The Study of Relationship between Women Teachers' Career Barriers and Organizational Silence: Viewpoint of Women and Men Teachers

Yusuf İnandi [a],[*], Meryem Evşen Gün [b], Fahrettin Gılıç [c]

[a] Department of Educational Sciences, Mersin University, Turkey
[b],[c] Ministry of National Education, Turkey

Abstract

The purpose of the study is to reveal the relationship between women teachers' career barriers and their organizational silence, and also whether career barriers predict their silence.[*] Study group is comprised of 522 teachers working at elementary and high schools in central districts of Mersin. In this descriptive study, data were collected through "Women Employees Career Barriers Scale" (WECBS) and "Organizational Silence Scale" (OSS). It is understood according to research results that there is a medium level relationship between women teachers' career barriers and their organizational silence. Furthermore, women teachers' career barriers are a significant predictor on dimensions of organizational silence.

Keywords: women teachers, career barriers, organizational silence.

1. Introduction

Teaching profession is one of the leading professions attributed to women. It appeals to women in that teaching is identified with motherhood roles, it has flexible working hours, weekend and summer holidays, which is suitable for social gender roles. For that reason, women face no obstacle in teaching profession. However, the number of women in high-level administrative positions is at a very low rate. It is no doubt that there are various reasons for preventing women from attaining high-level positions. These barriers are mentioned in the literature as social gender stereotypes; domestic barriers; glass ceiling barriers; working hour, age, marital status and economic barriers; women's own viewpoints; and school- and environment-led barriers. Do these barriers result in women's feeling of silence in their organization? It has been discussed in this study what kinds of effects are seen if the barriers aforementioned lead to women's silence. In this

---
[*] Corresponding author
E-mail addresses: inandiyusuf@gmail.com (Y. İnandi), meryemevsen@hotmail.com (M.E. Gün),
fgilic@yahoo.com (F.Gılıç)

sense, organizational silence can be defined that organizational employees are not willing to express their ideas on purpose within organization. It is certain there are quite a number of variables causing organizational silence. For instance, employees can experience silence because organizational administrators exhibit an absolute autocratic attitude and mobbing behaviours, employees have too much work load, feel burnout, face obstacles or don't meet their expectations.

In addition, the hopelessness that employees believe nothing will change leads to their silence. In light of the information given, women cannot promote higher positions and can feel hopeless in career process. They may also develop negative attitudes such as not expressing their ideas and show silence on purpose if they have a thought that they are undermined. In this regard, the aim of the study is to reveal the relationship between career barriers women teachers experience and their organizational silence, and also to determine whether career barriers affect organizational silence.

Career Barriers of Women Teachers

Gender is considered as a significant variable in working life. The proportion of men and women varies in all sectors and the variance shows a great increase in particular sectors and positions to the detriment of women. The number of women decreases considerably as level of positions rises in hierarchy (İnandı, Tunç, 2012). Though there is no restriction in women's being a teacher, they face some kinds of barriers in professional promotion and development once they have started teaching. As İnandı (2009) explains in his study, these barriers are listed as glass ceiling, social gender stereotypes, women's viewpoints of administration, education, working hours, age, marital status and economic barriers, school- and environment-led barriers and domestic barriers.

The concept of "*glass ceiling*" was first pronounced in the USA in 1970s. Wirth (2001) defines it as invisible and impassable barriers that are created through organizational prejudices and stereotypes and prevent women from promoting to higher level administrative positions regardless of their proficiency. These barriers are internalized through time, which results in fear of "insufficiency, weakness and failure" in women about administration. Women administrators' statement that they are forced by their family and people around in their decision to be administrator (İnandı et al., 2009) refers to a reflection of this situation. Glass ceiling, which is experienced by the women who want and struggle to attain higher positions in public, private, educational or non-profit organizations can be shortly described as uncertainty (Aycan, 2004) and perceptual feature of career barriers that women suffer.

Social gender stereotypes reflect women's underlying viewpoint of the barriers they encounter during career life, and the prejudices against women's promotion to administrative positions and the resistance system built up by these prejudices restrain women from administrative positions (Çelikten, 2004). Patriarchal structure and the social roles belonging to this culture allocate occupations according to gender and thus women are directed to maternal occupations such as teaching and nursing while men are deemed suitable of administrational tasks which require power.

Therefore, the prejudices based on gender get strengthened, and the women grow in an environment of such prejudices. Their desire about working life are influenced by such factors that they don't have a role model while growing up, they think of negative effects of an advanced career on family life, and they experience role conflicts between the roles they've learnt during socialization process and expectations of working life (the dilemma between mother-wife role and businesswoman role) (Crampton, Mishra, 1999). The fact that these effects have been seen in all periods and cultures of history of humanity (Gough, 2012) is an indicator for deep impact of social gender stereotypes on our mental and practical world today.

