Organizational Silence and Occupational Burnout with Job Performance

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Abstract. This study is aimed to investigate the relationship between organizational silence and occupational burnout with job performance among teachers of Yasouj Organization of Education in 2015. Survey–Descriptive research is as correlation. So among 2100 teachers, 325 teachers were randomly selected as sample size due to Morgan Table. Some questionnaires were distributed and include the Burdas's Organizational Silence , Maslach's Occupational Burnout and Paterson's Job Performance with stability of 0.90, 0.86 and 0.94 respectively on testing idea. Results showed that there is inversely significant relationship between organizational silence and occupational burnout. A direct relationship was observed between occupational burnout and job performance. Totally, the more the organizational silence among teachers, the more the occupational burnout and the less job performance and vice versa.

Keywords: Organizational Silence, Occupational Burnout, Job Performance.

1. Introduction and Literature Review

Man–power is considered as one of the most important investment of each organization. In order to have more development and efficiency, organizations need to correctly use and apply these man–powers which are so critical and vital; also they have to consider their opinions and ideas with creating some ways to relieve the concerns in order to reinforce the creativity and motivation of staff. If staff cannot express their opinions in organizations, it will cause to create a social event called organizational silence (Askari et al., 2015, p. 15). Organizational silence leads to decrease the effectiveness of organizational decisions and alteration process through making staff' observations and it is an issue which the most of organizations complain it. Also this behavioral event influences on organizational evolution and development by avoiding negative feedback. Therefore, organization loses the ability of error correction. So regarding this common problem in organization is so significant (Perlow, 2003, pp. 33-42). Moreover, occupational burnout has been increased on people with technology and science development and increase in work time, population, various pressure, various stresses and etc. in terms of these conditions and the type of job, multiple stresses are developed (Khodabakhshi et al., 2016, pp.845-855). Teachers are known as the most important and effective factor and they are responsible for their job performance and educational advancement of students and meaningful actions in organization. Hence, teachers require motivation for obtaining above job performance and make them work as motivated. Motivation causes to make individual success impact on total effectiveness of school. However, one of the essential factors in reducing job performance and losing man–power is occupational burnout of staff. In addition to adverse physical impact, it causes to multiple adverse mental complication. Being teacher is such a job in which the more occupational burnout is created due to the stressful nature. This resulted in increasing efficiency and productivity. In this way, the identification of these issues and inhibition of this problem lead to increase the productivity level in organization of education and then enhance the society level. In order to identify people faced with the risk in work place and study the mental health condition, it is necessary to determine and study the role of their wellbeing and silence in workplace and the rate of job pressure and stress leading to occupational burnout in order to increase the job performance in considered organization among teachers and remain in an optimum level. For this, in this research, the characteristics of silence and its relationship with job performance and occupational burnout beside the goals of this research are investigated. Morrison and Milliken believe that in many contemporary organizations, staff avoid expressing their opinions and concerns about problems in organizations called "Organization Silence" (Morrison &

Milliken, 2000, pp.706-725). Pinder and Harlos define organizational silence as "staff avoid expressing the effective cognitive and behavioural evolution about organization situation (Pinder & Harlos, 2001, pp.69-331). Todays, it is functionalized in organization and defined as a behavior in which people do not present their ideas, opinions, recommendations and viewpoints or they do not expose others' illegality and immorality leading to cease in improvement of organizational activity and present new service, products and processes. This individual behavior can gradually change into a collective behavior called "Organizational Silence" (Xu et al., 2015,pp. 1-12). Henrikson and Dayton (2006) defined organizational silence as a collective event in which people show less participation in response of problems in organization. Although it is considered organizational silence as lack of idea, information and opinions presentation among staff intentionally; but it could be mentioned that there is a motivation for the staff for silence leading to change the nature. Sometimes, silence could be due to obey a person than each condition or for fear and conservative behavior and also in order to develop an opportunity for others and their opinions.

