence, Work Engagement, and its Dimensions-Vigour, Absorption, and Dedication, Interactive Justice, Perceived Organizational Politics, Implicit Voice Theories, Psychological Safety, Perceived Organizational Support, Self-Confidence, Assertiveness.)	82
12	Correlation between variables under study.	85
13	Model summary and statistical significance of the overall regression.	90
14	Relative contribution of the independent variables under study in predicting the Employee silence of the employees.	91
15	Number of participants in each category for perceived organizational support, self-confidence, interactive justice and implicit voice theory.	96
16	Summary of ANOVA of work engagement and its dimensions by perceived organizational support.	97
17	Comparison of mean scores of work engagement by perceived organizational support (Scheffee's Procedure)	97



---

18	Comparison of mean scores of vigor by perceived organizational support (Scheffe's procedure).	98
19	Comparison of mean scores of dedication by perceived organizational support (Scheffe's procedure).	99
20	Comparison of mean scores of absorption by Perceived organizational support (Scheffe's Procedure).	99
21	Summary of ANOVA of Work engagement and its dimensions by Self-Confidence.	100
22	Comparison of mean scores of work engagement by Self-confidence (Scheffe's Procedure).	101
23	Comparison of mean scores of Vigor by Self-confidence (Scheffe's Procedure).	101
24	Comparison of mean scores of dedication by Self-confidence (Scheffe's Procedure).	102
25	Comparison of mean scores of absorption by Self-confidence (Scheffe's Procedure).	102
26	Summary of ANOVA of Work engagement and dimensions by Interactive Justice.	103
27	Comparison of mean scores of Work engagement by Interactive justice (Scheffe's Procedure).	104
28	Comparison of mean scores of dedication by Interactive justice (Scheffe's procedure).	105
29	Comparison of mean scores of absorption by Interactive justice (Scheffe's Procedure).	105
30	Summary of one-way ANOVA of work engagement by Implicit Voice theories.	106
31	The joint display of thee predictors of Employee silence identified (through quantitative study) and its corresponding verbatim and categories(qualitative study).	107

---

## LIST OF FIGURES

<i>Figure No</i>	<i>Title</i>	<i>Page No</i>
1	Exploratory sequential mixed method	51
2	An overview of the outcome of the qualitative phase in the present study.	71
3	An overview of the outcome of the quantitative phase in the present study.	72

## **LIST OF APPENDICES**

<i>APPENDIX</i>	<i>Title</i>
A	Semi-structured interview Schedule
B	Informed Consent form
C	Employee silence scale (draft scale)
D	Employee silence scale (final scale)
E	Job Behaviour Index
F	Utrecht Work Engagement scale
G	Personal Datasheet

**CHAPTER 1**  
**INTRODUCTION**

Behaviors exhibited by employees of an organization are of great importance for its attainment of goals. These behaviors may either contribute to or prevent organizational development. Communication between a subordinate and their superior is argued to have enormous implications for the survival and growth of the organization (Morrison, 2011). Unfortunately, in many organizations, there is not enough upward communication. Research shows that employees often choose to remain silent even when they are aware of specific problems or have potentially important information to share with those in positions of authority (Milliken, Morrison & Hewlin, 2003). People in organisation often choose to remain silent about a wide range of concerns for both organizational and personal reasons.

Teachers of the higher education system have a great role in providing a well-defined human resource to the nation. Globalization has made significant changes in the field of education but it has its challenges. Teachers often have suggestions, knowledge, and viewpoints on how to enhance the workplace and organization in which they operate. But it can be seen that in many educational institutions, teachers remain silent even when they have some disagreement with salary or policies, or even if they witness unethical behavior of a co-worker if they have too much workload etc. Due to management policies or other factors, many teachers in organization may not be able to express their emotions or feelings in any way. They refrain from making comments regarding the advantages or shortcomings of the organization they are employed with. The degree to which employees communicate difficulties or other matters of concern to higher-level management can have a significant impact on an organization's success and even its survival. Sometimes these workers speak up and share their thoughts, knowledge, and opinions; other times they remain silent and keep their thoughts, knowledge, and opinions to themselves. They frequently opt for the safe course of silence, holding back information that would be helpful to others or feeling they would like to share (John & Manikandan,2019). Employee silence has been the name given to this by researchers.

Argyris (1977) noted that the failure of employees to speak to their bosses concerning potential problems at work is a frequent impediment to organizational

learning. This type of silence, he contends, keeps organizations from recognizing, correcting, and learning from their mistakes (Detert & Burris, 2007; Morrison & Milliken, 2000).

### **Origin of the concept of Employee Silence**

Since Hirschman (1970) the organizational sciences have generally continued to equate silence with loyalty. Cohen was probably the first to reject the notion that silence necessarily implies endorsement. He argued that silence may also result from lack of information, an absence of voice opportunities and a belief that voicing would be futile or dangerous. Employee silence, a concept closely related to organizational silence, started to appear in organizational literature just after Morrison's and Milliken's work on organizational silence was published.

Pinder and Harlos (2001) defined *employee silence* as "the withholding of any form of genuine expression about the individual's behavioral, cognitive and/or affective evaluations of his or her organizational circumstances to persons who are perceived to be capable of effecting change or redress. "Whereas organizational silence was viewed primarily as an organizational-level phenomenon, the focus of most of the work on *employee silence* was the individual level of analysis. Although silence may begin with one individual electing to withhold his/her opinion, silence may become "contagious" among team members when many individuals are unwilling to speak up. It is also noteworthy that the terms "*employee silence*" and "organizational silence" have been used interchangeably in the literature by authors who seem to be referring to the same phenomena.

Morrison and Milliken (2000) first introduced this definition of a "climate of silence". According to this definition, a "climate of silence" is: "...*widely shared perceptions among employees that speaking up about problems or issues is futile and/or dangerous. When such a climate exists, the dominant response within an organization will be silence, rather than voice. However, the likelihood of such a climate emerging and the strength and pervasiveness of that climate will depend on employees' collective sense-making activities.*"

"...*there are powerful forces in many organizations that cause widespread withholding of information about potential problems or issues by employees. We*

refer to this collective-level phenomenon as "organizational silence" (Morrison & Milliken, 2000).

Pinder and Harlos (2001) defined "...the withholding of any form of genuine expression about the individual's behavioral, cognitive and/or affective evaluations of his or her organizational circumstances to persons who are perceived to be capable of effecting change or redress".

Tangirala and Ramanujam (2008) defined employee silence as the intentional withholding of concerns, information, or opinions by employees concerning important situations, issues, or events relating to their job or organization.

According to Van Dyne, et al. (2003), it is the employee's motivation to withhold or express opinions, information, and ideas about work-related improvements.

By analyzing these definitions, it can be inferred that employee silence means "intentionally not expressing the existing problems, not giving feedback on setbacks, not making useful suggestions, not providing constructive criticisms about employee's evaluations of his or her organizational circumstances to persons who are perceived to be capable of effecting change".

Most definitions of silence conceptualize it as withholding and not merely the failure to speak (Morrison & Milliken, 2000; Tangirala & Ramanujam, 2008a), which implies both choice and awareness. voice and silence can co-exist. However, while it is true that employees can voice some issues and remain silent about others, this does not imply orthogonal constructs. Rather, it implies the need to recognize that voice and silence are rarely absolute (i.e., complete voice or complete silence) and that individuals may show considerable variance across issues and over time.

Only in cases where employees withhold something do we speak of employee silence. Secondly, simply knowing that employees do not show voice but instead withhold their views does not give us enough information to facilitate voice, nor can we estimate the potential consequences of its absence. Antecedents and consequences might differ depending on employee motives, for example whether employees withhold their views to protect their colleagues or because they think

voice is futile. Thirdly, a dichotomous view on voice and silence (i.e. voice versus silence) may not be the only (or even the best) way to represent workplace realities. Employees may remain silent on some issues but speak up about others and, as suggested by van Dyne et al. (2003) and shown by Knoll and Redman (2016), the same motives may result in voice and/or silence.

Silence is a kind of communication that entails a variety of thoughts, emotions, and intentions. Although it is commonly believed that employee silence only harms the organization, in reality, both the organization and the employee suffer. There are many different types of issues that people in organizations are silent about and many reasons why people may elect to be silent (John & Manikandan, 2019).

In general, employee silence refers to the intentional withholding of information by employees from others (Johannesen, 1974). However, not every case of noncommunication represents employee silence. It is characterized only by the noncommunication resulting from a conscious decision of employees to hold back seemingly important information, including suggestions, concerns, or questions (Morrison & Milliken, 2000). Hence, employee silence does not describe the unintentional failure to communicate that might result from mindlessness or having nothing to say (Van Dyne et al., 2003)

Debates are going on regarding the nature of the relationship between voice and silence. Some view silence and voice as opposite behavior (Morrison, 2011) whereas some argue that voice and silence are unique (Brinsfield et. al. 2009; Van Dyne & Botero, 2003). A recent study by Sherf et. al (2021) made clear that voice and silence are independent based on the behavioral activation system and behavioral inhibition system.

### **Consequences of employee silence**

Employee silence has tremendous damaging effects both on the employees and the organizations. At the organizational level, Donaghey et al (2011) affirm that it frequently results in soaring degrees of dissatisfaction among employees, which is evidenced by absenteeism and turnover, and possibly other unwanted behaviors.



Employee silence affects people personally in a variety of ways. Employees who are indifferent often adopt a “get along go along” mentality (John & Manikandan, 2019). Employee silence may cause financial loss to the organization and it will also affect its proper functioning. If employee silence exists in an organization, communication deteriorates, as a result, it will harm the overall functioning of the organization (Beheshtifar. et. al. 2012).

Performance deteriorates when there is a high level of silence (Perlow & Williams 2003). Suggestions and new ideas from employees may help groups to take advantage of opportunities, information about problems may enable those problems to be corrected, and dissenting opinions can lead to more informed decisions. It is possible, however, that beyond a certain threshold, the beneficial effects of voice on unit-level performance diminish or even reverse. Too much input, particularly if it is contradictory, can overload decision-making and make it very difficult to reach a consensus and take action (Ashford et al. 2009; Morrison & Milliken, 2000).

With regard to the individual employee, remaining silent at work due to fear of negative consequences and resignation resulted in burnout symptoms deindividuation, and emotional exhaustion (Knoll et. al. 2019). Studies also show that silence hinders individual learning and development (Argyris & Schön, 1978; Morrison & Milliken, 2000).

Social psychological research (Janis, 1972; Strasser & Titus, 1985), showed that silence can inhibit information sharing and the decision-making process, leading to poor decision-making.

Organizational silence hinders sustainable organizational development (Morrison & Milliken, 2000). With respect to organizations, the negative effects of silence may be even more dangerous.

In sum, media reports and rigorous research using a broad range of methods revealed that silence is negatively related to individual and collective well-being and detrimental to organizational development, it inhibits the detection of errors, contributes to the endurance of negative behaviors such as bullying and harassment,

eventually resulting in toxic workplaces and suffering way beyond organizational boundaries.

### **Decision process leading to silence**

Silence is a process that includes many stages. At every stage, personal and situational factors may distract employees from engaging in voice finally leading to silence.

The initial condition for voice or silence is that an employee must have something to potentially say. The process commences with a stimulus that is interpreted in a way that voice is an option (i.e., a latent voice episode is experienced; Detert & Edmondson, 2011). Latent voice episodes describe those moments at work when someone considers speaking up about an issue, problem or improvement opportunity. During this process leading to voice or silence, an employee engages in a number of cognitive, affective, motivational, and behavioral operations which includes perceiving, focusing, evaluating, acting, and evaluating the cost/benefit analysis of having engaged in either voice or silence. If the individual comes to the conclusion that voice is an option in a particular situation, he or she needs to choose whether voice or silence are appropriate response (i.e., judgment stage). Drawing on Morrison's (2011) model, whether voice or silence is operated is influenced by personal and context factors and their interaction. However, even if this intention to speak up is given, there are further barriers that may result in silence. Employees may lack the confidence or skills to speak up and contextual factors may hinder and let voice go flat (e.g., Brinsfield, 2013; Pinder & Harlos, 2001). If the individual finally engages in voice or silence, positive and negative consequences can follow. In the case that voice did not make a difference and fell on deaf ears, employees will estimate their context differently (i.e., less responsive). When employees engaged in voice, even if it was not successful, they learned something and thus increased their competencies in issue-selling (Dutton & Ashford, 1993). However, they may also become frustrated and drift into learned helplessness (Pinder & Harlos, 2001). Depending on the response they received from their supervisor and colleagues, they will re-think whether voice is useful or futile.

Employees also learned to remain silent, at least in part, from discussing with and watching their peers (vicarious conditioning). Silence climate originates from a process of collective sense-making; whereby employees collectively try to attain meaning about their work environment. It evolves through social interactions that let employees express their opinions and experiences and attain a common understanding of the significance of various elements of their work environment (Milliken et. al, 2003).

Both social psychological research on majority and minority influence as well as research on spiral of silence put forward that silence can become contagious in a self-reinforcing process. When the majority remain silent, it is even difficult for individuals to break the silence.

Studies also show that employees who remain silent due to fear of negative consequence develop habits to not only remain silent when confronted with a critical situation but also avoid such situations in the first place. Thus, even if the reasons once explained for remaining silent (e.g., a hostile supervisor) are not present anymore, employees remain silent due to their habit of doing so. Moreover, Kish-Gephardt et al. (2009) argued that there is an evolutionary priming that makes us refrain from questioning those who hold a higher status within our group.

### **Dimensions of Silence**

Major dimensions of employee silence were proposed by many prominent authors.

Pinder and Harlos (2001) pointed out two forms of employee silence: acquiescent (passive withholding of information based on resignation or submission to the situation) and quiescent (active withholding of information in order to protect self, based on fear of managerial repercussions). The term acquiescent silence is used to describe such passive form of intentional withholding of information. The term quiescent silence to reflect an active withholding of relevant information aimed at protecting self.

Van Dyne et al. (2003) additionally included the dimension of self- and other-oriented motives into their conceptualization and classification of employee silence. Specifically, these authors proposed that employee silence can be

manifested based on not only disengagement (i.e., acquiescent silence) and fear (i.e., defensive silence) but also a sense of cooperation and altruism (i.e., prosocial silence). As such, prosocial silence describes an employee's intentional withholding of relevant information with the goal of benefiting the organization and members of the organization. For example, an employee could choose to remain silent to outsiders in order to protect confidential information that is important to the organization's competitiveness (Van Dyne et al., 2003).

Van Dyne et al., (2003) broadened this model further, declaring that there are three specific motivators to remain silent: acquiescent, defensive, or pro-social.

Van Dyne et al., (2003) highlighted that employee voice and silence are conceptually distinct, and that an employee silence is a multidimensional construct affected by different antecedents. In agreement with Van Dyne et al.'s (2003) view, Brinsfield (2013) debated that there are meaningful distinctions between forms of employee silence based on different antecedents. Brinsfield (2013) further conceptualized six forms of employee silence.

First, deviant silence denotes a form of counterproductive work behavior where one intentionally fails to give others necessary information with the goal of hampering or harming others performance or effectiveness. Second, relational silence is exhibited as a means to preserve interpersonal harmony, prevent conflict, or avoid hurting others' feelings. Third, defensive silence is motivated by one's fear of receiving negative and unpleasant outcomes after speaking up. Fourth, diffident silence describes an employee's lack of confidence, sense of insecurity, and feeling of embarrassment. Fifth, ineffectual silence reflects an employee's feeling of speaking up will not make a difference. Finally, disengaged silence refers to an employee's fundamental disengagement and lack of involvement at work.

Another important work is Knoll and van Dick's (2013) study. These authors not only borrowed three basic forms of employee silence (i.e., acquiescent, quiescent, and prosocial silence) proposed by Pinder and Harlos (2001) and Van Dyne et al. (2003) but also introduced the concept of opportunistic silence. Drawing on Williamson's (1985) concept of opportunism, Knoll and van Dick (2013b) further proposed that employees may intentionally withhold relevant information to

achieve advantages for themselves (i.e., opportunistic silence). It is important to note that the demonstration of opportunistic silence accompanies with one's acceptance of harming others through remaining silent (Knoll & van Dick, 2013).

Prouska & Psychogios (2016) proposed a new type of silence named Social empathy silence, which can be conceptualized as a typology drawing on people's unwillingness to express their opinions on socioeconomic issues when they believe they are in the minority, when this belief is largely shaped by the media and their other social interactions, and on people's empathetic fear on behalf of others. It explains how employees shape their subjective understanding of reality through their interactions with work groups and management, as well as with other social groups and the media. This proposed new type of silence has its basis on social interactions (with work groups and management, as well as with other social groups and the media) and the influence these interactions apply on individuals in their free expression of concerns at work. It differs from other typologies based on a perception that negative consequences will occur if you speak up (hence people decide to keep silent), such as defensive silence or the climate of silence. Therefore, social empathy silence is not simply a fear of being the recipient of negative consequences when speaking up. It is about the process (social interactions in their wider sense; and in our study the impact of the wider economic context on those interactions) through which such fear is cultivated, hence limiting the free expression of concerns at work.

## **Theoretical Perspectives and Concepts Related to Silence**

### **Concepts related to silence**

- **Pluralistic ignorance**

Allport (1924; Katz & Allport, 1931) developed the term pluralistic ignorance to describe the condition in which nearly all members of a group privately reject group norms yet believe that most of the other group members accept them. Pluralistic ignorance occurs when people hide their true feelings and beliefs out of a fear of embarrassment or social disapproval

- **Diffusion of responsibility**

Darley and Latane (1968), in an investigation of bystander intervention in emergency situations, demonstrated that a primary reason for remaining silent was due to “diffusion of responsibility. According to Latane and Darley, if an individual is alone when he notices an emergency, he is solely accountable for coping with it. If he believes others are also present, he may feel that his own responsibility for taking action is reduced, making him less likely to help.

- **Groupthink**

A form of thought exhibited by group members who try to minimize conflict and reach a consensus without critically analyzing, evaluating, and testing ideas (Janis, 1972). Janis’ Groupthink theory is significant to the construct of employee silence. While Groupthink itself may not be a form of employee silence, it is unquestionably a cause for silence in organizations (Brinsfield, 2009)

- **Deaf ear syndrome**

Another organizational-level factor that may lead to reluctance to speak up on the part of employees is related to organizational failures to respond in a positive way to employees’ harassment complaints. Termed the deaf ear syndrome by Peirce, Smolinski and Rosen (1998), this phenomenon functions as an organizational norm that discourages employees’ open and direct expression of their dissatisfaction.

- **Learned helplessness**

Learned helplessness, a concept introduced by Martin Seligman, is a condition when a person who has experienced repeated failures comes to believe that they have no control over their situation. As a result, they give up trying to make changes and accept their fate (Maier& Seligman, 2016). Pinder and Harlos (2001) argue that employees may drift into a state similar to learned helplessness if they experienced that voice did not make a difference.

- **MUM effect:**

The MUM effect describes individuals’ general unwillingness to share negative information because doing so can be uncomfortable (Conlee & Tesser, 1973), and has been identified as one possible explanation for why employees fail to

speaking up about problems in the workplace (Milliken et al., 2003). The sensitivity of the message affects the willingness of employees to communicate.

- **Abilene Paradox:**

Harvey (1974) investigated a phenomenon wherein a group of people collectively choose a course of action that is in contrast to the preferences of any of the individuals in the group. He termed this phenomenon the “Abilene Paradox”. It entails a common breakdown of group communication in which each member mistakenly believes that their own preferences are in contrast to the group’s and, therefore, does not raise objections.

### **Theoretical Aspects Behind Silence**

- **Spiral of silence theory**

According to Noelle-Neumann (1974), individuals often remain silent in situations of weak public support, often due to fear of isolation or self-doubt. In these situations, people will frequently be reluctant to speak up which further strengthens the perception of weak public support for their position. According to the theory, this cycle may progress into a spiral of increasing silence relative to a given issue. In situations where public support seems strong, however, people will disclose their views with greater confidence and less fear.

- **Cognitive dissonance theory**

The cognitive dissonance theory states that people have an inner desire to balance their views in order to prevent discord. When confronted with contradictory beliefs and attitudes, people may experience an aversive unpleasant state (Festinger, 1962). As a result, silence is likely to inflate stress due to cognitive dissonance by preventing employees from expressing or sharing their opinions and pertinent information (Morrison & Milliken, 2000).

- **Conservation of Resource theory (COR)**

The COR theory suggests that silence is a calculated and deliberate decision made in order to regulate one’s remaining resources (Ng & Feldman, 2012). Remaining silent within one’s workplace is a natural and safe way to protect and conserve one’s remaining resources (Xu et al., 2015). The central tenet of the COR theory is the primacy of resource loss, which suggests that it is psychologically more

harmful for individuals to lose resources than to gain them (Hobfoll, 1989; Hobfoll & Shirom, 2001). As per this tenet, stress is most likely to occur when there is a perceived threat to one's resources; there is an actual resource loss; or the anticipated return on the investment of one's resources does not materialize. This tenet has a motivational element as well, suggesting that depleted individuals will engage in behaviors that help avoid resource losses and try to minimize any potential threats to their resources (Halbesleben, et al., 2014).

- **Self - determination theory**

According to self-determination theory (Ryan & Deci, 2000), psychological need fulfilment is an important precondition for employees to be motivated and experience optimal psychological well-being. In other words, the more employees' needs are fulfilled, the more likely they are to grow and flourish. Similarly, when the fulfilment of needs is thwarted, individuals become energy-depleted and passive and experience suboptimal wellbeing. Self-determination theory distinguishes three innate psychological needs: the need for autonomy, competence, and relatedness, and considers the fulfilment of these needs more important to explain well-being than the magnitude of these needs. The need for autonomy refers to the need for psychological freedom and a sense of volition in carrying out work (deCharms, 1968). Next, the need for competence is the need to feel effective at work (White, 1959), and last, the need for relatedness refers to the need to have meaningful relationship with, and to feel connected to, others at work (Baumeister & Leary, 1995).

A lack of motivation is the most important reason for employee silence (Morrison, 2011). SDT focuses on people's motivation to develop their potential and personal growth, not on minimizing the costs to obtain rewards and pleasure (Sheldon et al., 2003; Gagne & Deci, 2005). Expressing ones' recommendations and concerns to leaders is not required in job descriptions, and can even induce negative outcomes (Van Dyne & LePine, 1998). Thus, intrinsic motivation is necessary for breaking silence.



- **Social exchange theory**

Research suggests individuals choose involvement in relationships based upon the perception of how profitable the relationship may become. As outlined in their social exchange theory, Thiabult and Kelley (1959) suggest relationships between individuals are formed through the use of subjective cost-benefit analysis. People strive to minimize costs and maximize rewards and then base the likeliness of developing a relationship with someone on the perceived possible outcomes. When a person perceives the costs of the relationship outweigh the perceived benefits, the person will predictably choose to leave the relationship (Williams, 1998).

- **Behavioral Activating System (BAS) - Behavioral inhibiting System(BIS) perspective**

Based on BIS and BAS perspectives, voice and silence are regulated by two functionally independent and biologically based self-regulatory systems (Carver & Schier 1982; Elliot & Thrash, 2008). This connection between voice and silence with BAS and BIS perspectives was put forward by Sherf et. al (2021).

The BAS motivates approach-oriented behaviors and is associated with positive emotional states whereas BIS is associated with inhibition-oriented behavior and negative emotional states. Voice aligns with the BAS because the voice is future-focused and it aims to influence others in order to induce improvements (Sherf et al. 2019) and silence aligns with BIS because being silent could avoid communication that could cause harm to oneself (Brinsfield 2013, Kish-Gephart et. al 2009). The extent to which the BAS and BIS are triggered in workplace interaction can correspond to different frequencies of voice and silence respectively.

### **Antecedents of Employee Silence**

There are many personal factors as well as situational factors which can influence an employee's decision to remain silent. It comprises of individual dispositions, job perceptions, emotions and beliefs, organizational factors and socio-cultural factors.

The detailed analysis of employee silence literature enabled the investigator to identify certain psychological variables as antecedents to employee silence and encouraged to empirically examine the predictive role of these variables. These variables are: interactive justice, implicit voice theories, perceived organisational support, perceived organisational politics, psychological safety, self-confidence and assertiveness.

- **Psychological Safety**

The term "psychological safety" refers to an employee's conviction that his team, which includes his supervisor and coworkers, won't humiliate, reject, or penalise him if he chooses to use voice (Edmondson, 1999), i.e., if he chooses to inquire, solicit input, report a bug, or put forth a fresh idea (Edmondson, 2003; Detert & Burris, 2007). Therefore, employees are more likely to engage in voice when they are free from the fear of speaking up and vice versa when they are less worried about potential negative outcomes as a result of speaking up (Zhao & Oliveira, 2006; Ashford, Rothbard, Piderit & Dutton, 1998; Edmondson, 1999; Kahn 1990). Employees may be reluctant to speak up if they believe doing so will damage their reputation. If they do so, they risk being branded as troublemakers or whiners, losing the respect and cooperation of others; they risk receiving a poor performance evaluation; they risk missing out on a promotion; and they risk damaging their reputation (Detert & Trevino, 2010; Grant, 2013; Milliken & Morrison, 2003; Morrison, 2014; Ashford et al., 2009). Evidence in literature has shown that employees' perceptions regarding psychological safety have a significant impact on speaking up. That is, if employees realize that potential costs may result from their decision of speaking up, they will be reluctant to show their constructive point of view out of fear of suffering personal and interpersonal negative consequences. (Detert & Burris, 2007; Edmondson & Lei, 2014; Liang et al., 2012; Detert & Edmondson, 2011; Morrison, 2014; Brinsfield, 2009, 2013).

Psychological safety plays a significant role in enabling performance. It has a great role in facilitating communication and coordination. It helps in overcoming barriers to effective teamwork (Chen et. al 2017; Malhotra et. al 2017; Martins et. al. 2013). Psychological safety fosters learning behaviors such as knowledge transfer,

knowledge sharing, speaking up, and creativity. Psychological safety promotes honest upward communication (Edmondson & Lei, 2014). Evidence shows that psychological safety plays a role in enhancing creative and innovative outcomes in diverse groups and organizations (Hora et. al 2021, Moake et. al. 2019, Spoelma & Ellis, 2017).

- **Perceived Organisational Support**

Perceived organizational support is the degree to which employees believe that their organization values their contributions and cares about their well-being (Eisenberger et.al, 1986). Perceived organisational support is associated with several positive work outcomes. Employees who perceive high organisational support expressed more trust in the organisation and felt free to take risks on the organisational behalf without fear of being exploited (Rousseau et.al. 1988). Evidences shows that perceived organizational support is strongly related to low burnout, low stress, higher organizational commitment and high job satisfaction( Kurtessis et. al., 2017., Rockstuhl et. al., 2020).

Major antecedents of perceived organisational support were found to be organizational fairness, support from leaders, HR practices and work conditions (Kurtessis et. al 2017). Studies also shows that perceived organizational support may be useful in reducing the emotional or cognitive burden experienced by employees when jobs are stressful and distressing.

According to organizational support theory, employees value organizational support because it meets their needs for approval, esteem and affiliation, plus provides comfort (Eisenberger et.al, 1986).

- **Perceived Organisational Politics**

Ferris, Harrell, Cook, and Dulebohn (2000) states that ‘Perceived organizational politics involves an individual’s attribution of behaviors of self-serving intent and is defined as an individual’s subjective evaluation about the extent to which the work environment is characterized by co-workers and supervisors who demonstrate such self-serving behavior’. Perceived organisational politics makes the environment risky and uncertain and results in stress, burnout, reduced performance,

reduced job attitudes (satisfaction and commitment), increased turnover intention or turnover, work neglect, etc. (Vigoda 2000; Ferris et al. 2002; Ferris et al. 1996).

When employees perceive that there exists a political environment where policies are manipulated through politics, it can create anxiety among them (Madison et.al 1980). Brandon and Seldman (2004) viewed organizational politics as informal, unofficial, and sometimes behind-the-scenes efforts to sell ideas, influence an organization, increase power, or achieve other targeted objectives.

Vigoda (2002) observed that organizational politics may be advantageous or beneficial to organizations and other stakeholders. Also, it may have positive outcomes such as career advancement, recognition and status, and an enhanced sense of control. Vigoda, however, cautioned that if politics is perceived to be high within the organization, the commitment level of employees might be affected. Even though perceptions of organizational politics are inevitable realities, they can be managed and controlled within the organization. However, if not managed and controlled to a minimum level, it can lead to organizational discomfort (feeling unsafe psychologically) and also results in a low level of employees commitment and work efforts. Vigoda (2002) argued that a politically charged atmosphere can induce stress and as a result, it will compel employees to quit their job (Selye, 1975). In the opinion of Folger, Konovsky, and Cropanzano (1992), perception of organizational politics can create dissatisfaction among employees because employees feel that they are working in an unfair work environment

- **Interactive Justice**

Justice has an important influence on employee's attitudes and behaviors (Coloquitt, et. al 2013). Evidence shows that fair treatment is related to favorable work attitudes and higher job performance (Gilliland, 1994; Konovsky, 2000). Studies show that individuals reported more well-being and reduced work stress when they are treated fairly (Cropanzano et. al 2005; Cropanzano & Wright, 2011). Interactive justice refers to the degree to which employees felt their needs were considered in, and adequate explanations were made for job decisions. (Niehoff and Moorman, 1993). In this type of justice, employees' perception of justice is affected by the quality of relationship between them and the organization

and this perception depends highly on the social interaction between them (Bies & Moag, 1986). In research about organizational justice, it is emphasized that the justice process has important roles within an organization and affects the beliefs, behaviors, manners, and feelings of employees (van den Bos, et. al 2001). Perceived injustice is a core determinant of workplace deviance.(Bennett & Robinson, 2000; Fox, Spector & Miles., 2001). Employees who perceive unfair treatment are usually more likely to engage in behaviors harmful to their organization or to the individual in their organization (Dalal,2000., Mitchell & Ambrose,2007). Folger and Bies (1989) argue that when decision-makers are honest in their communication, people are more likely to conclude that the underlying procedure is impartial than when the decision-makers are dishonest.

- **Assertiveness**

Assertiveness is considered an important communication skill. An assertive style of behavior is to interact with people while standing up for your rights. Assertiveness is the ability to express one's feelings, opinions, beliefs, and needs directly, openly, and honestly, while not violating the personal rights of others (Ellis & Hartley,2005).

The psychological concept of assertiveness covers the three major tenets of human expression: behavior, cognition, and affect. Behaviorally, assertiveness is exercised when an individual is capable of freely expressing his or her emotions, is able to defend his or her purposes or goals in general and specific situations, and can establish rewarding and fulfilling interpersonal relationships (Colter & Guerra, 1976; Herzberger, Chan, & Katz, 1984). Affectively and cognitively, assertive people are capable of expressing and reacting to positive and negative emotions without undue anxiety or aggression (Gladding, 1988).

The nature and quality of interactions at work have a meaningful impact on satisfaction, motivation, and productivity. Managers were found to be more willing to assert than subordinates (Sullivan, et al. 1990). A subordinate's message delivery style affects the supervisor's willingness to grant requests and influences perceptions of the speaker's reputation (Foste & Botero, 2012).

- **Self-Confidence**

An individual's ability to express himself without scaring or hesitating depends on the level of his/her self-confidence. Self-confidence refers to people's sense of their competence and skill, and their perceived capability to deal effectively with various situations (Shrauger & Schohn, 1995). Individuals with low self-confidence tend to protect themselves more. Speaking frankly may sometimes award an individual a status; however, in case of failure, there could be risks for negative outcomes. Individuals with low self-confidence avoid expressing themselves and presenting their opinions due to their belief in these risks (Premeaux & Bedeian, 2003). Within social settings, those with lower self-confidence could see themselves as more subject to the decisions of others, and thus they would be less likely to attempt to influence those around them. Self-confidence is important in the workplace. It allows you to take risks, while also evaluating areas of improvement both things that help you develop as an employee. Without self-confidence, some employees may fear speaking up to share their ideas or they may feel uncomfortable while presenting. Higher self-confidence is associated with several positive outcomes. People with high self-confidence tend to express positive emotions more frequently and are more likely to view their future in a positive manner (Shrauger & Schohn, 1995). This optimistic view of self-confident people enables them to tackle stressful situations by means of better coping skills which in turn, help them to reduce the adverse impact of such situations on physical well-being (Sheier & Carver, 1992)

- **Implicit Voice Theories**

Implicit theories are schema-like knowledge structures that individuals use to effortlessly process current stimulus cues and choose responses (Ross, 1989). The term "implicit theory" clarifies that this type of belief structure contains not just an organized representation of stimuli, but also assumptions about cause and effect (Anderson & Lindsay, 1998). That is, implicit theories, like scientific ones, allow an individual to make a priori predictions (Levy et al., 2006). For example, an implicit theory that it is unsafe to speak up in public settings at work contains an "if-then" assumption that speaking up will lead to negative consequences in a specific type of

situation. The assumptions embedded in implicit theories need not be accurate—especially as applied to each specific instance in which they guide behavior—to serve useful functions for individuals, such as providing a sense of psychological control, helping maintain relationships, and protecting oneself or one’s group (Levy et al., 2006). Implicit theories allow individuals to quickly and relatively effortlessly orient themselves and decide on an action by comparing new stimuli with previously encountered stimuli stored in mental structures (Chiu et al., 1997). Such theories are implicit in that they often operate below consciousness, generating in a top-down, automatic fashion many behavioral responses typically (but incorrectly) described as resulting from an intentional, deliberative process (Bargh & Ferguson, 2000; Gollwitzer & Brandstatter, 1997;). As such, people tend not to be aware of the tremendous impact implicit theories have on their behavior, even though they know whether they agree or disagree with the theories when they are stated and can articulate simple versions of the theories they hold when prompted for explanations of their behavior (Bacharach et al., 2000; Levy, Stroesser, & Dweck, 1998). Implicit theories develop during an individual’s life, through both direct experience and vicarious learning (Abelson, 1976; Anderson & Lindsay, 1998) in repeated situations through early childhood socialization, institutional socialization, and cultural socialization (Detert & Edmondson, 2011; Kish-Gephart et.al. 2009).

### **Work Engagement**

Generally, the term engagement refers to commitment, involvement, passion, enthusiasm, focused effort, and energy. It is a popular term that is used in the field of business and academia. The term engagement was first used in relation to work by the Gallup Organisation in the 1990s.

Kahn (1990) first conceptualized work engagement as the “harnessing of organizational members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances”. Maslach and Leiter (1997) viewed work engagement as the “antipode” of burnout. Schaufeli et. al (2002) defined work engagement as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”. Vigor refers to “high levels of energy and mental

resilience while working, the willingness to invest effort in one's work. Dedication refers to "a sense of significance, enthusiasm, inspiration, pride, and challenge" and absorption refers to "being fully concentrated and deeply engrossed in one's work, whereby time passes quickly and one has difficulty with oneself detaching oneself from work".

Many researchers defined work engagement in different ways. Rothbard (2001) defined engagement as a two-dimensional construct that includes attention and absorption; to Harter, Schmidt, and Hayes (2002) "the individual's involvement and satisfaction with as well as enthusiasm for work" to Saks (2006) "a distinct and unique construct consisting of cognitive, emotional and behavioral components that are associated with individual role performance".

Marcey and Schneider (2008) made an attempt to integrate the business and academic views on engagement and their conceptual framework for understanding employee engagement includes: (1) trait engagement; (2) state engagement; (3) behavioural engagement.

Shuck and Wollard (2010) defined engagement as "an individual employee's cognitive, emotional and behavioural state directed towards desired organisational outcomes."

### **Characteristics of engaged employees**

Engaged employees possess several characteristics. Engaged employees experience positive emotions such as happiness, joy, and enthusiasm and experience better health. (Schaufeli,2012). They craft their own jobs (Bakker, 2011). They exhibit pro-social behavior and transfer their engagement to others in their immediate environment by a process of emotional contagion (Bakker,2022)

### **Approaches to work engagement**

Several scholars employed different models/approaches to explain the psychological mechanisms that are involved in work engagement.

- Need-Satisfying approach
- Burnout antithesis approach
- Multidimensional approach
- Affective shift model



- Social exchange theory
- JD-R model

**The need satisfying approach.** The need satisfying approach by Kahn (1990) is based on the assumption that when the three psychological needs namely Meaningfulness, Psychological safety and Availability are met, the employee becomes engaged in his work.

**Affective shift model.** This model of work engagement is based on the assumption that both positive and negative affect have important functions for work engagement. The model proposes that the main mechanism underlying the emergence of high work engagement is a shift from negative to positive affect. So, it is the dynamic interplay of positive and negative affect that produces work engagement (Bledow, Schmitt, Frese & Kuhnel, 2011).

**Social exchange theory.** According to this theory, employee engagement at work happens as a part of an agreed social contract between employee and employer. When employees receive particular resources from their organization they feel obliged to respond in kind and repay their organisation through engagement. Saks (2006) argues that one way for individuals to repay their organisation is through engagement.

