Investigating the Relationship Between Self-Efficacy and Creativity with Organizational Silence of Elementary School Teachers

Amineh Mohebiamin[1], Mahdi Rabiei[2], Amir Hossein Kayzouri[3] , Seyed Ahmad Mohammadi Hoseini∗[4]

Abstract
Self-efficacy beliefs can be effective in teaching method and more creative managing classroom. Teacher self-efficacy and creativity are factors that can affect their organizational Silence.Because teacher silence is closely related to innovation and creativity, the quality of decision-making, effectiveness, and teacher' morale;Thereforeidentifying the factors that cause it is very important.The aim of this study is applied research;and in terms of research method, it is a description of the type of correlation. The statistical population of this study is all primary school teachers in Joghatay city in Iran, whose numbers are equal to 360 people in the 2018-2019 educational year. 186 people were considered as the research by cluster random sampling method. The tools used in this study include the Scannan, Moran, and Wolfonk Self-Efficacy Questionnaire the Cronbach's alpha coefficientwas 0/85.The Randsip Creativity Questionnaire(2002) was also used to measure creativity the Cronbach's alpha coefficientwas 0/86.The Organizational Silence Questionnaire of Vacula and Borado (2005) also usedthe Cronbach's alpha coefficientwas0/93.Findings showed is asignificant relationship between self-efficacy with organizational silence and teachers' creativity.Self-efficacy has a positive and direct effect on organizational silence. In addition, silence also had a positive and direct effect on organizational creativity. The indirect effect of self-efficacy on creativity was also investigated.self-efficacy due to silence has an indirect and positive effect on teachers' creativity.

1. Assistant Professor, Department of Educational Sciences, Faculty of Letters & Humanities, Hakim Sabzevari University, Sabzevar, Iran.
2. Assistant Professor, Department of Medical Sciences, Faculty of Medical Sciences, Sabzevar University of Medical Sciences, Sabzevar, Iran.
3. Associate Professor, Department of Educational Sciences, Faculty of Letters & Humanities, Hakim Sabzevari University, Sabzevar, Iran.
4. Assistant Professor, Department of Educational Sciences, Faculty of Letters & Humanities, Hakim Sabzevari University, Sabzevar, Iran.
 ∗Corresponding Author: Email: sa.mohammadi@hsu.ac.ir

Introduction

Organizations today expect their employees to be creative, to comment, and to be responsible because of fierce competition, customer expectations, and a focus on quality that characterizes a changing world. In Samani behavior, preventing the presentation of employees' opinions and views is called organizational silence. Silence does not only mean not speaking, it also means speaking or writing without credibility and authenticity. In addition, silencing can refer to silence, censorship, deterrence and repression, marginalization, underestimation, deprivation, and other forms of mitigation (Barkhoda & et al, 2021).

Humans are the focus of productivity, and all organizations, with each mission they have, should allocate their most significant investment, time, and agenda to the development of human resources, which itself requires creativity and self-efficacy of them (HadiMehr & Alavi, 2022).

Bandura (1977) has defined self-efficacy as the belief and judgment of individuals about their ability to perform specific tasks. Based on social cognitive theory, people tend to engage in and deal with tasks and activitiesthat make them feel capable and confident and avoid tasks that don'tmake them feel capable and confident (Teymouri-Fard and Fooladchang, 2012).

Self-efficacy reflects individuals' confidence in organizing and executing actions to accomplish a certain behavior when they encounter difficulties. people with a higher level of self-efficacy believe that they have the capability to accomplish tasks successfully and therefore, perceive that their recommendations can be seriously considered by management. We perceive that individuals with high self-efficacy tend to perceive the successful completion of tasks as an achievement and reward that stimulates their approach behavior. Therefore, people who have high self-efficacy tend to use approach behavior to achieve their goals by sharing their work-related concerns based on

their self-confidence. Thus, even though abusive supervisors mistreat employees and give the perception of unfairness, individuals with a higher level of self-efficacy still share their work-related concerns based on the perception that they can influence the environment and can make a change in the workplace. In contrast, under abusive supervision, individuals with a lower level of self-efficacy might be reluctant to express their suggestions and recommendations based on the belief that they are incapable of making a difference in the organization by practicing ineffectual silence. Hence, we believe that the higher the self-efficacy, the lower ineffectual silence will be under abusive supervision (Dedahanov & et al, 2022). According to the social cognitive theory self-efficacy impacts teacher behaviors through the triadic reciprocal determinism framework, involving personal (e.g., beliefs and expectations), behavioral (e.g., efforts and actions), and environmental factors (e.g., social context). Thus, self-efficacy can influence the actions that teachers choose to take in the face of impediments by shaping their interpretations of challenges (Ninger & et al, 2020).