Dutiful Silence: When the majority of people called a person as a silent person, this silence means that person does not actively communicate (Grant, 2000, pp.435-462). This behavior called "Dutiful Silence" and it is considered as avoiding to express ideas, information or related comments based on obedience and satisfaction to each conditions. So, dutiful silence indicates an avoidance being more reactive than active behavior (Pinder & Harlos, 2001, pp.69-331). Individual behavior characteristics having this silence include less–neglected participation, negligence, inadvertence and inactivity. Pinder and Harlos consider this silence as a factor in contrast of voice which is usually as reactive acceptance of current condition. People with this silence obey the current condition and they are not inclined to try discussing, participating or changing the current condition.

Defensive Silence: This motivates fear into the person to present information. In fact, sometimes, it is possible people avoid to suggest their related ideas, information or opinions to preserve their situation and condition (self–conservative motivation). Defensive silence is a reactive and conscious behavior which is applied to preserve him/her against external threats. But this kind of silence is put in contrast of defensive silence expressing non–reactive status including more awareness from available options and alternatives in decision making and avoiding to present ideas, information and opinions as their strategy in an appropriate time. Defensive silence is as the same as an expression in which people avoid reporting bad news due to make people

embarrassed and develop negative consequence (Avery & Quinones, 2002, pp.6-81).

Friendly–based Silence: It is based on literature of Organizational Citizenship Behavior (OCB) (Korsgaard et al., 1997, pp.77-160).

Job Performance: One of the major variables in organizational behavior is job performance. There are some viewpoints on it. Job performance means a degree that staff conduct their assigned job (Arab Feiz Abadi et al., 2014, p. 10).

Therefore, it can be accepted that job performance is actually an efficiency that is obtained from a person's employment in service and productive organization and it is influenced by these two factors; that is staff' ability in order to do their job duties including service and productive and it is influences by these two factors; that is, staff is able to work in order to the job duties as well as motivation; because if people have necessary abilities and motivations, they will do their duties (Mohammadi et al., 2011, pp.99-121). Performance can be divided as duty performance and ground performance and distinguish them. Duty performance is a part of performance usually existing in describing formal job. Ground performance behaviorally defined to help the effectiveness of organization through the effect on the ground of psychological, social and organizational for work (Arab Feizabadi et al., 2014, p.10).

Occupational Burnout: Occupational burnout qualities are composed of emotional analysis (sense of mental power discharge), personality transformation (negative reaction and emotion free, and accompanied with excessive inattention to service receiver) and reduction in sense of individual success leading to develop negative imagination towards himself, negative attitude towards occupation and lack of relation feeling with clients and significantly influences on individual, organizational and occupational relationship (Ahmadi, 2016, pp.98-107). Occupational burnout is not commonly a mental disorder, but if it practically continues, it will change into a mental disability. The results of job burnout in an organization are the performance reductive quality and higher rate of mortality among patients, work absence and decrease in job satisfaction and organizational commitment, decision for job quit and conflict with colleagues (Halbesleben & Buckley, 2004,pp.859-879). There are different viewpoints about the reasons of occupational burnout. For example, Huey (2007) considered burnout from the interaction of individual, organizational and environmental factors which are necessary to confront burnout (Ahmadi, 2016, pp. 98-107). Sadeqi (2013) in a study on "The relationship between organizational silence with great performance of staff in Tehran University" concluded that the more the organizational silence, the less the job performance.