**Multidimensional Approach.** Saks (2006) defined the multidimensional concept of employee engagement as “a distinct and unique construct consisting of cognitive, emotional and behavioural components that are associated with individual role performance”. Saks was the first researcher who distinguished between Job engagement and organisational engagement.

**The Burnout-Antithesis approach.** This approach views work engagement as the positive antithesis of burnout. According to Maslach and Leiter (1997) engagement is characterised by energy, involvement and efficacy which are considered as the direct opposite of burnout dimensions exhaustion, cynicism and lack of accomplishment respectively. Schaufeli et al (2002) demonstrated that burnout and engagement as distinct concepts experienced as opposite psychological states.

**JD-R model of work engagement.** Most of the studies on work engagement have used Job-Demands Resource (JD-R) model as an explanatory framework.

(Demerouti, Bakker, & Schaufeli, 2001; Salanova et al., 2005; Schaufeli, & Bakker, 2004). This model conceptualized burnout and engagement as two separate constructs that are integrated in an overarching conceptual model.

JD-R model assumes that every occupation may have its own cause of employee well-being. These factors include job demands and job resources. More specifically “those physical, social, or organizational aspects of the job that require sustained physical and/or psychological (i.e., cognitive and emotional) effort on the part of the employee, and are therefore associated with certain physiological and/or psychological costs” (Demerouti et al., 2001).

In other words job resources refer to “those physical, psychological, social, or organizational aspects of the job that may (a) reduce job demands and the associated physiological and psychological costs, (b) are functional in achieving work goals, and (c) stimulate personal growth, learning and development” (Demerouti et al., 2001).

High job demands exhaust employees’ mental and physical resources and therefore lead to the depletion of energy and to health problems. This is the health impairment processes. In contrast, job resources fosters employee engagement and extra role performance. This is the motivational process.

The JD-R model thus proposes that high job demands and a lack of resources may create a fertile breeding ground for burnout and reduced work engagement respectively (Schaufeli & Bakker, 2004). On the other hand, high job resources combined with either a high or low level of job demands may result in high motivation and engagement (Bakker & Demerouti, 2007).

A central theme of the JD-R model is the link between job resources and employee well-being, for example: motivation, engagement, and positive work attitudes. This model gives a framework of the antecedents and consequences of work engagement. Empirical studies that have lead to this model established that work engagement is primarily driven by two sets of variables viz. job resources (such as social support from colleagues and supervisors, performance feedback, skill variety, autonomy) and personal resources (such as self-efficacy, organization-based self-esteem, optimism and resilience).

## **Major developments in JD-R Theory**

Major innovations in JDR theory included:

**The person x situation approach of JD-R.** This approach emphasized the role of personality factors in influencing job demands and job resources which may in turn have direct and indirect effects on employee well-being. This approach proposes that personality can moderate the daily effects of job demands and resources on well-being and outcomes.

**Multi-level approach of JD-R theory.** This approach recognizes that employees are enclosed in teams, which in turn are enclosed in organizations. So, through human resources practices, an organisation can develop their leaders who influence their team's job demands and resources and indirectly impact employee well-being and performance (Albrecht et. al. 2015, Tummers & Bakker, 2021). Studies show that team members may also influence each other's affect, cognition, and behaviours through modelling and emotional contagion (Bakker, 2022).

**Work-Home Resource Model.** In Work-Home Resource Model, ten Brummelhuis and Bakker(2012) propose that job demands and resources may influence home outcomes and home demands through volatile personal resources(e.g. time, mood, energy) and home demands and home resources may at the same time influence work outcomes. Aw et. al (2021) studied work-home spillover and they found that providing help to coworkers at work both enriched and hindered family life. They found that offering help and assistance to coworkers made the employees feel personal accomplishment but also experienced more tiredness. As a result, exhaustion led to withdrawal behaviors at home and reduced family performance, at the same time personal accomplishment led to fewer withdrawal behaviors at home and reduced family performance. Du et.al. (2020) found that the relationship between job demands and task performance was positive when employees had a resourceful home life.

## **Antecedents of Work Engagement**

Previous studies have consistently shown that situational factors as well as individual factors have an influence on engagement.

Job resources and personal resources are positively associated with work engagement (Christian, et.al. 2011; Halbesleben, 2010). Job resources refer to those physical, social, or organizational aspects of the job that may: (a) reduce job demands and the associated physiological and psychological costs; (b) be functional in achieving work goals; or (c) stimulate personal growth, learning, and development (Bakker & Demerouti, 2008). Personal resources are positive self-evaluations that are linked to resiliency and refer to individuals' sense of their ability to successfully control and have an impact on their environment (Hobfoll, et.al., 2003). Job resources that predict work engagement may differ per organization. Important resources are opportunities for development, performance feedback, autonomy, skill variety, transformational leadership, justice, and social support from colleagues and supervisors.

There are several individual factors that influence work engagement. It has been shown that personal resources like self-efficacy, hope, optimism, pro-active personality, and the ability to perceive and regulate emotions (emotional intelligence) are antecedents of work engagement (Akthar et.al. 2015; Christian et.al. 2011; Mazzetti, et. al. 2021)

### **Consequences of work engagement**

There are several motivational as well as job-related outcomes associated with work engagement. Studies show that engagement is related to creativity (Fredrickson, 2001; Bakker et.al, 2020; Hui et.al, 2020). Kong and Li (2018) reported innovative behavior as a positive consequence of positive affect and work engagement. Rodríguez- Munoz et. al (2014) found that experiencing higher work engagement result in happiness among employees and their intimate partners at home. Shimazu et. al. (2020) identified that work engagement was positively connected to work-to-family facilitation and own happiness.

Job-related outcomes of work engagement include job performance (Neuber et. al. 2022), extra-role performance (Christian et.al. 2011), organizational citizenship behavior (Farid et. al. 2019), job commitment, and job satisfaction (Mazzeti et. al. 2021).

## **Need and Significance of the Study**

Employees are the valuable asset of any organization. They are the ones who plays an important role in effective functioning of an organisation. In order to respond appropriately to dynamic conditions, make good decisions and correct problem before they escalate, the authorities need information from employees at the lower levels in the organisation; otherwise, this information may not come in to their awareness. But in most cases, employees may remain silent even when they have important work-related information, opinions or concerns to share. This may be due to many organisational as well as individual factors. But, this employee silence can cause many harmful effects.

Understanding the predictors of employee silence is very important for several reasons. First, silence is a phenomenon that is usually misinterpreted by managers. A manager whose employees intentionally withhold their questions or suggestions might assume that employees do not ask any questions since they agree with the decision. Later on those misinterpretations of silence lead to decisions and actions that might be problematic to implement due to the lack of employee support for them. Misinterpreted and unaddressed silence might result in long-lasting, hidden conflicts that become burden for change implementation and long-lasting dissatisfaction.

Second silence is a phenomenon which has a detrimental impact on organization and employees. It can create many organizational consequences. In addition to this, employee silence can lead to stress, resentment, and low engagement among workers. These outcomes may have negative long-term effect on employees' relationship with the organization (John & Manikandan, 2019)

If employees engage in employee silence, problematic situations or developments may go unnoticed and may cause harm not only to the employees and/or their organization but also to people outside the organization (e.g. customers and clients) (Morrison & Milliken, 2000).

Employee silence may make it more difficult for the organization to make decisions and fix mistakes. Consequences include stifling innovation and change, restricting positive or negative management feedback, and lack of variety in

informational input. Employee silence would prevent organizations from benefiting from their intellectual contributions, prevent problems from being discovered, prevent feedback from being given, prevent direct information from being obtained, and result in insufficient problem-solving. All of these will impede making wise decision, impede growth and change, and impede performance management (Morrison & Milliken, 2000; Premeaux, 2001). Studies also show that performance suffers when there is high level of silence (Perlow & Williams, 2003).

Teachers play an important role in determining the quality of teaching-learning process. They act as a link between management and students. Opinions, concerns, suggestions, and criticisms of teachers are a valuable source of input for making changes and progress in the field of education. Communicating with teachers allows administrators to receive critical information closest to the source of many organizational problems. Teachers who feel actively involved in the decision-making process demonstrate greater commitment to decisions and heightened motivation. This may also help in maintaining the academic discipline in the college. But in many colleges, most of the teachers choose to remain silent even if they have something important work-related information to share to the concerned authorities. Even though they are aware of specific issues and problems, many of them do not talk about it to the authorities. Higher authorities are often unaware of this tendency towards silence. They fail to see these issues and problems. As a result, they may have a distorted sense of how their organisation is performing. They may fail to take timely or appropriate action before problems arise.

If teachers remain silent, it may be reflected in their teaching-learning process. Higher education institutions require engaged faculties to build up next generation to a vibrant knowledge society. Therefore, it is important to notice employee silence and address emerging silences as early as possible.

If employee silence is not addressed properly in an educational institution, it will affect the overall system. Hence, the need for identifying the predictors of employee silence and its impact on work engagement among teachers is very necessary, so that measures can be taken to reduce the prevalence of it.

In this context, the present study aimed to identify the predictors of employee silence and its impact on work engagement. Majority of the studies on employee silence are done in western context. There is hardly any study conducted on employee silence among teacher population with reference to Kerala context. There is a need for more research on identifying the predictors of employee silence and to study its impact on work engagement among college teachers in our Kerala context. The present study can unveil the interwoven mechanisms within the communication flow and process of teachers working educational organizations in Kerala.

### **Statement of the Problem**

The study focuses on exploring the reasons of employee silence among college teachers in Kerala and also identifying the predictors of employee silence. The research also studies the relationship between main variables This study also studies the impact of predictors of employee silence on work engagement. It is hoped that findings from this study can offer new improvements or suggestions in educational institutions.

So, the study is entitled as “**Predictors of Employee Silence and Its Impact on Work Engagement**”.

### **Definition of Key Terms.**

**Employee silence:** Employee silence means “intentionally not expressing the existing problems, not giving feedback on setbacks, not making useful suggestions, not providing constructive criticisms about employee’s evaluations of his or her organizational circumstances to persons who are perceived to be capable of effecting change” (Pinder and Harlos,2001., Tangirala and Ramanujam, 2005)

**Interactive justice:** The degree to which employees felt their needs were considered in, and adequate explanations were made for job decisions. (Niehoff and Moorman,1993)

**Perceived organizational support:** The degree to which employees believe that their organization values their contribution and cares about their well-being (Eisenberger et. al,1986)

**Perceived organizational politics:** Perceived organizational politics refers to the individual's perception/subjective assessment regarding the degree to which their work setting is believed to be self-serving of some individuals or groups, to detriment of others (Ferris, Harrell-Cook & Dulebohn,2000)

**Implicit voice theories:** Implicit voice theories is defined as taken-for-granted beliefs about when and why speaking up at work is risky or inappropriate (Detert & Edmondson,2011)

**Psychological safety:** Psychological safety describes individuals' perception of the consequences of interpersonal risks in their work environment. It consists of taken-for-granted beliefs about how others will respond when one puts on the line, such as by asking a question, seeking feedback, reporting a mistake, or proposing a new idea. (Edmondson,2003)

**Self-confidence:** Self-confidence refers to people's sense of their competence and skill, their perceived capability to deal effectively with various situations (Shrauger & Schohn,1995p 256)

**Assertiveness:** Assertiveness is the ability to express one's feelings, opinions, beliefs, and needs directly, openly, and honestly, while not violating the personal rights of others (Ellis & Hartley,2005)

**Work engagement:** refers to a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption (Schaufeli et. al, 2002)

**Vigor:** high levels of energy and mental resilience while working, the willingness to invest effort in one's work. (Schaufeli et. al, 2002)

**Dedication:** a sense of significance, enthusiasm, inspiration, pride, and challenge (Schaufeli et. al, 2002).

**Absorption:** being fully concentrated and deeply engrossed in one's work, whereby time passes quickly and one has difficulty with oneself detaching oneself from work (Schaufeli et. al, 2002).



**CHAPTER 2**  
**REVIEW OF LITERATURE**

Review of the literature is an integral and important part of any research. It helps the researcher to do his/her research in a systematic and scientific manner. The awareness about what all data exist related with our research area will help to narrow down our research problem in to workable hypothesis. Review of literature is not a distinct phase of the research; it is an ongoing process which starts before the formulation of the problem till to the end of the research.

This chapter gives a brief account of report of works related with the main concepts and variables under the present investigation.

For effective understanding of the problem under study, the available reviews were categorized in to the following heads:

- **Studies in employee silence**
- **Contributors of employee silence**
  - *Employee silence and organizational justice*
  - *Employee silence and perceived organizational support*
  - *Employee silence and psychological safety*
  - *Employee silence and implicit voice theories*
  - *Employee silence and Perceived organizational politics*
  - *Employee silence and assertiveness*
  - *Employee silence and self-confidence*
  - *Employee silence and other organizational and internal factors*
  - *Employee silence and sociodemographic factors*
  - *Employee silence in Indian work context*
- **Studies on work engagement**
- **Studies showing the relationship between employee silence and work engagement**

### **Studies on Employee Silence**

Milliken et. al (2003) interviewed 40 employees to study the issues that employees don't communicate upward and its reasons. They found that most had been in situations where they were concerned about an issue but did not raise it to a supervisor. Silence spanned a range of organizational issues, with several of our respondents indicating that they did not feel comfortable speaking to those above

them about any issues or concerns. The most frequently mentioned reason for remaining silent was the worry of harming important relationships as a result of being categorised or tagged negatively.

Jain (2015) investigated dimensions of employee silence in Indian work context with regard to the supervisors and how job satisfaction mediates the relationship between silence and turnover intention. The study also explored the relevance of superior-subordinate relationship and self-image maintenance perspectives in Indian socio-cultural context to explain and understand the phenomenon of silence in India. According to the findings, there are four main reasons for employee silence in India, including internal motivation, fear of punishment, self-competence, and self-image. The impact of employee silence on turnover intention has been mitigated by increased job satisfaction. Contrary to Western studies, this study demonstrated the beneficial effects of silence on satisfaction.

Yıldız (2013) conducted qualitative research through face-to-face interviews with 10 employees who work at the marketing and export departments of a company active in automotive supply industry. Findings of the study suggested that employees experience the phenomenon of organizational silence. The study identified the reasons of employee silence. The major reason associated with employee silence was found to be the fear of being labeled as trouble maker and conveyor of bad news. Employees not only perceive speaking up as dangerous but also useless. The employees also perceive that management is reluctant to hear any voice against them and their policies. The study put forth the detrimental effects of organizational silence on employees such as low level of morale, low confidence, exhaustion, withdrawal behaviour etc.

Vakola and Bourdas (2005) investigated the dimensions of silence climate perceived by individuals and explored the effects of these dimensions on job attitudes. They carried out an exploratory study in Greece with a sample size of 677 employees and discovered that found that supervisors' and top management attitudes to silence and communication opportunities are related to and predict employees' silence behaviour. The study also presented the negative effects of employee silence

on decision making, creativity, feedback and development processes. They suggested that top managers and supervisors should construct a comfortable workplace for raising voice and encourage staff to voice their concerns and ideas in an environment where they feel comfortable doing so. This will encourage them to share their thoughts and ideas.

A study by Fapohunda (2016) examined the major predictors and consequences of employee silence among university academic staff. According to their findings, the majority of the participants had engaged in silence when confronted with a variety of organizational issues. The administrative beliefs, organizational practices, and the fear that one would be tagged negatively and as a result affects valued social relationships were frequently cited as the reasons for this behavior. They also found a significant connection between organizational silence and emotional exhaustion; employee job satisfaction and apathy.

A study on teacher silence in South Carolina public schools was undertaken by Crockett (2013), and it looked into how comfortable educators are raising problems or concerns with their administration. Five variables, including years of experience, trust in administration, mobility aspirations, relationship with principal, and content of message were examined to see their influence on teachers' comfort levels when voicing such problems or concerns. In addition, teachers were asked to identify the reasons for being hesitant about raising organizational concerns. The study concluded by determining if comfort level varied in different public-school settings (elementary, middle, and high). The sample consisted of 595 South Carolina public school teachers and data were collected by using an electronic survey instrument. The findings showed over 67% of teachers indicated a time when they purposefully chose not to voice a problem or concern with their administration. Three predictor variables, including trust in administration, content of message, and relationship with principal were found to be statistically significant predictors of teachers' comfort. Further, analysis showed 52.3% of teachers suggested their hesitation in voicing concerns resulted from a belief that speaking up would not make a difference in how their schools operated.

In their study on Employee Silence: Investigation of Dimensionality in selected IT companies of India, Sonika and Kaushik (2017) identified five dimensions of employee silence namely defensive silence, acquiescent silence, self-image silence, diffident silence (internal motivation), and inefficient silence (self-competence).

Wu et. al (2018) found that employees may resort to silence in the workplace due to their feelings of role conflict, role ambiguity, and role overload when they face destructive leadership.

Magotra (2016) carried out research to determine the variables influencing employee silence behaviour in the service industry. The study showed that top management and supervisors' attitudes on silence generate an environment that either support or oppose employees from endorsing silent behaviour.

Employee silence was conceptualised by Prouska and Psychogios (2016) in the context of a prolonged crisis, and they distinguished three broad forms of silence that are common during economic crises. First, silence stems from a fear of the consequences, and second, silence is a reaction to how long the crisis is thought to last. Both of these factors have to do with the choice an employee takes regarding whether or not to endure problems (and, as a result, keep quiet) based on how long they believe the crisis will last. The decision made by employees to remain silent since no one else is speaking up is known as "silence as the norm." Employee silence is frequently prompted by fear.

Chou and Chang (2017) proposed that employee silence can be classified into three distinct forms: unsolicited predetermined employee silence, unsolicited issue-based employee silence, and solicited target-based employee silence. When considering antecedents of employee silence, they claimed that unsolicited predetermined employee silence is an outcome of personality traits, that unsolicited issue-based employee silence is triggered by functional motives, and that solicited target-based employee silence is determined by social relationships and relational experiences.

Hawass (2016) examined the relationship between the relational self-identity and prosocial silence in the context of the Egyptian public sector. The findings

revealed that high relational employees do not engage in prosocial silence unless they are involved in networking and shared tasks strategies.

A study by Knoll et al. (2021) to determine the similarities and differences in the prevalence of silence motives between nations revealed that neither the similarities nor the differences in the frequency of silence motives between countries necessarily supported cultural stereotypes. The GLOBE Program's cultural and societal practices were also examined in this study, and it was discovered that there were connections between silence motives and institutional collectivism, society practices, and uncertainty avoidance.

### **Contributors of employee silence**

#### *Employee silence and organizational justice*

Yangin and Elma (2017) found that there exists a positive and highly significant relationship among teachers' interactional justice and their manager trust; a negative and mid-level significant relationship between their manager trust and their interactional justice; and a negative and mid-level significant relationship between their interactional justice and their manager trust, respectively. To list in order of importance, interactional justice and manager trust variables were found to be predictor variables for silence behaviour and to represent 17% of change in the organizational silence behaviour.

Studies in literature that focuses on the reasons and results of the silence show that organizational justice has an important role in employees' silence (Harlos, 1997; Pinder & Harlos, 2001; Tangirala & Ramanujam, 2008)

Whiteside and Barclay (2013) examined overall justice as an antecedent of acquiescent (i.e., silence motivated by futility) and quiescent silence (i.e., silence motivated by fear of sanctions). Across the studies, results indicated that overall justice is a significant predictor of both types of silence in organizations (Tubulas & Celep, 2012).

#### *Employee silence and perceived organizational support*

According to a study by Erant et al. (2017), pro-social silence had a good association with perceived organisational support, but defensive and acquiescent silence had a negative relationship with it.

Singh and Malhotra (2015) carried out a study to examine the mediating role of trust in the relationship between perceived organizational support and silence and discovered that trust plays a mediating role in the relationship between perceived organizational support and organizational silence. The results indicated that there was a significant negative relation between POS with acquiescent, defensive, and pro-social silence. This finding is in agreement with the results obtained by Wang and Hsieh (2013). Thus, academicians who perceive support, have a low level of silence.

*Employee silence and perceived organisational politics*

Khalid and Ahmed (2016) found a positive relationship between organizational politics and employee silence motives. Moreover, it suggests that employees do withhold information due to relational, diffident, defensive, disengaged, ineffectual and deviant motives in a political environment. Trust in supervisor did not hold for a moderation effect on this relationship

When perceiving high politics in the organisation, high-power-distance employees are more sensitive to abusive supervision and engage in more defensive silence (Lam & Xu, 2019).

A study by Sun and Xia (2018) also showed that perceived organisational politics has a significant positive impact on employee silence. AL-Abrow (2018) revealed that perceived organizational politics has a positive influence on organizational silence.

Liang and Wang (2016) inferred that organisational politics is one factor contributing to the formation of organisational silence, particularly in state-owned enterprises. In other words, perceived organisational politics is believed to have a positive effect on organisational silence.

*Employee silence and psychological safety*

According to a literature review on psychological safety in the workplace by Pacheco et al. (2015), employees' views of that safety have a big impact on whether or not they speak up. Employees will be hesitant to express their constructive point of view out of fear of suffering negative personal and interpersonal effects, according to research (Detert & Burris, 2007; 2014; Edmondson & Lei, 2014; Liang

et al., 2012; Detert & Edmondson, 2011; Morrison, 2014; Brinsfield, 2009, 2013). Additionally, it is important to keep in mind that psychological safety may be adversely correlated with the defensive, relational, and diffident silences, according to Brinsfield's study (2013). This is because in a healthy psychological safety workplace, employees may be themselves without worrying about being judged.

Psychological safety may be negatively related to defensive, relational, and other forms of silence (Brinsfield, 2013). Additionally, according to Xu et al. (2019), workers are more inclined to express their opinions, engage in open dialogue with coworkers, and ask their managers for more feedback when they feel comfortable at work.

Sherf et. al (2021) argued that voice and silence are distinct and reflect different underlying regulatory systems: Behaviour activating system (BAS) and Behaviour inhibiting system (BIS). They reasoned that psychological safety is associated with behavioral inhibition it may be strongly associated with silence behavior than voice behaviour.

Kassadrinou et. al (2023) conducted a study among school teachers and found that Psychological safety mediated the relationship between burnout and employee silence, and more specifically between the three core components of burnout and both acquiescent and quiescent silence, but not prosocial silence

#### *Employee silence and Implicit voice theories*

Detert and Edmondson (2011) reported that implicit voice theories predicted employee silence. This result indicated that employees holding implicit voice theories tend to avoid speaking against a leader. It is logical for employees to think that criticizing their manager within the group would endanger their career. Hence, they put themselves in a passive and silent position

Sahin et. al (2021) examined the effect of implicit voice theories on employee constructive voice and defensive silence and found that power distance and negative career consequences of voice predicted employee defensive silence while proactive personality and the belief of “don't embarrass the boss in public” predicted employee constructive voice. These results confirmed the effect of implicit voice theories on employee silence and voice.



A study by Knoll et al. (2020) examined how shared implicit knowledge structures evolve in teams and organizations, and how they impact reasons for remaining silent. The results revealed that implicit voice theories can be shared among team members and within organizations. They also found that team-level shared implicit voice theories were related to team manager openness. In their opinion, employees' implicit voice theories are not fully determined by early socialization but can be influenced by the experience they had in their current organization.

Ellis et al (2022) also found that the stronger the employees' self-protective implicit voice theories, the less they spoke up at work.

#### *Employee silence and Assertiveness.*

Earlier studies demonstrate that assertiveness and one's readiness to express oneself positively correlate (Kiewitz et al., 2016).

According to previous researches, people who live in high-assertiveness cultures are more likely to speak up, defend themselves, and act in their own best interests (Ames & Flynn, 2007; Kwon & Farndale, 2020).

According to Knoll et al. (2021), assertive people have to work with assertive colleagues who may create a hazardous environment in cultures where assertiveness is valued (Schneider, 1987). In a safe environment, employees are more likely to express their opinions (Chamberlin et al., 2018; Edmondson & Lei, 2014). Employees in high assertiveness cultures may therefore question the value of changing the status quo because it includes numerous issues.

#### *Employee silence and Self-Confidence*

Brinsfield (2013) found that employees remain silent due to lack of confidence and termed that type of silence as diffident silence.

Robinson and Shuck (2019) in their study on exploring the public sector employees' experiences of exercising voice and silence, they found that one among the dimensions of engaging in silence was 'feeling insecure' which referred to the reasons that respondents felt they lacked confidence to articulate their conceptualised idea. This finding was supported by Kaur and Arora(2023).

Previous studies also have shown that Psychological Capital is related to work engagement. Self-efficacy is one among the factors of Psychological Capital (Sweetman & Luthans, 2010). Bandura (1997) stated efficacy as confidence or the belief in one's ability to succeed at a particular task in a particular context. Efficacy has a significant role in producing positive work-related outcomes (Stajkovic & Luthans, 1998).

*Employee silence and Other organizational and internal factors*

Rai and Agarwal (2018) found that workplace bullying positively correlated with silence (defensive, relational, and ineffectual silence

Ashford et al. (1998) suggest that in organization where management is not tolerant toward diverse opinions, employees tend to withhold rather than share the information they have or their opinions about organizational matters.

Detert and Burris (2007) found a significant relationship between management openness and voice. This relationship was mediated by employee safety perceptions, meaning that perceived manager openness fostered voice by creating enhanced feelings of psychological safety.

Breevaart, et. al (2020) found that employees reported lower need fulfilment in those weeks and the week after job insecurity was higher, which, in turn, decreased employee voice and increased employee silence in those weeks and the week after.

Individuals with low self-esteem may not view themselves as generally effective and, therefore, may be less likely to express dissent (Graham, 1986). They may also be more apathetic and more likely to withdraw from situations, thus making them less likely to speak up (Miceli & Near, 1992).

Le Pine and Van Dyne (2001) examined the relationship between voice within work groups and each of the Big Five personality dimensions. The authors found an inverse relationship between voice and both neuroticism and agreeableness. Individuals who are high on the neuroticism dimension are more nervous about voicing, and those who are highly agreeable will tend to go along with the status quo rather than challenge it.

In a study conducted by Timming and Johnstone (2015), it was proposed that fascistic personalities, which refer to personality structures that prefer deference to managerial authority, reinforce employees' choice of remaining silent.

Another well-studied individual personality trait in the area of employees' choice of voicing or remaining silent is proactive personality. In general, proactive personality describes an individual's relatively stable behavioural tendency that brings about environmental change (Bateman & Crant, 1993). Because proactive personality is predictive of whether an individual engages in proactive behaviours that make constructive change in his or her environment (Morrison & Phelps, 1999), individuals with high proactive personality are less likely to withhold relevant information than those with low proactive personality (Fuller, Marler, & Hester, 2006; Liao, 2015; Thomas, Whitman, & Viswesvaran, 2010).

#### *Employee silence and socio-demographic factors*

In a study carried out by Milliken et al. (2003), many employees stated their lack of tenure or experience in the organization as one reason why they were silent. Employees who are new or have limited experience in the organization may fail to voice their concerns and suggestions either because they do not have enough credibility to do so or this may be risky for their image in the organization. Similarly, a greater sense of investment in the organization, and thus a greater motivation to ensure its effectiveness may account for more experienced employees' higher levels of voice. Supporting this idea, Rusbult et al. (1988) found that employees with a sense of greater investment in their organizations and good job alternatives displayed a higher level of voice.

A study by An and Bramble (2018) found characteristics creating socio-demographic disadvantage, such as being female, lower education, having dependents, recent unemployment and lack of a strong social network, predicted silence.

Research studies also show that job insecurity has a significant positive effect on employee silence (Yu, Liy., & Xu, 2022). Work status (full time versus part time) may affect voice behaviour as well. Tangirala and Ramanujam (2008) found full-timers to engage in more voice than part-timers.

Stamper and Van Dyne (2001) found that, whereas part-time employees displayed relatively little voice regardless of organizational culture, full-time employees, who were more vested in the future success of their organization, exhibited higher levels of voice when the culture was less bureaucratic.

Kahveci and Demirtaş (2013) research focuses on school administrators' and teachers' perceptions of organizational silence. In the research, it was found that female participants remain more silent than male participants on behaviours that stem from administrative issues. In other words, female participants express their feelings and opinions less frequently than male participants at school

A meta-analysis by Mesmer-Magnus and Viswesvaran (2005) found that older people were more likely to intend to report wrongdoing and a review by Near and Miceli (1996) found whistle-blowers tend to be older employees.

Studies have shown that work-group members voice more when their group is smaller (Islam & Zyphur, 2005; LePine & Van Dyne, 1998).

Milliken et al. (2003) argue that younger and less experienced employees in lower positions in the organization are more aware of potentially negative outcomes of voice; and display lower levels of voice due to their lack of power and credibility in the organization

#### *Employee silence in Indian work context*

Cultural values have a significant impact on communication (Botero & Dyne, 2009; Hirokawa & Miyahara, 1986). Employee silence – especially defensive and relational silence – is expected employee behavior in Indian organizations due to the country's culture of high -power distance (insecurity or fear) and collectivistic norms (the need for affiliation and dependency) (Jain, 2015). Contrary to Western studies, Jain (2015) found that employee silence had a positive effect on satisfaction in his investigation of employee silence in Indian organisations.

Srivastava et. al (2019) conducted a study to investigate the relationship between employee silence and job burnout and also to study the possible mediating role of emotional intelligence (EI) in silence- burnout relationship. They found that employee silence was negatively related to job burnout. This finding contradicts the findings of prior research conducted in Western countries which showed a positive

relationship between employee silence and adverse employee outcomes. Results also indicated that the relationship between employee silence and burnout was mediated by emotional intelligence.

Employees in high power distance cultures tend to behave more passively and submissively when interacting with a more powerful person and avoid disagreements and going over the heads of authority figures (Farh et al., 2007; Kirkman et al., 2009).

Hierarchical differences make upward communication - especially communication intended to express discontent regarding inappropriate behaviours - threatening, and employees are less likely to voice their concerns to their superiors in order to avoid direct conflicts with them (Cortina & Wasti, 2005; Hofstede, 1991) and the negative consequences associated with speaking up (Botero & Dyne, 2009; Ryan & Oestreich, 1998). Employees in such cultures are more tolerant of supervisory mistreatment and morally illegitimate conduct by authority figures - they may even have a deep-seated acceptance of such behaviours (Tepper, 2007).

Relational orientation is a virtue of collectivist societies like India (Hofstede, 1991) where preserving social relationships is considered the paramount goal (Li & Cropanzano, 2009) and is regarded as an end in itself (Kirkman et al., 2006; Shao et al., 2013). Employees in such cultures refrain from retaliating against violations of fairness for the sake of protecting their social relationships (Hofstede, 1991) and prefer “giving face” and “saving face” in threatening situations (Markus & Kitayama, 1991; Ting-Toomey et al., 1991).

Past evidence on superior-subordinate relations in Indian work context indicates that parental type in general and assertive superior in particular, dominate authority relations in Indian organizations (Kakar, 1971).

It is found that personality traits of Indian people consist of obedience and conformity in which security for the individual is associated with dependence upon superiors and a high need for approval (Asthana, 1956).

From the above reviews, it can be concluded that employee silence is a detrimental phenomenon that requires special attention due to its potential effects. And it is also clear that there are several factors contributing to its occurrence.

### **Studies on Work engagement**

There are number of studies in the organizational behavior as well as in management science, which analyses the cause and consequences of work engagement. Simpson (2009) based on his meta-analysis, came-up with his finding that both organizational factors and individual factors contribute to a greater extent towards engagement at work.

Studies testing the JD-R model showed that personal resources (self-esteem, optimism, self-efficacy, and active coping) have been positively related to work engagement and psychological well-being and negatively associated with exhaustion (Xantapoulou et. al., 2007; Lee et al., 2019). Positive emotions play also an important role in work engagement.

A review including cross-sectional, longitudinal, and experimental studies indicated that positive emotions affect work life as they are related to better work quality, higher job performance, cooperation, reduced conflict with colleagues, prosocial organizational behavior, and better income (Lyubomirsky et. al., 2005). In general, work engagement was positively related to positive emotions and negatively associated to negative emotions and emotional exhaustion (Sonnetag et. al., 2008; Malinowski & Lim, 2015; Bakker et. al., 2019; Moreira-Fontan et. al., 2019).

Studies conducted on teachers support the beneficial effects of positive emotions on work performance, teaching self-efficacy, mental health, and job satisfaction (Taxer & Frenzel, 2015; Lavy & Eshet, 2018).

Buriae and Macuka (2018) found that teachers' positive emotions of joy, love, and pride have been related to higher levels of work engagement; 6 months later, while negative emotions of anger, fatigue, and hopelessness were negatively related to engagement. In contrast, another study showed that emotional exhaustion was negatively related to teachers' work engagement and job satisfaction (Han et al., 2020).

Regarding the relationship between work engagement and well-being, existing research found positive associations. Higher levels of cognitive, emotional,

and physical engagement have been positively related to well-being and personal accomplishment (Shuck & Reio, 2014).

Vigor, dedication, and absorption have been positively associated with job satisfaction (Yan et al., 2019). Recent empirical studies also found positive relationships between work engagement and job satisfaction among teachers Perera et. al., 2018; Han et. al., 2019).

Previous research suggests that the more employees are engaged in their work, the higher their level of job performance (e.g., Rich et al., 2010; Schaufeli et al., 2002). For example, work engagement has been positively correlated with organizational commitment (Hakanen et al., 2006), task performance (Halbesleben & Wheeler, 2008), contextual performance (Bakker et al., 2004), financial income (Xanthopoulou et al., 2009), and innovativeness (Hakanen et al., 2008).

In addition, work engagement has been found to be negatively associated with the intention to leave a company (Halbesleben, 2010) and the number of mistakes performed at work (Prins et al., 2009).

Guglielmi et. al., (2016) examined whether engagement varies across age cohorts and examined the job resources that foster teacher engagement. Results revealed that the engagement of younger teachers is driven by the opportunity for development and interaction with colleagues, while older employees appreciate the opportunity to see their competencies acknowledged

Researchers have suggested that high levels of work engagement will lead to fewer absences, because highly engaged employees (vs. hardly engaged employees) may be more motivated to attend work and are healthier (Schaufeli et al., 2009; Shantz & Alfes, 2015)

May et al. (2004) have found that employees are more engaged in their jobs if they consider their work to be meaningful and if they have supportive co-workers and supervisors. Perceived organisational support is considered the most vital source of socio-emotional event as it relates to organizational and employee engagement (Rhoades & Eisenberger, 2002). Recent researchers (Zacher & Winter, 2011; Rurkkhum & Bartlett, 2012) have also supported positive relation between Perceived organisational support and work engagement

Linkage between organizational support and work engagement can also be established based on psychological safety (Kahn, 1992) of employees. A number of researchers (e.g. Schaufeli & Bakker, 2004; Hakanen et al., 2006) have shown positive and significant association of work engagement with a wide range of job resources including social support at work from colleagues and supervisors

Engagement at work emerges on the basis of antecedents such as relationships employees have with their managers and supervisors (Blizzard, 2003). Shantz et al. (2013) have suggested that employees receiving support from their supervisors develop belongingness to the organization and define themselves with their organization. This will positively influence their state and affection towards their work.

Supportive supervisor acts a positive predictor of safety (May et al., 2004). Level of supervisor support is indicative of organizational support that can help determine an employee's level of engagement (Rhoades & Eisenberger, 2002). Supervisor support has been found to significantly and positively influence vigour, dedication and absorption (Bakker et al., 2007). Significant positive correlations between supervisor support and these three dimensions of work engagement have also been established by Schaufeli et al. (2008) in their study on middle level managers and executives of a Dutch telecom company. Demerouti et al. (2001) have shown that lack of supervisor support can lead to disengagement.

Empirical studies found out that organizational responsibility improves, job satisfaction increases, and absenteeism is reduced in the cases where there is a high level of work engagement. Work engagement leads to improved health and well-being, a display of more responsible behaviors of workers, high performances, practical behaviors that take preventive actions, and motivation in learning (Schaufeli & Salanova, 2007)

Another study indicates that careers and physical health of engaged workers are affected at least three times more positively when compared to those who are not effectively engaged in their jobs (Kular et al., 2008).

Workers with high levels of work engagement are more responsive to organizational activities; besides they are expected to be more amiable and helpful



to their colleagues; they mostly feel positive emotions such as happiness, optimism, helpfulness in their jobs, and these positive emotions play an important role in improving organizational productivity and workers' being eager to obtain new information and skills (Bakker & Demerouti, 2008).

A study by Agyemang and Ofei (2013) found out that there is no significant relationship between seniority and dedication of workers.