Bandura believes that people who have little sense of self-efficacy may easily fail. In contrast, people with higher self-efficacy strive to succeed (Epps, 2017). In other words, it can be said that the teacher's self-efficacy as his/her trust in effective organizing and performing specific actions is related to a specific teaching task (Katz & Stupel, 2015). The teacher's self-efficacy beliefs determine the level of his/her teaching in the classroom (Garvis, 2013).Teachers with higher self-efficacy tend to use creative teaching methods in classroom compared to those with low self-efficacy. (Gusky, 1998). Creative self-efficacy has two dimensions: creative thinking and creative performance. Self-efficacy of creative thinking, individual belief in the ability to express creative thinking and self-efficacy of creative performance, individual belief in the ability to

express creative performance (Abbott, 2010).Employees self-efficacy and creativityare factors that can affect their organizational Silence. Pinder and Harlows (2001) defined organizational silence as the refusal of employees to express behavioral, cognitive, and emotional assessments in organizational situations (Pinder &Harlows, 2001).One of the factors that seems to be related to organizational silence is self-efficacy. Self-efficacy refers to a person's belief or judgment about his / her ability to perform tasks and responsibilities. According to Bandura, having previous knowledge, skills and achievements is not a good predictor for people's future performance, but human belief about his/her ability to perform them affects how they perform. In fact, self-efficacy emphasizes a sense of competence in controlling one's environment. Belief in self-efficacy affects many aspects of life, including goal selection, decision-making, the amount of effort, continuity level, sustainability, and coping with challenging issues (Bandura, 2012).Organizational silence will be an obstacle for the organization to achieve its goals, because the knowledge and expression of employees' ideas is very important for survival in the field of competition and the development of creativity. (Fleuren& et al, 2004).Researches have shown that creative employees consider themselves responsible for the issues and affairs of their organization and do not remain silent due to negligence or fear of management, and the prevailing conditions are such that employees can present their ideas, opinions and requests and not be afraid of the consequences (Abdollahzadeh, 2017). Silence of employees destroys innovation and also reduces job and organization satisfaction. Defective products are produced and reduce the level of efficiency. When there are many financial failures in the organization, managers are quickly inclined to organize these failures and are unaware of the fact that the cause of the financial failure of the organization may be due to the same indifference and silence of employees

(Abdollahzadeh, 2017). Sometimes silence is caused by a person's feeling of inability and inefficiency in the face of change, and sometimes it is due to fear and the presence of conservative behaviors as well as the existence of altruistic behaviors (Tulubas & Celep, 2012). Employees with high self-efficacy are not silent about their organization's problems.By providing their evaluations of organizational conditions to the relevant people, these employees are able to improve their conditions, opinions and ideas(Sabet & et al, 2017).Organizational silence reduces the effectiveness of organizational decisions and change processes by limiting employee comments.This behavioral phenomenon can be effective in preventing organizational change and development by creating stress, pessimism, dissatisfaction and retreat in employees, and by preventing negative feedback. Therefore, the organization loses the ability to investigate and correct errors (ZareiMatin&et al, 2011).

Because employees silence is closely related to innovation and creativity, the quality of decision-making, effectiveness, and employees' morale; Therefore, identifying the factors that cause it is very important. The importance of this issue has led to several studies on identifying the factors affecting organizational silence and providing different models for it.The importance of this issue has led to several studies on identifying the factors affecting organizational silence and providing different models for it.However, many organizations are still struggling with the consequences of organizational silence, while they may even be unaware of the factors that spread it in their organization (Rastegar & Akbari Nouri, 2016).People react to silence according to their personality traits.Personality types who are open-minded and welcome new experiences are imaginative and flexible-minded people who have a high capacity for ambiguity and experience that makes it easier for them to tolerate mental conditions. (Zabrdast & Nadrian Jahromi, 2015). Organizational silence is

associated with limiting the effectiveness of organizational decisions and change processes. In such a situation, the quality of decision making and make a change decrease. organizational silence also prevents effective organizational change and development by preventing negative feedback. Therefore, the organization is not able to investigate and correct errors. This is done by preventing the presentation of different alternatives, negative feedback or correct data. there are two common beliefs that it is not worth commenting on the organization's issues, and in another case, employees may think they will be retaliated. Four categories of managerial factors, organizational factors, individual factors and social factors are effective in organizational silence. In Managerial factors can be referred to manager leadership style, fear of negative feedback from the manager, and conditions of mistrust in the organization, and in organizational factors, we can also mention the role of job stagnation, lack of feedback mechanism, policy and organization structure.Also, in individual factors, we can mention maintaining the current situation and distrust and pessimism about the manager. One of the social factors affecting organizational silence is adaptation and group thinking (Nave