Mahimani (2013) conducted an investigation as "Study of silence and organizational voice influencing on organizational performance in Eqtessad–Novin Bank of central Tehran Islamic Azad University" and he concluded that the more the organizational silence, the less the performance of Bank staff. Zarei Matin et al. (2011) studied on "Organizational silence, concepts, reasons and consequences" investing the silence and organizational voice and analyzing the different kinds of silence types, organizational voice and explaining the dimensions of silence philosophy. They mention that organizational silence is a common event in organizations and employs deliberately avoid to present information, ideas and opinions and develop a type of silence and organizational voice. Lingard et al. (2013) studied on "Job stress and job demands, control factors a support among the building projects consultants" concluded that the factors related to job compared with individual factors predict occupational burnout and redesigning a job can be a strategy to prevent occupational burnout. Jaramillo et al. (2012) in a study as "The effect of moral atmosphere on work stress, job attitude and job performance" concluded that stress and job attitude are mechanisms by which a good moral atmosphere leads to better job performance. Brinsfield (2009) in a study as "Silence and voice in organizations" concluded that the silence of staff is a communicable, multi–dimension, measurable event and it is related to the other organizational events. According to above, a conceptual model and hypothesis of present research is looking for expression of variables by using inferential statistics as follows:
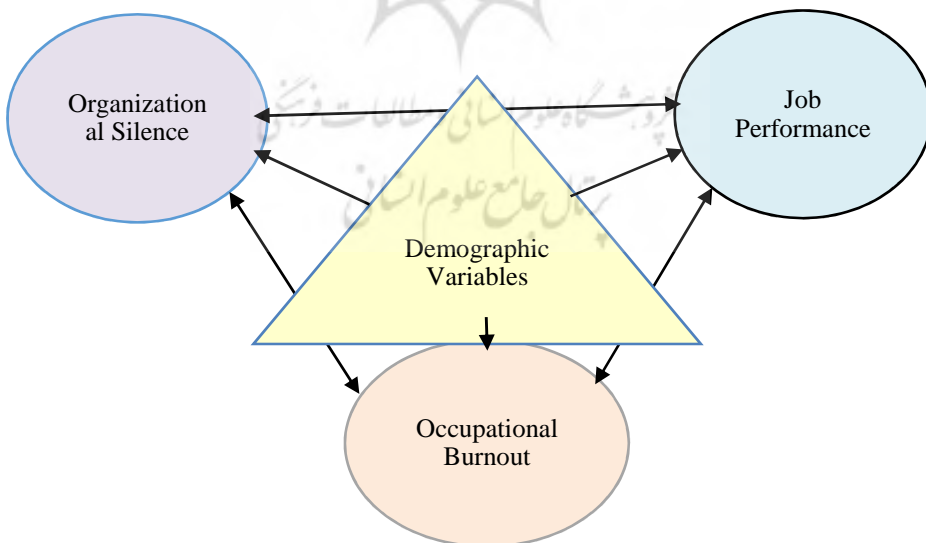

Figure 1. Conceptual Model

There is a significant relationship between organizational silence and job performance among teachers of Yasouj Organization of Education. There is a significant relationship between organizational silence and occupational burnout among teachers of Yasouj Organization of Education. There is a significant relationship between occupational burnout and job performance among teachers of Yasouj Organization of Education.

2. Method

This is a functional and survey–descriptive research in terms of the purpose and date collection and correlation. Statistical population in this research is determined by all teachers of Yasouj Organization of Education including elementary, secondary and high school teachers. Sample size was determined by Morgan Table. Sampling method was randomly selected as multi–level class. In order to collect information from questionnaire of Burdas's Organizational Silence (2003), Maslach's Occupational Burnout (1986) and Paterson's Job Performance (1990) with 23, 22 and 15 questions, respectively. In order to determine validity, it is used content and face validity through experts. For reliability, it is used Cronbach's alpha coefficient. Cronbach's alpha coefficient is determined for questionnaire of Burdas's Organizational Silence (2003), Maslach's Occupational Burnout (1986) and Paterson's Job Performance (1990) with reliability of 0.90, 0.86 and 0.94, respectively. For analysis of data, it is used SPSS and Descriptive Statisticsand Inferential Statistics (correlation coefficient, correlation matrix, independent T–test, one–side variance analysis and Cronbach's alpha coefficient).

3. Findings

Table (1) show piecemeal regression analysis to predict job performance .

Table 1: Piecemeal Regression Analysis to predict job performance

Variance	Total Squares	df	Squares Average	F – Ratio	Sig.	Correlation Coefficient (Organized Silence)
Regression	12799.332	1	12799.332			
Rest	24913.519	294	84.740	151.043	0.001	- 0.583
Total	37712.851	295				

As it can be observed in the table, variance analysis, regression analysis credibility is significantly verified to predict job performance among teachers (F=151.043, P<0.001). Also in piecemeal analysis of regression during final

phase, it was added organizational silence to predict the job performance of teachers into regression equation which organizational silence can negatively and significantly for job performance of teachers with standard coefficient β=-0.583.Table 2 show Piecemeal Regression Analysis to predict Occupational Burnout.