An investigation among 54 Dutch teachers confirmed that a resourceful work environment enhances employees feeling of confidence that through the resources the goal can be accomplished and it will indirectly influence performance (Bakker & Bal, 2010)

Work engagement and resilience of 75 Indian school teachers from both government and private schools were investigated and found that the sample under study possess sufficient amount of resilience and are working with vigor, dedication and absorption. Private school teachers have more vigor and absorption in their work. Resilience emerged as an important personal characteristic of school teachers which would enhance their work engagement and help them develop the same in students. (Arya & Manikandan, 2014).

Khan and Bin Md Yusoff (2016) examined dynamic linkages between resources, work engagement and job performance of academic staff working in universities of Pakistan and found that resources were significantly linked to work engagement and work performance, where work engagement acted as a mediator variable between resources and work performance variables

Zaidi et. al (2013) investigated the relationship between the big five personality traits and work engagement among public sector university teachers of Lahore. Extraversion, agreeableness, conscientiousness, and openness to experience were found to be positively related to work engagement. Neuroticism was negatively related to work engagement. Multiple regression analysis showed that personality traits of extraversion, agreeableness, conscientiousness, and openness to experience have significant effects on work engagement. However, the strength of relationship between big five traits and work engagement were not very strong.

Amini and Siyyari (2018) investigated the relationship between work engagement and teachers' sense of burnout, as well as associations between work engagement, burnout, and teachers' years of experience. The results indicated a significant and negative relationship between work engagement and burnout. Moreover, the higher the participants' experience is, the greater the amount of their work engagement is. On the contrary, as the number of years of teaching increases, the level of burnout decreases. On the other hand, negative relationship exists between burnout and their experience.

Manikandan (2014) conducted a study on organizational climate, length of teaching and sex on work engagement of higher secondary school teachers and found that work engagement of school teachers is independent of sex and organizational climate. But length of teaching has considerable role in work engagement. Two-way interaction was found to be significant and the graphical analysis showed that organization climate interacts at length of teaching below five and above eleven years and length of teaching interacts with sex between six to ten years.

Hogaard et. al (2012) investigated work engagement and teacher efficacy and their relationship to job satisfaction, burnout and the intention to quit among newly qualified teachers and found that work engagement and teacher efficacy are positively related to job satisfaction but negatively related to job burnout and the intention to quit.

Several studies also found interactional justice had a positive and significant effect on work engagement. (Kerse & Naktiyok, 2020; Ozer et. al, 2017; Pakpahan et. al, 2020)

Imran et. al (2020) found that perceived organizational support was positively associated with work engagement. This finding is also supported by a study by Murthy (2017) which also showed a significant positive relationship between perceived organizational support and work engagement. Musenze et. al (2020) also found that perceived organizational support is positively and significantly associated with work engagement.

Ariani (2015) reported a strong association between psychological safety and employees' work engagement. Contreras et.al., (2020) found that assertiveness is positively related to work engagement.

According to Eisenberger et .al (1986), perceived organizational support refers to employees' perception that the organization values their contribution and cares about their wellbeing. In support of this result, Bonaiuto, et. al (2021) reported that an increase in supervisor social support can lead to a statistically significant increase in work engagement.

Piotrowski et.al (2021) studied the effect of organizational support and organizational justice on police officers' work engagement, they found that supervisor support and supervisor justice had a positive effect on police officers' work engagement, whereby organizational support coupled with organizational justice accounted for 26% of the variability of work engagement

Eisenberger and Stinglhamber (2011) also found that perceived organizational support positively influences work engagement, amongst others by reinforcing employees' intrinsic interest in their tasks. Jaya and Ariyanto (2021) found that high Vigor can enhance employee performance. Studies also have shown that Psychological Capital is related to work engagement, Self-efficacy is one among the factors of Psychological Capital (Sweetman & Luthans, 2010). Efficacy has a significant role in producing positive work related outcomes(Stajkovic & Luthans, 1998).

Sarath and Manikandan (2014) conducted a study on work engagement and work stress among university employees. Results revealed that the employees have a higher engagement in their work and low work stress. The results of three-way ANOVA revealed that age, experience and work stress of employees were significantly interact each other on dedication and absorption.

Silman (2014) examined the relationship between work-related basic need satisfaction and work engagement. The findings revealed that the sub-dimensions of work-related basic need satisfaction significantly predicted work engagement.

Li et. al (2017) examined the mediating effects of self-efficacy and work engagement on the association between proactive personality and job satisfaction.

Results revealed that proactive personality was positively related to teachers' job satisfaction. In addition, mediation analyses showed that the relation between proactive personality and teachers' job satisfaction was simple mediated by self-efficacy and work engagement and sequentially mediated by self-efficacy–work engagement.

Chikoko (2014) investigated the extent to which the psychological conditions and job characteristics predicted work engagement amongst higher education employees from a South African University. Findings suggest psychological meaningfulness to predict work engagement and to mediate the relationship between job characteristics and work engagement.

Landells and Albrecht (2019) investigated the associations between organizational politics and employee engagement, employee stress (or more correctly 'strain'), and work meaningfulness. Results revealed that politics had significant indirect effects on engagement and stress through meaningful work. The results also showed a significant and direct association between stress and engagement.

Lyu (2016) explored the impact of organizational justice on work engagement, which is a positive organizational behaviour construct, and the underlying psychological mechanism among 254 teachers working in compulsory schools in eastern China. Data analysis showed that the 3 dimensions of organizational justice, namely, distributive, procedural, and interactional, had a positive effect on teachers' work engagement. In addition, psychological safety played a partial mediating role in the association between organizational justice and work engagement.

#### *Employee silence and work engagement*

Pirzada et. al (2021) and Shah et. al (2021) found a significant negative correlation between employee silence and work engagement. Simsek and Gurler (2019) reported that when teachers have more voice behaviors at school, they will be more engaged for their work.

From the above reviews it can be concluded that work engagement is a positive organisational variable which enhances employee performance

## **Knowledge Gap**

From analysing the literature, it was observed that many researches (qualitative and quantitative) had been conducted in organisational behaviour literature which explain the concept of employee silence, its contributors and correlates and also on the concept work engagement.

Some studies tried to bring out the factors underlying employee silence (Brinsfield,2012., Ames, 2008., Robinson and Shuck, 2019., Sun and Xia ,2018). Some studies explored the relation between the selected variable under study- interactive justice, perceived organizational politics, implicit voice theory, psychological safety, perceived organizational support, self-confidence, assertiveness, employee silence and Work engagement ( May et. al, 2004., Pirzada et. al 2021, Shah et. al 2021). But it was found that majority of the studies identified were conducted in western countries. Most of the researchers were conducted among participants from IT field, Industrial field and medical field. Only a few numbers of studies were identified which were conducted in educational context. When searching for Indian literature regarding employee silence, the researcher didn't find single published research from Kerala context which included college teachers as participants. Also, there were no standardised tool to assess employee silence among college teachers in Kerala context.

Hence it can be concluded that there exists a knowledge gap in the literature about Employee silence and also about how the predictors of employee silence affects the work engagement among teachers. Based on this, researcher constructed objectives and formulated hypothesis based on the objectives set forth.

## **Research questions**

1. Do college teachers of Kerala experience employee silence in their work settings?
2. What are the reasons for employee silence among college teachers?
3. Does interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness predict employee silence?
4. Do predictors of employee silence have any impact on work engagement among teachers?

### **Objectives**

1. To explore and find out whether college teachers in Kerala experience employee silence
2. To explore the reasons for employee silence
3. To develop and standardize an instrument to assess employee silence of teachers in Kerala context.
4. To identify the predictors of employee silence
5. To examine the impact of predictors of employee silence on work engagement.

### **Hypotheses**

1. There will be a significant relationship between the variables under study (interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness, employee silence, work engagement, vigour, dedication and absorption)
  - a. There will be a significant relationship between interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness with employee silence
  - b. There will be a significant relationship between interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness with work engagement and its sub dimensions
  - c. There will be significant relationship between employee silence and work engagement.
2. The variables- interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness will be significant predictors of employee silence
3. Predictors of employee silence will have a significant impact on work engagement

# **CHAPTER 3**

## **METHOD**

Research is an organized and systematic way of finding answers to questions. According Clifford Woody “Research comprises defining and redefining problems, formulating hypothesis, collecting, organising and evaluating data making deduction and research conclusions to determine whether they fit formulating hypothesis.” (Kothari, 2004).

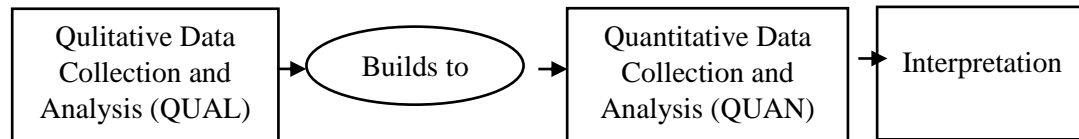
Research methods or techniques, refer to the methods that researchers used in performing research operations, all those methods used by the researcher during the course of studying his or her research problem are termed as research methods. Truly, research methods are the blueprints of the entire research, which providing a master plan specifying the methods and procedures for collecting and analysing the needed information.

### **Research design**

A mixed method research design was applied in this study to identify the predictors of employee silence and its impact on work engagement. Mixed methods research is a research design with philosophical assumptions that guide the direction of the collection and analysis of data as well as the mixture of both qualitative and quantitative approaches in different phases of the research process. The central premise of the application of this method is that the use of qualitative and quantitative approaches in combination provides a better understanding of the research problem than a single approach as it paves the way for methodological triangulation (Creswell & Clark, 2007; Morse, 1991).

In an exploratory sequential design, the researcher first collects and analyses qualitative data, and these findings inform subsequent quantitative data collection (Onwuegbuzie, Bustamante, and Nelson 2010)



**Figure 1***Exploratory Sequential Mixed Method*

In the current study, the investigator first begins by a qualitative exploration of data and analysis and then utilised the findings in a second quantitative phase. In general, qualitative analysis will help us identify a larger range of topics and how individuals frame their understanding around a particular event or phenomenon. The qualitative phase is described as “exploratory” because it is data-driven (Creswell & Plano Clark, 2018) rather than driven by a conceptual framework. The purpose of this strategy is to develop better measurement with specific samples of the population and to see if data from a few individuals (in the qualitative phase) can be generalized to a larger sample of a population (in the quantitative phase). The qualitative data analysis will give quotes codes and themes. The Instrument development can proceed by using the quotes to write items for an instrument (Creswell, 2014)

Thus the present study is designed in two distinctly separate phases; a preliminary qualitative exploration and the core part – a quantitative descriptive study. The second phase consists of two parts: identification of the predictors of employee silence (part 1) and the examination of the impact of predictors of employee silence on work engagement among college teachers. (part 2).

### **Phase I: Preliminary Qualitative Exploration**

In order to get familiarized with the concept of employee silence and its existence in teacher population in Kerala context; to identify various reasons related with employee silence in our Kerala context, and also to construct an instrument for assessing employee silence among college teachers in Kerala, the investigator had gathered data through multiple means and analysed those data in this phase of qualitative exploration. The details of each method including the participants, procedure, and techniques of data collection were described below

This exploration helped the researcher understand the reasons associated with employee silence among college teachers and also to construct an instrument to assess employee silence in teacher population.

For this purpose, the researcher conducted an extensive analysis of a review of studies conducted in the area of employee silence. Related reviews of contributors of employee silence were collected from both books and published journals and articles. This gave the researcher a preliminary understanding of the major contributors of employee silence.

### **Participants**

Participants for the pilot study consisted of 30 college teachers which included teachers from government, aided and self-financing colleges in the age group between 25-60 years from selected districts of Kerala through convenient sampling technique. Participants included permanent teachers, guest teachers, newly joined teachers, teachers with long years of service and different educational qualifications.

### **Instruments**

A pre-prepared semi-structured interview schedule was used to collect information from teachers. Semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions. On the basis of analysis of previous studies and suggestions from experts, a schedule for the semi-structured interview was prepared. The rationale for using semi-structured interviews was that, researcher wanted detailed and vivid data from the participants which would reflect a clear picture about the participant's experience. The interview schedule included questions like: "*In general, do you feel comfortable expressing your opinions and concerns to your authority?*" (A copy of the semi-structured interview schedule is appended as Appendix-A)

### **Procedure**

Head of the institutions of selected aided, government and self -colleges were met personally and requested their permission to collect data from teachers working in their institution. Then the investigator personally contacted the head of the departments and requested them to provide the phone numbers to contact them

personally to get the consent for participating in this study. Then the teachers were contacted through telephone and then their consent was assured. (A copy of informed consent form is appended as Appendix- B). Then based on their convenience the date and time for meeting them were fixed. Then the teachers were met personally. Interview started with a brief description of the study and an assurance to respondents that all information would be kept confidential. For some participants telephonic interview was conducted. Each session took around 30 to 45 minutes according to the convenience of the participants. Background details of each participant were collected before beginning the interview. Researcher encouraged the participants to give examples related to various experiences in order to get details and a clearer picture. Field notes were used by the investigator for noting down the responses of participants as the investigator was not permitted to use any recording aids. Before winding up, the interview schedule was checked to make sure that all major areas have been covered.

### **Data analysis**

The collected data were content analysed. Content analysis is a research method which can be used qualitatively or quantitatively for systematically analysing written, verbal, or visual documents. The purpose of content analysis is to organise and elicit meaning from the data collected and to draw realistic conclusions from it.

From the content analysis results, the researcher identified the reasons of employee silence in teachers' population and also the interview responses were utilised to prepare items for constructing a scale for assessing employee silence among college teachers in Kerala

### **Phase II: Quantitative Descriptive Study**

With an objective to identify the psychological predictors of employee silence and its impact on work engagement, the investigator entered into the second phase of her research by utilizing the necessary information generated through the first phase of research and the process of systematic review of literature. Actually, the second phase is a testing phase where the researcher tried to prove the identified factors of employee silence and its importance in the work engagement of college

teachers with the help of various statistical analyses. For that purpose, during this time, the investigator prepared some assessment tools for certain psychological variables under study and collected wide range of data quantitatively and analysed statistically. So, this phase can be further divided into two: selection, adaptation, and preparation of research instruments (stage 1) and the testing phase which includes the collection, analysis and interpretation of quantitative data (stage 2)

**Stage 1: Selection, adaptation, and preparation of research instruments.**

Along with the information acquired through the preliminary exploratory study regarding the common factors related to employee silence, the researcher had conducted an analysis of previous studies in the area of employee silence literature. Based on these findings, many variables which contribute to employee silence were identified. These identified variables list was given to experts in the field of organizational psychology. They were asked to rank /rate these variables and based on their opinion and suggestions 7 dominant variables were selected.

These variables include: interactive justice, perceived organizational support, perceived organizational politics, self-confidence, assertiveness, psychological safety, implicit voice theories.

Thus, in this stage the researcher had conducted an extensive search for appropriate measurement tool in the literature and selected suitable measures. Re-standardization and Malayalam translation of adopted measures were done if found necessary to make them usable in the teacher's population in Kerala context. For cultural reasons some meaning of Malayalam items were adjusted to better reflection of the meaning of original items, some items were added or omitted for the cultural reasons. A research instrument to measure employee silence among college teachers in Kerala was developed during this time (Details of the development and standardization of employee silence is given in chapter 4)

**Stage 2: Data collection and Data analysis**

Through this stage, the researcher tried to find out the predictors of employee silence and its impact on work engagement among college teachers with the help of various statistical analyses.

## Participants

Participants of the study consisted of 344 college teachers who were working in different government, aided and self-financing arts and science colleges various districts of Kerala age ranging from 24 to 60 years old. The details regarding the distribution of sample are given below

**Table 1**  
*Demographic details of the participants*

Demographic variable	Category	No.of participants	Percentage of participants %
Age	22-28yrs	85	25
	29-35yrs	117	34
	36-60yrs	142	41
Sex	Male	74	22
	Female	270	78
Educational Qualifications	PG	164	48
	Higher degrees (NET, MPhil, Ph.D., PDF)	180	52
Experience	1-3yrs	123	36
	4-12yrs	165	48
	13-35yrs	56	16
Marital status	Married	258	75
	Unmarried	68	20
	Divorced	18	5
Religion	Christian	201	58
	Hindu	128	37
	Muslim	15	4
Type of college	Government	61	18
	Aided	140	41
	Unaided	143	42
Job post	Permanent	116	33
	Guest	228	66

## **Instruments**

The instruments used for the study are as follows:

### **1. Employee silence scale**

There is no standardized instrument available that could assess the employee silence of college teachers in the present Kerala context. It was also found that many of the tools were developed in a Western context and were conducted in different populations. Thus, it led the investigator to prepare an instrument to measure the silence among teacher population which can be administered in Kerala context. This scale was developed by the investigator along with supervising teacher and the details are given in chapter 4. Sample item included: “*I remain silent even if I have any disagreements or difference of opinion with the decisions taken by the authorities*” (A copy of the draft scale and final scale are appended as Appendix-C and Appendix-D respectively).

### **2. Job Behaviour Index**

Job Behaviour Index gives separate measure of the organizational and personal factors which contribute to employee silence. (A copy of the scales are appended as Appendix- E). It comprises the following scales:

- **Perceived Organisational Politics scale**

Perceived organizational politics (POP) was assessed by adopting 6 items from Kacmar and Carlson’s (1997) 15-item perceived organizational scale. Two sample items were *There has always been an influential group in this department that no one ever crosses* and *Agreeing with powerful others is the best alternative in this organization*.

### **Reliability and Validity**

The coefficient alpha value was found to be 0.68. The validity was established by distributing the items of the scale among experts and professionals in the field of organizational psychology

### **Scoring**

All items are positive. So, a score of 5,4,3,2,1 was given for strongly agree, agree, neutral, disagree, and strongly disagree.

- **Interactive justice scale**

Perceptions of Interactional justice were measured with 7 items adopted from Neihoff and Moorman's (1993) organizational justice scale, which measures the degree to which employees felt their needs were considered, and adequate explanations were made for job decisions. Sample item included- *When decisions are made about my job, my manager treats me with kindness and consideration.*

### **Scoring**

All items are positive. So, a score of 5,4,3,2,1 was given for strongly agree, agree, undecided, disagree, and strongly disagree.

### **Reliability and validity**

The alpha coefficient for this scale was 0.895. The validity was established by distributing the items of the scale among experts and professionals in the field of organizational psychology.

- **Perceived organizational support**

Perceived organizational support was measured using 9 items adopted from the perceived organizational support scale developed by Eisenberger, Huntington, Hutchinson, & Sowa (1986) was used in the present study. Sample item included- *The organisation really cares about my general satisfaction at work.*

### **Scoring**

The positive items are 7,8, and 9 . For the positive items scoring was done as follows: A score of 5,4,3,2, and 1 was given for strongly agree, agree, undecided, disagree, and strongly disagree. For negative items i.e items 1,2,3,4,5 and 6, reverse scoring was done. i.e, a score of 1,2,3,4 and 5 were assigned to strongly agree, agree, undecided, disagree, and strongly disagree

### **Reliability and Validity**

The reliability of the scale was found to be 0.92. The validity was established by distributing the items of the scale among experts and professionals in the field of organizational psychology

- **Assertiveness Scale**

Assertiveness was assessed by adopting 8 items from the assertiveness scale developed by Divya and Manikandan (2012). Sample item in this scale included- *I never express my opinions freely*

**Scoring**

All items in this scale were negative. So reverse scoring was done. i.e., a score of 1,2,3,4, and 5 were assigned to strongly agree, agree, undecided, disagree, and strongly disagree.

**Reliability and Validity**

The reliability of the scale was established by calculating the Cronbach Alpha which is 0.828. The validity was established by distributing the items of the scale among experts and professionals in the field of organizational psychology

- **Implicit voice theories scale**

Implicit Voice theories were assessed by 6 items adopted from the implicit voice theories scale developed by Detert. And Edmondson (2011). Sample item included- *When you speak up about problems or areas for improvement to your boss in front of people who are even higher in the organization, you make your boss look bad.*

**Scoring**

All items in this scale are positive. A score of 5,4,3,2, and 1 was given for strongly agree, agree, neutral, disagree, and strongly disagree.

**Reliability and Validity**

The reliability of the scale was found to be 0.72. The validity was established by distributing the items of the scale among experts and professionals in the field of organizational psychology

- **Self-confidence scale**

This scale included 7 items from the Self-Confidence inventory (Rekha & Jayan 2010). Sample items in this scale included- *I have full confidence in myself.*

**Scoring**

All items in this scale are positive. A score of 5,4,3,2, and 1 was given for strongly agree, agree, neutral, disagree, and strongly disagree.



### ***Reliability and Validity***

The reliability was found to be 0.76. The validity was established by distributing the items of the scale among experts and professionals in the field of organizational psychology

- **Psychological safety scale**

This scale included 6 items from the psychological safety scale by Edmondson (1999). Sample item included-*If I make a mistake on this job, it is often held against me.*

### **Scoring**

The positive items are 2,4 and 6. For the positive items scoring was done as follows: A score of 5,4,3,2, and 1 was given for strongly agree, agree, undecided, disagree, and strongly disagree. For negative items i.e items 1,3, and 5, reverse scoring was done. i.e, a score of 1,2,3,4 and 5 were assigned to strongly agree, agree, undecided, disagree, and strongly disagree.

### ***Reliability and Validity***

The reliability was found to be 0.72. The validity was established by distributing the items of the scale among experts and professionals in the field of organizational psychology

### **3. Utrecht Work Engagement Scale (UWES)**

The work engagement scale developed by Schaufeli, Salanova and Gonzalez- Roma and Bakker (2002) was used to measure work engagement of participants. This scale is the most often used instrument to measure work engagement of employees; it includes three subscales: vigour, dedication, and absorption. Vigor was assessed with six items (e.g., At my work, I feel bursting with energy). Dedication was assessed with five items (e.g., I find the work that I do full of purpose and meaning). Absorption was assessed with six items (e.g., It is difficult to detach myself from my job). Altogether the scale consists 17 items which are rated on a 7 point frequency based scale (0=never, 6=Always). (A copy of the scale is appended as Appendix-F)

### ***Scoring***

The sum of items 1, 4, 8, 12, 15, and 17 gave the score for the vigor subscale, similarly sum of items 2, 5, 7, 10, and 13 gave the score for dedication and the sum of items 3, 6, 9, 11, 14, and 16 gave absorption score. All items are positive. A score of 0,1,2,3,4,5, and 6 were given for the responses – never, almost never, rarely, some times, often, very often and always respectively.

### ***Reliability and Validity***

The Utrecht Work Engagement Scale (UWES) demonstrated high inter-item reliability as an overall measure (Cronbach  $\alpha = 0.94$ ) and as its dimensions ( $\alpha = 0.84\text{--}0.87$ ). The Utrecht Work Engagement Scale (UWES) has been validated in several countries, like China (Yi-Wen & Yi-Qun, 2005), Finland (Hakanen, 2002), Greece (Xanthopoulou, Bakker, Demerouti, & Kantas, in press), Japan (Shimazu et al., 2008), South Africa (Storm & Rothmann, 2003), Spain (Schaufeli et al., 2002), and the Netherlands (Schaufeli & Bakker, 2003; Schaufeli et al., 2002). All investigations used confirmatory factor analyses and showed that the fit of the hypothesized three-factor structure to the data was superior to that of alternative factor models. In addition, the internal consistencies of the three subscales proved to be sufficient in each study. Schaufeli, Bakker, and Salanova (2006) developed a 9-item version of the UWES, and provided evidence for its cross-national validity. They showed that the three engagement dimensions are moderately strongly related. Hence the scale has reasonable construct validity.

#### **4. Personal data sheet**

A personal data sheet was prepared by the investigators to collect data regarding relevant socio demographic characteristics of the participants. The basic details like age, education, religion, marital status, year of service, designation, etc were collected by using the personal data sheet. (A copy of the Personal Data Sheet is appended as Appendix-G).

### **Procedure**

Principals of selected unaided, government and aided colleges were met personally and requested their permission to collect data from teachers working in their institution. Then the database of teachers was collected and based on the

database of teachers, teachers were randomly selected. They were contacted through mail, telephone and then their written consent was requested. Then based on their convenience the date and time for meeting them were fixed. After discussing the objectives and purpose of the research work directly their wholehearted cooperation was requested. Then the research instruments were distributed among the teachers with all necessary instructions. After completion, the research instruments were collected back, scored and entered in spread sheet for further statistical analysis.

### **Statistical Techniques Used**

#### **Correlation**

Correlation describes the relationship of one variable to another. In social sciences the coefficient of correlation is used to estimate the direction and the degree of relationship between two variables. A coefficient of correlation is a single number that tells us to what extent two variables are related, that is to what extent variation in one goes with the variation in the other (Guilford, 1982). The coefficient of correlation may take any value between plus one (1) and minus one (-1). The sign of the correlation coefficient determines the direction of the relationships, which is either positive or negative. Positive direction indicates that as the value of one variable increases, the value of the other variable also increases; same way the value of one variable decreases the other also decreases. The negative sign of correlation coefficient indicates that as one variable increases, the other one decreases and vice-versa (Garrett & Woodworth, 2005).

If the value of coefficient of correlation( $r$ ) is zero, there is no correlation between variables, when  $r = -1$ , there is perfect negative correlation, If  $r = 1$  there is perfect positive correlation. If the value of  $r$  is closer to zero there will be only a weak relationships between the variables. If the value of  $r$  is closer to one (-1 or 1), the correlation will be higher between the variables (Garrett & Woodworth, 2005).

#### **Analysis of variance (ANOVA)**

Analysis of variance (ANOVA) is a common and powerful statistical model used to analyze the differences in means of more than two groups. The statistical significance of the experiment is determined by a ratio of two variance. One way analysis of variance is useful when one want ocompare the effect of multiple levels

of one factor and we have multiple observations at each level. The factor can be either discrete or continuous. The one way analysis is calculating in three steps, sum of squares for all samples, with in class and between class cases.

### **'t'-test**

The t- test is a parametric test used when a single independent variable with two levels is given and then to find out the difference between the two sets of scores. The t-test divides the difference between the two means obtained in the study by the “standard error of the difference” an estimate of how much the means should vary on the basis of chance or error. When a large value for t happens, the actual difference between the means are likely to be larger than those expected by chance (Goodwin, 2002); that is, the two groups are said to be statistically significant.

### **Scheffe's Procedure**

If the null hypothesis of the ANOVA is rejected, it become necessary to identify which one (or more) of the population means differ from the rest, i.e one should need to make simultaneous inferences about the entire “family” of difference between the treatment means.

Scheffe's method enable us to identify which pairs of means differ from one another. The method produces a range of values to which the absolute differences of all the pairs of sample means (called contrasts) can be compared. If the value of a contrast falls beyond the limit of the critical range produced by the method, then the corresponding population means differ significantly from each other.

### **Multiple Regression analysis**

Regression is a statistical technique that allows predicting someone's score on one variable on the basis of their scores on one or more other variables. Regression involves one dependent variable, which is known as ‘criterion variable’, and one or more independent variables, which refers to as the ‘predictor variables’; multiple regression involves two or more predictor variables.

Multiple regressions allow the researcher to identify which set of predictor variables together provide the best prediction of that score.

**CHAPTER 4**  
**TEST DEVELOPMENT**

## **Employee silence scale**

The term "employee silence" first appeared in the organisational science literature soon after Morrison and Milliken's (2000) study on organisational silence was published. Pinder and Harlos defined employee silence as "the withholding of any form of genuine expression about the individual's behavioural, cognitive and/or affective evaluations of his/her organizational circumstances to a person who are perceived to be capable of effecting the change or redress". A variety of cognitions, emotions, and intents can be expressed through silence, which is a sort of communication in and of itself. Employee silence harms both the employees and the organization (John & Manikandan,2019). From the analysis of reviews, it is understood that there is no standardised instrument available that could assess the employee silence of college teachers in the present Kerala context. Many of the tools were developed in Western context and also it was conducted in different population. Thus it led the investigator to prepare an instrument to measure the silence among teacher population which can be administered in Kerala context.

Most previous researches in employee silence have used the following measures to assess employee silence:

- Employee silence scale by Brinsfield(2013) developed a 31-item scale that consists of six dimensions of motives for silence (ineffectual, relational, defensive, diffident, disengaged, and deviant)
- Employee silence scale by Knoll and Van Dick(2013) consist of 12 items with a 7 point scale from 1(never )to 7(very often).
- Employee silence scale by Dyne, Ang and Botero(2003)is a 5point scale which includes 15 items and 3 subscales that measure acquiescent ,defensive and prosocial silence
- Organisational silence scale by Kahveci and Demirtaş(2013) consists of 18 items with 5pointy likert scale(strongly agree to strongly disagree)and the scale include 5 dimensions: school environment,, emotion, source of silence, administrator and isolation.
- Employee silence scale *Tangirala and Ramanujam* (2008) includes 5 items which were rated on 6point scale from 1 (never)to 6(very often).

- Employee silence scale by Jain (2015) includes 14 items which measures 4 aspects of silence behaviour: fear of retaliation, intrinsic motivation, self competence and self image.
- Employee silence scale by Sonika and Kaushik (2017) consists of 20 items to measure 5 dimensions of employee silence –defensive silence, acquiescent silence, self image silence, diffident silence and inefficient silence.

### **Development and planning of the test**

Based on the analysis of previous studies and theories in the field of employee silence research along with the interview responses obtained from the pilot study, the investigator has decided to construct a separate research tool which can measure employee silence among college teachers working in government, aided and self-financing colleges in Kerala. Using the classical test theory, the investigator has decided to develop a scale consists of brief number of items which measures the silence among teachers who are working in government, aided and self-financing colleges in Kerala. Mostly, too lengthy scales are rejected by the participants. The anchors of the scale are likert format in Malayalam language and the instrument was named as employee silence scale. This scale consists items assessing the presence of employee silence with response format *very true of me to very untrue of me*. It included items like " *I will remain silent if I have a difference of opinion about the decisions taken by the authorities. I do not say to the authorities, if I have the ideas to improve the work*".

### **Item writing/preparation of items**

Items for the scale were prepared by reviewing the existing literature on employee silence and also by considering the data from interview responses which was obtained from college teachers working in government, aided and self-financing colleges in Kerala. In the interview, the college teachers were asked whether they felt comfortable speaking to their higher authority about the problems, concerns or issues that concern them in their current working place. They were asked to think of such a situation and were asked to explain why they felt uncomfortable or they remained silent. Thus, the reasons for their silence behaviour was explored (The details of the interview schedule is given in the Appendix-A). Employee silence

scale which was developed by Jain(2015), Vakola and Bouradas(2005), Brinsfied (2009) and Van Dyne ,Ang , and Botero (2003) are considered for developing items for this scale. Preliminary, around 24 items were generated. All the statements were prepared in Likert scale. After writing down the items it was submitted to a group of subject experts for their criticisms and suggestions and based on that, items were modified. Since the scale was prepared in Malayalam language, it was also reviewed by language experts to verify the structure, appropriateness and quality of each item. After getting their comments and suggestions some items were deleted, added and re written.

### **Try out**

The purpose of preliminary try out is to know the weaknesses, omissions, ambiguities, inadequacies of items, distribution of items, number of items to be included in final form, etc. In order to know these, the draft scale was administered among 20 college teachers of different arts and science colleges in Kerala. All most all respondents reported that they have no difficulty in understanding the meaning of the statements, marking the responses etc.

### **Method**

#### **Participants**

Participants of the study consisted of 300 college teachers who were working in different government, aided and self-financing arts and science colleges various districts of Kerala age ranging from 25 to 60 years old. Participants included both males and females. Participants with different educational qualification, years of service, were included in the study.

#### **Instruments**

- 1. Employee silence Scale(draft)** Employee silence (draft)consists of 12items in Malayalam language with 5point Likert type response category was used to measure/collect responses from the subjects. The responses were marked in the right side of each statement. Instructions were clearly printed in the top of the scale. (A copy of the draft scale is appended as Appendix C)
- 2. Personal Data Sheet:** Personal Data sheet was used to collect information like sex, age, educational qualification, years of service, type of college etc.



## **Procedure**

Head of the institutions of selected aided, government and self-financing colleges were met personally and requested their permission to collect data from teachers working in their institution. Then the investigator personally contacted the head of the departments and requested them to provide the phone numbers to contact them personally to get the consent for participating in this study. Simple random sampling was used to select the sample. Then the teachers were contacted through telephone and then their written consent was assured. Then based on their convenience the date and time for meeting them were fixed. After discussing the objectives and purpose of the research work directly their wholehearted cooperation was requested. Then the teachers were met personally and the research instruments were distributed among the teachers with all necessary instructions. After completion, the research instruments were collected back, scored and entered in spread sheet for further statistical analysis.

## **Item analysis**

Item analysis is a complex procedure by which valid items suited for measuring the variable are selected by eliminating or modifying the draft inventory. In other words, item analysis provides a numerical assessment of item difficulty and item discrimination. It provides objective, external and empirical evidence for the quality of the items. The objective of item analysis is to identify problematic or poor items which might be either confusing the respondents or do not have a clearly correct response or a distracter might well be competing with the keyed answer. Item analysis comprises item difficulty and item discrimination (Wiggins 1998; Riaz 2008). There are many methods available for item selection. Here the researcher decided to calculate the corrected item-total correlation (point biserial correlation), discriminating power and factor loading of each items in the scale. The criteria for including an item in the scale was as follows. If an item achieve corrected item total correlation of 0.25 or above (Seema, n.d) discriminating power greater than 2.58 (t value) as proposed by Edwards (1957) and item loading 0.45 or above will be included in the final scale.

The score of all the respondents(n=300) were entered in to a spreadsheet then arranged in ascending order based on the total score. Then the top 27% (n=81) and bottom 27% (n=81) responses were selected for item analysis and they were named as low and high groups. The score of low and high groups in each item was compared using t test. According to the t value, the discriminating power of the items were identified. Details are given below.

**Table 2**  
*Mean, SD, and 't' value of High and Low scores on Employee silence items*

	Group	N	Mean	S. D	t value
Item1	Low	81	2.20	0.886	12.72
	High	81	3.83	0.787	
Item2	Low	81	1.62	0.603	11.61
	High	81	3.20	1.066	
Item3	Low	81	1.62	0.538	12.68
	High	81	3.16	0.955	
Item4	Low	81	2.19	0.882	10.99
	High	81	3.74	0.919	
Item5	Low	81	1.90	0.682	14.46
	High	81	3.75	0.929	
Item6	Low	81	1.86	0.802	11.88
	High	81	3.58	1.023	
Item7	Low	81	1.64	0.482	18.48
	High	81	3.73	0.895	
Item8	Low	81	1.57	0.498	10.50
	High	81	3.11	1.225	
Item9	Low	81	2.07	0.919	13.57
	High	81	3.88	0.765	
Item10	Low	81	1.81	0.573	9.53
	High	81	3.06	1.029	
Item11	Low	81	1.69	0.539	10.12
	High	81	3.17	1.202	
Item12	Low	81	1.81	0.726	15.18
	High	81	3.80	0.928	

From table 2, it can be seen that all the 12 items in the employee silence scale significantly discriminate the low and high scorers in the employee silence scale. All the calculated 't' values were found to be significant.

The item total correlation of each item were also computed and details are given below.

**Table 3**

*Item statistics (Item total Correlation)*

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	28.51	58.298	.504	.867
Item2	29.17	57.907	.602	.861
Item3	29.20	58.089	.624	.861
Item4	28.59	58.243	.525	.866
Item5	28.76	56.192	.607	.861
Item6	28.87	57.537	.532	.866
Item7	28.98	55.748	.650	.858
Item8	29.25	57.846	.550	.864
Item9	28.54	57.249	.554	.864
Item10	29.09	59.556	.501	.867
Item11	29.14	58.414	.542	.865
Item12	28.60	56.509	.571	.863

By analyzing the item total correlation details given in the table 3, it was found that all the 12 items in the scale have correlation above 0.25 which means that all the items meet the second criteria to be included in the final form.

The third criterion of selection item was factor analysis and if an item loads .45 or above it will be included in the final scale. Here the investigator conceived the employee silence behavior as a one-dimensional scale and one factor solution was extracted with Principal component analysis. The result of factor is presented in the following tables.

**Table 4***Exploratory factor analysis of employee silence scale*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.059	42.160	42.160	5.059	42.160	42.160
2	1.484	12.369	54.529			
3	.937	7.811	62.340			
4	.815	6.794	69.133			
5	.715	5.955	75.088			
6	.628	5.234	80.322			
7	.600	5.004	85.326			
8	.463	3.857	89.183			
9	.406	3.382	92.565			
10	.341	2.839	95.404			
11	.312	2.597	98.001			
12	.240	1.999	100.000			

To find out the pattern of factor and factor loading of each item, exploratory factor analysis (EFA) was done with the extraction method of principal component. From table 4, it can be seen that there is only one factor with eigen value above one. This factor constitutes a total variance of 42.160.

**Table 5***Component matrix*

Items	Component
	1
Item1	.590
Item2	.692
Item3	.712
Item4	.605
Item5	.678
Item6	.612
Item7	.729
Item8	.646
Item9	.637
Item10	.589
Item11	.628
Item12	.654

Table 5 gives the factor loading of each item in the employee silence scale. Here the investigator conceived the scale as one-dimensional and items with a factor loading .45 above were included in the final scale.