Ebrahim &Yousefi, 2016).When employees are silent and silently put the organization in an aura of silence and ambiguity, the organization's move toward creativity and competition with competing organizations and companies loses its meaning.Organizational silence also makes it difficult for organizational management programs to change and innovate, leading to the failure of organizational management programs. Creativity and innovation is something that is constantly felt in the organization; Therefore, it should be embeddedness and become a part of the work and culture of the organization (Ahamdi&Sterg, 2009). Silence may cause individuals to pay a high psychological price, such as abasement, anger, grudge, and resentment. It may break down interpersonal interaction, kill creativity, and, thus, decrease productivity. Research has shown that keeping silent does not make it right or make people more productive.It only suppresses differences beneath the surface and strongly triggers destructive power (Girgin, & Gümüşeli, 2021).

The aim of this study was to investigate the relationship between teacher self-efficacy and his / her creativity with organizational silence. In this study, we intend to show that self-efficacy and creativity affect organizational silence.
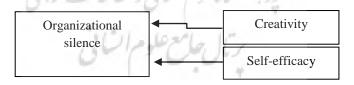

Figure 1- Conceptual model of research

Research Background:

Pinder and Harlows (2011) investigated the relationship between organizational silence and creativity in employees of the municipal organization using a questionnaire. Their results showed that the silence of the employees and the refusal of any honest and sincere expression about the behavioral, cognitive and effectiveness evaluations of their organizational conditions are attributed to people who are thought to be

capable of making creative changes or compensating for losses.Yildiz (2013), in an interview method study with ten employees who were working in the marketing department of the automobile industry, acknowledged that employees have experienced organizational silence and the reasons for that are: the perception of the manager's inability to do the work, the perception that the answer they do not get positive, the idea that others may be hurt and

finally they predicted a negative relationship between self-efficacy and organizational silence. Shain, Chen and Ho (2015), in their research entitled the effects of ethical leadership, employee voice and organizational climate on employee innovation and creativity, showed that ethical leadership increases the individual creativity of employees by mediating employee voice behavior.Erkan and Orgunen (2015), in their research entitled the role of self-efficacy perception in organizational silence, showed that there is an inverse relationship between self-efficacy perception and organizational silence. In their research, they pointed out that one of the important factors in the success of an organization is its employees. In other words, the behavior and performance of employees and their belief in their abilities play an important role in the success of that organization.In a research by Yahchen and Hsing Hu (2016), which examined "the effects of ethical leadership, employee voice behavior, and organizational climate on employee innovation and creativity"; The findings showed that there is a positive relationship between ethical leadership style and Ava's behavior; The voice behavior of employees has a significant relationship with individual creativity; Ethical leadership increases individual creativity of employees by mediating employee voice behavior; And this connection is greater when employees work in an innovative atmosphere.Fathi Elahi (2019), in a research entitled the reasons for the effect of organizational silence on the self-efficacy of health center employees in Jordan, showed that organizational silence has an effect on the self-efficacy of health sector employees, so he advises managers to take organizational silence seriously and try to make employees They should become interested in their work and express their ideas and opinions, because expressing ideas and opinions is not only useful for the organization, but also leads the organization in the direction of progress. It also increases the self-efficacy of employees.

Research Methodology:

The aim of this study is applied research; and in terms of research method, it is a description of the type of correlation. The statistical population of this study is all primary school teachers in Joghatay city, whose numbers are equal to 360 people in the 2018-2019 educational year. Among this community, using Morgan's table and based on the number of people in the community, 186 people were considered as the research sample, which were selected by cluster random sampling method.