Women's viewpoints of administration are the barriers that they themselves created. The women growing up in patriarchal families have never been allowed to think of themselves and given self-confidence support while male dominance is made felt for ages, which leads women to be passive individuals in society (Merle, 1999; Zafarullah, 2000). This shows up in women's emotions and thoughts as anxiety for damage to family life, disbelief in promotion and thus lack of self-confidence, and regarding members of own gender as rivals (Şiyve, 2004).

Working hour, age, marital status and economic barriers constitute a significant part of disadvantages in career process of women. It is considered to be a barrier for career development

that women over a particular age think it is no longer time to do a career (Gündüz, 2010). The women in working life feel obliged to choose between career and family, and hold off their desire to have a child; on the other hand, men tend to both do a career and have a child (Ackah, Heaton, 2003). When men come home after work at the end of the day, it takes long to adapt to domestic life while it is very short for women (Douglas, Judith, 1988). In other words, women feel obliged to do housework like cooking, cleaning or doing washing as soon as they arrive home, and this shortens their adaptation time and negatively affects their interest in career. It is known that career development process of women is different and more complicated than of men and it is because of different and frequent interaction between domestic and working life (Linehan, Scullion, 2001).

School- and environment-led career barriers refer to prejudiced attitude and behaviours that women experience at their schools. Women teachers are discouraged and prevented from doing career due to the barriers originating from these prejudices (Gündüz, 2010). Social norms and judgements underlining that male teachers need to be administrators are reproduced and maintained in formal organizations like schools (Thomson, 2003). Atay (1998) points out that men in higher positions feel uneasy to work together with women and this is one of the most significant and abstract barriers that women suffer in working life. He also adds that male administrators have prejudices against women teachers.

Domestic barriers are described as the ones stemming from women's responsibilities they take on at home. It is generally accepted that men, especially in traditional family structures, don't tend to agree on women's working in higher positions than themselves. For that reason, they mostly see women as rivals to themselves and try to push women into domestic and family affairs. What they demand from women gets much and they cause women to feel guilty in domestic works, which stands as a barrier against women's career development. The women feeling guilty think that they have neglected their husband, children and housework and thus want to give up at the very beginning of career process. The men who increase their domestic demands from women make them feel guilty and create a serious problem for women (Ayan, 2000). All these reasons mentioned above prove the presence of a lot of serious barriers for women. Each of these barriers may lead women teachers to exhibit various affective behaviours, for example, they may become alienated to their organizations. Besides, women teachers who feel precluded are likely to experience organizational silence.

Organizational Silence

Organizational silence is defined that employees don't express their opinions when they face a problem in their organizations or they withhold their knowledge and ideas for improvement of their work and organization purpose (Morrison, Milliken, 2000; Browen, Blackmon, 2003; Slade, 2008). As in all other organizations, it is important for educational organizations that employees freely share their ideas and knowledge in order to realize organizational goals in an effective manner. It is of the primary conditions of educational success that teachers who play an important role in shaping the society are able to share their ideas and suggestions about actualizing educational goals with their administrators. It is quite important for the future of society that ideas of teachers are respected, their self-confidence is not discouraged and they should be convinced of their significance for school. On the other hand, education process and students are negatively influenced and achievements of school goals are hindered if the teachers cannot utter the problems at school, they feel stressed and suppressed, and feel unable to overcome the current problems (Özdemir, 2015). Therefore, the teachers need to express their opinions especially about their subject domains and the administrators should provide opportunity for this. However, an employee who feels uneasy may have fear of facing a negative reaction in the organization and generally become unwilling to share his/her knowledge and suggestions. Such kind of unwillingness depicted by the employees may result in wrong organizational decisions and negative effect on employees' trust, morale, organizational commitment and job satisfaction. What is more, it constitutes an impediment against well-practice of organizational functions and innovation and improvement of organizational processes (Milliken et al., 2003). As a result of all these, not only does school efficacy and efficiency decrease but also employees feel unhappy at work. The final effect of these is on students. It doesn't appear sensible to expect that unhappy teachers will contribute to students' academic successes and education life. It becomes a threat for ensuring

continuity of organizations when employees don't share their constructive and positive ideas and suggestions with their administrators on purpose.

Employees prefer to remain silent for a variety of reasons. Morrison and Milliken (2000) ground the reason why employees choose silence on two important beliefs: they think it isn't worth exerting an effort to overcome the problems in the organization and there will be dangerous results when they express their ideas about the problem. Organizational silence is defined at this point that employees don't have an ideas or suggestion about the problem, and they purposely withhold their opinions about technical or behavioural issues of the work or workplace for improvement of employees because of lack of trust (Çakıcı, 2007; Durak, 2012). However, it would be wrong to immediately define as silence if the employee doesn't communicate at all about the issue because silence is a conscious decision (Dyne et al., 2003). The fact that employees have no information or idea about the issue should not be confused with organizational silence. It seems important to study and correctly understand the silence (Özdemir, 2015) so as to prevent such cases as low performance of employees and leaving the job, and also not to cause disruption at work. It is possibly to study organizational silence of employees under various categories; however, it is taken in this study under the categories of consent silence, defensive silence, prosocial silence and other reasons.