Table 5 shows that the items in the scale satisfied the criteria of factor loading and hence decided to keep all the 12 items in the scale.

The final item number and descriptive statistics of each item in the employee silence scale are given below.

**Table 6**

*Final item number and descriptive statistics of each item in the employee silence scale*

Items	Mean	SD	variance
Item 1	3.01	1.08	1.17
Item 2	2.35	0.97	0.95
Item 3	2.32	0.93	0.81
Item 4	2.93	1.05	1.11
Item 5	2.76	1.13	1.28
Item6	2.65	1.11	1.25
Item 7	2.54	1.11	1.23
Item 8	2.27	1.05	1.11
Item 9	2.97	1.11	1.23
Item 10	2.43	0.94	0.90
Item 11	2.38	1.00	1.01
Item 12	2.92	1.15	1.34

### **Reliability and Validity**

The reliability of the employee silence scale was obtained using Cronbach alpha and found to be 0.874. Validity indicates the degree to which an instrument measures what it is supposed to measure. Validity is ensured by subjecting the instrument to the verification of different experts in the field of psychological research.

### **Scoring**

The final employee silence scale consists of 12 items. A 5point Likert scale with response category of very true of me (5), true of me (4), Undecided (3), untrue of me (2), very untrue of me (1). All the items were positively worded and scored from 5 to 1. Higher score indicates high employee silence.

**CHAPTER 5**  
**RESULTS AND DISCUSSION**

This chapter deals with the results and discussion of the analysis done by the investigator. The results have been shown in accordance with the sequence of hypotheses formulated for the study. The study findings are presented systematically and discussed. The results are presented as follows:

**Phase I: Qualitative phase**

*Section 1: Preliminary exploration*

**Phase II: Quantitative phase**

*Section 1: Preliminary analysis and Relationship between the variables under study*

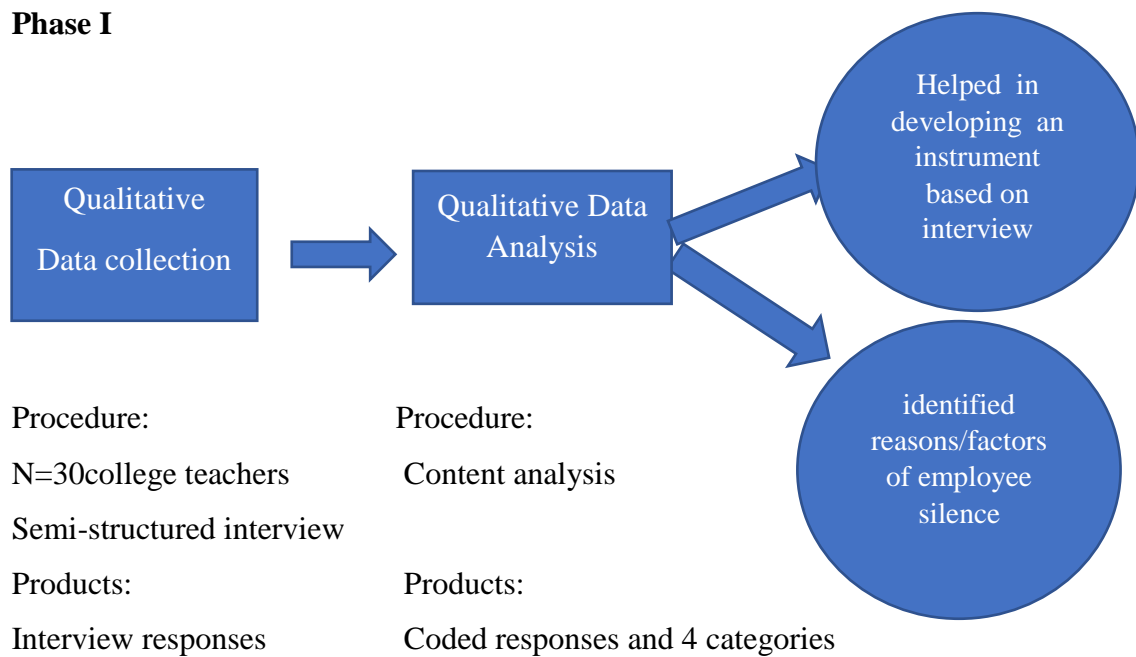
*Section2: Predictors of Employee Silence*

*Section 3: Impact of predictors of employee silence on work engagement*

**Figure 2**

*An overview of the outcome of the qualitative phase in the present study.*

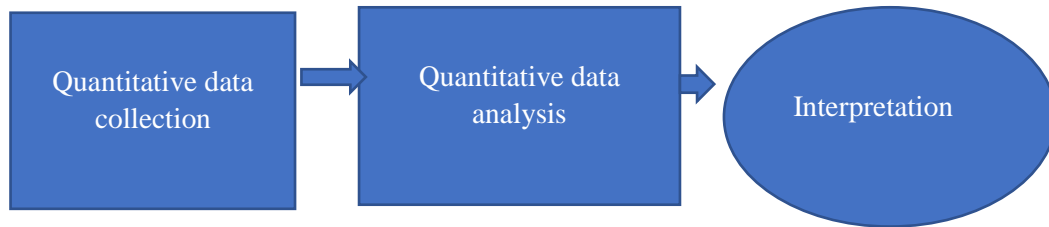
**Phase I**



**Figure 2**

*An overview of the outcome of the quantitative phase in the present study.*

**Phase II**



Procedure:

N=344 college teachers  
Standardized scales

Products:

Scores for various scales

Procedure:

Correlation, ANOVA  
Regression, Scheffe  
SPSS

Products:

Descriptive and inferential statistics

Interpretation of results

**Phase I: Qualitative phase**

**Section 1: Preliminary Exploration**

A preliminary exploration was conducted by the researcher to examine whether college teachers in Kerala experience employee silence. If they experience it, what may be the reasons for opting silence. For this purpose, the researcher prepared a semi-structured interview schedule based on the analysis of previous studies in the area of employee silence and discussions with experts. The semi-structured interview helped the researcher better understand the experience of employee silence and its reasons. And also facilitated the researcher in constructing an instrument to assess the presence of employee silence among college teachers in Kerala.

This section includes the findings of the preliminary qualitative exploration conducted by the investigator to understand the existence of employee silence among college teachers in Kerala, reasons behind employee silence among college teachers in Kerala and thereby identifying the factors related to employee silence in Kerala context. The findings obtained from the semi-structured interview have been analysed through content analysis.



From the interview, the investigator understood the fact that almost all the teachers often experience employee silence in their job context. They were asked, “*Have you ever felt uncomfortable/difficulty that you could not raise an issue of concern/your opinions/ideas to your authorities?*” and their responses are presented in table 7

**Table 7**

*Number and percentage of participants’ response regarding whether they experience Employee Silence in their job settings.*

Response	Number	Percentage
Yes	27	90%
No	3	10%
Total	30	100

Most of them (90%) reported that they were not comfortable in expressing their opinions and concerns to their authority even though they have something important to share. Majority of the participants mentioned that they had experienced this type of difficulty most often in their work settings.

Most of them shared about situations where they felt they could not speak up about an issue or concern.

One participant from Aided college commended “*Usually in the staff meeting, we used to remain silent even if we have any disagreements with the decisions taken. Because we know that it’s pointless to tell our concerns or ideas, because past experiences have shown us that nothing will change unless we have a good political influence*”.

This response indicate that employees may develop a state of learned helplessness (Seligman,1975) when they feel that they cannot exert any control through their voice. As a result, they may experience decreased motivation, dissatisfaction, stress-related ailments. This may force an employee to try destructive ways which may be harmful to the organization (Ashforth & Lee,1990).

The issues usually teachers feel difficult to discuss with the higher authority were listed and presented in table 8

**Table 8**  
Types of issues mentioned by the participants.

Type of issues	Frequency	Percentage
Salary	15	50%
Exam duty allocation	19	63%
Work load division	20	66%
Financial assistance for conducting academic programs	25	83%
Issues in which senior teachers are involved	27	90%
Leave related matters	20	66%

*“Management always wants us to work at the maximum level. But, when we approach the management for matters related to salary hikes or for asking leave, their negative attitude make us feel that it’s pointless to argue.”.*

*(One participant from self -financing college)*

It is noted that teachers who are freshers reported that they experience difficulty in voicing their opinion and concerns regarding salary, workload division and matters related to leave.

Another issue pointed out that the majority of the participants from self-financing colleges were regarding matters related to exam duty allocation. In their view, more work is assigned to junior teachers. The reason for this in their opinion is that management knows well that freshers will agree with any decision and they won’t question them.

Another instance reported by the participants was the management’s attitude when they approach them for seeking financial help for conducting academic programs.

One participant reported that *“Management is ready to provide funds only for those activities which give fame to their institution. it is very difficult to convince them the need for conducting academic programs for students. They need maximum achievement in low budget”.*

Junior teachers (90%) felt it difficult to express their job-related concerns to the authority, especially those issues in which senior teachers are involved.

Female teachers reported that male teachers usually voice their concerns to the management. In support of this finding, a study by Kahveci and Demirtas(2013), also found that female participants express their feelings and opinion less frequently than male participants. A study by An and Bramble(2018) found characteristics creating socio-demographic disadvantage, such as being female, lower education ,having dependents, recent unemployment and lack of a strong social network, predicted silence.

For example, one junior teacher explained *“Some students came to me saying, that they have difficulty in following what one teacher is teaching. Since that teacher is from management’s side, I felt that if I say this complaint to the top management, they may not believe and I felt that if I go with this complaint, will have to face negative consequences. So, I remained silent”*.

They also reported that they remain silent because they feel less confident and lack experience. . Studies also show that lack of experience in the organization is one reason for remaining silent (Milliken et al,2003).

When participants were asked about whether their coworkers also feel uncomfortable in raising your concerns and ideas to authorities, most of the teachers (90%) said “Yes”.

To get a better understanding regarding the responses of the participants during the interview, the statements given by the participants regarding the reasons for remaining silent even though they have something important to share is displayed in table 9.

**Table 9**

*Statements given by the participants regarding the reasons for remaining silent even though they have something important to share*

- |  |
|--|
| <ul style="list-style-type: none"> <li>• <i>I believe that nothing will change.</i></li> <li>• <i>If I bring an idea/suggestion, my official will laugh at me.</i></li> <li>• <i>I'm afraid I will lose my job.</i></li> <li>• <i>I'm afraid of losing support from others.</i></li> <li>• <i>I fear that the authorities will judge my ideas as foolish/foolish ideas.</i></li> <li>• <i>I am not confident enough to speak.</i></li> <li>• <i>I felt it is pointless to say anything.</i></li> <li>• <i>I do not want to put others into trouble.</i></li> <li>• <i>I am afraid that I'll be spotted by the authorities.</i></li> <li>• <i>I hesitate to tell my opinion in presence of people who are more experienced than me.</i></li> <li>• <i>I have a feeling that I am a beginner in this field.</i></li> <li>• <i>I fear that this will affect my promotions negatively</i></li> <li>• <i>Past experiences have taught me that speaking more will lead to inverse situations</i></li> <li>• <i>I was taught in my childhood that complaining is not good behaviour.</i></li> <li>• <i>I fear negative consequences in the future.</i></li> <li>• <i>My superiors are mocking me about my opinions in front of others.</i></li> <li>• <i>I am afraid that the authorities will act against me when I approach them for a need later.</i></li> <li>• <i>Responses received by my colleagues when comments were expressed were a lesson for me.</i></li> <li>• <i>I am afraid the authorities will take my ideas personally.</i></li> <li>• <i>I am afraid to express my views in front of others.</i></li> <li>• <i>No one used to comment/say their opinions here in this institution.</i></li> </ul> |
|--|

When they were enquired about the reasons behind not raising their voice regarding their job-related concerns, opinion, ideas and suggestions, all the participants came up with many reasons.

Participants reported that they learned to be silent because they had witnessed the negative experience of a coworker while raising voices toward management. Not only that, their coworkers have given a picture of the management's attitudes and have been told that no one in this institution used to question or go against management's decisions. This can occur as a result of collective sense-making in an organization (Morrison & Milliken, 2000).

Some participants (60%) reported remaining silent because they have no other job alternatives. Most of them (90%) reported that teachers remain silent in order to be in a safe zone. Studies which were conducted in the Indian context showed silence had a positive relationship with job satisfaction and a negative association was found between silence and burnout (Jain, 2015; Srivastava, et.al, 2019). Indian employees tend to choose silence in order to avoid the emotional stress associated with breaking the cultural norms (compliance, conformity and obedience to authority) while at the same time, also preserving their resources to reduce the burnout effect (Srivastava et.al, 2019). Some of the teachers (40%) from government and aided colleges reported that they used to voice their concerns to their authorities in the beginning, but when they realized the management's non-responsive and negative attitude towards them, they also understood that speaking up is futile. So, they continued to remain silent. They also reported that politics and favoritisms play an important role in determining whether to voice or remain silent. In their view, teachers with strong political support usually voice their concerns rather than remain silent. The majority of the participants (80%) were of the opinion that keeping silent is better for peace. So, in order to avoid conflict situations they remain silent.

By analyzing the reasons reported by the participants for not voicing their concerns, it was found that it can be classified under three categories:

**Table 10***Codes and categories based on the responses obtained from the interview*

Codes	Categories	Frequency	%
<ul style="list-style-type: none"> <li>• To avoid conflict,</li> <li>• due to political pressure.</li> <li>• To maintain harmony and peace.</li> <li>• To go along with the group</li> </ul>	Conformity	20	67%
<ul style="list-style-type: none"> <li>• fear of job loss</li> <li>• affects promotion</li> <li>• fear of losing support</li> <li>• fear of being rejected.</li> <li>• fear of additional workload.</li> </ul>	Fear of negative consequences	25	83%
<ul style="list-style-type: none"> <li>• superiors/managements' negative attitude</li> <li>• Insulting in front of others when coming up with a suggestion or idea for improvement.</li> </ul>	Negative previous experience	30	100%
<ul style="list-style-type: none"> <li>• Lack of confidence</li> <li>• Lack of experience</li> <li>• Lack of assertiveness,</li> <li>• belief that nothing will change</li> <li>• lack of a psychological safe climate.</li> <li>• certain beliefs like it is not good to question authorities</li> </ul>	Individual characteristics (dispositions and belief system)	10	33%

Categories identified from the analysis included

- Conformity
- Fear of negative consequences
- Negative previous experience
- Individual characteristics

### **Conformity**

Conformity is a type of social influence. In the present study, conformity refers to the tendency of the participants to agree with the decisions of the authorities, even though they have any disagreements with it, in order to avoid conflict, to get acceptance in the group and avoid rejection. From the present study, it is clear that employees remained silent because they prefer to fit in with a group or go along with the group. Findings obtained from the preliminary exploration study

are supported by previous studies. For example, Milliken, Morrison and Hewlin (2003) also found damaging valued relationships as a reason for being silent. Another reason may be that people are good at maintaining a positive impression on others and avoid being perceived negatively (Rosenfeld et. al.,1995).

Studies also reported that cultural factors play an important role in silence behavior. Conformity is more prevalent in collectivistic cultures (Bond & Smith,1996). It is also found that Indian employees' personality trait consists of obedience and conformity (Asthana,1956; Sinha,1988). Collectivistic cultural norms in India gives importance to respecting hierarchy and personal relationships(Agarwal, 2014; Kwon& Farnadale, 2018; Sinha & Sinha, 1990). Jain (2015) also found that employees' tendency to maintain self-image as one among the causes of silence.

### **Fear of negative consequences**

Fear of negative consequences includes fear about all those negative outcomes such as job loss, additional workload, and risks associated with speaking up about a variety of concerns. Especially among the youths in Kerala, the unemployment rate is at its peak stage. And it could be seen that all those who seek jobs are educated and qualified persons. So, if they get job, they are forced to remain silent because of the fear that they may lose their job if they go against or voice against the management. A study by Sahin et. al (2021) also found that negative career consequences of voice also predicted employee silence. In support to these findings, previous research also shows that the main emotion which forces an employee to remain silent is fear (Kiranne et.al ,2017; Ryan & Oestreich,1991; Morrison & Milliken,2000).

Employees worry that speaking up could lead to consequences such as harm to their career, strained relationships, or being tagged as a "troublemaker" by superiors or coworkers (Kish-Gephart et al., 2009; Miliken et al., 2003). Prouska and Psychogios (2016) also reported fear of consequences as a major reason for employee silence. Studies shows that Indian employees are afraid of voicing ideas because, they may fear that it will result in negative consequences such as loss of valuable relational resources, such as supervisor's social support (Rai &Agarwal,

2018; Sinha & Sinha, 1990). Sahin et. al (2021) also reported that negative negative career consequences of voice predicted employee defensive silence

One participant said, *“I have no other job and this job is near to my house. So, I don’t want to lose my job. So, I used to agree with the management decisions even if I have disagreement”*.

This response indicates that job insecurity plays a significant role in determining voice/silence behavior. Research studies also show that job insecurity has a significant positive effect on employee silence (Yu, et. al, 2023)

### **Negative previous experience**

Previous negative experience includes all those direct and indirect negative experiences which were witnessed by the employees in their work settings. Negative includes all those painful, insulting situations which occur in job settings.

For example, one participant reported that *“once during the staff meeting, I came up with a suggestion, but my authority made fun of me in front of others which was a horrible insulting situation for me. So, I thought of not coming up with any ideas anymore”*.

This response shows how a superior respond when an employee comes up with suggestions/concerns that can have a great impact on employees’ future behaviors. If an employee feels that their superior pays attention and shows interest to listen to whatever they say and treat them with respect and dignity, then they are more likely to open up what is there in their mind. Otherwise, they will withhold everything they want to share.

Studies also shows that superior’s attitude towards silence (whether or not superiors allows employees to express themselves) is a strong predictor of silence (Vakola & Bouradas, 2005)

### **Individual characteristics**

Individual characteristics include all dispositional characteristics, and belief systems that make an employee remain silent. Certain beliefs/value system such as it’s not good to complain/question authorities which were taught during childhood may remain rooted in employees’ minds and will be reflected in their behaviors. Some employees believe that nothing will change even if they voice their concerns



to higher authorities. This belief also led them to remain silent. Other dispositional characteristics like confidence level, assertiveness etc. also plays an important role in engaging in voice or silence.

From the findings of this preliminary exploration, it is clear that the majority of the participants experience employee silence. Among the participants responses, it was found that more employee silence was experienced by self-financing and aided teachers than government teachers. When they were asked about the kind of issues with which they found it difficult to express to authority, majority of them indicated that those issues in which senior teachers are involved. It should also be noted that 100%of participants reported the reason for remaining silent as a result of negative previous experiences. Higher authorities/management must identify the climate of silence in the organization as early as possible and take necessary steps to minimize it by focusing on the reasons for remaining silent.

## **Phase II: Quantitative phase**

### **Section 1**

#### **Preliminary analysis**

To have a general idea of the nature of the distribution of the variables studied, fundamental descriptive statistics like arithmetic mean, median, and mode; and standard deviation, kurtosis, and skewness were calculated.

The type of analysis, whether parametric or non-parametric, can be used for the present study is decided based on the nature of the distribution of variables collected. Hence, to verify the nature of distribution, mean, median, mode, skewness, and kurtosis of the distribution of variables interactive justice, perceived organizational politics, implicit voice theor, affective commitment, psychological safety, perceived organizational support, self-confidence, assertiveness, employee silence, work engagement and its dimensions-vigor, absorption and dedication were calculated and presented in table 11

**Table 11**

*Descriptive Statistics of the variables under study (Employee Silence, Work Engagement, and Its Dimensions-Vigor, Absorption, and Dedication, Interactive Justice, Perceived Organizational Politics, Implicit Voice Theories, Psychological Safety, Perceived Organizational Support, Self-Confidence, Assertiveness).*

Variables	Mean	Median	Mode	S. D	Skewness	Kurtosis
Employee silence	31.56	31	24	8.02	0.325	0.131
Vigor	29.63	30	30	4.601	-0.779	0.222
Dedication	26.53	27	30	3.445	-1.174	1.356
Absorption	28.51	29	31	5.101	-0.711	0.036
Work engagement	84	86	94	12.023	-0.823	0.212
Interactive justice	25.55	27	31	6.824	-0.493	-0.795
Perceived organizational politics	18	18	18	4.245	-0.101	0.114
Implicit voice theory	19	20	21	4.37	-0.02	-0.45
Psychological safety	19.95	20	19	3.662	-0.237	-0.103
Perceived organizational support	32.39	33	36	7.152	-0.575	0.49
Self-confidence	26.78	27	25	3.899	-0.104	0.266
Assertiveness	27.74	28	32	5.608	-0.206	-0.395

Table 11 gives the values of mean, mode, median, SD, skewness and kurtosis for variables--interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness, employee silence, work engagement and its dimensions-vigor, absorption and dedication. Results revealed that arithmetic mean, median and mode of the variables were within the range and the variables under study may be said to be normally distributed. Hence the investigator decided to proceed with parametric techniques to analyze the data.

From table 11, it is found that the values of the major measures of central tendency, viz; the arithmetic mean, median and mode for the variable interactive

justice is found to be 25.55, 27 and 31 respectively. This shows that the mean, median and the mode are almost equal. The standard deviation is 6.824. The symmetry of the distribution (-0.493) is negatively skewed slightly. But comparatively closer value of zero indicates that the distribution can be non-skewed. The value of kurtosis (-0.795) shows that the distribution is platykurtic to a small extent. All these together imply that the distribution for interactive justice for the whole sample is normal.

Mean, median and mode of perceived organizational politics is 18, 18, and 18 respectively; and standard deviation is found to be 4.245. The distribution is negatively skewed (-0.101) and slightly leptokurtic (0.114). But it also be considered as more or less normally distributed.

For Perceived organizational support, the calculated mean median and mode for the variable is 32.39, 33 and 36 respectively with a standard deviation of 7.152 and a value of skewness (-0.575) indicates that it is negatively skewed. The value of kurtosis (0.490) shows that the distribution is slightly platykurtic.

The distribution of the variable implicit voice theories also found as normal with almost equal value of measure of central tendency and with standard deviation of 4.37. The value of skewness and kurtosis were found to be -0.020 and -0.450. This shows that the distribution is negatively skewed and the value of kurtosis shows that the distribution is platykurtic, but fall under normal distribution.

Almost equal values of mean, median and mode is also found to the variable self-confidence. The value of mean, median and mode is 26.78, 27 and 25 respectively. The value of skewness is -0.104 which is negatively skewed and the value of kurtosis is find to be as 0.266, which is slightly platykurtic. But it also met the condition of normal distribution.

From Table 11, it is clear that the values of the major measures of central tendency, viz; the arithmetic mean, median and mode for the variable psychological safety is 19.95, 20 and 19 respectively. This shows that the mean, median and the mode are almost equal. The standard deviation is 3.662. The symmetry of the distribution (-0.237) is negatively skewed slightly. The value of kurtosis (-0.103) shows that the distribution is leptokurtic to a small extent. All these together imply that the distribution for psychological safety for the whole sample is normal.

For Employee silence mean median mode was found to be 31.56, 31 and 24 respectively with a corresponding standard deviation of 8.02. The value of skewness

is 0.325 which is positively skewed. kurtosis value of 0.131 indicates that the distribution is leptokurtic.

In the case of Work Engagement, the mean, median, and mode was found to be 84, 86 and 94 respectively. The Standard deviation of work engagement was found to be 12.023. For the variable 'work engagement the skewness and kurtosis were reported as -0.823, and 0.212 and this ensures the normality of the variable work engagement. Preliminary analysis for the dedication dimension of work engagement reveals that mean (26.53), median (27) and mode (30) got almost equal values. The standard deviation is 3.445. The value of skewness is -1.174. The value of kurtosis is 1.356 which is higher than mesokurtic value (0.26), so the distribution is slightly platykurtic, but the value is negligible. Hence the variable dedication is found to be distributed normally in the present sample. And for the absorption dimension of work engagement, the mean median and mode was found to be 28.51, 29 and 31, and the standard deviation is 5.501. The value of symmetry (-0.711) indicates that it is negatively skewed and the value of kurtosis is 0.036, which is very close to zero which implies that the distribution is mesokurtic.

The dimension-Vigor showed almost equal mean (29.63), median (30) and mode (30) and the standard deviation is found to be 4.601 with skewness and kurtosis as -0.779 and 0.222 respectively. So, it can be assumed that the variable is normally distributed.

The above results revealed that variables under investigation were not much deviated from the normality and can be considered as normally distributed. This made the investigator to proceed with the parametric tests like Pearson product moment coefficient of correlation, regression analysis and analysis of variance.

### **Relationship between variables under study**

In order to understand the relationship among the variables under investigation viz, interactive justice, perceived organizational politics, implicit voice theory, psychological safety, perceived organizational support, self-confidence, assertiveness, employee silence, work engagement and its dimensions-vigor, dedication and absorption, Pearson's product-moment correlation coefficients was computed and the results are presented in table 12.

**Table 12**  
*Correlation between variables under study*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
Employee silence (1)	-											
Vigor(2)	-.131*											
Dedication(3)	-.116*	.739**										
Absorption(4)	-.092	.787**	.708**									
Work engagement(5)	-.118*	.924**	.867**	.928**								
Interactive justice(6)	-.199**	.131*	.131*	.112*	.130*							
Perceived organizational politics(7)	.402**	-.034	-.035	-.038	-.041	-.341**						
Implicit voice theory(8)	.412**	-.076	-.125*	-.101	-.110*	-.222**	.439**					
Psychological safety(9)	-.438**	.095	.099	.098	.104	.557**	-.458**	-.251**				
Perceived organizational support(10)	-.421**	.156**	.168**	.128*	.157**	.660**	-.429**	-.221**	.710**			
Self-confidence(11)	-.396**	.232**	.222**	.186**	.232**	.091	.030	-.167**	.080	.109*		
Assertiveness(12)	-.489**	.030	.050	.031	.035	.127*	-.113*	-.254**	.178**	.131*	.499**	

\*p<.05, \*\*p<.01

From table 12, it can be seen that the variables under study were significantly related to each other and a detailed discussion of the results are presented in the following paragraphs.

**Relationship between interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness with Employee Silence**

The variable interactive justice shows a significant negative correlation with employee silence ( $r = -0.199$ ,  $p < 0.01$ ). This negative relationship implies that employee silence decreases with an increase in interactive justice. In support of the results, Yangin and Elma (2017) also found that there is a negative mid-level significant relationship between interactional justice perceptions of primary and secondary school teachers and organizational silence behavior. This finding indicates that teachers' perception of managers high-level interactional justice would decrease teachers' organizational silence behavior. Amar et al. (2021) also found that organizational justice has a significant negative relationship with employee silence.

The variable perceived organizational politics revealed a positive significant correlation with employee silence. ( $r = 0.402$ ,  $p < .01$ ). This suggests that as perceived organizational politics increases, employee silence also increases. Khalid and Ahmed (2016) reported a positive relationship between organizational politics and employee silence motives. Moreover, it suggests that employees do withhold information due to relational, diffident, defensive, disengaged, ineffectual and deviant motives in a political environment. Similarly Al-Abrow (2018) revealed that perceived organizational politics has a positive influence on organizational silence.

Employee silence and implicit voice theories show a substantial positive connection ( $r = 0.412$ ,  $p < 0.01$ ), suggesting that employees are silent at work due to implicit theories, or socially acquired views, about what makes voice risky in social hierarchies.

Detert and Edmondson (2011) have shown that employees may remain silent despite the presence of encouraging voice environment due to their beliefs that

speaking is risky. These beliefs called implicit voice theories are the one of predictors of employee silence. In support to the present study's findings, Ellis et al(2022) also found that stronger the employees' self-protective implicit voice theories, the less they spoke up at work.

There is significant negative correlation between Perceived organizational support and employee silence ( $r = -0.421$ ,  $p < .01$ ). Erat et. al. (2017) found a negative relationship between perceived organizational support and acquiescent silence and defensive silence, while there is a positive relationship between perceived organizational support and pro-social silence.

The results of correlation between self-confidence and employee silence revealed a significant negative. ( $r = -0.396$ ,  $p < .01$ ) relationship between these variables. And this implies that employee with low confidence level tend to remain more silent than employees with high confidence level. Brinsfield (2012) in his study also identified a silence type called diffident silence which occurs as a result of lack of confidence.

The variable assertiveness showed a significant negative correlation with employee silence ( $r = -0.489$ ,  $p < .01$ ) suggesting that as assertiveness decreases, employee silence increases. This result is further supported by a study by Kiewitz et al (2016), who also reported a positive relationship between one's willingness to express oneself and assertiveness.

The variable psychological safety also showed a negative significant correlation with employee silence ( $r = -0.438$ ,  $p < .01$ ). This negative relationship shows that as psychological safety increases, employee silence decreases. Studies also have found that psychological safety was negatively related to defensive, relational and other forms of silence (Brinsfield, 2013). Psychological safety refers to the employee's conviction that his team—his supervisor and colleagues—won't humiliate, reject, or punish him if he chooses to use voice (Edmondson, 1999), i.e., if he chooses to inquire, solicit feedback, report a bug, or put forth a fresh idea (Edmondson, 2003; Detert & Burris, 2007). Employees will be more likely to engage in voice when they aren't afraid to express their opinions because their

worries about potential negative consequences from speaking up will be reduced (Zhao & Oliveira, 2006; Ashford et al., 1998; Edmondson, 1999; Kahn 1990).

**Relation between interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness with Work Engagement.**

Work engagement shows a positive relationship with interaction justice, perceived organizational support and self-confidence but a negative relationship with implicit voice theories. The correlation matrix shows a positive correlation between interaction justice and work engagement ( $r=0.130$ ,  $p < .01$ ), which means that higher the interactional justice higher the work engagement. In support to the present study, studies by Ozer et. al (2017) and Pakpahan et. al (2020) also found interactional justice had a positive and significant effect on work engagement.

The variable Self-confidence showed a significant positive correlation with work engagement ( $r=0.232$ ,  $p < .01$ ). According to JDR model of work engagement (Bakker, 2011; Bakker & Demorouti, 2007; Demorouti, et. al., 2001), personal resources have a positive impact on work engagement. Self-efficacy is one among those personal resources which includes confidence.

In the case of perceived organizational support, it can be seen that there exist a positive relationship with work engagement ( $r=0.157$ ,  $p < .01$ ). May et. al. (2004) found that employees are more engaged in their jobs if they consider their work to be meaningful and if they have supportive co-workers and supervisors. Imran et. al., (2020) also found that perceived organizational support was positively associated with work engagement. This finding is also supported by a study by Murthy (2017) which also showed a significant positive relationship between perceived organizational support and work engagement. Musenze et. al (2020) also found that perceived organizational support is positively and significantly associated with work engagement.

When analyzing the correlation between perceived organizational politics with work engagement, it was found that there is no significant relationship between perceived organizational politics with work engagement. In support to the results of



the present study, Landells and Albrecht (2019) reported that perceived organizational politics did not have a direct effect on engagement.

From the correlation matrix, it can be understood that work engagement has a negative relationship with implicit voice theories ( $r=-0.110$ ,  $p<.05$ ) which means that employees work engagement decreases with increase in implicit voice theories. This may be because of employees' lack of available personal resource to cope up with these implicit voice theories.

When analyzing the relationship between psychological safety with work engagement, it was found that psychological safety shows no significant correlation with work engagement. In contrary to the results of the present study, Ariani (2015) reported a strong association between psychological safety and employees' work engagement.

From the results, it can be seen that assertiveness was not found to be correlated with work engagement. In contrary to the result of this present study, Contreras et.al., (2020) found that assertiveness is positively related to work engagement.

### **Relationship between employee silence and work engagement**

The correlation matrix revealed that work engagement has a negative significant relation with employee silence, which suggests a hike in one will leads to a decrease in other. In support to the present study, Pirzada et. al (2021) and Shah et. al (2021) also found a significant negative correlation between employee silence and work engagement. Simsek and Gurler (2019) reported that when teachers have more voice behaviors at school, they will be more engaged for their work. Based on these results hypothesis 1(c) is accepted.

Hence, in the light of present investigation, Pearson's coefficient of correlation proved that all the variables under study have significant correlations with one another either in a positive or in a negative direction in accordance with the nature of the relationship.

### **SECTION 2: Predictors of employee silence**

This section deals with various psychological factors which help to predict employee silence at the workplace. These factors namely, interactive justice,

perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, and assertiveness were initially identified as the contributors of employee silence by the investigator through different processes like pilot study and reviewing of related literature. Here, through multiple linear regression, the researcher attempted to determine the predictive capacity of these variables on employee silence.

The variables- interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, and assertiveness was kept as independent (predictors) variables and employee silence was considered the dependent (criterion) variable. Multiple linear regression using enter method was done to select the set of variables that best predict employee silence. The results of the regression analysis are presented in two separate tables (table 13 & 14).

Table 13 shows the R, R square, adjusted R square and standard error of the estimate (model summary), which can be used to determine how well a regression model fits the data. The table also shows F- ratio (statistical significance) which is used to find whether the overall regression model is a good fit for the data.

**Table 13**

*Model summary and statistical significance of the overall regression*

R=0.716 R square=0.512 Adjusted R square =0.502 Std. error of the estimate=5.658				
Model	Sum of squares	df	Mean Square	F
Regression	11303.202	7	1614.743	
Residual	10757.749	336	32.017	50.434**
Total	22060.951	343		

\*\* $p < .01$

Table 13 shows that the estimated R value (multiple correlation coefficient) was found to be 0.716, which indicated a good level of prediction. The "R Square" (coefficient of determination) was found to be 0.512 which means that, 51.2% of the variance in the employee silence was accounted by the linear combination of

assertiveness, perceived organisational support, implicit voice theories, interactive justice, self-confidence, Perceived organisational politics and psychological safety. That means assertiveness, perceived organisational support, implicit voice theories, interactive justice, self-confidence, perceived organisational politics and psychological safety significantly predict the employee silence behaviour of employees. Thus, the overall regression model is a good fit for the data.

Table 14 shows the Relative contribution of the independent variables under study in predicting the Employee silence of the employees.

**Table 14**

*Relative contribution of the independent variables under study in predicting the Employee silence of the employees.*

Variables	<i>B</i>	<i>SE</i>	Beta	t
Constant	52.697	3.795		13.885
Assertiveness (ASS)	-0.404	.065	-0.283	-6.250**
Perceived Organisational support (POS)	-0.305	.069	-.272	-4.433**
Implicit voice theories (IVT)	0.317	.081	.173	3.936**
Interactive justice (IJ)	-0.280	.061	-.238	4.609**
Self-confidence (SC)	-0.429	.092	-.208	-4.664**
Perceived organisational politics (POP)	0.340	.090	.180	3.797**
Psychological Safety (PS)	-0.403	.124	-.184	-3.249**

\*\*p<.01

The 't' value shown in the table indicates whether or not an individual variable significantly predicts the dependent variable. From the table 14, it is clear that all selected independent variables are significant predictors of employee silence ( $p < 0.01$ ).

The unstandardised coefficients (B) indicate how much the dependent variables varies with an independent variable when all the other independent in the model are held constant. The table 14 indicates that for every unit change in these variables namely assertiveness, perceived organisational support, implicit voice theory, interactive justice, self-confidence, perceived organisational politics, and psychological safety there will be -0.404,-0.305,0.317,-0.280,0.429,0.340,-0.403 unit changes in employee silence respectively. The general form of the equation to

predict the employee silence of the employees derived from the regression analysis is:

$$\text{Employee silence} = 52.697(\text{constant}) + (-0.404(\text{ASS})) + (-0.305(\text{POS})) + 0.317(\text{IVT}) + (-0.280(\text{IJ})) + (-0.429(\text{SC})) + 0.34(\text{POP}) + (-0.403(\text{PS}))$$

Where:

- ASS = Assertiveness,
- POS = Perceived organisational support,
- IVT = Implicit voice theory,
- IJ = Interactive justice,
- SC = Self-confidence,
- POP = Perceived organisational politics
- PS = Psychological safety.

A positive regression weight indicates that, an increase in every unit of independent variable will be accounted for an increase in the employee silence of participants and the negative regression weights indicate that, an increase in independent variable will be accounted for a decrease in the employee silence of employees.

The regression analysis suggests that, for every unit change in implicit voice theories and perceived organisational politics, the employee silence of the participant increased by 0.34, and 0.317 units respectively. The analysis also suggests that, for every unit change in assertiveness, perceived organisational support, interactional justice, self-confidence and psychological safety, the employee silence behaviour of the employee decrease by 0.404, 0.305, 0.280, 0.429 and 0.403 units respectively.