Measurement tool: To measure the research variables, three questionnaires were used, which are as follows:

-Self-efficacy Questionnaire :

Scannan, Moran, and Wolfonk Self-Efficacy Questionnaire (2001), which included 24 Questionnaire items and 3 subscales of inclusive engagement (7 questions), educational strategies (9 questions), and classroom management (8 questions)that is used to measure teacher self-efficacy.Scoring of the questionnaire is in the form of a 5-point Likert scale, which is considered for items of "very low", "low", "somewhat", "high" and "very high" with scores of 0, 1, 2, 3 and 4, respectively. The sum of the scores of the Questionnaire items indicates the overall efficiency score, and a higher score indicates higher self-efficacy. The structural validity of this scale, by Schchanen Moran and Wolfwalk (2001), by factor analysis, has given a suitable factor structure consisting of the three mentioned factors. The researchers determined the reliability of the scale by the internal consistency method and reported Cronbach's alpha values for the whole scale and subscales, respectively, 0.83, 75, 0.84 and 0.69. Hossein Chari, Samawi, and Mohammadi (2010) used the Cronbach's alpha method to measure the reliability of the whole scale to measure the reliability of the scale, which indicated the acceptable internal consistency of the questionnaire. The reliability of each subtest is also calculated to be approximately 0.85 using Cronbach's alpha method in proportion to the

extracted factors of this scale. Its validity was also judged by several experts, and its face validity was reported at an appropriate level. In Ghanbari and Hemmati's research (2015), the validity of the self-efficacy questionnaire was also determined based on the content validity method and using the opinion of experts and to measure the reliability of the questionnaire using Cronbach's alpha method, 0.91 was calculated.

-Randsip Creativity Questionnaire:

The Randsip Creativity Questionnaire (2002) was also used to measure creativity, which included 30 questions in the Likert range (from strongly agree = 1 to completely disagree = 5). A score of 30 to 60 indicates low creativity of employees, a score of 60 to 90 indicates moderate to low creativity, a score of 90 to 120 indicates moderate to high creativity, and a score of 120 to 150 indicates high creativity of employees. It has been used in various creative studies and its validity has been confirmed many times by researchers (in the form of correlation of the score of each question with the total score of the questionnaire). The reliability coefficient of Randsip Creativity Questionnaire (2002), in Mashaykh research (2012) entitled the relationship between Islamic work ethic and creativity of Kazerun city administrations employees has been reported as 0.73 and face validity has been used to determine validity. Haji Mohammadi and Soleimani (2014) also reported a reliability coefficient of 0.86.

-Organizational Silence Questionnaire :

The 13- questionnaire items of standard questionnaire of Vacula and Borado (2005) used to measure organizational silence. The questions are arranged in a range of five Likert options (I totally agree, I agree somewhat, I have no opinion, I disagree, I completely disagree), which are given a score of 1, 2, 3, 4, 5,

respectively. Abdollahzadeh (2017) used three types of face, content and structure narrative to measure the validity of the questionnaire and also used the opinions of experts and supervisors as well as experts and professors in the field of management to determine the questionnaire questions to accurately measure the variables of this research. He also used Cronbach's alpha method to determine the reliability of the questionnaire, which was 0.75. Dasti (2013) also reported a alpha coefficient of 0.93 in his research.

Results

The main hypothesis of the research showed:

There is a significant relationship between self-efficacy and creativity and organizational silence of elementary school teachers.

Table (1) shows the demographic characteristics of the statistical sample of the present study. As can be seen in this table, the number of male and female teachers in the city of Joghtay is the same. 39.8% of the total staff of the community are between 41-50 years old, which can be due to the culture that governs the current research community that school activities are entrusted to the middle-aged. Also, according to the table below, 69.4% of respondents have a bachelor's degree. If we consider the knowledge, awareness and experience of the respondents as an effective factor in improving the relationship between research variables; The present study is in a good condition in this respect; Because the better the level of understanding of the respondents than the research questions, the more reliable the research results will be. Also, in terms of work experience, most persons have a history of more than 20 years, which also originates from the middle age of the present research community.

Table 1- Demographic Characteristics of The Statistical Sample

Feature under Review	Number	Options	Percentage
Gender	93 93	Male Female	0/50 0/50
Age	64 41 74 7	30 years and Under 31-40 Years 41-50 Years Over 50 years	34/4 22/0 39/8 3/8
Academic Degree	4 21 129 32	Diploma Associate Bachelor's Master's	2/2 11/3 69/4 17/2
Work Experience	43 30 40 73	Under 5 Years 5-10 Years 11-20 Years Over 20 Years	23/1 16/1 21/5 39/2

Table 2 - KMO And Bartlett Test For Questions Of Research Variables

Measurement of Sample Adequacy	0/745
Bartlett Test	6411/260
Df	2211
sig	0/0001

The results of the test of appropriateness of the number of samples for factor analysis (kmo) have been calculated for all three groups of questions. The KMO value for the questions of all research variables was 0.745, which is almost a good value.