Table 2: Piecemeal Regression Analysis to predict Occupational Burnout

Variance	Total Squares	df	Squares Average	F – Ratio	Sig.	Correlation Coefficient (Organized Silence)
Regression	13868.861	1	13868.861			
Rest	140276.745	280	500.988	27.683	0.001	0.3
Total	154145.606	281				

As table 2 shows, variance analysis significantly verifies the credibility of regression analysis in predicting occupational burnout of teachers (F=27.683, P<0.001). Also in piecemeal regression analysis during final phase, organizational silence was added to predict occupational burnout of teachers into regression equation. Therefore, organizational silence is able to positively and significantly predict for occupational burnout of teachers (β=0.3). It was used regression statistical test to study whether job performance is significantly able to predict the occupational burnout of teachers. But it was applied piecemeal regression statistical test.

Table 3. Piecemeal Regression Analysis for predicting job performance

Variance	Total Squares	df	Squares Average	F – Ratio	Sig.	Correlation Coefficient (Organized Silence)
Regression	7799.582	1	7799.582			
Rest	29926.853	297	100.764	77.405	0.001	- 0.455
Total	37726.435	298				

As it can be observed, variance analysis and regression analysis credibility were verified to significantly predict job performance of teachers (F=77.405, P<0.001). Also in piecemeal regression analysis during final phase of job performance is added to predict occupational burnout of teachers; that job performance is able to significantly and negatively to predict occupational burnout of teachers (β=-0.455).

4. Conclusion

The study results show that there is positively and directly a significant relationship between organizational silence and occupational burnout; that is; if organizational silence increases, occupational burnout will increase. The significant and positive relationship between organizational silence and occupational burnout among Yasouj teachers indicates that a reduction in organizational silence help people freely express their critical opinions and managers listen to them in order that the organizations of personals do not fall into mental pressure and stress and burnout. The results from hypothesis suggested by Sadeqi (2014), Bozorgnia. H. (2014) and Qodsi (2010) are aligned with each other. There is a negatively significant relationship between job performance and organizational silence; that is, the more the organizational silence among teachers, the less the job performance. And the significant and negative relationship between organizational silence and job performance shows that if teachers could express their problem to their managers and managers follow to solve them, it causes to increase the job performance the results of this study are aligned with the studies by Sadeqi(2014), Bozorgnia H. (2014), Mahini (2013), Nasr I. (2013), Zebardast (2004), Morrison and Milliken (2000), Mohammadi Zadeh (1998), and Nemes and Stav (1989). There is a negatively significant relationship between occupational burnout and job performance. That is the more the occupational burnout, the less their performance. The negative and significant relationship between occupational burnout and job performance indicates that depression, stress and mental pressure arising from work condition caused that teachers lose their concentration and their performance decreases. The results of this hypothesis are aligned with the studies of Arshadi (2013), Shekari (2013), Qassemi (2012) Qodsi (2010). Todays, organizational silence and finding its solution have significant importance on organizational issues. As the research findings show, if there is silence in an organization, the performance decreases and the burnout increases and they will not take an opportunity to express their insights and opinions; but it should be known that in addition to this, it maybe has the other consequences as well. And besides the reduction in satisfaction and commitment of job, it is associated with the negative impact on the other occupational and organizational variables (job performance and occupational burnout) which influence on an organization future and it might be considered the most major disadvantages arising from it, not cooperating the staff with organizational, economic and social changes. When the third Millennium Organizations try to survive themselves in a static environment with enriched various cultural, political, economic and social challenges, they need people who compassionate try to survive in order to preserve the organization life, and they do not use the

silence with inattention or fear of the risk in their benefits; because in such conditions, the quality of decision making decreases. Lack of feedback causes not to do the corrective actions and increase the faults. So, it could be concluded that one of the important tasks of organization managers and leaders is to identify and break out the organization atmosphere thereby they can guarantee to proceed the organization lifelong. Also, it leads to decrease the occupational burnout and increase job performance. Studies have been shown that there are various factors that they could influence on increasing job performance of staff and their commitment to organization. There are some factors considering in an organization led to not only better performance of staff, but also the effectiveness of the other affairs related to organization as well as quality and productivity. Organizational silence includes a structure considered important in organizational affairs and according to studies; it involves a variable which could lead to less occupational burnout and better job performance among staff.

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