## **Discussion**

Assertiveness is likely to influence whether an employee engages in silence. Assertiveness is an adaptive style of communication in which individuals express their feeling and needs directly, while maintaining respect for others. Assertive employees tend to stand up and speak out for their interests and concerns, such as voicing opinions and attempting to coerce or intimidate others (Ames, 2008). Employees who are low in assertiveness do not ask questions out of fear of

embarrassment. They never express their opinions freely. So, they may have the tendency to remain silent even if they have something important to contribute. Employees with low assertiveness may be afraid that voicing their concerns may damage existing relationships. Past research has also shown a positive relationship between one's willingness to express oneself and assertiveness (Kiewitz, et. al., 2016).

Perceived organisational support refers to employees' perception concerning the extent to which the organisation values their contribution and cares about their well-being (Eisenberger, et. al.,1986). Employees having high perceived organisational support are more committed to the organisation they work for and more satisfied with their job (Rhoades & Eisenberger, 2002). If an employee believes that their management supports them when they come up with ideas or concerns they have, then they may be more likely to discuss their problems or ideas they have with their concerned authorities rather than remain silent. A study by Erant et. al (2017) among academics also found that there is a negative relationship between perceived organisational support and both acquiescent silence and defensive silence, while there is a positive relationship between perceived organisational support and prosocial silence. Findings from the preliminary exploration also support that perceived organizational politics as one of the reason for remaining silent which shows that qualitative finding is in congruence

Results of the present study revealed that self-confidence also predicts employee silence. An individual's ability to express himself without scaring or hesitating depends on the level of his/her self-confidence. That means employees with high self-confidence express clear opinions, ask for explanations that are not clear to them, have no hesitation to speak in the midst of the crowd. Individuals with low self-confidence tend to protect themselves more. Without self-confidence, some employees may fear speaking up to share their ideas or they may feel uncomfortable while presenting. Brinsfield (2012) also identified a type of silence called diffident silence, which occurs as a result of lack of confidence.

Robinson and Shuck (2019) in their study on exploring the public sector employees' experiences of exercising voice and silence, they found that one among

the dimensions of engaging in silence was 'feeling insecure' which referred to the reasons that respondents felt they lacked confidence to articulate their conceptualised idea.

From the table 14, it is can be seen that, perceived organisational politics is also a significant predictor of employee silence. If an employee perceives that, there has always been an influential group in this department, and salary and promotions are based on political influence. They feel that agreeing with powerful others is the best alternative in their organisations. So, they may remain silent even if they have any different point of view. Perception of the work environment as highly political may also make employees uncomfortable because they may feel that they are working in an unjust and unfair workplace where efforts and competence might not be rewarded (Folger, et al., 1992). Liang and Wang (2016) inferred that organizational politics is one factor contributing to the formation of organisational silence, particularly in state-owned enterprises. In other words, perceived organisational politics is believed to have a positive effect on organisational silence. This finding is also confirmed by a study by Sun and Xia (2018) which shows that perceived organisational politics has a significant positive impact on employee silence.

Speaking up is significantly influenced by the employee's perception of psychological safety (Detert & Burris, 2007). Employees will be reluctant to express their constructive points of view if they believe that doing so could have a detrimental impact (Detert & Burris, 2007). An employee will be more likely to speak up rather than keep quiet if they feel free to do so without worrying about facing consequences (Pacheco et. al., 2015). Studies also have found that psychological safety may be negatively related to defensive, relational and other forms of silence (Brinsfield, 2013). Xu et. al (2019) also found that in a safe work environment, employees are more willing to engage in open communication with their colleagues, voice their viewpoints and seek more feedback from their supervisors.

Implicit voice theories represent individuals deeply rooted schemas regarding the risks and appropriateness of speaking up at work. These implicit voice

theories are developed as a result of past direct and vicarious learning or socialization in hierarchical institutions (Detert & Edmondson, 2011). In addition to this finding, Knoll et.al (2020) found that employees implicit voice theories can be affected by the experience they had in their current organisation. The results of the present study also found implicit voice theory as a predictor of employee silence which means that employees with strong implicit voice theories may be more likely to remain silent even if they have something important to share.

Interactional justice focuses on the way in which an individual is treated when decisions are made. If an employee feel that their manager treats them with kindness, dignity and respect when decisions are made about their job, they may feel that they are fairly treated and they may be more likely to come up with suggestions and more likely to discuss their concerns with the authorities. So, the quality of treatment an employee gets from their superior influence their decision to remain silent or voice. In support of this study, Yangin and Elma (2017) also found interactive justice as a predictor of silence behaviour. Tulubas and Celep (2012) conducted a study with academics to examine the effects of justice on faculty members' silence. The results of the regression analysis indicated that perceived justice predicts faculty members' silence.

From the above results, it can be concluded that the variables-assertiveness, perceived organisational support, implicit voice theory, interactive justice, self-confidence, perceived organisational politics and psychological safety play are significant role in predicting employee silence among employees. So, the management/authorities should plan necessary steps in reducing the employee silence among employees by enhancing self-confidence and assertiveness, by providing a supportive, fair and psychologically safe climate and also by breaking the implicit beliefs of the employees. Hence hypothesis 2 is accepted.

### Section 3: Impact of predictors of employee silence on work engagement and its dimensions

Among the seven predictors, only four predictors (perceived organizational support, Self-confidence, interactive justice and implicit voice theories) have significant correlations with work engagement. Hence, in order to test the impact of predictors of employee silence on work engagement and its dimensions, one-way ANOVA was computed for each of these predictors of employee silence. For this purpose, the total participants were categorised into three groups as low, medium and high group. this categorization was done separately for the four variables i.e. perceived organizational support, Self-confidence, interactive justice and implicit voice theories using the principle  $\text{Mean} \pm \frac{1}{2} \text{SD}$ . The details of classification are given in the table 15.

**Table 15**

*Number of participants in each category for perceived organizational support, self-confidence, interactive justice and implicit voice theories*

Groups	Perceived organisational support	Self-confidence	interactive justice	Implicit voice theory
Low	86	88	111	91
Average	121	151	91	141
High	137	105	142	112
Total	344	344	344	344

### Impact of Perceived organizational support on Work engagement and its dimensions

Employees' perception regarding how well their organization values, cares and supports them may have an influence on their work engagement. One-way ANOVA was computed to understand the impact of perceived organizational support on work engagement and its dimensions. The details are presented in table 16.



**Table 16**

*Summary of ANOVA of work engagement and its dimensions by perceived organizational support*

Variables	Groups	Sum of squares	df	Mean square	F	Partial eta squared
Work engagement	Between groups	1571.180	2	785.590		
	Within groups	48011.793	341	140.797	5.580**	0.032
	Total	49582.974	343			
Vigor	Between groups	248.338	2	124.169		
	Within groups	7012.034	341	20.563	6.038**	0.034
	Total	7260.372	343			
Dedication	Between groups	100.627	2	50.313		
	Within groups	3970.955	341	11.645	4.321*	0.025
	Total	4071.581	343			
Absorption	Between groups	272.635	2	136.317		
	Within groups	8651.339	341	25.370	5.373**	0.031
	Total	23.974	343			

\* $p < 0.05$  \*\* $p < 0.01$

From table 16, it can be seen that, there exists a significant influence of perceived organizational support on work engagement ( $F=5.580$ ,  $p < .01$ ) and its dimensions-vigor ( $F=6.038$ ,  $p < .01$ ), dedication ( $F=4.321$ ,  $p < .05$ ) and absorption ( $F=5.373$ ,  $p < .01$ ). While analyzing the index of the impact of perceived organizational support, the results revealed a negligible effect ( $\eta_p^2 = 0.032$ ) of perceived social support of participants on their work engagement.

To understand which group of perceived organizational support makes a significant difference in work engagement, multiple comparisons of means were carried out (Scheffe's Procedure) and the results are presented in table 17.

**Table 17**

*Comparison of mean scores of work engagement by perceived organizational support (Scheffee's Procedure).*

Group	Mean	SD	N	Low	Medium	High
Low	84.19	13.50	86	-		
Medium	82.36	11.97	121	1.19	-	
High	87.24	10.60	137	3.49	10.86*	-

\* $p < .05$

Table 17 revealed that there is a significant difference in work engagement between high and medium groups of perceived organizational support. ( $F=10.86$ ,  $p<0.05$ ). According to Eisenberger et al (1986), perceived organizational support refers to employees' perception that the organization values their contribution and cares about their wellbeing. In support of this result, Bonaiuto, et al (2021) reported that an increase in supervisor social support can lead to a statistically significant increase in work engagement. Piotrowski et.al (2021) studied the effect of organizational support and organizational justice on police officers' work engagement, they found that supervisor support and supervisor justice had a positive effect on police officers' work engagement, whereby organizational support coupled with organizational justice accounted for 26% of the variability of work engagement. Eisenberger and Stinglhamber (2011) also found that perceived organizational support positively influences work engagement, amongst others by reinforcing employees' intrinsic interest in their tasks.

Like work engagement, its dimensions also yielded significant results. Hence, the investigator studied each dimension separately. To know which group of perceived organization support makes difference in vigor dimension, multiple comparisons of means were done using Scheffe's procedure and the results are presented in Table 18.

**Table 18**

*Comparison of mean scores of vigor by perceived organizational support (Scheffe's procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	29.44	4.90	86	-		
Medium	28.64	4.82	121	1.68	-	
High	30.60	4.00	137	3.28	12.00*	-

\* $p<.05$

From table 18, it is evident that there is a significant difference in vigor between high and medium groups of perceived organizational support. The mean scores show that vigor is high for the group with high perceived organizational support. This implies that if employees perceive that their organization values their contribution and cares about their well-being, they feel more energetic and highly motivated at work, and also remain persistent while facing difficulties or obstacles at work. Schaufeli and Bakker (2009) reported that job resources such as constructive feedback and social support from superiors were positively related to the three

dimensions of work engagement. A study by Jaya and Ariyanto (2021) also found that high Vigor can enhance employee performance.

To know which group of perceived organization support makes difference in dedication dimension, multiple mean comparisons were done using Scheffe's procedure and the results are presented in table 19.

**Table 19**

*Comparison of mean scores of dedication by perceived organizational support (Scheffe's procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	26.02	4.11	86	-		
Medium	26.15	3.53	121	0.072	-	
High	27.20	2.75	137	6.32	6.08	-

From table 19, it is observed that even though the one-way ANOVA results showed significant results, the results of multiple mean comparison which was performed as a follow up analysis found no significant difference in dedication between high, medium and low of perceived organizational support. This may be due to the sample size or due to the number of levels of independent variables.

Results of ANOVA on absorption by perceived organization support revealed a significant difference among groups, to know further why this group difference and which groups makes the significant difference, multiple mean comparisons were done (Scheffe's Procedure) and the results are presented in table 20.

**Table 20**

*Comparison of mean scores of absorption by Perceived organizational support (Scheffe's Procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	28.59	5.28	86	-		
Medium	27.39	4.99	121	2.85	-	
High	29.45	4.91	137	1.54	10.74*	-

\*p<.05

Table 20 revealed that Absorption differs significantly ( $F=10.74$ ,  $p < .05$ ) between high and medium-perceived organizational support groups. The mean scores show that employees who perceive strong organizational support are more absorbed in their work. This implies that the more the employees feel supported,

cared and valued by their organization the more they become absorbed by their tasks and do their jobs with vigor and dedication.

### Impact of Self-confidence on Work engagement and its dimension

In order to know how Self-confidence of the participants of the study influence their work engagement and its dimensions, one-way ANOVA was carried out and the results are presented table 21.

**Table 21**

*Summary of ANOVA of Work engagement and its dimensions by Self-Confidence.*

Variables	Groups	Sum of squares	df	Mean square	F	Partial eta squared
Work engagement	Between groups	2023.384	2	1016.192	7.287**	0.041
	Within groups	47550.590	341	139.445		
	Total	49582.974	343			
Vigor	Between groups	23.511	2	161.756	7.952**	0.045
	Within groups	6936.861	341	20.343		
	Total	7260.372	343			
Dedication	Between groups	194.944	2	97.472	8.574**	0.048
	Within groups	3876.637	341	11.368		
	Total	4071.581	343			
Absorption	Between groups	202.888	2	101.444	3.967*	0.023
	Within groups	8721.086	341	25.575		
	Total	8923.974	343			

\* $p < .05$  \*\* $p < .01$

The results of one-way ANOVA revealed that there exists a significant difference in work engagement ( $F=7.28$ ,  $p < .01$ ) and its dimensions- vigor ( $F= 7.95$ ,  $p < .01$ ), dedication ( $F=8.57$ ,  $p < 0.01$ ) and absorption ( $F=3.96$ ,  $p < .01$ ) among low, medium, and high groups of self-confidence. But it was observed that the effect size was found to be very small ( $\eta_p^2=0.41$ ).

To examine which group of self-confidence makes difference in work engagement, multiple comparisons of means were done using Scheffe's procedure and the results are presented in table 22

**Table 22**

*Comparison of mean scores of work engagement by Self-confidence (Scheffe's Procedure).*

Group	Mean	SD	N	Low	Medium	High
Low	82.23	11.33	88	-		
Medium	83.77	12.13	151	0.94	-	
High	88.30	11.72	105	12.65*	9.11*	-

\*p< .05

From table 22, it can be seen that there exists a significant difference in work engagement among participants with high and low self-confidence ( $F=12.65$ ,  $p< .01$ ) and participants with high and medium Self-confidence ( $F=9.11$ ,  $p<0.01$ ). The mean scores show that, the high self-confident group is having high work engagement.

This shows that self-confidence plays a significant role in work engagement of the participants, which indicates that if an employee feels that they are competent enough to deal effectively with various situations, they will be more likely to be highly engaged at work. So, management of each educational organization/institution should take necessary steps to boost self-confidence of their teachers to enhance their work engagement.

Previous studies also have shown that Psychological capital is related to work engagement. Self-efficacy is one among the factors of Psychological capital (Sweetman & Luthans, 2010). Bandura (1997) stated efficacy as confidence or the belief in one's ability to succeed at a particular task in a particular context. Efficacy has a significant role in producing positive work-related outcomes (Stajkovic & Luthans,1998).

To get more clarity about 'F' value, multiple comparisons of means using Scheffe's procedure was carried out and the results are presented in table 23.

**Table 23**

*Comparison of mean scores of Vigor by Self-confidence (Scheffe's Procedure).*

Group	Mean	SD	N	Low	Medium	High
Low	28.6	4.46	88	-		
Medium	29.25	4.57	151	1.15	-	
High	31.04	4.45	105	18.12**	9.75*	-

\*p< 0.05 \*\*p< 0.01

From table 23, it is evident that there is a significant difference in vigor between participants having high and low self-confidence ( $F=18.12$ ,  $p < .01$ ) and between participants having high and medium self-confidence ( $F=9.75$ ,  $p < .05$ ). Results indicated that the employee with high self-confidence showed high vigor at work, which means that employees with high self-confidence were found to be more energetic and having high mental resilience while working.

To know which group of self-confidence makes difference in the dedication dimension, multiple mean comparison was done (Scheffe's Procedure) and the results are presented in table 24.

**Table 24**

*Comparison of mean scores of dedication by Self-confidence (Scheffe's procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	26.14	3.48	88	-		
Medium	25.98	3.55	151	0.125	-	
High	27.67	2.98	105	9.86*	15.57**	-

\* $p < 0.05$  \*\* $p < 0.01$

Table 24 revealed that there is a significant difference in dedication between employees having high and low self-confidence and also between medium and high self-confidence groups. This implies that employees with high self-confidence were found to be strongly involved in their work

To know which group of self-confidence makes difference in absorption dimension multiple mean comparisons were done (Scheffe's Procedure) and the results are presented in table 25.

**Table 25**

*Comparison of mean scores of absorption by Self-confidence (Scheffe's Procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	27.45	4.71	88	-		
Medium	28.45	4.90	151	2.17	-	
High	29.50	5.53	105	7.86*	8.02*	-

\* $p < 0.05$

From table 25, it is clear that there is a significant difference in absorption among high and low self-confidence groups and also between high and medium self-confidence groups. The results show that employees who are highly confident are

found to be more absorbed in their work than employees who are less confident. More absorbed employees tend to be fully concentrated in their work (Schaufeli et al., 2006).

### Impact of interactive justice on Work engagement and its dimensions

Perceived fairness or justice perception by employees in the workplace may have an influence on the work attitude of employees. So, in order to study the influence of interactive justice on Work engagement and dimensions, one-way ANOVA was computed and the results are shown in the following table 26.

**Table 26**

*Summary of ANOVA of Work engagement and dimensions by Interactive Justice*

Variables	Groups	Sum of squares	df	Mean square	F	Partial eta squared
Work engagement	Between groups	1133.694	2	566.847	3.99*	0.023
	Within groups	48449.280	341	142.080		
	Total	49582.974	343			
Vigor	Between groups	117.906	2	58.953	2.815	
	Within groups	7142.466	341	20.946		0.016
	Total	7260.372	343			
Dedication	Between groups	120.212	2	60.106	5.187*	0.03
	Within groups	3951.370	341	11.588		
	Total	4071.581	343			
Absorption	Between groups	185.232	2	92.616	3.614*	0.021
	Within groups	8738.742	341	25.627		
	Total	8923.974	343			

\* $p < 0.05$

From table 26, it can be seen that there is a significant difference in the means scores of work engagement ( $F=3.99$ ,  $p < 0.01$ ) among low, medium, and high groups of interactive justice. When analyzing the dimensions of work engagement, it was found that except for vigor the other two dimensions- dedication ( $F=5.187$ ,  $p < 0.05$ ) and absorption ( $F=3.614$ ,  $p < 0.05$ ) differs significantly among low, medium, and high groups of interactive justice.

The results from table 26, revealed that even though there exists a significant difference among the groups of interactive justice, the effect size was found to be

very small or negligible. It means that the effect of employees' perception of interactive justice on their total work engagement is not much considerable.

To get a better understanding on which group of interactive justice makes a significant difference in work engagement, multiple comparisons of means were carried out (Scheffe's Procedure) and the results are presented in table 27.

**Table 27**

*Comparison of mean scores of Work engagement by Interactive justice (Scheffe's Procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	82.59	13.868	111	-		
Medium	84.24	11.42	91	0.95	-	
High	86.79	10.497	142	7.73*	2.53	-

\*p<0.05

Table 27 shows that there exists a significant difference in the mean scores of work engagement between high and low groups of interactive justice ( $F=7.73$ ,  $p<0.05$ ). When comparing the mean scores, it can be seen that high interactive justice group shows more (Mean=86.79) work engagement than the low interactive justice group (Mean=82.59).

Organizational justice plays an important role in determining the attitudes and behavior of employees, which in turn affects job performance. When an organization ensures fair treatment to the employees, employees would exhibit positive work-related outcomes for the behaviors and actions they received. Interactive justice exists when employees feel that they are treated respectfully and fairly within their organization. So, the results from table 27 implies that employee who perceives high interactive justice seems to be more engaged at work.

Agarwal (2014) examined the effects of contextual variables on work engagement. Results indicated that procedural justice, interactional justice, and psychological contract fulfilment are positively related to work engagement. Another study by Kerse and Naktiyok (2020) also found that the perception of interactional justice positively affects both conscientiousness for work and work engagement. Pakpahan et.al (2020) also reported that interactional justice has significant effects on work engagement



To know which group of interactive justice makes difference in the dedication dimension, multiple mean comparisons were done (Scheffe's Procedure) and the results are presented in table 28.

**Table 28**

*Comparison of mean scores of dedication by Interactive justice (Scheffe's procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	25.78	4.03	111	-		
Medium	26.46	3.44	91	1.99	-	
High	27.17	2.78	142	10.39*	25.11**	-

\*p<.05 \*\*p<.01

From table 28, it is clear that there is a significant difference in dedication between high and low interactive justice groups and between high and medium interactive justice groups. The mean scores indicate that high interactive justice group shows more dedication when compared to low and medium groups.

**Table 29**

*Comparison of mean scores of absorption by Interactive justice (Scheffe's Procedure)*

Group	Mean	SD	N	Low	Medium	High
Low	27.65	5.61	111	-		
Medium	28.26	5.09	91	0.72	-	
High	29.34	4.56	142	6.94	2.52	-

In the case of absorption, the result of one-way ANOVA revealed that there exists a significant influence of absorption on work engagement, but the follow-up analysis showed that the groups did not yield any significant results. This may be due to the sample size or due to the number of levels of independent variables. Absorption refers to being fully concentrated in one's work and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work (Schaufeli et.al, 2006).

### **Impact of implicit voice theory on work engagement and its dimensions**

Implicit voice theories represent employees' deeply rooted schemas regarding the risks and appropriateness of speaking up at work (Detert & Edmondson, 2011). In order to know the influence of implicit voice theory on work

engagement and its dimension, one-way ANOVA was computed. The details are given in the table 30.

**Table 30**

*Summary of one-way ANOVA of work engagement by Implicit Voice theories.*

Variables	Groups	Sum of squares	df	Mean square	F
Work engagement	Between groups	594.512	2	297.256	2.069
	Within groups	48988.462	341	143.661	
	Total	49582.974	343		
Vigor	Between groups	35.041	2	17.520	0.827
	Within groups	7225.331	341	21.189	
	Total	7260.372	343		
Dedication	Between groups	67.058	2	33.529	2.855
	Within groups	4004.524	341	11.743	
	Total	4071.581	343		
Absorption	Between groups	82.307	2	41.153	1.587
	Within groups	8841.667	341	25.929	
	Total	8923.974	343		

From table 30, it is evident that there is no significant difference in work engagement and its dimensions with regard to the levels of implicit voice theories. This indicates that implicit voice theory has no impact on Work engagement and its dimensions.

From the above analysis, it can be concluded that self-confidence, perceived organizational support and interactive justice were found to have an impact on work engagement among college teachers. And also, it should be noted that these three variables are also significant predictors of employee silence. Hence, management should consider the importance of these three variables in dealing with their teacher employees. Management should take necessary actions to boost self-confidence among employees. Because being confident helps the employees to express their views and concerns without fear, which in turn affects their work performance by being able to concentrate in their work. Results also showed the importance of perceived organizational support in enhancing the work engagement. Feeling supported by their organization makes the employee feel attached to it, which may influence their overall work engagement. Research also showed that Perceived

organizational support is associated to increased employee well-being, including overall satisfaction with job and work-family balance (Kurtessis et.al., 2017). Managers should treat the employees in a fair way by valuing and considering them in decision-making processes and also by providing proper knowledge and clarity in the decision made. If employees are treated with dignity and respect by their authority, they may feel happy and they are more likely to be deeply engrossed in their work.(Saks,2006; Kinnunen et.al,2008).

Based on the qualitative and quantitative findings, it can be concluded that employee silence has a significant relationship with interactive justice, perceived organizational politics, implicit voice theory, psychological safety, perceived organizational support, self-confidence, and assertiveness. From the regression analysis, it was also found that these variables significantly predict employee silence. Results also found that variables - self-confidence, perceived organizational support and interactional justice had a significant impact on Work engagement.

### **Integrating qualitative and quantitative findings**

**Table 31**

*The joint display of the predictors of Employee silence identified (through quantitative study) and its corresponding verbatim and categories(qualitative study).*

<b>Predictors of employee silence</b>	<b>Verbatim responses obtained from qualitative findings</b>	<b>categories</b>
Interactive justice	<i>Authorities used to pay less attention to my views</i>	Negative previous experience
Perceived organizational politics	<i>Lack of political support makes me remain silent</i>	Conformity
Implicit voice theories	<i>I was taught in my childhood that complaining is not good behaviour</i>	Individual characteristics
Psychological safety	<i>If I bring an idea/suggestion, my official will laugh at me.</i>	Fear of negative consequences
Perceived organizational support	<i>I fear of losing support</i>	conformity
Self-confidence	<i>Being a beginner, I lack confidence</i>	Individual characteristics
Assertiveness	<i>I am afraid to express my views in front of authorities.</i>	Individual characteristics

**CHAPTER -6**  
**SUMMARY AND CONCLUSION**

Employees may encounter a variety of situations in their work setting. They may have their own ideas, opinions, suggestions to improve work, or concerns and worries related to their work. In many situations, they prefer to remain silent even though they wish to share their concerns or opinions. Several reasons motivate an employee to remain silent. Employee silence is defined as “the withholding of any form of genuine expression about the individual’s behavioral, cognitive and/or affective evaluations of his or her organizational circumstance to persons who are perceived to be capable of effecting change or redress” (Pinder & Harlos, 2001)

If Employee silence prevails in an organization, it will create several problems for the organization as well as for the employees. Employee silence can create stress, burnout, and dissatisfaction among employees. For the organization, it can create a financial loss. So, it needs to be identified at the earliest. There are several organizational as well as individual factors that contribute to employee silence. This study is intended to explore employee silence among college teachers and also to identify the predictors of employee silence.

The effectiveness of an organization depends on the job attitudes of employees. If employees feel uncomfortable sharing what is in their minds, it may be reflected in their work engagement. Organizations prefer dedicated engaged employees because engagement is associated with several positive organizational outcomes. Work engagement is defined as a positive, fulfilling work-related state of mind characterized by vigor, dedication, and absorption (Schaufeli et.al. 2002). Teachers’ work engagement influences the academic performance of students. Work engagement is associated with several positive organizational outcomes. Organizations prefer employees who are engaged and dedicated. Studies show that employees who feel engaged seem to have better involvement, high commitment and high job satisfaction (Hoigaard et. al., 2012; Timms & Brough, 2013).

The study may add information to the existing understanding of employee silence among college teachers in Kerala context, and help to identify its predictors, and also to study the impact of predictors of employee silence on Work Engagement.

### **Statement of the Problem**

The present study is entitled as “**Predictors of Employee Silence and Its Impact on Work Engagement**”.

### **Objectives**

1. To explore and find out whether college teachers in Kerala experience employee silence
2. To explore the reasons for employee silence
3. To develop and standardize an instrument to assess employee silence of teachers in Kerala context.
4. To identify the predictors of employee silence
5. To examine the impact of predictors of employee silence on work engagement.

### **Hypotheses**

1. There will be a significant relationship between the variables under study (Interactive justice, Perceived organizational politics, Implicit voice theories, Psychological safety, Perceived organizational support, Self-confidence, Assertiveness, Employee silence, Work engagement).
  - a) There will be a significant relationship between interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness with employee silence
  - b) There will be a significant relationship between Interactive justice, Perceived organizational politics, Implicit voice theories, Psychological safety, Perceived organizational support, Self-confidence, and Assertiveness with Work engagement.
  - c) There will be a significant relationship between Employee silence and Work engagement.
2. The variables- Interactive justice, Perceived organizational politics, Implicit voice theories, Psychological safety, Perceived organizational support, Self-confidence, and assertiveness will be the significant predictors of Employee Silence.

3. Predictors of Employee silence will have significant impact on Work engagement.

## **METHOD**

The present study is conducted in two phases. First Phase involves preliminary qualitative exploration. The second phase is quantitative phase which consisted of two sections: the identification of the predictors of employee silence (section 1) and the examination of the impact of predictors of employee silence on work engagement (section 2).

### **Phase I Preliminary Qualitative Exploration**

#### **Participants**

Participants for the pilot study consisted of 30 college teachers which included teachers from Government, aided and self-financing colleges in the age group between 25-60 years from selected districts of Kerala through convenient sampling technique. Participants included permanent teachers, guest teachers, newly joined teachers, teachers with long years of service and different educational qualifications.

#### **Instrument**

Semi-structured interview schedule

#### **Procedure**

Heads of the institutions of selected aided, Government, and self-financing colleges were met personally and requested permission to collect data from teachers working there. Then the teachers were contacted through mail, and telephone, and then their oral consent was assured. Then based on their convenience the date and time for meeting them were fixed. After discussing the objectives and purpose of the research work, their wholehearted cooperation was requested. Then written consent was requested by providing a consent form. The interview started by assuring the participants that all personal information would be kept confidential. For some participants, a telephonic interview was conducted. Each session took around 30 to 45 minutes according to the convenience of the participants.

#### **Data analysis technique**

Content analysis

## **Phase II Quantitative Phase**

### **Participants**

Participants included 344 college teachers who were working in different Government, aided and self-financing arts and science colleges of various districts in Kerala with an age range between 24 to 60 years old.

### **Instruments**

1. Employee silence scale (Developed by the investigator along with the supervisor)
2. Job Behaviour index
3. Utrecht Work Engagement Scale (Schaufeli, et. al.,2002)
4. Personal data sheet

### **Statistical techniques used**

The statistical techniques used were based on the objectives set forth and hypotheses formulated. The following were the statistical techniques used.

- Descriptive statistics
- Pearson product-moment correlation
- Regression
- Analysis of Variance (ANOVA).
- Scheffe's test

### **Procedure**

Principals of selected Government, Unaided and Aided colleges were met personally and requested their permission to collect data from teachers working in their institution. Then the database of teachers was collected and based on the database of teachers, teachers were randomly selected. They were contacted through mail, and telephone and then their oral consent was assured. Then based on their convenience the date and time for meeting them were fixed. After discussing the objectives and purpose of the research work, their wholehearted cooperation and written consent was requested. Then the research instruments were distributed among the teachers with all the necessary instructions. After completion, the research instruments were collected back, checked for omissions, scored and entered into the spread sheet for further statistical analysis.



## **Major findings of the study**

### **Exploration of whether college teachers experience employee silence.**

- Majority of the participants experience employee silence in their job settings.
- Type of issues mentioned by the participants for being silent at work place included issues related to salary, leave, exam duty allocation, work load division, financial assistance for conducting academic programs and issue in which senior teachers are involved.
- Reasons for remaining silent at work place included conformity, fear of negative consequences, negative previous experience, and individual characteristics.
- Most of the participants (90%) reported that teachers remain silent in order to be in a safe zone.

### **Relationship between interactive justice, perceived organizational politics, implicit voice theories, psychological safety, perceived organizational support, self-confidence, assertiveness with Employee Silence**

- Interactional justice has a significant negative correlation with Employee silence.
- Perceived organizational politics showed a positive significant correlation with Employee silence.
- There is a significant negative relationship between Perceived organisational support and Employee silence.
- Psychological safety showed negative significant correlation with Employee silence
- Assertiveness has a negative significant relationship with Employee silence.
- Implicit voice theories has significant positive relation with Employee silence
- Self- confidence shows significant negative relation with Employee silence.

**Relation between Interactive justice, Perceived organizational politics, Implicit voice theories, Psychological safety, Perceived organizational support, Self-confidence, Assertiveness with Work Engagement**

- Work engagement showed significant positive relationship with Interaction justice, Perceived organizational support and Self-confidence but a negative relationship with Implicit voice theories.
- There is no significant relationship between Perceived organizational politics with work engagement
- There is no significant relationship between Assertiveness with Work engagement

**Relationship between Employee silence and Work engagement**

Work engagement has a negative significant relation with Employee silence,

**Predictors of employee silence**

- Assertiveness, perceived organizational support, Implicit voice theories
- Interactive justice, Self-confidence, perceived organizational politics and psychological safety were found to be the significant predictors of employee silence.
- The different predictor variables like assertiveness, perceived organizational support, implicit voice theories, interactive justice, self-confidence, perceived organizational politics and psychological safety together predicted employee silence by 51.3%.
- The equation can be summarized as:

$$ES = 52.697 + (-0.404(ASS)) + (-0.305(POS)) + 0.317(IVT) + (-0.280(IJ)) + (-0.429(SC)) + 0.334(POP) + (-0.403(PS))$$

**Impact of predictors of employee silence on work engagement**

- Among the seven predictors of employee silence identified, only self-confidence, perceived organizational support and interactional justice had a significant impact on Work engagement.

## **Conclusion**

From the present study it can be seen that the variables interactive justice, perceived organizational politics, implicit voice theory, psychological safety, perceived organizational support, self-confidence, assertiveness is associated with Employee Silence. Work engagement showed significant relationship with Interaction justice, Perceived organizational support, Self-confidence and Implicit voice theories. It was also observed that the variables-perceived organisational politics and assertiveness showed no significant relation with Work engagement. Work engagement has a negative significant relation with Employee silence. Assertiveness, perceived organisational support, Implicit voice theory, Interactive justice, Self-confidence, perceived organisational politics and psychological safety were found to be the significant predictors of employee silence. Among the seven predictors of employee silence identified, only self-confidence, perceived organisational support and interactional justice had a significant impact on Work engagement.

## **Limitations of the study**

The present study was only concentrated only on the comments, observations and self- reports from college teachers. It did not incorporate the informant from authorities.

It didn't not include much about demographic variables as the research objectives was to identify the psychological predictors of employee silence and its impact on work engagement.

## **Scope for further research**

The present study can be replicated among school teachers or university teachers. More variables other than the variables included in the present study can be studied to understand employee silence and work engagement. The role of demographic factors can be studied. More interventional strategies can be planned to reduce the silence and increase work engagement among employees.

**CHAPTER 7**  
**IMPLICATIONS**

Implications in research talk about the significance and contributions of the present study to policymakers lay persons or other researchers. Implications form an essential ingredient of research.

The present study aims to identify the predictors of employee silence and also to understand how these predictors impact work engagement among college teachers. This study is important for many reasons. Because employee silence can have devastating effects on employees as well as the organization. So, it needs to be identified at the earliest and minimized. Several factors contribute to employee silence. A better understanding of the predictors of employee silence can help in reducing its effects. Understanding the role of the predictors on work engagement can help in developing dedicated and engaged workers which may influence the productivity of the organization.

This study has many practical organizational and interventional implications. The present study's findings will be helpful for the management and teaching staff of educational organizations. Educational organizations can make use of the findings of this study to enhance teachers' engagement and reduce employee silence, thereby improving organizational effectiveness.

The present study will be useful for the management authorities to get an idea about the reasons for employee silence which can help them easily identify it and take preventive measures. Employee silence scale developed in this study can be used by the authorities to identify silence among teachers.

The present study's findings show what kind of activities should be given to both teachers and to management to reduce silence and increase work engagement. This can be implemented through training programs and welfare activities.

Productivity among teachers can affect academic excellence. So, this can be addressed through this study.

The results of the present study found that variables: interactive justice, perceived organizational politics, implicit voice theory, psychological safety, perceived organizational support, Self-confidence, and Assertiveness are significant predictors of employee silence among college teachers.

The perceptions individuals hold about the job environment influence the way they do their jobs. These perceptions affect how employees feel about their organisation, superior, and co-workers, impacting productivity, satisfaction, and intent to turnover.

In order to influence productivity, it is important to assess how employees perceive their job and work environment. Because an individual's behavior is based on what they see or believe. This study brings to awareness the role of perceived organizational support, interactive justice and Self-confidence in Work engagement among college teachers which can enhance and maintain committed and dedicated employees at work. Effective teachers will be a great asset to the present society in molding future generations.

Managers can be given awareness regarding the importance and benefits of treating the employees with dignity and respect and thus ensure justice in the organization. So that it can reduce employee silence and improve work engagement among employees.

The findings of the present study revealed that self-confidence plays an important role in employee silence and work engagement. Studies also show that lack of confidence is one among the reasons for remaining silent. So, employees can be taught how to express their views, concerns themselves without any fear to the authorities.

The results of the study also showed that assertiveness is a significant predictor of employee silence. So, Faculty development programs can incorporate training sessions on assertiveness and self-confidence skills for the employees by motivating the employees by making them aware that their contribution/feedback whether it is positive or negative, is valuable for the effective functioning of the organization. Train employees to express their concerns and views to their authorities in a pleasant way rather than in a provoking manner. Skills to tackle the fear of speaking up and increase courage can be taught to employees.

The findings revealed that psychological safety is a significant predictor of employee silence. So, it is necessary to train superiors to respond productively when subordinates approach them with complaints or suggestions. Make sure that the

superiors listen, acknowledge, and thank them and also offer help, and discuss with them. Thus, creating a psychologically safe environment for the employees to express their views and concerns without fear.

As the study brings out the certain factors which are contributing to employee silence, the faculty development programs which incorporate those factors will be more effective in college teachers.

The importance and benefits of perceived organizational support on employees must be made aware to the concerned authorities. Because the result of the present study showed that perceived organizational support is a significant predictor of employee silence and also it has an impact on work engagement among employees. The findings of this study also revealed that perception of organisational politics also predicts employee silence. So, management must be aware about the role of political factors in making an employee silent.

Implicit voice theories are also found to be a significant predictor of employee silence. So, the employees need to be made aware of their implicit voice theories and its effects on their behaviour.