Test the normality of research variables

Before entering the test phase of hypotheses, it is necessary to know the status of the normality of the data in order to use the tests based on their normality or not. The Kolmogorov-Smirnov test can be used for this purpose. In this study, the data related to the Kolmogorov-Smirnov test (Table 3) show that the participants' answers to the three questionnaires of self-efficacy, creativity and organizational silence do not have the characteristics of normal distribution, so parametric tests cannot be used. For this purpose, non-parametric tests and in particular the sign test of a sample should be used.

Table 3. Kolmogorov-Smirnov Test

Variable	Z	Sig
Self-efficacy	0/106	0/000
Creativity	0/078	0/008
Organizational silence	0/101	0/000

If the significance level of the variables is less than the level (0.05), it can be said that the data do not have a normal distribution, so as can be seen in Table 3, all variables have a significance level less than (0.05). Therefore, according to the obtained results, one-sample sign test and Spearman correlation test should be used to examine the status of research variables and the relationships between them.

Status of research variables

To examine the status of each of the research variables, the statistical hypothesis test of one-sample sign (symbol) has been used. This test is the non-parametric equivalent of a one-sample t-test. Null-hypothesis in all research variables according to the 5 Likert spectrum is as follows:
Hypothesis test: $\mu = 3$ (Null-hypothesis)
$\mu \neq 3$ (Alternative-hypothesis)

Table 4. The Result of One-sample Sign Test for research variables

Variable Status	Z	Significant Number	Mean	Variable Name
Unsuitable	-4/572	0.001	2/84	Self-efficacy
Suitable	-10/257	0.001	3/59	Organizational Silence
Suitable	-11/193	0.001	3/38	Creativity

Correlation of Research Variables

Correlation analysis is to determine the type and degree of relationship of one quantitative variable with another quantitative variable. In the present study, Spearman correlation coefficient has been used. Table 4 shows that the correlation between self-efficacy and organizational silence is 0.340, self-efficacy with creativity is 0.535, and the correlation coefficient between silence and creativity is 0.211 and is significant at the level of 0.01. Therefore, the null hypothesis is rejected at the level of 0.01 and with 99% probability we can say that there is a significant relationship between self-efficacy with organizational silence and teachers' creativity.

Table 5. Correlation Matrix Between Research Variables

Correlation Coefficient	Self-efficacy	Organizational Silence	Creativity
Self-efficacy	1		
Significant	0/000		
Number	186		
Organizational Silence	**0/340	1	
Significant			
Number	0/000		
	186		
Creativity	**0/535	**0/211	1
Significant	0/000	0/004	
Number	186	186	186

Given that this type of correlation only shows the presence or absence of correlation between the two variables and the mediating variable (organizational silence) cannot be entered in this regard, path analysis is more necessary.

Test of Research Hypotheses

Maximum likelihood estimates (MLE) with skewness adjustment were used. First, the fit indices of the model were examined. Findings show that some indicators indicate appropriate fit and some indicators indicate the average fit of the model (Table 6). In the structural part, the findings showed that self-efficacy has a positive and direct effect on creativity $(\gamma_{11} = 0/57, p < 0/05)$. In this way, the first hypothesis is confirmed. Self-efficacy has a

positive and direct effect on organizational silence $(\gamma_{12} = 0/43, p < 0/01)$. Hence, the second hypothesis is also confirmed. In addition, silence also had a positive and direct effect on organizational creativity $(\beta_{12} = 0/30, p < 0/05)$, during which the third hypothesis of the research was confirmed. The indirect effect of self-efficacy on creativity was also investigated. Findings showed that self-efficacy due to silence has an indirect and positive effect on teachers' creativity (IE ECY-SI-CVI = 0/129, P <0/05). However, the fourth hypothesis of the study, namely the mediation of silence, was confirmed. Figure 1 shows the path analysis model in standard mode.
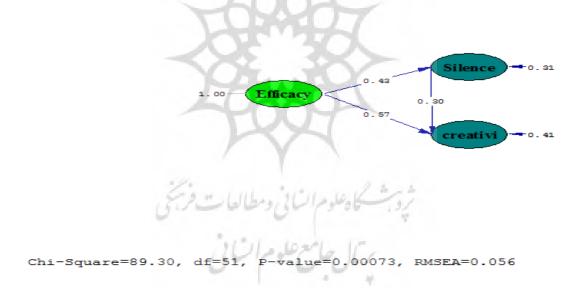

