

## ABSTRACT

### THE RELATIONSHIP BETWEEN ORGANIZATIONAL SILENCY BEHAVIOR AND ORGANIZATIONAL CULTURE OF ORGANIZATIONAL

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One of the most important wealth resources of today's organizations is the innovative and diverse ideas employees have. In this context, educational organizations of which human factor is the forerunner, need critical, creative, energetic, dynamic, interrogating, open-minded teachers. However, researches have shown that in some organizations, occupants consciously harbor knowledge and opinions about problems or topics in the organization. In most research being common has appeared. Problems encountered in organizations that have just begun to be addressed in the field of literature are organizational silence, which is defined as the inability of workers to respond in a common and deliberate manner, not expressing opinions on the issues related to the organization or not sharing their feelings and thoughts with others. The silent behavior of the organizations in the organization; can arise from the organizational culture which influences the attitudes and behaviors of the employees in the organization. The aim of this research is to determine the level of organizational silence of the teachers working in secondary schools and to reveal the relationship between them and organizational culture. Uşak provincial central province 661 teachers who worked at the secondary schools affiliated to the Ministry of National Education in the 2015-2016 school year created the universe of the researcher. The sample of the study consisted of 244 teachers determined by the proportional sampling method. The research datas were collected through 5-point Likert-type Organizational Silence and Organizational Culture scales. Data were analyzed with SPSS 21 statistical data analysis package program. In the analysis of the data, t-test, ANOVA, Mann Whitney U Test and Post Hoc Test were used. Pearson Moments Multiplication Correlation Coefficient Analysis was used to determine the relationship between organizational silence behaviors and organizational culture of teachers.

As a result of the research, it was found that the secondary school teachers had the most protective silent behavior and later had attitude of accepting and protecting silent behavior. While the perception of organizational silence of teachers did not show any significant difference according to gender, age, branch, study period, education level, there was a significant difference according to economic condition and TEOG average variance. While the organizational culture perception of middle school teachers was the most supportive culture, it followed the power, role and success culture. The perception of organizational culture showed a significant difference according to economic status, education status and TEOG average variane. Although there is no direct relationship between the organizational silence behavior of teachers and organizational culture averages, it is revealed that there are strong links between the two concepts when the dimensions are examined on some occasions.

In the light of the findings obtained, suggestions were proposed to eliminate the organizational silence and fear cultures encountered in educational organizations.

**KEY WORDS:** Organizational Silence, Organizational Culture