## **REFERENCES**



- Abdelaziz, E. M., Diab, I. A., Ouda, M. M. A., Elsharkawy, N. B., & Abdelkader, F. A. (2020). The effectiveness of assertiveness training program on psychological well-being and work engagement among novice psychiatric nurses. *Nursing forum*, 55(3), 309–319. <https://doi.org/10.1111/nuf.12430>
- Abelson, R. P. (1976). Script processing in attitude formation and decision making. In J. S. Carroll & J. W. Payne (Eds.), *Cognition and social behavior*: 33–46. Erlbaum.
- Agyemang, C.B. & Ofei, S.B. (2013). Employee work engagement and organizational commitment: A comparative study of private and public sector organizations in Ghana. *European Journal of Business and Innovation Research*, 1(4), 20-33.
- Akhtar, R., Boustani, L., Tsivrikos, D., & Chamorro-Premuzic, T. (2015). The engageable personality: Personality and trait EI as predictors of work engagement. *Personality and Individual Differences*. 73, 44–49. <https://doi.org/10.1016/j.paid.2014.08.040>.
- AL-Abrow, H. (2018). The effect of perceived organizational politics on organisational silence through organisational cynicism: Moderator role of perceived support. *Journal of Management & Organization*, 28(4), 754-773. <https://doi.org/10.1017/jmo.2018.62>
- Allport, F. H. (1924). *Social psychology*. Houghton Mifflin.
- Ames, D. R., & Flynn, F. J. (2007). What breaks a leader: The curvilinear relation between assertiveness and leadership. *Journal of Personality and Social Psychology*, 92(2), 307–324. <https://doi.org/10.1037/0022-3514.92.2.307>
- Amini, F.A., & Siyyari, M. (2018). Dimensions of Work Engagement and Teacher Burnout: A Study of Relations among Iranian EFL Teachers. *Australian Journal of Teacher Education*. 43(1), 78-93. <https://doi.org/10.14221/ajte.2018v43n1.5>.
- An, F., & Bramble, T. (2017). Silence as a survival strategy: will the silent be worse off? A study of Chinese migrant workers in Guangdong. *The International Journal of Human Resource Management*. 29(10), 1-26. <https://doi.org/10.1080/09585192.2017.1328609>
- Anderson, C., & Lindsay, J.J. (1998). The Development, Perseverance, and Change of Naive Theories. *Social Cognition*, 16(1), 8-30. <https://doi.org/10.1521/soco.1998.16.1.8>.
- Argyris, C. (1977). Double loop learning in organizations. *Harvard Business Review*, 55(5), 115-129.
- Argyris, C., & Schön, D. (1978) *Organizational Learning: A Theory of Action Perspective*. Addison Wesley.
- Ariani, D., (2015). The Relationship between Employee Engagement, Organizational Citizenship Behavior, and Counterproductive Work Behavior. *International Journal of Business Administration*. 4(2). <https://doi.org/10.5430/ijba.v4n2p46>.

- Arya, N., & Manikandan, K. (2014). Work Engagement and Resilience of School Teachers. *Journal of Exclusive Management Science*, 46-52.
- Ashford, S. J., Rothbard, N. P., Piderit, S. K., & Dutton, J. E. (1998). Out on a limb: The role of context and impression management in selling gender-equity issues. *Administrative Science Quarterly*, 43(1), 23–57. <https://doi.org/10.2307/2393590>
- Ashford, S. J., Sutcliffe, K. M., & Christianson, M. K. (2009). Speaking up and speaking out: The leadership dynamics of voice in organizations. In *Voice and Silence in Organizations*. [https://doi.org/10.1016/S0169-4332\(01\)00209-4](https://doi.org/10.1016/S0169-4332(01)00209-4)
- Asthana, H. S. (1956). Some Aspects of Personality Structuring in Indian (Hindu) Social Organization. *The Journal of Social Psychology*, 44(2), 155-163. <https://doi.org/10.1080/00224545.1956.9921915>
- Aw, S., Ilies, R., Li, X., Bakker, A., & Liu, Xi. (2021). Work-related helping and family functioning: A work–home resources perspective. *Journal of Occupational and Organizational Psychology*. 94. 55-79. <https://doi.org/10.1111/joop.1233>
- Bacharach, S. B., Bamberger, P., & McKinney, V. (2000). Boundary management tactics and logics of action: The case of peer-support providers. *Administrative Science Quarterly*, 45(4), 704–736. <https://doi.org/10.2307/2667017>
- Bakker, A. (2022). The social psychology of work engagement: state of the field. *Career Development International*, 27(1), 36-53. <https://doi.org/10.1108/CDI-08-2021-0213>
- Bakker, A. B., & Albrecht S. (2018). Work engagement: Current trends. *Career Development International*, 23(1), 4–11. <https://doi.org/10.1108/CDI-11-2017-0207>
- Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189–206. <https://doi.org/10.1348/096317909X402596>
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *The Career Development International*, 13(3), 209–223. <https://doi.org/10.1108/13620430810870476>
- Bakker, A. B., Demerouti E., & Verbeke W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, 43, 83–104. <https://doi.org/10.1002/hrm.20004>
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2023). Job demands-resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25-53. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Bakker, A. B., Du, D., & Derks, D. (2019). Major life events in family life, work engagement, and performance: A test of the work-home resources model. *International Journal of Stress Management*, 26(3), 238–249. <https://doi.org/10.1037/str0000108>

- Bakker, A. B., Petrou P., Op den Kamp E. M., & Tims M. (2020). Proactive vitality management, work engagement, and creativity: The role of goal orientation. *Appl. Psychol. Int. Rev.* 69(2). <https://doi.org/10.1111/apps.12173>
- Bakker, A.B. (2022). The social psychology of work engagement: state of the field. *Career Development International*, 27 (1), 36-53. <https://doi.org/10.1108/CDI-08-2021-0213>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W H Freeman/Times Books/Henry Holt & Co.
- Bargh, J. A., & Ferguson, M. J. (2000). Beyond behaviorism: On the automaticity of higher mental processes. *Psychological Bulletin*, 126(6), 925–945. <https://doi.org/10.1037/0033-2909.126.6.925>
- Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of Organizational Behavior*, 14(2), 103–118. <https://doi.org/10.1002/job.4030140202>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529. <https://doi.org/10.1037/0033-2909.117.3.497>
- Beheshtifar, M., Borhani, H., & Moghadam, M. N. (2012), Destructive role of employee silence in organizational success. *International Journal of Academic Research in Business and Social Sciences*, 2(11), 275-282.
- Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85(3), 349–360. <https://doi.org/10.1037/0021-9010.85.3.349>
- Bies, R. J., and Moag, J. S. (1986). Interactional justice: Communication criteria of fairness In Lewicki, R. J., Sheppard, B. H., and Bazerman, M. H. (eds.), *Research on Negotiation in Organizations* (pp. 43–55). JAI Press.
- Bledow, R., Schmitt, A., Frese, M., & Kuehnel, J. (2011). The affective shift model of work engagement. *The Journal of Applied Psychology*, 96(6), 1246–1257. <https://doi.org/10.1037/a0024532>
- Blizzard, R. (2003, November 2). *Employee engagement: Where do hospitals begin?. The GallupPoll. 91.* <https://news.gallup.com/poll/9772/employee-engagement-where-hospitals-begin.aspx>
- Bonaiuto, F., Fantinelli, S., Milani, A., Cortini, M., Vitiello, M. C., & Bonaiuto, M. (2022). Perceived organizational support and work engagement: the role of psychosocial variables. *Journal of Workplace Learning*, 34(5), 418–436. <https://doi.org/10.1108/JWL-11-2021-0140>
- Botero, I. C., & Van Dyne, L. (2009). Employee voice behavior: Interactive effects of LMX and power distance in the United States and Colombia. *Management Communication Quarterly*, 23, 84–104. <https://doi.org/10.1177/0893318909335415>

- Botero, I. C., Foste, E. A., & Pace, K. M. (2012). Exploring differences and similarities in predictors and use of upward influence strategies in two countries. *Journal of Cross-Cultural Psychology*, *43*(5), 822–832. <https://doi.org/10.1177/0022022111413274>
- Brandon, R., & Seldman, M. (2004). *Survival of the savvy: High-integrity political tactics for career and company success*. Free Press.
- Breevaart, K., Lopez Bohle, S., Pletzer, J.L. & Muñoz Medina, F. (2020). Voice and silence as immediate consequences of job insecurity, *Career Development International*, *25*(2), 204–220. <https://doi.org/10.1108/CDI-09-2018-0226>
- Brinsfield, C. T. (2013). Employee silence motives: Investigation of dimensionality and development of measures. *Journal of Organizational Behavior*, *34*(5), 671–697. <https://doi.org/10.1002/job.1829>
- Brinsfield, C. T. (2014). Employee voice and silence in organizational behavior. In A. Wilkinson, J. Donaghey, T. Dundon, & R. B. Freeman (Eds.), *Handbook of research on employee voice* (pp. 114–131). Edward Elgar Publishing. <https://doi.org/10.4337/9780857939272.00015>
- Burić, I., & Macuka, I. (2018). Self-Efficacy, Emotions and Work Engagement Among Teachers: A Two Wave Cross-Lagged Analysis. *Journal of Happiness Studies*, *19*(7), 1917–1933. <https://doi.org/10.1007/s10902-017-9903-9>
- Caesens, G., Stinglhamber F., & Marmier V. (2016). The curvilinear effect of work engagement on employees' turnover intentions. *International Journal of Psychology*, *51*(2), 150–155. <https://doi.org/10.1002/ijop.12131>
- Caesens, G.; & Stinglhamber, F. (2014). The relationship between perceived organizational support and work engagement: The role of self-efficacy and its outcomes. *Revue Européenne de Psychologie Appliquée/European Review of Applied Psychology*, *64*(5), 259–267. <https://doi.org/10.1016/j.erap.2014.08.002>
- Carver, C. S., & Scheier, M. F. (1982). Control theory: A useful conceptual framework for personality–social, clinical, and health psychology. *Psychological Bulletin*, *92*(1): 111–135.
- Carver, C. S., & White, T. L. (1994). Behavioral inhibition, behavioral activation, and affective responses to impending reward and punishment: The BIS/BAS Scales. *Journal of Personality and Social Psychology*, *67*(2): 319–333
- Chamberlin, M., Newton, D. W., & LePine, J. A. (2018). A meta analysis of empowerment and voice as transmitters of high performance managerial practices to job performance. *Journal of Organizational Behavior*, *39*(10), 1296–1313. <https://doi.org/10.1002/job.2295>
- Chen, C., & Chen S. (2012). Burnout and work engagement among cabin crew: Antecedents and consequences. *International Journal of Aviation Psychology*, *22*(1), 41–58. <https://doi.org/10.1080/10508414.2012.635125>

- Chikoko, G. L., Buitendach, J. H., & Kanengoni, H. (2014). The psychological conditions that predict work engagement among tertiary education employees. *Journal of Psychology in Africa, 24*(6), 469–474. <https://doi.org/10.1080/14330237.2014.997026>
- Chiu, C.-y., Dweck, C. S., Tong, J. Y.-y., & Fu, J. H.-y. (1997). Implicit theories and conceptions of morality. *Journal of Personality and Social Psychology, 73*(5), 923–940. <https://doi.org/10.1037/0022-3514.73.5.923>
- Chou, S. Y., & Chang, T. (2017). Employee Silence and Silence Antecedents: A Theoretical Classification. *International Journal of Business Communication, 57*(3), 401–426. <https://doi.org/10.1177/2329488417703301>
- Christian, M. S., Garza, A. S., & Slaughter J. E. (2011). Work Engagement: A quantitative review and test of its relations with task and contextual performance. *Personnel Psychology, 64*(1), 89–136. <https://doi.org/10.1111/j.1744-6570.2010.01203.x>
- Cohen, R. L. (2002). Silencing objections: Social constructions of indifference. *Journal of Human Rights, 1*(2), 187-206. <https://doi.org/10.1080/14754830210125674>
- Colquitt, J. A., Scott, B. A., Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E., & Wesson, M. J. (2013). Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology, 98*(2), 199–236. <https://doi.org/10.1037/a0031757>
- Conlee, M. C., & Tesser, A. (1973). The effects of recipient desire to hear on news transmission. *Sociometry, 36*(4), 588–599. <https://doi.org/10.2307/2786254>
- Contreras, F., Espinosa, J. C., & Esguerra, G. A. (2020). Could Personal Resources Influence Work Engagement and Burnout? A Study in a Group of Nursing Staff. *SAGE Open, 10*(1), 1-12. <https://doi.org/10.1177/2158244019900563>
- Cortina, L. M., & Wasti, S. A. (2005). Profiles in Coping: Responses to Sexual Harassment Across Persons, Organizations, and Cultures. *Journal of Applied Psychology, 90*(1), 182–192. <https://doi.org/10.1037/0021-9010.90.1.182>
- Cotler, S. B. (1975). Assertion Training: A Road Leading Where? *The Counseling Psychologist, 5*(4), 20–29. <https://doi.org/10.1177/001100007500500404>
- Cotler, S. B., & Guerra, J. J. (1976). *Assertion training*. Research Press (IL).
- Crawford, E. R., Lepine J. A., & Rich B. L. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *The Journal of Applied Psychology, 95*(5), 834–848. <https://doi.org/10.1037/a0019364>
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE.
- Crockett, D. (2013). Teacher Silence In South Carolina Public Schools. (Doctoral dissertation). Retrieved from <http://scholarcommons.sc.edu/etd/2505>

- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary Review. *Journal of Management*, 31(6), 874-900.
- Cropanzano, R., & Wright, T. A. (2001). When a "happy" worker is really a "productive" worker: A review and further refinement of the happy-productive worker thesis. *Consulting Psychology Journal: Practice and Research*, 53(3), 182–199. <https://doi.org/10.1037/1061-4087.53.3.182>
- Dalal, R. S. (2005). A Meta-Analysis of the Relationship Between Organizational Citizenship Behavior and Counterproductive Work Behavior. *Journal of Applied Psychology*, 90(6), 1241–1255. <https://doi.org/10.1037/0021-9010.90.6.1241>
- Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4), 377–383. <https://doi.org/10.1037/h0025589>
- deCharms, C. R. (1968). *Personal Causation: The Internal Affective Determinants of Behavior*. Academic Press.
- Dedahanov, A. T., & Rhee, J. (2015). Examining the relationships among trust, silence and organizational commitment. *Management Decision*, 53(8), 1843–1857. <https://doi.org/10.1108/MD-02-2015-0041>
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. <https://doi.org/10.1037/0021-9010.86.3.499>
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. <https://doi.org/10.1037/0021-9010.86.3.499>
- Demerouti, E., Mostert, K., & Bakker, A. B. (2010). Burnout and work engagement: A thorough investigation of the independency of both constructs. *Journal of Occupational Health Psychology*, 15(3), 209–222. <https://doi.org/10.1037/a0019408>
- Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open?. *Academy of management journal*, 50(4), 869-884. <https://doi.org/10.5465/AMJ.2007.26279183>
- Detert, J. R., & Edmondson, A. C. (2011). Implicit voice theories: Taken-for-granted rules of self-censorship at work. *Academy of Management Journal*, 54(3), 461–488. <https://doi.org/10.5465/AMJ.2011.61967925>
- Detert, J. R., & Treviño, L. K. (2010). Speaking up to higher-ups: How supervisors and skip-level leaders influence employee voice. *Organization Science*, 21(1), 249–270. <https://doi.org/10.1287/orsc.1080.0405>
- Divya & Manikandan, K. (2012). Manual of Assertiveness scale.

- Donaghey, J., Cullinane, N., Dundon, T., & Wilkinson, A. (2011). Reconceptualising employee silence: problems and prognosis. *Work, employment and society*, 25(1), 51-67. <https://doi.org/10.1177/0950017010389239>
- Du, D., Bakker, A. B., & Derks, D. (2020). Capitalization on positive family events and task performance: A perspective from the work-home resources model. *Journal of Occupational Health Psychology*, 25(5), 357-367. <https://doi.org/10.1037/ocp0000259>
- Dutton, J. E., & Ashford, S. J. (1993). Selling issues to top management. *Academy of management review*, 18(3), 397-428. <https://doi.org/10.5465/amr.1993.9309035145>
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, 44(2), 350-383. <https://doi.org/10.2307/2666999>
- Edmondson, A. C. (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. John Wiley & Sons.
- Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 23-43. <https://doi.org/10.1146/annurev-orgpsych-031413-0913052>
- Edwards, L. A. (1957). *Techniques of attitude scale construction*. Irvington Publishers, Inc.
- Eisenberger, R., & Stinglhamber, F. (2011). *Perceived organizational support: Fostering enthusiastic and productive employees*. American Psychological Association. <https://doi.org/10.1037/12318-000>.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500-507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Elliot, A. J., & Thrash, T. M. (2002). Approach-avoidance motivation in personality: Approach and avoidance temperaments and goals. *Journal of Personality and Social Psychology*, 82(5), 804-818
- Ellis, A. P. J., Porter, C. O. L. H., & Mai, K. M. (2022). The impact of supervisor-employee self-protective implicit voice theory alignment. *Journal of Occupational and Organizational Psychology*, 95(1), 155-183. <https://doi.org/10.1111/joop.12374>
- Ellis, J., & Hartley, C. (2005). *Managing and coordinating nursing care* (4th ed.). Lippincott, Williams and Wilkins.
- Erat, S., Alniacik, U., Ciftcioglu, A., & Akçin, K. (2017). Effect of perceived organizational support on organizational silence and task performance: A study on academicians. *Journal of Global Strategic Management*. 1(11). 35-43. <https://doi.org/10.20460/JGSM.2017.244>

- Fapohunda, & Tinuke, M. (2016). Organizational Silence: Predictors and consequences among university academic staff. *International Journal for Research in Social Science and Humanities Research*, 2(1), 83-103.
- Farh J., Hackett R. D., & Liang J. (2007). Individual-level cultural values as moderators of perceived organizational support-employee outcome relationships in China: Comparing the effects of power distance and traditionality. *Academy of Management Journal*, 50(3), 715-729. <https://doi.org/10.5465/AMJ.2007.25530866>
- Farndale, E., Beijer, S. E., Van Veldhoven, M. J., Kelliher C., Hope-Hailey V. (2014). Work and organisation engagement: Aligning research and practice. *Journal of Organizational Effectiveness: People and Performance*, 1, 157–176. <https://doi.org/10.1108/JOEPP-03-2014-0015>
- Ferris, G. R., Adams, G., Kolodinsky, R. W., Hochwarter, W. A., & Ammeter, A. P. (2002). Perceptions of organizational politics: Theory and research directions. In F. J. Yammarino & F. Dansereau (Eds.), *The many faces of multi-level issues* (pp. 179–254). Elsevier Science/JAI Press. [https://doi.org/10.1016/S1475-9144\(02\)01034-2](https://doi.org/10.1016/S1475-9144(02)01034-2)
- Ferris, G. R., Frink, D. D., Galang, M. C., Zhou, J., & Howard, J. L. (1996). Perceptions of organizational politics: Prediction, stress-related implications, and outcomes. *Human Relations*, 49(2), 233–266. <https://doi.org/10.1177/001872679604900206>
- Ferris, G. R., Harell-Cook, G. & Dulebohn J. H. (2000). Organisational politics: The nature of relationship between politics perception and political behaviour. *Research in the Sociology of Organisations*, 17, 89-130. [https://doi.org/10.1016/S0733-558X\(00\)17004-1](https://doi.org/10.1016/S0733-558X(00)17004-1)
- Festinger, L. (1962). Cognitive dissonance. *Scientific American*, 207(4), 93–107. <https://doi.org/10.1038/scientificamerican1062-93>
- Folger, R., & Bies, R. J. (1989). Managerial responsibilities and procedural justice. *Employee Responsibilities and Rights Journal*, 2(2), 79–90. <https://doi.org/10.1007/BF01384939>
- Folger, Robert & Konovsky, Mary & Cropanzano, Russell. (1992). A Due Process Metaphor for Performance Appraisal. *Research in Organizational Behavior*. 14. 129-177.
- Foste, E. A., & Botero, I. C. (2012). Personal reputation: Effects of upward communication on impression about new employees. *Management Communication Quarterly*, 26(1), 48-73. <https://doi.org/10.1177/089331891141039>
- Fox, S., Spector, P. E., & Miles, D. (2001). Counterproductive work behavior (CWB) in response to job stressors and organizational justice: Some mediator and moderator tests for autonomy and emotions. *Journal of Vocational Behavior*, 59(3), 291–309. <https://doi.org/10.1006/jvbe.2001.1803>



- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *The American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Fuller, J. B., Marler, L. E., & Hester, K. (2006). Promoting felt responsibility for constructive change and proactive behavior: Exploring aspects of an elaborated model of work design. *Journal of Organizational Behavior*, 27(8), 1089–1120. <https://doi.org/10.1002/job.408>
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362. <https://doi.org/10.1002/job.322>
- Garrett, H.E., & Woodworth, R. S. (2005). *Statistics in Psychology and Education*. Paragon international publishers.
- Gilliland, S. W. (1994). Effects of procedural and distributive justice on reactions to a selection system. *Journal of Applied Psychology*, 79(5), 691–701. <https://doi.org/10.1037/0021-9010.79.5.691>
- Gladding, S. T. (1988). *Counselling: A comprehensive profession*. Merrill Publishing Company.
- Gollwitzer, P. M., & Brandstätter, V. (1997). Implementation intentions and effective goal pursuit. *Journal of Personality and Social Psychology*, 73(1), 186–199. <https://doi.org/10.1037/0022-3514.73.1.186>
- Goodwin, J. (2002). *Research in Psychology; Methods and Design*. (3<sup>rd</sup> Ed). Heritage Publishers.
- Graham, J. W. (1986). Principled organizational dissent: A theoretical essay. *Research in Organizational Behavior*, 8, 1–52.
- Guglielmi, D., Bruni, I., Simbula, S., Fraccaroli, F., & Depolo, M. (2016). What drives teacher engagement: a study of different age cohorts. *European Journal of Psychology of Education*, 31(3), 323–340. <https://doi.org/10.1007/s10212-015-0263-8>
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and Work Engagement among Teachers. *Journal of School Psychology*, 43, 495-513. <http://dx.doi.org/10.1016/j.jsp.2005.11.001>
- Hakanen, J. J., Perhoniemi, R., & Toppinen-Tanner, S. (2008). Positive gain spirals at work: From job resources to work engagement, personal initiative and work-unit innovativeness. *Journal of Vocational Behavior*, 73(1), 78–91. <https://doi.org/10.1016/j.jvb.2008.01.003>
- Halbesleben, J. R. B. (2010). A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. In A. B. Bakker (Ed.) & M. P. Leiter, *Work engagement: A handbook of essential theory and research* (pp. 102–117). Psychology Press.

- Halbesleben, J. R. B., & Wheeler, A. R. (2008). The relative roles of engagement and embeddedness in predicting job performance and intention to leave. *Work & Stress*, 22(3), 242–256. <https://doi.org/10.1080/02678370802383962>
- Halbesleben, J. R. B., Neveu, J.-P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the “COR”: Understanding the Role of Resources in Conservation of Resources Theory. *Journal of Management*, 40(5), 1334–1364. <https://doi.org/10.1177/0149206314527130>
- Han, J., Yin, H., Wang, J., & Zhang, J. (2020). Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. *Educational Psychology*, 40(3), 318–335. <https://doi.org/10.1080/01443410.2019.1674249>
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268–279. <https://doi.org/10.1037/0021-9010.87.2.268>
- Harvey, J. B. (1974). The Abilene paradox: The management of agreement. *Organizational Dynamics*, 3(1), 63–80. [https://doi.org/10.1016/0090-2616\(74\)90005-9](https://doi.org/10.1016/0090-2616(74)90005-9)
- Harvey, P., Martinko, M. J., & Douglas, S. C. (2009). Voice and silence in organizations. *Emerald Group Publishing Limited*.
- Hawass, H. H. (2016). Examining the antecedents of prosocial silence: a relational perspective. *EuroMed Journal of Business*, 11(2), 248–271. <https://doi.org/10.1108/EMJB-07-2015-0031>
- Herzberger, S. D., Chan, E., & Katz, J. (1984). The development of an assertiveness self-report inventory. *Journal of Personality Assessment*, 48(3), 317–323. [https://doi.org/10.1207/s15327752jpa4803\\_16](https://doi.org/10.1207/s15327752jpa4803_16)
- Hirokawa, R. Y & Miyahara, A (1986). A comparison of influence strategies utilized by managers in American and Japanese organizations, *Communication Quarterly*, 34(3), 250-265. <https://doi.org/10.1080/01463378609369639>
- Hirschman, A. O. (1970). *Exit, voice, and loyalty: Responses to decline in firms, organizations, and states*. Harvard University Press.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Hobfoll, S. E., Johnson, R. J., Ennis, N., & Jackson, A. P. (2003). "Resource loss, resource gain, and emotional outcomes among inner city women": Correction to Hobfoll et al. (2003). *Journal of Personality and Social Psychology*, 85(2), 248. <https://doi.org/10.1037/0022-3514.85.2.248>

- Hobfoll, S., & Shirom, A. (2001). Conservation of resources theory: Applications to stress and management in the workplace. *Public Administration and Public Policy*, 87, 57-80
- Hofstede, G. (1991). *Cultures and Organizations: Software of the Mind*. McGraw-Hill.
- Høigaard, R., Giske, R., & Sundsli, K. (2012). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education*, 35(3), 347–357. <https://doi.org/10.1080/02619768.2011.633993>
- Hora, S., Lemoine, G. J., Xu, N., & Shalley, C. E. (2021). Unlocking and closing the gender gap in creative performance: A multilevel model. *Journal of Organizational Behavior*, 42(3), 297-312. <https://doi.org/10.1002/job.2500>  
<https://doi.org/10.1177/0149206308330557>
- Hu, Q., Schaufeli, W., Taris, T., Hessen D., Hakanen J. J., Salanova M., Shimazu A. (2014). East is east and west is west and never the twain shall meet: Work engagement and workaholism across eastern and western cultures. *Journal of Behavioral and Social Sciences*, 1(1), 6–24.
- Huang, X., Van de Vliert, E., & Van der Vegt G. 2005. Breaking the silence culture: Stimulation of participation and employee opinion withholding cross-nationally. *Management and Organization Review*, 1: 459-482. <https://doi.org/10.1111/j.1740-8784.2005.00023.x>
- Hui, Li & Qun, Wang & Nazir, Sajjad & Mengyu, Zhao & Asadullah, Muhammad Ali & Khadim, Sahar. (2020). Organizational identification perceptions and millennials' creativity: testing the mediating role of work engagement and the moderating role of work values. *European Journal of Innovation Management*. <https://doi.org/10.1108/EJIM-04-2020-0165>.
- Imran, M. Y., Elahi, N. S., Abid, G., Ashfaq F., & Ilyas S. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation Technology Market and Complexity*, 6(3), 82. <https://doi.org/10.3390/joitmc6030082>
- Islam, G., & Zyphur, M. J. (2005). Power, Voice, and Hierarchy: Exploring the Antecedents of Speaking Up in Groups. *Group Dynamics: Theory, Research, and Practice*, 9(2), 93–103. <https://doi.org/10.1037/1089-2699.9.2.93>
- Jain, A. K. (2015). An interpersonal perspective to study silence in Indian organizations: Investigation of dimensionality and development of measures. *Personnel Review*, 44, 1010–1036. <https://doi.org/10.1108/PR-12-2013-0220>
- Janis, I. L. (1972). *Victims of groupthink: A psychological study of foreign-policy decisions and fiascoes*. Houghton Mifflin

- Jaya, L.H.S. & Ariyanto, E. (2021). The Effect of Vigor, Dedication and Absorption on the Employee Performance of PT Garuda Indonesia Cargo. *European Journal of Business and Management Research*, 6,(4), 311–316. <https://doi.org/10.24018/ejbmr.2021.6.4.1006>.
- Johannesen, R. L. (1974) The functions of silence: A plea for communication research, *Western Speech*, 38(1), 25-35. <https://doi.org/10.1080/10570317409373806>
- John, S.P., & Manikandan, K. (2019). Employee Silence: A Meta-Analytic Review. *International Journal of Indian Psychology*, 7(1), 354-366. <https://doi.org/10.25215/0701.040>
- Joinson, C. (1996). Re-creating the indifferent employee. *HR MAGAZINE*, 41, 76-80.
- Kacmar M. K., Carlson D. (1997). Further validation of the Perceptions of Politics Scale (POPS): A multiple sample investigation. *Journal of Management*, 23, 627–658. <https://doi.org/10.1177/014920639702300502>
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>
- Kahn, W. A. (1992). To be fully there: Psychological presence at work. *Human Relations*, 45(4), 321–349. <https://doi.org/10.1177/001872679204500402>
- Kahveci, G., & Demirtas, Z. (2013). School Administrator and Teachers' Perceptions of Organizational Silence. *Egitim ve Bilim*, 38. 50-64.
- Kakar, S. (1971). Authority patterns and subordinate behavior in Indian organizations. *Administrative Science Quarterly*, 16(3), 298–307. <https://doi.org/10.2307/2391902>
- Kassandrinou, M., Lainidi, O., Mouratidis, C, & Montgomery, A. (2023) Employee silence, job burnout and job engagement among teachers: the mediational role of psychological safety. *Health Psychology and Behavioral Medicine*, 11(1), 1-17. <https://doi.org/10.1080/21642850.2023.2213302>
- Katz D., Allport F. H. (1931). *Student attitudes: A report of the Syracuse University research study*. Craftsman Press.
- Kaur, J., & Arora, R. (2023). Exploring the dimensionality of employee silence in health care sector. *AIP conference proceedings*, 2782(1): 020118. <https://doi.org/10.1063/5.0154178>
- Kerse, G., & Naktiyok, A. (2020). The Effect of Interactional Justice on Work Engagement through Conscientiousness for Work. *Journal of Economy Culture and Society*, 61, 65-84. <https://doi.org/10.26650/JECS2018-0025>.
- Khalid, J., & Ahmed, J. (2015). Perceived organizational politics and employee silence: supervisor trust as a moderator. *Journal of the Asia Pacific Economy*, 21. 1-22. <https://doi.org/10.1080/13547860.2015.1092279>

- Khan, A., & Yusoff, R. B. M. (2016). A Study on Dynamic Links between Resources, Work Engagement and Job Performance in Academia of Pakistan. *International Review of Management and Marketing*, 6 (3), 544-550. Retrieved from <https://dergipark.org.tr/en/pub/irmm/issue/32093/355381>
- Kiewitz, C., Restubog, S. L. D., Shoss, M. K., Garcia, P. R. J. M., & Tang, R. L. (2016). Suffering in silence: Investigating the role of fear in the relationship between abusive supervision and defensive silence. *Journal of Applied Psychology*, 101(5), 731–742. <https://doi.org/10.1037/apl0000074>
- Kinnunen, U., Feldt, T., & Mäkikangas, A. (2008). Testing the effort-reward imbalance model among Finnish managers: The role of perceived organizational support. *Journal of Occupational Health Psychology*, 13(2), 114–127. <https://doi.org/10.1037/1076-8998.13.2.114>
- Kirkman, B. L., Chen G., Farh J. L., & Chen Z. X. (2009). Individual power distance orientation and follower reactions to transformational leaders: A cross-level, cross-cultural examination. *Academy of Management Journal*, 52(4), 744-764. <https://doi.org/10.5465/amj.2009.43669971>
- Kish-Gephart, J. J., Detert, J. R., Treviño, L. K., & Edmondson, A. C. (2009). Silenced by fear: The nature, sources, and consequences of fear at work. *Research in Organizational Behaviour*, 29, 163–193. <https://doi.org/10.1016/j.riob.2009.07.002>
- Knoll, M., & Neves, P., Schyns, B., & Meyer, B. (2020). A Multi- Level Approach to Direct and Indirect Relationships between Organizational Voice Climate, Team Manager Openness, Implicit Voice Theories, and Silence. *Applied Psychology*. 70(6), 1-48. <https://doi.org/10.1111/apps.12242>
- Knoll, M., & Redman, T. (2016). Does the presence of voice imply the absence of silence? The necessity to consider employees' affective attachment and job engagement. *Human Resource Management*, 55(5), 829–844. <https://doi.org/10.1002/hrm.21744>
- Knoll, M., & van Dick, R. (2013). Do I hear the whistle...? A first attempt to measure four forms of employee silence and their correlates. *Journal of Business Ethics*, 113(2), 349–362. <https://doi.org/10.1007/s10551-012-1308-4>
- Knoll, M., Götz, M., Adriasola, E., Al-Atwi, A., Arenas, A., Atitsogbe, K., Barrett, S., Bhattacharjee, A., Blanco Cabra, N., Bogilović, S., Bollmann, G., Bosak, J., Bulut, C., Carter, M., Černe, M., Chui, S., Chui, L., Di Marco, D., Duden, G., & Zacher, H. (2021). International Differences in Employee Silence Motives: Scale Validation, Prevalence, and Relationships with Culture Characteristics across 33 Countries. *Journal of Organizational Behavior*. 42(5), 619-648. <https://doi.org/10.1002/job.2512>

- Knoll, M., Hall, R. J., & Weigelt, O. (2019). A longitudinal study of the relationships between four differentially motivated forms of employee silence and burnout. *Journal of Occupational Health Psychology*, 24, 572–589. <https://doi.org/10.1037/ocp0000143>
- Knoll, M., Wegge, J., Unterrainer, C., Silva, S.A., & Jønsson, T. (2016). Is our knowledge of voice and silence in organizations growing? Building bridges and (re)discovering opportunities. *German Journal of Human Resource Management: Zeitschrift Für Personalforschung*, 30, 161–194. <https://doi.org/10.1177/2397002216649857>
- Knoll, Michael & GÄ¶tz, Martin & Adriasola, Elisa & Al-Atwi, Amer & Arenas, Alicia & Atitsogbe, Kokou & Barrett, Stephen & Bhattacharjee, Anindo & C., Norman & BogiloviÄ‡, Sabina & Bollmann, Gregoire & Bosak, Janine & Bulut, Cagri & Carter, Madeline & ÄErne, Matej & Chui, Sue & Di Marco, Donatella & Duden, Gesa & Elsey, Vicki & Zacher, Hannes. (2021). International Differences in Employee Silence Motives: Scale Validation, Prevalence, and Relationships with Culture Characteristics across 33 Countries. *Journal of Organizational Behavior*, 42(5), 619–648 <https://doi.org/10.1002/job.2512>
- Kong, Y., & Li, M. (2018). Proactive personality and innovative behavior: The mediating roles of job-related affect and work engagement. *Social Behavior and Personality: An international journal*, 46(3), 431–446. <https://doi.org/10.2224/sbp.6618>.
- Konovsky, M. A. (2000). Understanding Procedural Justice and Its Impact on Business Organizations. *Journal of Management*, 26(3), 489–511. <https://doi.org/10.1177/014920630002600306>
- Konovsky, M. A., & Cropanzano, R. (1991). Perceived fairness of employee drug testing as a predictor of employee attitudes and job performance. *Journal of Applied Psychology*, 76(5), 698–707. <https://doi.org/10.1037/0021-9010.76.5.698>
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. 2nd Edition, New Age International Publishers
- Kular, S., Gatenby, M., Rees, C., Soane, E. and Truss, K. (2008) *Employee Engagement: A Literature Review*. Kingston University, Kingston.
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived Organizational Support: A Meta-Analytic Evaluation of Organizational Support Theory. *Journal of Management*, 43(6), 1854–1884. <https://doi.org/10.1177/0149206315575554>
- Kwon, B., Farndale, E., & Park, J. G. (2016). Employee voice and work engagement: Macro, meso, and micro-level drivers of convergence? *Human Resource Management Review*, 26(4), 327–337. <https://doi.org/10.1016/j.hrmr.2016.04.005>
- Kwon, B., & Farndale, E., (2018). Employee voice viewed through a cross-cultural lens. *Human Resource Management Review*. 30. <https://doi.org/doi/1010.1016/j.hrmr.2018.06.002>