Chi-Square=89.30, df=51, P-value=0.00073, RMSEA=0.056

Figure 1) Structural Equation Model In Standard Mode

Table 6. Structural Equation Model Fit Indices

Row	Model Fit Criteria	Index	Value Obtained	Permissible Amount 0r Desired Limit	Fit result
1	Relative Chi-square	X^2/DF	1/750	3<	Acceptable
2	Root Mean Square (Error) of Approximation	RMSEA	0/056	0/1<	Good
3	Normalized Fit Index	NFI	0/93	0/90>	Good
4	Soft Fit Index	NNFI	0/94	0/95>	Good
5	Comparative Fit Index	CFI	0/95	0/90>	Good
6	Goodness of Fit Index	GFI	0/92	0/90>	Good
7	Adjusted Goodness of Fit Index	AGFI	0/91	0/90>	Average

Discussion and conclusion:

The main hypothesis: The main hypothesis of the research There is a significant relationship between self-efficacy and creativity and organizational silence of elementary school teachers in Joghtai city. The results of the present study showed thatThere is a significant relationship between self-efficacy and creativity variables with organizational silence.

The first sub-hypothesis: There is a significant negative relationship between self-efficacy and its components and organizational silence among elementary school teachers in Joghtai city.The results of the present study showed that There is a significant relationship between self-efficacy and its components with organizational silence.

The second sub-hypothesis:

There is a significant negative relationship between creativity and organizational silence among primary school teachers in Joghtai city. The results of the present study showed that There is a significant relationship between creativity and organizational silence. The results of this hypothesis are consistent with the research of other researchers; Among the researches that are in line with the current research hypothesis; The following can be mentioned: Zarei Matin et al. (2011) in a study entitled "Organizational Silence: Concepts, Causes and Consequences" considered breaking the silence of the organization as one of the most effective ways to increase the creative power of employees.Organizational silence has many consequences for the organization. When comment and criticism are silenced, there is a great alarm for the management of the organization. One of the most important risks is the organization's exit from competitive space due to the loss of employees' creativity. (Bozorgnia and Enayati, 2014)

Silence is the killer of innovation and cause low morale, increased depression and other employees health problems. (Penttila, 2003). The results of research by Liang Ji Ow et al. (2018) showed that defensive fear and silence as mediatory are related to authoritarian leadership and employees'creativity. Teachers 'self-efficacy and attention to the inner aspects of teacher effectiveness enhance creativity and strengthen teachers' creative behaviors (Cayirdag, 2017). If a person has a lot of confidence in his/her creative ability but thehis/her work environment does not support innovation, individuals may not engage in innovative behavior. (Karen Bartuch, 2018). Ercan and Unguren (2015), in their study entitled The Role of Perception of Self-Efficacy in Organizational Silence, showed that there is an inverse relationship between the perception of self-efficacy and organizational silence. In their research, they noted that one of the most important factors in the success of an organization is its employees. In other words, the behavior and performance of employees and their belief in their abilities play an important role in the success of that organization.There is a

negative and significant relationship between self-efficacy and organizational silence. So that with increasing efficiency, the level of organizational silence decreases. When people believe in their abilities to succeed, they comment on organizational issues and problems and express their opinions. People with high self-efficacy do not wait for their goals to be challenged to find a solution, but constantly challenge themselves by setting higher goals and pursuing more difficult tasks. Lack of self-confidence, negative doubts, feedback, and repeated failures that have devastating effects on people with no self-efficacy, have little effect on people with self-efficacy, and this increases the organizational silence of people with no self-efficacy and reduces the organizational silence of people with self-efficacy. Therefore, with increasing self-efficacy, the level of organizational silence decreases. (Nikpey & et al, 2017). People with rich sources of efficiency, such as emotional creativity, have a higher sense of self-efficacy, are more successful in most fields, and behave better in difficult emotional interactions (Maddox, 2002).

Kazemi& et al. (2011) also concluded in their research that emotional creativity has a positive and significant relationship with self-efficacy. Ghorbani& et al. (2102) concluded in their study that persons who have the greater efficiency of emotional creativity; They can be even more self-efficacy .Fathi (2019), in a study entitled

"Reasons for the effect of organizational silence on the self-efficacy of health center staff in Jordan" showed that organizational silence affects the self-efficacy of health sector staff, so it advises managers to take organizational silence seriously and try to get employees interested in their work and to express their ideas and opinions, because expressing ideas and opinions is not only us

It is suggested to conduct a research with the same title in another place and compare the results with each other. In future studies, the relationship between these variables should be investigated on other jobs as well.

It is suggested that in future researches, subjects should be selected in such a way that they are homogeneous in different eful for the organization, but also puts the organization on the path to progress; It also increases employees self-efficacy. social, economic, cultural, etc. dimensions so that a better comparison can be made.

Conflict of interest
According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal.

References

Abbott, D. (2010) Constructing a creative self-efficacy inventory: A mixed methods inquiry (Doctoral dissertation), The University of Nebraska, Lincoln, NE. Google Scholar Armstrong's mom, Linda Armstrong Kelly.

Abdullah Zadeh, S. (2017). Investigating the relationship between components of distributive leadership and employee creativity, organizational silence and organizational capability in the education department of Buchan County. Master Thesis, Urmia University.

Ahmad E., & Starg, T. (2009). Investigating the relationship between organizational culture and creativity and organizational effectiveness in middle schools in Marvdasht. Quarterly *Journal of Educational Leadership and administration*. Islamic Azad University, Garmsar Branch, 3(1).

Bandura A. (2012). On the Functional Properties of Perceived Self-Efficacy Revisited. Journal of Management, 38(1), 9–44.

Barkhoda, J., Moradkhah, S., & Naghdi, S. (2021). Investigating the relationship between organizational silence and organizational citizen behavior of primary school teachers in Saghez. stration School of Journal 9(1).

Bozorgnia, H., & Enayati, T. (2014). Relationship between organizational Silence with the performance of the University employees. Ethics in Science & Technology; 9(4): 73-82.

Cayirdag, N. (2017).Creativity fostering teaching: Impact of creative self-efficacy and teacher efficacy. Educational Sciences: Theory & Practice, 17(6): 1959–1975.

Chen A. S.-Y., & Hou, Y.-H. (2016). The effects of ethical leadership, voice behavior and climates for innovation on creativity: A moderated mediation examination. The Leadership Quarterly, 27(1), 1.

Dedahanov, Tohirovich, A., Odiljon Sobirovich, A., Komilugli Fayzullaev, A., & Wei, S. (2022). When Does Abusive Supervision Foster Ineffectual and Defensive Silence? Employee Self-Efficacy and Fear as Contingencies. 14,231.

Epps RA. Elementary Teachers' Self Efficacy for Improving Student Achievement dissertation Minneapolis: Walden University; 2017.

Ercan, A., & Unguren, E. (2015). The Role of Self-Efficacy Perception in Silencing organization: a Study On Accommodation Enterprises in Alanya. Journal of Business Research-Turk, 7(2):115-156.

Ercan A., & Ungüren, E. (2015). The role of self-efficacy perception in silencing organization: a study on accommodation enterprises in alanya. Journal of Business Research-türk, 7(2):115-156.

FathAlheet, A. (2019).The impact of organizational silence causal factors on self-efficacy of health center employees in the Jordanian capital city (Amman). Academy of Strategic Management Journal, 18(3):1-13.

Fleuren M., Wiefferink K., & Paulussen T. (2004). Determinants of innovation within health care organizations: literature review and Delphi study. Int J Qual Health Care, 16(2):107-23.

Garvis S. (2013). Arts Learning in Australian Kindergartens: One Case Study Exploring the Scaffolding of Domain Specific Knowledge. *Journal of Early Childhood Learning*; 19(3): 16-22.

Ghorbani, M., Kazemi, H., Shafaghi, M., & Massah, H. (2012). An Assessment of Relationbetween self- efficacy and Cognitive Emotive. Creativity, *Journal of Guidance & Counselling*. 02: 08-13.

Girgin, S., & Gümüşeli, A. (2021). Vocational high school teachers' perceptions of organizational silence. *Independent journal of management & production*, 12(4).

Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, 31: 627–643.

HadiMehr, N., & Alavi, A. (2022). The Relationship between Job Creativity and Self-

efficacy with Productivity of Health Centers Staff in Isfahan. *Journal of Health.* 13(3):409-417.

Haughey, M., & Murphy, P. (2003). Are rural teachers satisfied with the quality of their work life? Education; 104 (1): 56-66.

Hosseinchari, M., Samawi, A.W., & Mohammadi, M. (2010). Evaluation of psychometric indices of teacher self-efficacy questionnaire, Studies in Learning & Instruction, 2(2):86-106.

in personnel and human resources management. Emerald Group Publishing Limited.PP:331-369.

Karen, B. A. (2018). Confident culture for creativity? creative self-efficacy and innovation behavior moderated by perception of culture: millennials versus generation x ers. a dissertation presented to the faculty of the department of management, kellstadt graduate school of business depaul university in partial fulfillment of the requirements for the degree of doctorate in business administration..

Katz, S., & Stupel, M. (2015). Promoting Creativity and Self-efficacy of Elementary Students through a Collaborative Research Task in Mathematics: A Case Study. *Journal of Curriculum and Teaching*; 4 (1): 68-82.