- Lam, L.W. and Xu, A.J. (2019), Power Imbalance and Employee Silence: The Role of Abusive Leadership, Power Distance Orientation, and Perceived Organisational Politics. *Applied Psychology*, 68, 513-546. <https://doi.org/10.1111/apps.12170>
- Landells, E. M., & Albrecht, S. L. (2019). Perceived organizational politics, engagement, and stress: The mediating influence of meaningful work. *Frontiers in Psychology*, 10, Article 1612. <https://doi.org/10.3389/fpsyg.2019.0161>
- Lavy, S., & Eshet, R. (2018). Spiral effects of teachers' emotions and emotion regulation strategies: Evidence from a daily diary study. *Teaching and Teacher Education*, 73, 151–161. <https://doi.org/10.1016/j.tate.2018.04.001>
- Lee, M. C. C., Idris, M. A., & Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. *Human Resource Development International*, 22(3), 257–282. <https://doi.org/10.1080/13678868.2018.1530170>
- LePine, J. A., & Van Dyne, L. (2001). Voice and cooperative behavior as contrasting forms of contextual performance: Evidence of differential relationships with Big Five personality characteristics and cognitive ability. *Journal of Applied Psychology*, 86(2), 326–336. <https://doi.org/10.1037/0021-9010.86.2.326>
- Levy, S. R., Chiu, C., & Hong, Y. (2006). Lay Theories and Intergroup Relations. *Group Processes & Intergroup Relations*, 9(1), 5–24. <https://doi.org/10.1177/1368430206059855>
- Levy, S. R., Stroessner, S. J., & Dweck, C. S. (1998). Stereotype formation and endorsement: The role of implicit theories. *Journal of Personality and Social Psychology*, 74(6), 1421–1436. <https://doi.org/10.1037/0022-3514.74.6.1421>
- Li, A., & Cropanzano, R. (2009). Fairness at the group level: Justice climate and intraunit justice climate. *Journal of Management*, 35(3), 564–599.
- Li, Y., Castaño, G., & Li, Yongxin. (2018). Linking leadership styles to work engagement: The role of psychological capital among Chinese knowledge workers. *Chinese Management Studies*. 12(1). <https://doi.org/10.1108/CMS-04-2017-0108>.
- Liang, T., & Wang, Y. (2016). Organizational Silence in State-Owned Enterprises: Intermediary Role of the Perceptions of Organizational Politics. *American Journal of Industrial and Business Management*, 06(5), 640-648. <https://doi.org/10.4236/ajibm.2016.65059>.
- Lyu, X. (2016). Effect of organizational justice on work engagement with psychological safety as a mediator: Evidence from China. *Social Behavior and Personality: An international journal*, 44(8), 1359-1370. <https://doi.org/10.2224/sbp.2016.44.8.1359>
- Lyubomirsky, S., King, L., & Diener, E. (2005). The Benefits of Frequent Positive Affect: Does Happiness Lead to Success? *Psychological Bulletin*, 131(6), 803–855. <https://doi.org/10.1037/0033-2909.131.6.803>

- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 1(1), 3–30. <https://doi.org/10.1111/j.1754-9434.2007.0002.x>
- Madison, D. L., Allen, R. W., Porter, L. W., Renwick, P. A., Mayes, B. T. (1980). Organizational politics: An exploration of managers' perception. *Human Relations*, 33, 79–100.
- Magotra, I. (2016). Why employees remain silent: A study on service sector. *International Journal of Science Technology and Management*, 5(5), 196-202.
- Maier, S. F., & Seligman, M. E. P. (2016). Learned helplessness at fifty: Insights from neuroscience. *Psychological Review*, 123(4), 349–367. <https://doi.org/10.1037/rev0000033>
- Malinowski, P., & Lim, H. J. (2015). Mindfulness at work: Positive affect, hope, and optimism mediate the relationship between dispositional mindfulness, work engagement, and well-being. *Mindfulness*, 6(6), 1250–1262. <https://doi.org/10.1007/s12671-015-0388-5>
- Manikandan, K. (2014). Organizational Climate. Length of Teaching and Sex on Work Engagement of Higher Secondary School Teachers, *Guru Journal of Behavioral and Social Sciences*, 2(4), 295-300.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253. <https://doi.org/10.1037/0033-295X.98.2.224>
- Martins, L. L.; Schilpzand, M. C.; Kirkman, B. L.; Ivanaj, S.; Ivanaj, V. (2013). A Contingency View of the Effects of Cognitive Diversity on Team Performance: The Moderating Roles of Team Psychological Safety and Relationship Conflict. *Small Group Research*, 44(2), 96–126. <https://doi.org/10.1177/1046496412466921>
- Maslach, C., & Leiter, M. P. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it*. Jossey-Bass.
- Mauno, S., Kinnunen, U. and Ruokolainen, M. (2007) Job Demands and Resources as Antecedents of Work Engagement: A Longitudinal Study. *Journal of Vocational Behavior*, 70, 149-171. <https://doi.org/10.1016/j.jvb.2006.09.002>
- May D. R., Gilson R. L., & Harter, L. M., (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work, *Journal of Occupational and Organizational Psychology*, 7, 77(1), 11–37. doi:10.1348/096317904322915892
- Mazzetti, G., Robledo, E., Vignoli, M., Topa, G., Guglielmi, D., & Schaufeli, W. B. (2021). Work Engagement: A meta-Analysis Using the Job Demands-Resources Model. *Psychological reports*, 126(3), 1069–1107. <https://doi.org/10.1177/003329412111051988>



- Mazzetti, G., Robledo, E., Vignoli, M., Topa, G., Guglielmi, D., & Schaufeli, W. B. (2021). Work Engagement: A meta-Analysis Using the Job Demands-Resources Model. *Psychological reports*, 126(3), 1069–1107. <https://doi.org/10.1177/003329412111051988>
- Mérida-López, S., Extremera, N., & Sánchez-Álvarez, N. (2020). The Interactive Effects of Personal Resources on Teachers' Work Engagement and Withdrawal Intentions: A Structural Equation Modeling Approach. *International journal of environmental research and public health*, 17(7), 2170. <https://doi.org/10.3390/ijerph17072170>
- Mesmer-Magnus, J. R., & Viswesvaran, C. (2005). Whistleblowing in Organizations: An Examination of Correlates of Whistleblowing Intentions, Actions, and Retaliation. *Journal of Business Ethics*, 62(3), 277–297. <http://www.jstor.org/stable/25123666>
- Miceli, M.P., & Near, J.P. (1992) *Blowing the whistle: The organizational and legal implications for companies and employees*. Lexington Books.
- Milliken, F. J., & Morrison, E. W. (2003). Shades of Silence: Emerging themes and future directions for research on silence in organizations. *Journal of Management Studies*, 40(6), 1563-1568. <https://doi.org/10.1111/1467-6486.00391>
- 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. <https://doi.org/10.1111/1467-6486.00387>
- 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. <https://doi.org/10.1111/1467-6486.00387>
- 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. <https://doi.org/10.1111/1467-6486.00387>
- Mitchell, M. S., & Ambrose, M. L. (2007). Abusive supervision and workplace deviance and the moderating effects of negative reciprocity beliefs. *Journal of Applied Psychology*, 92(4), 1159–1168. <https://doi.org/10.1037/0021-9010.92.4.1159>
- Moake, T., Oh, N., & Steele, C. (2019). The importance of team psychological safety climate for enhancing younger team members' innovation-related behaviors in South Korea. *International Journal of Cross Cultural Management*. 19(3), 1-16. <https://doi.org/10.1177/1470595819887192>.
- Moreira-Fontijn, E., & Garc a-Seor n, M., & Conde,  ., Gonz lez, A. (2019). Teachers ICT-related self-efficacy, job resources, and positive emotions: Their structural relations with autonomous motivation and work engagement. *Computers & Education*. 134. <https://doi.org/10.1016/j.compedu.2019.02.007>.

- Morrison E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 173–197. <https://doi.org/10.1146/annurev-orgpsych-031413-091328>
- Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *The Academy of Management Annals*, 5(1), 373–412. <https://doi.org/10.1080/19416520.2011.574506>
- Morrison, E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 173–197. <https://doi.org/10.1146/annurev-orgpsych-031413-091328>
- Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management review*, 25(4), 706-725. <https://doi.org/10.2307/259200>
- Morrison, E. W., & Phelps, C. C. (1999). Taking charge at work: Extrarole efforts to initiate workplace change. *Academy of Management Journal*, 42(4), 403–419. <https://doi.org/10.2307/257011>
- Morrison, E. W., & Rothman, N. B. (2009). Silence and the dynamics of power. In J. Greenberg & M. S. Edwards (Eds.), *Voice and silence in organizations* (pp. 111–134). Emerald.
- Murthy, R. K. (2017). Perceived organizational support and work engagement. *International Journal of Applied Research*, 3(5), 738–740.
- Musenze, I. A., Mayende, T. S., Wampande, A. J., Kasango, J., & Emojong, O. R. (2021). Mechanism between perceived organizational support and work engagement: explanatory role of self-efficacy. *Journal of Economic and Administrative Sciences*, 37(4), 471–495. <https://doi.org/10.1108/jeas-02-2020-0016>
- Neuber, L., Englitz, C., Schulte, N., Forthmann, B., & Holling, H. (2022). How work engagement relates to performance and absenteeism: a meta-analysis. *European Journal of Work and organisational Psychology*. 31, 292–315. <https://doi.org/10.1080/1359432X.2021.1953989>
- Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human Resource Management Review*, 27(3), 521–535. <https://doi.org/10.1016/j.hrmr.2017.01.001>
- Ng, T. W., & Feldman, D. C. (2012). Employee Voice Behavior: A Meta-Analytic Test of the Conservation of Resources Framework. *Journal of Organizational Behavior*, 33, 216-234. <https://doi.org/10.1002/job.754>
- Niehoff, B. P., & Moorman, R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Academy of Management Journal*, 36(3), 527–556. <https://doi.org/10.2307/256591>

- Noelle-Neumann, E. (1991). The theory of public opinion: The concept of the spiral of silence. In J. A. Anderson (Ed.), *Communication yearbook/14* (pp. 256–308). Sage Publications, Inc.
- Onwuegbuzie, A. J., Bustamante, R. M., & Nelson, J. A. (2010). Mixed research as a tool for developing quantitative instruments. *Journal of Mixed Methods Research*, 4(1), 56–78. <https://doi.org/10.1177/1558689809355805>
- Özer, Ö., Uğurluoğlu, Ö., & Saygılı, M. (2017). Effect of Organizational Justice on Work Engagement in Healthcare Sector of Turkey. *Journal of Health Management*, 19(1), 73–83. <https://doi.org/10.1177/0972063416682562>
- Pacheco, D. C., Moniz, A. I. D. de S. A., & Calderia, S. N. (2015). Silence in organizations and psychological safety: A literature review. *European Scientific Journal*, 293-307
- Pakpahan, M., Eliyana, A., Hamidah, Buchdadi, A. D., & Bayuwati, T. R. (2020). The role of organizational justice dimensions: Enhancing work engagement and employee performance. *Systematic Reviews in Pharmacy*, 11(9), 323–332. <https://doi.org/10.31838/srp.2020.9.49>
- Peirce, E., Smolinski, C. A., & Rosen, B. (1998). Why Sexual Harassment Complaints Fall on Deaf Ears. *The Academy of Management Executive (1993-2005)*, 12(3), 41–54. <http://www.jstor.org/stable/4165476>
- Perera, H., Granziera, H., & McIlveen, P. (2018). Profiles of teacher personality and relations with teacher self-efficacy, work engagement, and job satisfaction. *Personality and Individual Differences*, 1-29. <https://doi.org/10.1016/j.paid.2017.08.034>
- Perlow, L., & Williams, S. (2003). Is Silence Killing Your Company? *Harvard business review*. 81. 52-8, 128.
- Pinder, C.C. and Harlos, K.P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. *Research in Personnel and Human Resources Management (Research in Personnel and Human Resources Management, Vol. 20)*, Emerald Group Publishing Limited, Bingley, pp. 331-369. [https://doi.org/10.1016/S0742-7301\(01\)20007-3](https://doi.org/10.1016/S0742-7301(01)20007-3)
- Piotrowski, A., Rawat, S., & Boe, O. (2021). Effects of Organizational Support and Organizational Justice on Police Officers' Work Engagement. *Frontiers in Psychology*, 12(July), 1–11. <https://doi.org/10.3389/fpsyg.2021.642155>
- Piotrowski, A., Rawat, S., & Boe, O. (2021). Effects of Organizational Support and Organizational Justice on Police Officers' Work Engagement. *Frontiers in Psychology*, 12(July), 1–11. <https://doi.org/10.3389/fpsyg.2021.642155>

- Pirzada Z. A., Mirani S. H. H., Phulpoto N., Dogar H., Mahar S. A. (2020). Study of employee silence, organizational justice and work engagement: Mediation analysis. *International Journal of Computer Science and Network Security*, 20(1), 9–14.
- Premeaux, S. F., & Bedeian, A. G. (2003). Breaking the silence: The moderating effects of self-monitoring in predicting speaking up in the workplace. *Journal of Management Studies*, 40(6), 1537–1562. <https://doi.org/10.1111/1467-6486.00390>
- Prins, J., Heijden, F., Hoekstra-Weebers, J., Wiel, H., Jacobs, B., & Gazendam-Donofrio, S. (2009). Burnout, engagement and resident physicians' self-reported errors. *Psychology, health & medicine*, 14(6), 654-66. <https://doi.org/10.1080/13548500903311554>
- Prouska, R., & Psychogios, A. (2018). Do not say a word! Conceptualizing employee silence in a long-term crisis context. *The International Journal of Human Resource Management*, 29(5), 885–914. <https://doi.org/10.1080/09585192.2016.1212913>
- Rai, A., & Agarwal, U. A. (2018). Workplace bullying and employee silence: A moderated mediation model of psychological contract violation and workplace friendship. *Personnel Review*, 47(1), 226–256. <https://doi.org/10.1108/PR-03-2017-0071>
- Rekha & Jayen, C. (2010). Manual of Self-confidence inventory.
- Rhoades, L. & Eisenberger, R (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*. 87. 698-714. <https://doi.org/10.1037/0021-9010.87.4.698>.
- Riaz, M. N. (2008). *Test construction: Development and standardisation of psychological tests in Pakistan*. HEC
- Rich, B.L., Lepine, J.A., et al. (2010) Job Engagement: Antecedents and Effects on Job Performance. *Academy of Management Journal*, 55, 617-635. <https://doi.org/10.5465/AMJ.2010.51468988>
- Robinson, R., & Shuck, B. (2019). A Penny for Your Thoughts: Exploring Experiences of Engagement, Voice, and Silence. *Journal of Organizational Psychology*, 19(4), 121–135. <https://doi.org/10.33423/jop.v19i4.2298>
- Rockstuhl, T., Eisenberger, R., Shore, L., Kurtessis, J., Ford, M., Buffardi, L., & Mesdaghinia, S. (2020). Perceived organizational support (POS) across 54 nations: A cross-cultural meta-analysis of POS effects. *Journal of International Business Studies*. 51(4). <https://doi.org/10.1057/s41267-020-00311-3>.
- Rodríguez-Muñoz, A., Sanz-Vergel, A. I., Demerouti, E., & Bakker, A. B. (2014). Engaged at work and happy at home: A spillover–crossover model. *Journal of Happiness Studies*, 15, 271-283. <https://doi.org/10.1007/s10902-013-9421-3>

- Ross, M. (1989). Relation of implicit theories to the construction of personal histories. *Psychological Review*, 96(2), 341–357. <https://doi.org/10.1037/0033-295X.96.2.341>
- Rothbard, N. P. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46(4), 655–684. <https://doi.org/10.2307/3094827>
- Rousseau, D. M., Sitkin, A. B., Burt, R. S., & Camerer, C. 1998. Not so different after all: A cross-discipline view of trust. *Academy of Management Review*, 23(3), 393-404.
- Rurkkhum, S., & Bartlett, K. R. (2012). The relationship between employee engagement and organizational citizenship behaviour in Thailand. *Human Resource Development International*, 15(2), 157–174. <https://doi.org/10.1080/13678868.2012.664693>
- Rusbult, C. E., Farrell, D., Rogers, G., & Mainous III, A. G. (1988). Impact of exchange variables on exit, voice, loyalty, and neglect: An integrative model of responses to declining job satisfaction. *Academy of Management journal*, 31(3), 599-627. <https://doi.org/10.5465/256461>
- Ryan, K. D., & Oestreich, D. K. (1998). *Driving fear out of the workplace: Creating the high-trust, high-performance organization* (2nd ed.). Jossey-Bass.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Sahin, S., & Çankır, B., & Arslan, B. (2021). Effect of Implicit Voice Theories on Employee Constructive Voice and Defensive Silence: A Study in Education and Health Sector. *Organizacija*. 54. 210-226. <https://doi.org/10.2478/orga-2021-0014>.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619. <https://doi.org/10.1108/02683940610690169>
- Salanova, M., Agut, S., & Peiró, J. M. (2005). Linking organizational resources and work engagement to employee performance and customer loyalty: the mediation of service climate. *The Journal of applied psychology*, 90(6), 1217–1227. <https://doi.org/10.1037/0021-9010.90.6.1217>
- Sarath, P., & Manikandan, K. (2014). Work Engagement and Work Related wellbeing of school teachers. *SELP Journal of Social Sciences*. 5. 975-9999.
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- Schaufeli, W. B., Bakker, A. B. and Van Rhenen, W. (2009) How Changes in Job Demands and Resources Predict Burnout, Work Engagement, and Sickness Absenteeism. *Journal of Organizational Behavior*, 30, 893-917. <https://doi.org/10.1002/job.595>

- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The Measurement of Work Engagement With a Short Questionnaire: A Cross-National Study. *Educational and Psychological Measurement*, 66(4), 701–716. <https://doi.org/10.1177/0013164405282471>
- Schaufeli, W. B., Salanova, M., González-romá, V. & Bakker, B. B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies* 3, 71–92. <https://doi.org/10.1023/A:1015630930326>
- Schaufeli, W. B., Salanova, M., González-romá, V., & Bakker, A. B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies* 3, 71–92. <https://doi.org/10.1023/A:1015630930326>
- Schaufeli, W., & Salanova, M. (2007). Work engagement: An emerging psychological concept and its implications for organizations. In S. W. Gilliland, D. D. Steiner, & D. P. Skarlicki (Eds.), *Research in social issues in management (Volume 5): Managing social and ethical issues in organizations* (pp. 135-177). Greenwich, CT: Information Age Publishers.
- Scheier, M. F., & Carver, C. S. (1992). Effects of optimism on psychological and physical well-being: Theoretical overview and empirical update. *Cognitive Therapy and Research*, 16(2), 201–228. <https://doi.org/10.1007/BF01173489>
- Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40(3), 437–453. <https://doi.org/10.1111/j.1744-6570.1987.tb00609.x>
- Seema, V. (n.d). *Preliminary Item analysis Statistics using Point-Biserial correlation and P-values*. Educational Data Systems, Inc, [http://www.eddata.com/resources/publications/EDS\\_Point\\_Biserial.pdf](http://www.eddata.com/resources/publications/EDS_Point_Biserial.pdf)
- Selye, H. (1975). Implications of stress concept. *New York State Journal of Medicine*, 75(12), 2139–2145.
- Shah, R. S., Bibi, Z., Karim, J., & Mohammed, N. (2021). The changing face of employee silence in different organizational cultures affecting job engagement . *Journal of contemporary issues in business and government*. 27(1), 4375-4388. <https://cibg.org.au/>
- Shantz, A., & Alfes, K. (2015). Work engagement and voluntary absence: The moderating role of job resources. *European Journal of Work and Organizational Psychology*, 24(4), 530–543. <https://doi.org/10.1080/1359432X.2014.936392>
- Shantz, A., Alfes, K., & Latham, G.P. (2016) The Buffering Effect of Perceived Organizational Support on the Relationship between Work Engagement and Behavioral Outcomes. *Human Resources Management*, 55, 25-38. <https://doi.org/10.1002/hrm.21653>

- Shantz, A., Alfes, K., Truss, C., and Soane, E. (2013). The role of employee engagement in the relationship between job design and task performance, citizenship and deviant behaviours, *The International Journal of Human Resource Management*, 24(13), 2608-2627. <https://doi.org/10.1080/09585192.2012.744334>
- Shao R., Rupp D. E., Skarlicki D. P., Jones K. S. (2013). Employee justice across cultures: A meta-analytic review. *Journal of Management*, 39: 263-301. <https://doi.org/10.1177/0149206311422447>
- Sheldon, K. M., Williams, G., & Joiner, T. (2003). *Self-determination theory in the clinic: Motivating physical and mental health*. Yale University Press
- Sherf, E. N., Parke, M. P., Isaakyan, S. (2021). Distinguishing Voice and Silence at Work: Unique Relationships with Perceived Impact, Psychological Safety, and Burnout. *Academy of Management Journal*, 64(1), 114-148. <https://doi.org/10.5465/amj.2018.1428>.
- Sherf, E. N., Tangirala, S., & Venkataramani, V. (2019). Why managers do not seek voice from employees: The importance of managers' personal control and long-term orientation. *Organization Science*, 30(3), 447-466. <https://doi.org/10.1287/orsc.2018.1273>
- Shimazu, A., Bakker, A. B., Demerouti, E., Fujiwara, T., Iwata, N., Shimada, K., Takahashi, M., Tokita, M., Watai, I., & Kawakami, N. (2020). Workaholism, Work Engagement and Child Well-Being: A Test of the Spillover-Crossover Model. *International journal of environmental research and public health*, 17(17), 6213. <https://doi.org/10.3390/ijerph17176213>
- Shrauger, J. S., & Schohn, M. (1995). Self-confidence in college students: Conceptualization, measurement, and behavioral implications. *Assessment*, 2(3), 255-278. <https://doi.org/10.1177/1073191195002003006>
- Shuck, B., & Reio, T. G. (2014). Employee Engagement and Well-Being: A Moderation Model and Implications for Practice. *Journal of Leadership & Organizational Studies*, 21(1), 43-58. <https://doi.org/10.1177/1548051813494240>
- Shuck, B., & Wollard, K. (2010). Employee engagement and HRD: A seminal review of the foundations. *Human Resource Development Review*, 9(1), 89-110. <https://doi.org/10.1177/1534484309353560>
- Silman, F. (2014). Work-related basic need satisfaction as a predictor of work engagement among academic staff in Turkey. *South African Journal of Education*, 34(3), 1-5. <https://doi.org/10.15700/201409161119>.
- Simpson, M.R. (2009) Engagement at Work: A Review of the Literature. *International Journal of Nursing Studies*, 46, 1012-1024. <http://dx.doi.org/10.1016/j.ijnurstu.2008.05.003>

- Şimşek, Y., & Gürler, M. (2019). A Study on Employee Voice and its Effect on Work Engagement: Explicating from the Turkish Teachers' Perspectives. *International Education Studies*, (7),80-92. <https://doi.org/10.5539/ies.v12n7p80>.
- Singh, B. S. P., & Malhotra, M. (2015). The mediating role of trust in the relationship between perceived organizational support and silence. *International Journal of Scientific and Research Publications*, 5(9), 1–10
- Sonika & Kaushik, S. (2017). Employee Silence: Investigation of Dimensionality Select IT Companies of India. *International Research Journal of Human Resources and Social Science*, 4(8), 300-322.
- Sonnentag, S., Mojza E. J., Demerouti, E., & Bakker, A. B. (2012). Reciprocal relations between recovery and work engagement: The moderating role of job stressors. *Journal of Applied Psychology*, 97(4), 842–853. <https://doi.org/10.1037/a0028292>
- Sonnentag, S., Mojza, E., Binnewies, C., & Scholl, A. (2008). Being engaged at work and detached at home: A week-level study on work engagement, psychological detachment, and affect. First publ. in: *Work & Stress* 22,(3), 257-276. 22. <https://doi.org/10.1080/02678370802379440>.
- Spoelma, Trevor & Ellis, Aleksander. (2017). Fuse or Fracture? Threat as a Moderator of the Effects of Diversity Faultlines in Teams. *Journal of Applied Psychology*. 102(9), 1-17. <https://doi.org/10.1037/apl0000231>.
- Srivastava, S., Jain, A.K. & Sullivan, S. (2019). Employee silence and burnout in India: the mediating role of emotional intelligence. *Personnel Review*, 48(4), 1045-1060. <https://doi.org/10.1108/PR-03-2018-0104>
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124(2), 240–261. <https://doi.org/10.1037/0033-2909.124.2.240>
- Stamper, C. L., & Van Dyne, L. (2001). Work status and organizational citizenship behavior: A field study of restaurant employees. *Journal of Organizational Behavior*, 22(5), 517–536. <https://doi.org/10.1002/job.100>
- Stasser, G., & Titus, W. (1985). Pooling of unshared information in group decision making: Biased information sampling during discussion. *Journal of Personality and Social Psychology*, 48(6), 1467–1478. <https://doi.org/10.1037/0022-3514.48.6.1467>
- Sullivan, J.J., Albrecht, T.L., & Taylor, S. (1990). Process, organizational, relational, and personal determinants of managerial compliance-gaining communication strategies. *The Journal of Business Communication*, 27, 331-355 <https://doi.org/10.1177/00219436900270040>



- Sun, Y., & Xia, H. (2018). Research on Perceptions of Organizational Politics and Its Influence on Employee Silence. *Open Journal of Business and Management*, 6(2), 250-264. <https://doi.org/10.4236/ojbm.2018.62018>.
- Sweetman, D., & Luthans, F. (2010). The power of positive psychology: Psychological capital and work engagement. In A. B. Bakker (Ed.) & M. P. Leiter, *Work engagement: A handbook of essential theory and research* (pp. 54–68). Psychology Press.
- Sweetman, D., & Luthans, F. (2010). The power of positive psychology: Psychological capital and work engagement. In A. B. Bakker (Ed.) & M. P. Leiter, *Work engagement: A handbook of essential theory and research* (pp. 54–68). Psychology Press.
- Tangirala, S., & Ramanujam, R. (2008). Employee silence on critical work issues: The cross-level effects of procedural justice climate. *Personnel Psychology*, 61(1), 37–68. <https://doi.org/10.1111/j.1744-6570.2008.00105.x>
- Tangirala, S., & Ramanujam, R. (2008). Employee silence on critical work issues: The cross level effects of procedural justice climate. *Personnel Psychology*, 61(1), 37–68. <https://doi.org/10.1111/j.1744-6570.2008.00105.x>
- Taxer, J. L., & Frenzel, A. C. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education*, 49, 78–88. <https://doi.org/10.1016/j.tate.2015.03.003>
- ten Brummelhuis, L. L., & Bakker, A. B. (2012). A resource perspective on the work–home interface: The work–home resources model. *American Psychologist*, 67(7), 545–556. <https://doi.org/10.1037/a0027974>
- Tepper, B.J. (2007) Abusive Supervision in Work Organizations: Review, Synthesis, and Research Agenda. *Journal of Management*, 33(3), 261-289. <https://doi.org/10.1177/0149206307300812>
- Thibault, J. W., & Kelley, H. H. (1959). *The social psychology of groups*. John Wiley.
- Thomas, J. P., Whitman, D. S., & Viswesvaran, C. (2010). Employee proactivity in organizations: A comparative meta-analysis of emergent proactive constructs. *Journal of Occupational and Organizational Psychology*, 83(2), 275–300. <https://doi.org/10.1348/096317910X502359>
- Timming, A. R., & Johnstone, S. (2015). Employee silence and the authoritarian personality: A political psychology of workplace democracy. *International Journal of Organizational Analysis*, 23(1), 154–171. <https://doi.org/10.1108/IJOA-06-2013-0685>
- Ting Toomey, S., Gao, G., Trubisky, P., Yang, Z., Soo Kim, H., Lin, S. & Nishida, T. (1991). Culture, face maintenance, and styles of handling interpersonal conflict: A

- study in five cultures. *International Journal of Conflict Management*, 2(4), 275-296. <https://doi.org/10.1108/eb022702>
- Tulubas, T., & Celep, C.,(2012). Effect of Perceived Procedural Justice on Faculty Members' Silence: The Mediating Role of Trust in Supervisor. *Procedia - Social and Behavioral Sciences*, 47, <https://doi.org/doi/10.1016/j.sbspro.2012.06.804>
- Tummers L, Bakker AB. 2021. Leadership and Job Demands–Resources theory: a systematic review. *Frontiers in Psychology*. 12, 1-13 <https://doi.org/10.3389/fpsyg.2021.722080>
- Vakola, M., & Bouradas, D. (2005). Antecedents and consequences of organisational silence: An empirical investigation. *Employee Relations*, 27(5), 441–458. <https://doi.org/10.1108/01425450510611997>
- van den Bos, K., Lind, E. A., & Wilke, H. A. M. (2001). The psychology of procedural and distributive justice viewed from the perspective of fairness heuristic theory. In R. Cropanzano (Ed.), *Justice in the workplace: From theory to practice* (pp. 49–66). Lawrence Erlbaum Associates Publishers
- Van Dyne, L., Ang, S. and Botero, I.C. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs, *Journal of Management Studies*, 40(6), 1359-1392. <https://doi:10.1111/1467-6486.00384>
- Venkataramani, V., & Tangirala, S. (2010). When and why do central employees speak up? An examination of mediating and moderating variables. *Journal of Applied Psychology*, 95(3), 582–591. <https://doi.org/10.1037/a0018315>
- Vigoda, E. (2000). Organizational politics, job attitudes, and work outcomes: Exploration and implications for the public sector. *Journal of Vocational Behavior*, 57(3), 326–347. <https://doi.org/10.1006/jvbe.1999.1742>
- Wanberg, C.,& Banas, J. (2000). Predictors and Outcomes of Openness to Changes in Reorganizing Workplace. *The Journal of applied psychology*, 85(1), 42. [10.1037/0021-9010.85.1.132](https://doi.org/10.1037/0021-9010.85.1.132).
- Wang, Y. and Hsieh, H. (2013) Organizational Ethical Climate, Perceived Organizational Support, and Employee Silence: A Cross-Level Investigation. *Human Relations*,66, 783-802. <http://dx.doi.org/10.1177/0018726712460706>
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297–333. <https://doi.org/10.1037/h0040934>
- Wiggins, G. P. (1998). *Educative assessment: Designing assessment to inform and improve student performance*. Jossey-Boss
- Williamson, O. E. (1998). Corporate finance and corporate governance. *Journal of Finance* 43, 567-91.
- Wu, M., Li, W., Zhang, L., Zhang, C., & Zhou, H. (2023). Workplace suspicion, knowledge hiding, and silence behavior: A double-moderated mediation model of knowledge-

- based psychological ownership and face consciousness. *Frontiers in Psychology*, 14, 1-13. <https://doi.org/10.3389/fpsyg.2023.98244>
- Wu, M., Peng, Z., & Estay, C. (2018). How Role Stress Mediates the Relationship Between Destructive Leadership and Employee Silence: The Moderating Role of Job Complexity. *Journal of Pacific Rim Psychology*, 12. <https://doi.org/10.1017/prp.2018.7>
- Wyer, R. S., Jr. (2004). *Social comprehension and judgment: The role of situation models, narratives, and implicit theories*. Lawrence Erlbaum Associates Publishers
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Reciprocal relationships between job resources, personal resources, and work engagement. *Journal of Vocational Behavior*, 74(3), 235–244. <https://doi.org/10.1016/j.jvb.2008.11.003>
- Xanthopoulou, D., Bakker, A.B., Demerouti, E., et al. (2007) The Role of Personal Resources in the Job Demands-Resources Model. *International Journal of Stress Management*, 14, 121-141. <https://doi.org/10.1037/1072-5245.14.2.121>
- Xu, A. J., Loi R., Lam L. W. (2015). The bad boss takes it all: How abusive supervision and leader–member exchange interact to influence employee silence. *The Leadership Quarterly*, 26(5), 763-774. <https://doi.org/10.1016/j.leaqua.2015.03.002>
- Yan, X., Su, J., Wen, Z., & Luo, Z. (2019). The role of work engagement on the relationship between personality and job satisfaction in Chinese nurses. *Current Psychology*, 38, 873-878. <https://doi.org/10.1007/s12144-017-9667-8>
- Yangin, D., & Elma, C.(2017). The Relationship among Interactional Justice, Manager Trust and Teachers' Organizational Silence Behavior. *Universal Journal of Educational Research*, 5(3), 325-333. <https://doi.org/10.13189/ujer.2017.050304>
- Yangin, D., & Elma, C., (2017). The Relationship among Interactional Justice, Manager Trust and Teachers' Organizational Silence Behavior. *Universal Journal of Educational Research*. 5. 325-333. <https://doi.org/10.13189/ujer.2017.050304>
- Yıldız, E. (2013). Enigma of Silence in Organizations : What Happens To Whom and Why? *Beykent University Journal of Social Sciences*, 6(2), 30–44.
- Yu, S., Liu, S., & Xu,C.(2023). The effect of job insecurity on employee silence: test an interactive model. *Chinese Management Studies*, 17(3), 448-5 488-509. <https://doi.org/10.1108/CMS-07-2021-0301>
- Zacher, H., & Winter, G. (2011). Eldercare demands, strain, and work engagement: The moderating role of perceived organizational support. *Journal of Vocational Behavior*, 79(3), 667–680. <https://doi.org/10.1016/j.jvb.2011.03.020>
- Zaidi, N. R., Wajid, R. A., Zaidi, F. B., Zaidi, G. B., & Zaidi, M. T. (2013). The big five personality traits and their relationship with work engagement among public sector university teachers of Lahore. *African Journal of Business Management*, 7(15), 1344–1353.

## **APPENDICES**

## **Appendix -A**

### **Semi-structured interview schedule**

- Age
- Sex
- Educational qualification
- How many years of experience do you have as a college teacher?
- Type of college? Private/aided/Govt
- Type of job: guest/permanent
- In general, do you feel comfortable expressing your opinions and concerns, to your authority?
- Have you ever felt uncomfortable/difficulty that you could not raise an issue of concern/your opinions/ideas to your authorities?
- What reasons do you give for not speaking to your principal about work related problems or concerns?
- Do u feel that there are general classes or types of issues that you could not raise with those above you.?
- Tell me in detail, about one or more situations where you felt you could not speak up about an issue of concern. (I am interested in the nature of the issue and the events surrounding the decision not to raise it.)
- Do you feel that others within the organization are also uncomfortable about raising those issues? If yes, explain what may be the reason behind it.
- Giving some contextual information and asking them whether they experience such situations in their job settings (eg.: you have suggestion/issue and feeling confused to present it in the staff meeting, you have a disagreement with the policies taken by your authority and will you contradict it or remain silent)
- How often they experience?
- Are they silent in those situations?
- If yes, what may be the reasons?

**Appendix-B**  
**DEPARTMENT OF PSYCHOLOGY,**  
**UNIVERSITY OF CALICUT**  
**Informed Consent Form**  
**Introduction to participants**

**Research title: Predictors of employee silence and its Impact on work engagement**

**Supervising guide: Prof. Dr. K. Manikandan**

- നിങ്ങൾ പങ്കുവെക്കുന്ന വിവരങ്ങൾ പൂർണ്ണമായും രഹസ്യമായി സൂക്ഷിക്കുന്നതായിരിക്കും. അവ ഗവേഷണവശ്യാർത്ഥം മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.
- നേരത്തെ തയ്യാറാക്കിയ ചോദ്യങ്ങൾ ഓരോന്നായി ഗവേഷക ചോദിക്കുന്നതായിരിക്കും. നിങ്ങൾക്ക് വിവരങ്ങൾ വിമുഖത കൂടാതെ പങ്കുവെക്കാം. യാതൊരുവിധത്തിലും വ്യക്തിഗതമായോ മുൻവിധിയുടെ അടിസ്ഥാനത്തിലോ നിങ്ങളുടെ ഉത്തരങ്ങൾ കണക്കാക്കപ്പെടുകയില്ല.
- ഗവേഷണത്തിന്റെ ഭാഗമാവുന്നതിൽ നിങ്ങൾക്ക് നേരിട്ട് വ്യക്തിപരമായ നേട്ടങ്ങൾ ഉണ്ടായിരിക്കുകയില്ല.
- ഗവേഷണത്തിൽ നിന്നും എപ്പോൾ വേണമെങ്കിലും പിൻവാങ്ങാനുള്ള അവസരം നിങ്ങൾക്കുണ്ട്.
- നിങ്ങൾ നൽകുന്ന വിവരങ്ങൾ ഗവേഷണവശ്യാർത്ഥം ഉപയോഗിക്കണോ വേണ്ടയോ എന്ന് തീരുമാനിക്കാനുള്ള അവകാശം നിങ്ങൾക്കുണ്ട്.
- അഭിമുഖത്തിലെ വിവരങ്ങളുടെ ക്രോഡീകരണമായിരിക്കും ഗവേഷണം. നിങ്ങളുടെ അഭിമുഖത്തിന്റെ പൂർണ്ണരൂപം ഒരിക്കലും പ്രസിദ്ധപ്പെടുത്തുന്നതല്ല.
- ഗവേഷണം സംബന്ധിച്ച് എന്തു വിവരങ്ങൾക്കും താഴെക്കാടുത്ത വിലാസത്തിൽ ബന്ധപ്പെടാവുന്നതാണ്.