Kazemi, H., & Shafaqi, M. (2011). Study of the relationship between self-efficacy and cognitive creativity and emotional creativity in students". National Conference on Cognitive Science Findings in Education.

Liang Guo, S., Mayowa, T., Babalola, L. D., Schutter, O. A., & Garba, K. (2018). leadership and employee creativity: The moderating role of psychological capital and the mediating role of fear and defensive silence. *Journal of Business Research* 92,219-23.

Maddux JE. (2002). The power of believing you can. The Oxford Handbook of Positive Psychology.

Naveebrahim, A., & Yousefy, F. (2016). organizational Silence Factors as an obstacle in Corporate Entrepreneurship. *Journal of New*

Approaches in Educational Administration, 7(26): 133-157.

Nikpay, E., Farahbakhsh, S., & Zandkarimi, M. (2017). The role capital psychology in reduce organizational silence teachers KhorAmabad city. *Journal of School Psychology*, 6(1): 130-158.

Ninger, Z., Nguyen, H., Fischer, C., Richardson, D., & Warschauer, M. (2020). High School Teachers' Self-efficacy in Teaching Computer Science. ACM Trans. Compute. Educ. 20(3).

Pinder, C., & Harlots, K P. (2011). Employee silence: Quiescence and acquiescence as responses to perceived injustice. In Research

Pinder Craig, C., & Harlos Karenp, H. (2001). Employee silence: quiescence and acquiescence as responses to perceived injustice. Research in Personnel and Human Resource Management, 20: 331-69.

Rasteghar, A., & Aliakbarinoori, F. (2016). Analyzing the Relationships between Key Factors Influencing Organizational Silence Through Fuzzy Rules. Organizational Behaviour Studies Quarterly, 5(2): 119-144.

Sabet, A., Razeghi, S., & Hashemi, A. (2017). Structural Equation Model of Psychological variables influencing the reduction of organizational silence. Psychological methods and models, 8(28): 1-18.

Shin, A., Chen, Y., & Hou, H. (2015). The effects of ethical leadership, voice behavior and climates for innovation on creativity: A moderated mediation examination. The Leadership Quarterly.

Timurifard, E., & Fooladcheng, M. (2012). The role of metacognition, intelligence and self-efficacy in the academic achievement of first year high school students. Teaching and learning studies, 4(2): 117-136.

Tulubas, T., & Celep, C. (2012) Effect of PerceivedvProceduralaJustice oneFacultyoMemberu'd Silence: The Mediating Role of Trust 230 in

Supervisor. Procedia- Social and Behavioral Sciences, 47, 1221 – 1231.

Yıldız, E. (2013). Enigma of Silence in Organizations: What Happens To Whom and Why?, Beykent *University Journal of Social Sciences*, 6(2): 30-44.

Zarei Matin, H., Taheri, F., & Saya, Gh. (2011). Organizational silence: concepts, antecedents, and consequences. *Iranian journal of management sciences*, 6(21): 77-104.

Zebardast, M. A., & Naderian Jahromi, M. (2016). Prediction of Organizational Silence through Personality Types among Employees of Sport and Youth Office in Province of Kerman. *Journal of Human Resource Management in Sport*. 3(1):45-54.

Introducing the Authors

Author 1 Name: Amineh Mohebi Amin
Email: aminehmohebi@gmail.com.
Is an assistant professor at Hakim Sabzevari University. She received herPh.Ddegree in curriculum planning from Ferdowsi University of Mashhad.The most important areas of his interest are issues related to education, teaching and learning. His works have been published in several prestigious journals, most of which have been conducted through qualitative research. You can contact him through

Author 2 Name: Mehdi Rabiei
Email: rabieim2020@gmail.com
Works at Sabzevar University of Medical Sciences. He received his Ph.D degree in higher education development planning from Mazandaran University. Several researches of his in the field of education and evaluation have been published. You can contact him through.

Author 3 Name: Amir Hossein Kayzouri
Email: akayzouri@gmail.com
Associate Professor, Department of Educational
Sciences, Faculty of Letters & Humanities, Hakim Sabzevari University, Sabzevar, Iran.

Author 4 Name: Seyed Ahmad Mohammadi Hoseini (∗Corresponding Author)
Email: sa.mohammadi@hsu.ac.ir
Is Phd, educational administration of Semnan University, i received my BSc from Sabzevar University, and currently I am Assistant Professor, Department of Educational Sciences, Faculty of Letters & Humanities, Hakim Sabzevari University, Sabzevar, Iran.. My research interests include total quality management and knowledge management and innovation in industry and Uuniversity relationships.