**Researcher's contact details**

Sharu P John  
Research scholar  
Department of psychology  
University of Calicut  
Thenjipalam, Malappuram  
Kerala- 673635

**Consent to participate in the research interview**

- ഞാൻ.....സ്വമനസ്സാലെയാണ് ഈ പഠനത്തിന്റെ ഭാഗമാകുന്നത്.
- ഈ ഗവേഷണത്തിന്റെ ഉദ്ദേശവും ആവശ്യകതയും എനിക്ക് വിശദീകരിച്ച് നൽകിയിട്ടുണ്ട്.
- ഗവേഷണത്തിന്റെ ഭാഗമായ അഭിമുഖത്തിന്റെ ഉള്ളടക്കവും പ്രകൃതവും എനിക്ക് വ്യക്തമാണ്.
- ഈ അഭിമുഖത്തിൽ നൽകുന്ന വിവരങ്ങൾ ഗവേഷണവശ്യാർത്ഥം മാത്രം ഉപയോഗിക്കുന്നതായിരിക്കുമെ ന്നും എന്റെ വ്യക്തിഗതവിവരങ്ങൾ വെളിപ്പെടുത്തുകയില്ല എന്നും എനിക്ക് ഉറപ്പുനൽകിയിട്ടുണ്ട്.
- ഈ ഗവേഷണത്തിൽ നിന്നും എപ്പോൾ വേണമെങ്കിലും ഭാഗികമായോ പൂർണ്ണമായോ പിൻവാങ്ങാനുള്ള അവസരം എനിക്കുണ്ട്.
- ഈ പഠനത്തിന്റെ ഭാഗമാവുന്നതിൽ എനിക്ക് നേരിട്ട് നേട്ടങ്ങളൊന്നുമില്ല.
- ഈ അഭിമുഖത്തിന്റെ പൂർണ്ണരൂപം പ്രസിദ്ധീകരിക്കപ്പെടുകയില്ല എന്ന് ഞാൻ മനസ്സിലാക്കുന്നു.
- ഗവേഷണത്തെക്കുറിച്ചുള്ള സംശയങ്ങൾ ദൂരീകരിക്കാൻ ഗവേഷകയെയോ സ്ഥാപനത്തെയോ ബന്ധപ്പെടാവുന്നതാണ്.
- ആയതിനാൽ ഈ ഗവേഷണത്തിന്റെ ഭാഗമാകുന്നതിനോട് ഞാൻ യോജിക്കുന്നു

Signature of the participant :

Date:

**Appendix-C**  
**EMPLOYEE SILENCE SCALE**  
**(Draft scale)**

Sharu P John & Prof. Dr. K Manikandan  
Department of psychology  
University of Calicut

**നിർദ്ദേശങ്ങൾ:** നിങ്ങളുടെ ജോലി സാഹചര്യങ്ങളുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകൾ ചുവടെയുണ്ട്. ദയവായി ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുകയും നിങ്ങളെ സംബന്ധിച്ച് ഓരോ പ്രസ്താവനകളും എത്രത്തോളം ശരിയാണെന്ന്/തെറ്റാണെന്ന് വിലയിരുത്തി, നൽകിയിരിക്കുന്ന പ്രതികരണങ്ങളിൽ നിന്ന് നിങ്ങളുടെ ഉത്തരം തിരഞ്ഞെടുത്തത് അതാത് കോളത്തിൽ ഒരു ടിക്ക്മാർക്ക് (✓) നൽകി രേഖപ്പെടുത്തുക. ഇതിൽ ശരിയോ തെറ്റോ ഉത്തരം ഇല്ല. ഓരോ ചോദ്യത്തിനും സത്യസന്ധമായി ഉത്തരം നൽകുക..

	പ്രസ്താവനകൾ	എന്നെ സംബന്ധിച്ച്				
		വളരെ ശരിയാണ്	ശരിയാണ്	അഭിപ്രായമില്ല	തെറ്റാണ്	വളരെ തെറ്റാണ് .
1	അധികാരികൾ എടുക്കുന്ന തീരുമാനങ്ങളോട് എനിക്ക് വിരോധിപ്പോ അഭിപ്രായ വ്യത്യാസങ്ങളോ ഉണ്ടായാലും ഞാൻ മിണ്ടാതെയിരിക്കും.					
2	ജോലി ചെയ്യുന്ന സ്ഥാപനത്തെ മെച്ചപ്പെടുത്താൻ ഉതകുന്ന ആശയങ്ങൾ അറിയാമെങ്കിൽക്കൂടി അത് അധികാരികളോട് പറയാറില്ല.					
3	ജോലിസ്ഥലത്തെ അനിഷ്ടസംഭവങ്ങൾ ഒഴിവാക്കാൻ സഹായിക്കുന്ന വസ്തുതകൾ അറിയാമെങ്കിലും അതിൽ ഇടപെടാറില്ല.					
4	സഹപ്രവർത്തകരുടെ തൊഴിൽപരമായ തെറ്റുകൾ എന്റെ ശ്രദ്ധയിൽപെട്ടാലും ഞാൻ അത് ബന്ധപ്പെട്ട അധികാരികളെ അറിയിക്കാറില്ല.					
5	ജോലിസ്ഥലത്തു എനിക്കുണ്ടാകുന്ന തൊഴിൽപരമായ ആശങ്കകൾ ഞാൻ അപ്പപ്പോൾ അധികാരികളോട് പറയാറില്ല.					
6	ഞാൻ അനുഭവിക്കുന്ന തൊഴിൽസംബന്ധമായ ബുദ്ധിമുട്ടുകൾ യഥാസമയം ഞാൻ					



	പ്രസ്താവനകൾ	എന്നെ സംബന്ധിച്ച്				
		വളരെ ശരിയാണ്	ശരിയാണ്	അഭിപ്രായമില്ല	തെറ്റാണ്	വളരെ തെറ്റാണ് .
	അധികാരികളോട് പറയാറില്ല.					
7	വകുപ്പുതല മീറ്റിങ്ങിൽ വെച്ച് അഭിപ്രായങ്ങളോ ആശയങ്ങളോ പറയാൻ തോന്നിയാലും ഞാൻ അതൊന്നും അവിടെ പറയാറില്ല.					
8	സ്റ്റാഫ് മീറ്റിങ്ങിൽ വെച്ചു അധികാരികൾ അഭിപ്രായങ്ങൾ ചോദിച്ചാൽ എനിക്ക് അഭിപ്രായങ്ങൾ ഉണ്ടെങ്കിൽ പോലും ഒന്നും പറയാറില്ല.					
9	സീനിയർ അധ്യാപകർ ഉൾപ്പെട്ട പ്രശ്നങ്ങൾ അധികാരികളെ അറിയിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടുണ്ട്.					
10	സഹപ്രവർത്തകരെ സംബന്ധിച്ച് അധികാരികൾക്കുണ്ടാകുന്ന തെറ്റിദ്ധാരണകൾ തിരുത്തണമെന്ന് ആഗ്രഹമുണ്ടെങ്കിൽ കൂടി ഞാൻ അതിന് മെനക്കെടാറില്ല.					
11	തൊഴിൽപരമായ കാര്യങ്ങളിൽ കൂടുതൽ വിവരങ്ങൾ അറിയണമെന്ന് ആഗ്രഹമുണ്ടെങ്കിലും ഞാൻ അതൊന്നും ചോദിക്കാറില്ല.					
12	അധികാരികളുടെ കടുത്ത തീരുമാനങ്ങളെക്കുറിച്ച് എതിർപ്പുകൾ ഉണ്ടെങ്കിൽ ഞാൻ അതൊന്നും പരസ്യമായി പ്രകടിപ്പിക്കാറില്ല.					

**Appendix-D**  
**EMPLOYEE SILENCE SCALE**  
**(Final scale)**

Sharu P John & Prof. Dr. K Manikandan  
Department of psychology  
University of Calicut

**നിർദ്ദേശങ്ങൾ:** നിങ്ങളുടെ ജോലി സാഹചര്യങ്ങളുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകൾ ചുവടെയുണ്ട്. ദയവായി ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിക്കുകയും നിങ്ങളെ സംബന്ധിച്ചാണോ പ്രസ്താവനകളും എത്രത്തോളം ശരിയാണെന്നു/തെറ്റാണെന്നു വിലയിരുത്തി, നൽകിയിരിക്കുന്ന പ്രതികരണങ്ങളിൽ നിന്ന് നിങ്ങളുടെ ഉത്തരം തിരഞ്ഞെടുത്തത് അതാത് കോളത്തിൽ ഒരു ടിക്ക്മാർക്ക് (✓) നൽകി രേഖപ്പെടുത്തുക. ഇതിൽ ശരിയോ തെറ്റോ ഉത്തരം ഇല്ല. ഓരോ ചോദ്യത്തിനും സത്യസന്ധമായി ഉത്തരം നൽകുക.

	പ്രസ്താവനകൾ	എന്നെ സംബന്ധിച്ച്				
		വളരെ ശരിയാണ്	ശരിയാണ്	അഭിപ്രായമില്ല	തെറ്റാണ്	വളരെ തെറ്റാണ് .
1	അധികാരികൾ എടുക്കുന്ന തീരുമാനങ്ങളോട് എനിക്ക് വിരോധിപ്പോ അഭിപ്രായ വ്യത്യാസങ്ങളോ ഉണ്ടായാലും ഞാൻ മിണ്ടാതെയിരിക്കും.					
2	ജോലി ചെയ്യുന്ന സ്ഥാപനത്തെ മെച്ചപ്പെടുത്താൻ ഉതകുന്ന ആശയങ്ങൾ അറിയാമെങ്കിൽക്കൂടി അത് അധികാരികളോട് പറയാറില്ല.					
3	ജോലിസ്ഥലത്തെ അനിഷ്ടസംഭവങ്ങൾ ഒഴിവാക്കാൻ സഹായിക്കുന്ന വസ്തുതകൾ അറിയാമെങ്കിലും അതിൽ ഇടപെടാറില്ല.					
4	സഹപ്രവർത്തകരുടെ തൊഴിൽപരമായ തെറ്റുകൾ എന്റെ ശ്രദ്ധയിൽപെട്ടാലും ഞാൻ അത് ബന്ധപ്പെട്ട അധികാരികളെ അറിയിക്കാറില്ല.					
5	ജോലിസ്ഥലത്തു എനിക്കുണ്ടാകുന്ന തൊഴിൽപരമായ ആശങ്കകൾ ഞാൻ അപ്പപ്പോൾ അധികാരികളോട് പറയാറില്ല.					
6	ഞാൻ അനുഭവിക്കുന്ന തൊഴിൽസംബന്ധമായ ബുദ്ധിമുട്ടുകൾ യഥാസമയം ഞാൻ					

	പ്രസ്താവനകൾ	എന്നെ സംബന്ധിച്ച്				
		വളരെ ശരിയാണ്	ശരിയാണ്	അഭിപ്രായമില്ല	തെറ്റാണ്	വളരെ തെറ്റാണ് .
	അധികാരികളോട് പറയാറില്ല.					
7	വകുപ്പുതല മീറ്റിങ്ങിൽ വെച്ച് അഭിപ്രായങ്ങളോ ആശയങ്ങളോ പറയാൻ തോന്നിയാലും ഞാൻ അതൊന്നും അവിടെ പറയാറില്ല.					
8	സ്റ്റാഫ് മീറ്റിങ്ങിൽ വെച്ചു അധികാരികൾ അഭിപ്രായങ്ങൾ ചോദിച്ചാൽ എനിക്ക് അഭിപ്രായങ്ങൾ ഉണ്ടെങ്കിൽ പോലും ഒന്നും പറയാറില്ല.					
9	സീനിയർ അഡ്വൈസർ ഉൾപ്പെട്ട പ്രശ്നങ്ങൾ അധികാരികളെ അറിയിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടുണ്ട്.					
10	സഹപ്രവർത്തകരെ സംബന്ധിച്ച് അധികാരികൾക്കുണ്ടാകുന്ന തെറ്റിദ്ധാരണകൾ തിരുത്തണമെന്ന് ആഗ്രഹമുണ്ടെങ്കിൽ കൂടി ഞാൻ അതിന് മെനക്കെടാറില്ല.					
11	തൊഴിൽപരമായ കാര്യങ്ങളിൽ കൂടുതൽ വിവരങ്ങൾ അറിയണമെന്ന് ആഗ്രഹമുണ്ടെങ്കിലും ഞാൻ അതൊന്നും ചോദിക്കാറില്ല.					
12	അധികാരികളുടെ കടുത്ത തീരുമാനങ്ങളെക്കുറിച്ച് എതിർപ്പുകൾ ഉണ്ടെങ്കിൽ ഞാൻ അതൊന്നും പരസ്യമായി പ്രകടിപ്പിക്കാറില്ല.					

## EMPLOYEE SILENCE SCALE

(English translation)

Sharu P John & Prof. Dr. K Manikandan

Department of psychology

University of Calicut

**Instructions: Instructions:** Below are some statements related to your job context. Please read each statement carefully and evaluate how much each statement is correct/wrong from your perspective. Select your answer from the given scale and put a tick mark (✓) in the respective column provided. There is no right or wrong answer. Please answer each question as honestly as you can.

	Statements	Very true of me	true of me	undecided	Untrue of me	Very Untrue of me
1	I will remain silent if I have a difference of opinion about the decisions taken by the authorities.					
2	I do not say to the authorities, if I have the ideas to improve the work..					
3	I know about facts that help to avoid unpleasant events at work but I do not intervene..					
4	Even if the professional mistakes of colleagues are brought to my notice, I do not inform the concerned authorities.					
5	I do not speak to the authorities about my professional concerns at work.					
6	At times, I do not tell the authorities the difficulties I face at work place.					
7	Even though I may have comment or ideas left in the department meeting, I do not say anything there.					
8	Even if the authorities ask for comments at the staff meeting, nothing is said.					
9	I find it difficult to inform the authorities about the issues in which senior teachers are involved.					
10	Even if I wish to point out the misconceptions of the authorities about colleagues, I do not take effort to do it					

	<b>Statements</b>	<b>Very true of me</b>	<b>true of me</b>	<b>undecided</b>	<b>Untrue of me</b>	<b>Very Untrue of me</b>
11	I wish to know more about professional issues but I do not ask for it.					
12	If I have any objections to the strong decisions of the authorities, I do not express it publicly.					

**Appendix-E**  
**Department of Psychology**  
**University of Calicut**  
**Job Behaviour Index**

**നിർദ്ദേശങ്ങൾ :**

ഈ ചോദ്യാവലിയിൽ കൊടുത്തിരിക്കുന്ന പ്രസ്താവന നിങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ചിട്ട് ഓരോന്നിനും നിങ്ങൾക്ക് അനുയോജ്യമെന്ന് തോന്നുന്ന പ്രതികരണങ്ങൾ തിരഞ്ഞെടുത്തു രേഖപ്പെടുത്തേണ്ടതാണ് .ഇതിൽ ശരിയോ തെറ്റോ ഇല്ല.എല്ലാ ചോദ്യങ്ങൾക്കും പ്രതികരണം ശ്രമിക്കുക. ശേഖരിക്കുന്ന വിവരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണത്തിനുവേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്. താങ്കളുടെ ആത്മാർത്ഥമായ സഹകരണം പ്രതീക്ഷിക്കുന്നു .

**a. Interactive justice scale**

	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും	മിക്കപ്പോഴും	അഭിപ്രായമില്ല	ചിലപ്പോൾ	ഒരിക്കലുമില്ല
1	തൊഴിലുമായി ബന്ധപ്പെട്ട തീരുമാനങ്ങൾ എടുക്കുമ്പോൾ അധികാരി ഉദ്യോഗസ്ഥരോട് കരുതലും ദയയും അതിൽ കാണിക്കാറുണ്ട്					
2	തൊഴിലുമായി ബന്ധപ്പെട്ട തീരുമാനങ്ങൾ എടുക്കുമ്പോൾ അധികാരി ഉദ്യോഗസ്ഥരെ കരുതലോടും മാനുതയോടും കൂടെ പരിഗണിക്കാറുണ്ട്					
3	തൊഴിലുമായി ബന്ധപ്പെട്ട തീരുമാനങ്ങൾ എടുക്കുമ്പോൾ അധികാരി ഉദ്യോഗസ്ഥരുടെ വ്യക്തിപരമായ ആവശ്യങ്ങൾ അതിൽ നിറവേറപ്പെടുവിക്കാറുണ്ടോ എന്ന് ശ്രദ്ധിക്കാറുണ്ട്					
4	തൊഴിലുമായി ബന്ധപ്പെട്ട തീരുമാനങ്ങൾ എടുക്കുമ്പോൾ അധികാരി ഉദ്യോഗസ്ഥരോട് സത്യസന്ധപരമായി ഇടപെടാറുണ്ട്					
5	തൊഴിലുമായി ബന്ധപ്പെട്ട തീരുമാനങ്ങൾ എടുക്കുമ്പോൾ അധികാരി ഒരു ഉദ്യോഗസ്ഥ/ഉദ്യോഗസ്ഥൻ എന്ന നിലയിൽ ഉള്ള എന്റെ അവകാശങ്ങളെ മാനിക്കാറുണ്ട്					

	പ്രസ്താവനകൾ	എല്ലായ്പ്പോഴും	മിക്കപ്പോഴും	അഭിപ്രായമില്ല	ചിലപ്പോൾ	ഒരിക്കലുമില്ല
6	തൊഴിലുമായി ബന്ധപ്പെട്ട തീരുമാനങ്ങൾ എടുക്കുമ്പോൾ അധികാരി ആ തീരുമാനങ്ങൾ ഉണ്ടാക്കുന്ന പ്രത്യാഘാതങ്ങളെക്കുറിച്ച് ഉദ്യോഗസ്ഥരോട് ചർച്ച ചെയ്യാറുണ്ട്					
7	തൊഴിലുമായി ബന്ധപ്പെട്ട തീരുമാനങ്ങൾ എടുക്കുമ്പോൾ അധികാരി ഉദ്യോഗസ്ഥരോട് വ്യക്തമായി വിശദീകരിച്ചു തരാൻ ശ്രദ്ധിക്കാറുണ്ട്					

**b. Perceived organisational politics scale**

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു,	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	ആർക്കും എതിർക്കാൻ കഴിയാത്ത സ്വാധീനമുള്ള ഒരു ഗ്രൂപ്പ് എപ്പോഴും ഈ സ്ഥാപനത്തിലുണ്ട്.					
2	വ്യവസ്ഥിതിക്കെതിരെ പോരാടുന്നതിനെക്കാൾ നല്ലത് നിശബ്ദനായിരിക്കുന്നതാണ് എന്ന് ചിലപ്പോൾ തോന്നാറുണ്ട്.					
3	മറ്റു പല താല്പര്യങ്ങൾക്ക് പരിഗണനകൾ നൽകുന്നതു കൊണ്ട് ഇവിടുത്തെ സ്ഥാനകയറ്റങ്ങൾക്ക് അത്രകണ്ട് മൂല്യം കല്പിക്കപ്പെടുന്നില്ല.					
4	സ്ഥാപനത്തിലിരിക്കുമ്പോൾ ശക്തരായ മറ്റുള്ളവരോട് ചേർന്നുപോകുന്നതാണ് ഏറ്റവും നല്ല ബദൽ.					
5	ശമ്പളവർദ്ധനവിന്റെയും പ്രൊമോഷൻ തീരുമാനങ്ങളുടെയും കാര്യം വരുമ്പോൾ ഈ സ്ഥാപനത്തിൽ നയങ്ങൾ					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു, അല്ലെങ്കിൽ	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
	അപ്രസക്തമാണ്.					
6	സത്യം പറയുന്നതിനെക്കാൾ അവർ കേൾക്കാൻ ആഗ്രഹിക്കുന്നത് പറയുന്നതാണ് ചില സമയങ്ങളിൽ നല്ലത്.					

c. Implicit voice theories scale

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു, അല്ലെങ്കിൽ	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	മറ്റുള്ളവരുടെ മുമ്പിൽവെച്ച് കുറവുകളോ നിർദ്ദേശങ്ങളോ ചൂണ്ടിക്കാണിക്കുന്നത് എന്റെ അധികാരിയെ മോശപ്പെടുത്തുന്നതുപോലെ കരുതിയേക്കാം.					
2	നിലവിലുള്ള വ്യവസ്ഥിതികളെ വെല്ലുവിളിക്കുന്നത് അപകടകരമാണ്. കാരണം അവ നിർമ്മിക്കുകയോ പിന്താങ്ങുകയോ ചെയ്ത വ്യക്തികളുടെ അറിവിനെ ചോദ്യം ചെയ്യുന്നതു പോലെ ആയിരിക്കും കരുതുക.					
3	കാര്യനിർവ്വഹണരീതികളെക്കുറിച്ച് ചോദ്യം ചെയ്യുന്നത് നന്നല്ല. കാരണം അവ വികസിപ്പിച്ചെടുത്തവർ അത് വ്യക്തിപരമായെടുത്തേക്കാം/കുറപ്പെടുത്തലേന്ന് കരുതിയേക്കാം.					
4	വ്യക്തമായ പരിഹാരങ്ങൾ നിർദ്ദേശിക്കാൻ അറിയില്ലെങ്കിൽ നിങ്ങൾ പ്രശ്നങ്ങളെക്കുറിച്ച് സംസാരിക്കരുത്.					
5	ഇന്നത്തെ ലോകത്ത് അവസരങ്ങൾ ആഗ്രഹിക്കുന്നുവെങ്കിൽ നിങ്ങൾ					



	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു,	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
	അധികാരികളോട് വളരെ ശ്രദ്ധയോട് മാത്രമേ മെച്ചപ്പെടാൻ വേണ്ടിയുള്ള കാര്യങ്ങൾ ചൂണ്ടിക്കാണിക്കാവൂ.					
6	സ്ഥാപനത്തെ മെച്ചപ്പെടുത്താൻ കഴിയുന്ന മാർഗ്ഗങ്ങളെക്കുറിച്ച് സംസാരിക്കുന്നതിനെക്കാൾ, "നിശബ്ദനായി ഒത്തു പോകുമ്പോൾ" തൊഴിൽ ജീവിതത്തിൽ നിങ്ങൾക്ക് കൂടുതൽ ഉയർച്ച ലഭിക്കാനുള്ള സാധ്യത കൂടുതലാണ്.					

d. Psychological safety Scale

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു,	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	ഈ ജോലിയിൽ ഒരിക്കൽ ഞാൻ വീഴ്ച വരുത്തിയാൽ ആ വീഴ്ച എനിക്കെതിരെ എപ്പോഴും ആരോപിക്കപ്പെട്ടേക്കാം.					
2	സാഹസികതയെ സംരക്ഷിക്കുന്നതാണി സ്ഥാപനം.					
3	സ്ഥാപനത്തിലുള്ള മറ്റുള്ളവരോട് സഹായം ചോദിക്കുവാൻ പ്രയാസമാണ്.					
4	ഈ സ്ഥാപനത്തിലെ അംഗങ്ങളോടൊപ്പം ജോലി ചെയ്യുമ്പോൾ എന്തോ കഴിവുകൾ വിലമതിക്കപ്പെടുകയും ഉപയോഗപ്പെടുത്തുകയും ചെയ്യാറുണ്ട്.					
5	പ്രശ്നപരിഹാരത്തിന് എന്റെ അധികാരി പലപ്പോഴും താല്പര്യം കാണിക്കാറില്ല.					
6	ഈ സ്ഥാപനത്തിൽപെട്ട ആരും മനഃപൂർവ്വം					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു, അല്ല	അടിച്ചോടിക്കുന്നു	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
	എന്റെ പരിശ്രമങ്ങളെ താഴ്ന്നതോളം ശ്രദ്ധിക്കാറില്ല.					

**e. Perceived Organisational Support Scale**

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു, അല്ല	അടിച്ചോടിക്കുന്നു	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	എന്റെ ലക്ഷ്യങ്ങളെയും മൂല്യങ്ങളെയും ഗൗരവമായി എന്റെ സ്ഥാപനം പരിഗണിക്കുന്നു.					
2	പ്രശ്നമുണ്ടെങ്കിൽ സ്ഥാപനത്തിൽ നിന്നും സഹായം ലഭ്യമാണ്.					
3	പ്രവർത്തിയിൽ എന്റെ കഴിവിന്റെ പരമാവധി പ്രകടിപ്പിക്കുന്നതിനെ പ്രോത്സാഹിപ്പിക്കുന്നതാണ് ഈ സ്ഥാപനം.					
4	ഉദ്യോഗസ്ഥരുടെ ക്ഷേമത്തിന് ഈ സ്ഥാപനം പ്രാധാന്യം നൽകാറുണ്ട്.					
5	ഉദ്യോഗസ്ഥരുടെ ജോലി സംതൃപ്തിക്ക് ഈ സ്ഥാപനം മുൻതൂക്കം കൊടുക്കാറുണ്ട്.					
6	തൊഴിൽ സ്ഥലത്തെ എന്റെ പ്രവർത്തന മികവിൽ സ്ഥാപനം അഭിമാനം കൊള്ളാറുണ്ട്.					
7	എന്നിൽ ഏല്പിക്കപ്പെട്ടതിലും അധികമായി ഞാൻ പ്രകടിപ്പിക്കുന്ന പ്രവർത്തനക്ഷമതയിൽ സ്ഥാപനം എന്നെ അഭിനന്ദിക്കാറില്ല.					
8	എന്റെ പരാതികൾ സ്ഥാപനം തള്ളിക്കളയാറുണ്ട്.					
9	ഞാൻ പരമാവധി പ്രവർത്തിച്ചാലും സ്ഥാപനം അതൊന്നും ശ്രദ്ധിക്കാറില്ല.					

f. Self Confidence Scale

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു,	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	എനിക്ക് എനിക്ക് പൂർണ്ണവിശ്വാസമുണ്ട്.					
2	ആൾക്കൂട്ടത്തിനിടയിൽ സംസാരിക്കുവാൻ എനിക്ക് യാതൊരു മടിയുമില്ല.					
3	മറ്റാരുടെയും നിർബന്ധത്തിന് വഴങ്ങി ഞാൻ എന്റെ തീരുമാനം മാറ്റാറില്ല.					
4	എനിക്ക് വ്യക്തമാകാത്ത കാര്യങ്ങളെക്കുറിച്ച് ഞാൻ വിശദീകരണം ആവശ്യപ്പെടാറുണ്ട്.					
5	വാഗ്ദാനങ്ങളിൽ പങ്കെടുക്കുവാൻ എനിക്ക് ഇഷ്ടമാണ്.					
6	സാമൂഹിക കാര്യങ്ങളിൽ ഞാൻ വ്യക്തമായ അഭിപ്രായങ്ങൾ പ്രകടിപ്പിക്കാറുണ്ട്.					
7	ഞാൻ പ്രലോഭനങ്ങളിൽ അകപ്പെടാറില്ല.					

g. Assertiveness scale

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു,	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
1	ഒരു കാര്യം മറുതു പറയുവാൻ എനിക്ക് ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്.					
2	എന്റെ അഭിപ്രായം ഞാൻ തുറന്നു പ്രകടിപ്പിക്കാറില്ല.					
3	വിവേകശൂന്യമായി പോകുമെന്ന ഭയത്താൽ ഞാൻ ചോദ്യങ്ങൾ ചോദിക്കുന്നത് ഒഴിവാക്കാറുണ്ട്.					
4	ന്യായമാണ് എന്നു തോന്നുന്ന കാര്യങ്ങൾ എവിടെയും തുറന്നു പറയുവാൻ ഞാൻ					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു, അല്ലെങ്കിൽ	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
	മുൻകൈ എടുത്തു സംസാരിക്കാറില്ല.					
5	ഗ്രൂപ്പ് ചർച്ചകളിൽ ഞാൻ മുൻകൈയെടുത്തു സംസാരിക്കാറില്ല.					
6	അന്യരുടെ മുഖത്ത് നോക്കി കാര്യങ്ങൾ പറയാൻ കഴിയാറില്ല.					
7	എന്ത് ചെയ്യണമെങ്കിലും ഞാൻ മറ്റുള്ളവരെ ആശ്രയിക്കാറുണ്ട്.					
8	ചർച്ചകളിൽ പരാജയപ്പെടുമോ എന്ന് ഞാൻ ആശങ്കപ്പെടാറുണ്ട്.					

## Department of Psychology

University of Calicut

### JOB BEHAVIOUR INDEX

#### Instructions :

Read the statements given below carefully and indicate your response under each response category by putting a tick mark (✓). There is no right or wrong answer. Information collected will be kept confidential and used for research purposes only. Expecting your sincere cooperation.

#### a. Interactive justice scale

	Statements	Always	Very Often	Undecided	Sometimes	Never
1	When decisions are made about my job, my manager treats me with kindness and consideration.					
2	When decisions are made about my job, my manager treats me with respect and dignity.					
3	When decisions are made about my job, my manager is sensitive to my personal needs.					
4	When decisions are made about my job, my manager deals with me in a truthful manner.					
5	When decisions are made about my job, my manager concern for my right as an employee.					
6	Concerning decisions made about my job, my manager discuss the implications of the decision with me.					
7	My manager explains very clearly any decision made about my job.					

#### b. Perceived organisational politics scale

	statements	Strongly agree	Agree	undecided	Disagree	Strongly Disagree
1	There has always been an influential group in this department.					

	<b>statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
2	Sometimes it is easier to remain quiet than to fight against the system.					
3	Promotions around here are not valued much because how they are determined is so political.					
4	Agreeing with powerful others is the best alternative in this organisation.					
5	When it comes to pay use and promotion decisions, policies are relevant.					
6	Telling others what they wants to hear is sometimes better that telling the truth.					

**c. Implicit voice theories scale**

	<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	When you speak up about problems or areas for improvement to your boss in front of people who are even higher in the organization, you make your boss look bad.					
2	It is risky to challenge existing processes because it may be seen as questioning the wisdom of the individuals who established or support them.					
3	It is not good to question the way things are done because those who have developed the routines likely to take it personality.					
4	Unless you have clear solutions, you shouldn't speak about problems.					
5	If you want advancement opportunities in todays would, you have to be careful about pointing out needs for improvement to those in charge.					
6	You are more likely to be rewarded in organisational life by "going along quietly" than by speaking up about ways the organisation can improve..					

**d. Psychological safety Scale**

	<b>Statements</b>	<b>Strongly agree</b>	<b>agree</b>	<b>undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	If I make a mistake on this job, it is often held against me.					
2	It is safe to take risk on this team.					
3	It is difficult to ask other members of this team for help.					
4	Working with members of this team, my unique skills and talents are valued and utilized.					
5	Often when I raise a problem with my manager, he/she doesn't seem very interested in helping me find a solution.					
6	No one on this team would deliberately act in a way that undermines my efforts.					

**e. Perceived Organisational Support Scale**

	<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>undecided</b>	<b>Strongly disagree</b>	<b>Disagree</b>
1	The organisation strongly considers my goals and values.					
2	Help is available from the organisation when I have a problem.					
3	The organisation is willing to extend itself in order to help me perform my job to the best of my ability.					
4	The organisation really cares about my well being.					
5	The organisation really cares about my general satisfaction at work.					
6	My organisation takes pride in my accomplishments at work.					
7	My organisation fails to appreciate any extra effort from me.					
8	My organisation would ignore any complaints from me.					
9	Even if I did the best job possible, the organisation would fail to notice it.					

**f. Self Confidence Scale**

	<b>Statements</b>	<b>Strongly agree</b>	<b>agree</b>	<b>undecided</b>	<b>Strongly disagree</b>	<b>Disagree</b>
1	I have full confidence in myself.					
2	I have no hesitation to speak in the midst of the crowd.					
3	I do not change my decision by compulsion of anyone else.					
4	I ask an explanation of things that are not clear to me.					
5	I take to participate in the fight.					
6	I express clear opinion on social issues.					
7	I do not fall into temptation.					

**g. Assertiveness scale**

	<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>undecided</b>	<b>Strongly disagree</b>	<b>Disagree</b>
1	I never retort.					
2	I never express my opinions freely.					
3	I do not ask questions out of fear of embarrassment.					
4	I do not take initiation in speaking for the right / just.					
5	I do not take initiation in speaking in group discussions.					
6	I am not able to speak openly with people.					
7	I always rely support to get things done..					
8	I am anxious of failure during group discussions.					



## Appendix-F

### Department of Psychology University of Calicut

#### Utrecht Work Engagement Scale

**Instructions:**

The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you felt it by writing the number (from 1 to 6) that best describes how frequently you feel that way. You can refer the key below for responding. Your answers will kept confidential and use only for research purposes.

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ ജോലിയുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഇതിൽ തെറ്റോ ശരിയോ ഇല്ല. ഓരോ പ്രസ്താവനയും വായിച്ച് താഴെ കൊടുത്തിരിക്കുന്ന സൂചിക അനുസരിച്ച് നിങ്ങളുടെ പ്രതികരണം രേഖപ്പെടുത്തുക. തരുന്ന വിവരങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ.

- |                                  |  |
|----------------------------------|--|
| ഒരിക്കലുമില്ല എങ്കിൽ '0' എന്നും  | 0= Never                                     |
| അപൂർവ്വമായി എങ്കിൽ '1' എന്നും    | 1= Almost Never (a few times a year or less) |
| വീരളമായി എങ്കിൽ '2' എന്നും       | 2= Rarely (Once a month or less)             |
| ചിലപ്പോൾ എങ്കിൽ '3' എന്നും       | 3= Some times (A few times a month)          |
| വല്ലപ്പോഴും എങ്കിൽ '4' എന്നും    | 4= Often (One a week)                        |
| മിക്കപ്പോഴും എങ്കിൽ '5' എന്നും   | 5= Very often (A few times a week)           |
| എല്ലായ്പ്പോഴും എങ്കിൽ '6' എന്നും | 6= Always (Every day)                        |

No	Statements	Rating
1	At my work, I feel bursting with energy. ജോലി ചെയ്യുമ്പോൾ എനിക്ക് ഒരു ഊർജ്ജപ്രവാഹമുണ്ടാകുന്നതായി എനിക്ക് തോന്നുന്നു.	
2	I find the work that I do full of meaning and purpose. എന്റെ ജോലിക്ക് കൃത്യമായ അർത്ഥവും ലക്ഷ്യവും ഉള്ളതായി ഞാൻ കരുതുന്നു.	
3	Time flies when I am working. ജോലി ചെയ്യുമ്പോൾ സമയം പോവുന്നത് ഞാൻ അറിയാറില്ല.	
4	At my job, I feel strong and vigorous. ജോലിയിലേർപ്പെടുമ്പോൾ ഊർജ്ജസ്വലതയും കരുത്തും ഞാൻ അനുഭവിക്കുന്നു.	
5	I am enthusiastic about my job. എന്റെ തൊഴിലിനോട് എനിക്ക് ആഴത്തിലുള്ള താല്പര്യമുണ്ട്.	
6	When I am working, I forget everything else around me. ജോലി ചെയ്യുമ്പോൾ എനിക്ക് ചുറ്റുമുള്ള സകലകാര്യങ്ങളും ഞാൻ മറന്നുപോവാറുണ്ട്.	

7	My job inspires me. എന്റെ ജോലി എനിക്ക് പ്രചോദനം നൽകുന്നുണ്ട്.	
8	When I get up in the morning, I feel like going to work. രാവിലെ എഴുന്നേൽക്കുമ്പോൾ തന്നെ ജോലി ചെയ്യുവാനുള്ള ഉത്സാഹം എനിക്കുണ്ടാവാറുണ്ട്.	
9	I feel happy when I am working intensely. തുടർച്ചയായ് ജോലി ചെയ്താൽ പോലും അവ എനിക്ക് സന്തോഷമാണ് നൽകുന്നത്.	
10	I am proud of the work that I do. ഞാൻ ചെയ്യുന്ന ജോലിയെത്തുറിച്ചോർക്കുമ്പോൾ എനിക്ക് അഭിമാനം തോന്നാറുണ്ട്.	
11	I am immersed in my work. ഞാൻ എന്റെ ജോലിയിൽ ആഴത്തിൽ മുഴുകാറുണ്ട്.	
12	I can continue working for very long periods at a time. ഏറെ നേരം തുടർച്ചയായ് ജോലി ചെയ്യുവാൻ എനിക്ക് കഴിയും.	
13	To me, my job is challenging. എന്റെ ജോലി വെല്ലുവിളികൾ നിറഞ്ഞതാണെന്ന് എനിക്കറിയാം.	
14	I get carried away when I am working. എന്റെ ജോലിയോടൊപ്പം ഞാൻ സഞ്ചരിക്കാറുണ്ട്.	
15	At my job, I am very resilient, mentally. ജോലി സമയത്ത് പ്രശ്നങ്ങൾ ഉണ്ടാവുമ്പോൾ മാനസികമായ് പൂർവ്വസ്ഥിതി പ്രാപിക്കുവാനുള്ള കഴിവ് എനിക്കുണ്ട്.	
16	It is difficult to detach myself from my job. എന്റെ ജോലിയിൽ നിന്നും എന്നെ മാത്രം വേർതിരിച്ചെടുക്കുക എന്നത് പ്രയാസകരമായ കാര്യമാണ്.	
17	At my work, I always persevere, even when things do not go well. പൂർണ്ണമായും ചെയ്തുതീർക്കാനാകാത്ത ജോലികൾ ചെയ്തു തീർക്കുവാൻ പോലും ഞാൻ നന്നായി പരിശ്രമിക്കാറുണ്ട്.	

**Appendix-G**  
**Department of Psychology**  
**University of Calicut**

**PERSONAL DATA SHEET**

1. Age :
2. Sex :
3. Religion :
4. Educational Qualification :
5. Years of service :
6. Married / Unmarried / Divorced :
7. Type of college: Govt. / Aided / Self-financing :
8. Type of Job: Guest/ Permanent :