Acquiescent Silence – Accepted Silence: The concept "accepted" reminds of "Abilene Paradox" in literature. This paradox refers to general acceptance of ideas in a group even though they contradict to one's individual ideas (Harvey, 1988). It is stated that the individual as a group member tend to agree the decision even if it is a bad or wrong one; however, the inability to manage the agreement stands as a major source of organization dysfunction. This paradox is often seen in organizations where communication is not strong and healthy, employees cannot state their ideas and suggestions in freedom, and autocratic administration culture reigns (Özdemir, 2015). Dyne et al. (2003) describe acquiescent silence as a passive behaviour exhibited consciously. Though employees have idea, knowledge and suggestion to solve the problem, they prefer to stay silent as they think they will not be able to change the current situation. Individuals in this group don't give effort to change the situation and overcome the problem; on the contrary, they give in the problem and go on working. Employees try to adapt to current situation by ignoring the alternatives in this type of silence based on quiescenting. Employees prefer through their experiences that they stay silent and don't mind the current situation since they believe expressing ideas loud will make no difference in organization. Act of silence for a particular purpose is one of the biggest barriers against change and innovation (Özdemir, 2015). If all the employees keep silent in this group, the administrators are likely to have the idea that whatever they do is right, and thus they may continuously make mistakes and endanger the organization. For that reason, it is essential that a participative administration should be exhibited in organization and employees should be given opportunity to express their ideas.

Defensive Silence – Self-protective Silence: This type of silence is defined as that employees do not express their thoughts because of the negative consequences they will have when they express their feelings and thoughts (Pinder, Harlos, 2001). They prefer to stay silent so that they would avoid financial and emotional damage or not be charged with the existing problems in organization. This type of silence is a strategy that employees have developed against dangers from immediate and remote surroundings of the organization. They assume that expressing their ideas and knowledge will not bring them anything. Moreover, the individuals who keep silent to protect themselves may be in a stressful and nervous mood. Such conflicts make them uneasy and reduce their motivation (Brinsfield, 2009). Therefore, it is of great importance that leading the organization in a democratic sense and participating employees in decisions contribute to efficiency of organization and happiness of employees.

Prosocial Silence – Protective Silence: This kind of silence is defined as the silence of one person for the benefit of other employees and the organization in any organization (Dyne et al., 2003). Described as positive social silence, prosocial silence is that employees avoid uttering their ideas and suggestions because of organizational citizenship behaviours such as benevolence and thinking of others' happiness. As in defensive silence, employees are aware of alternatives in positive social silence as well. However, this type of silence, different from defensive silence, is characterized with worry for others rather than fear from negative, personal results that may arise when expressing one's ideas (Erenler, 2010). This group can be illustrated as not sharing

organizational confidential information with outer environment and not making unsuitable words about employees' personal information (Özdemir, 2015). Organizations certainly have internal dynamics which are important for themselves, which is needed to be kept within the organization and not shared with other people or organizations.

Other reasons for organizational silence: As understood abovementioned information, employees stay silent due to various reasons. These can be listed as behaviours based on indifference and submission, on self-protection and fear, on prosocial tendency and on protecting relations. The individuals who try to exhibit such behaviours do not decide in a minute. Structure and policies of organization and administrational practices and behaviours can cause employees not to share their ideas and knowledge as to improvement of their work and organization in a conscious state (Morrison and Milliken, 2000; Özdemir, 2015). According to Kahveci and Demirtaş (2013), the reasons for organizational silence gather under 5 categories: school environment, emotion, source of silence, administrator and isolation. They state that teachers remain silent because school administrators give negative feedback and exhibit autocratic leadership style, teachers have fear of ignorance, inexperience and negative reaction from colleagues and administrators, concern of being excluded of the group and do not want to look like troublemakers and complainants.

The employees observe the norms in the organization and learn through time not to express their ideas at particular issues. There are a number of variables forming learning behaviour. One of them is active organizational communication. Insufficient and weak organizational communication leads to decrease in employees' efficiency by weakening cooperation between departments. Another factor in silence of employees is power distance. In organizations where power distance is high, employees prefer staying silent as they cannot convey their problems to their superiors (Huang et al., 2005). Employees perceive the system as in "That's life. It's inevitable" and believe that they're weak and cannot change the situation. The power perceived by the employees who are exposed to unfair behaviours of unfair administrators causes them to remain silent, too. In this sense, organizational power injustice is an important factor in employees' being silent.

Implicit belief and traditional mentality of employees are another variable causing their silence. They avoid expressing their ideas for fear of being dismissed, not being promoted, being isolated, punishment of cut from the salary, being labelled as problematic within the organization. Employees may find risky to utter their ideas about organizational issues though they have self-confidence in their work (Premeaux, Bedeian, 2003). If there lacks a free workplace, participative administration is considered dangerous and autocratic administration exists, employees will keep remaining silent and cause failure of organization by endangering its existence. Therefore, no matter why and how employees prefer being silent, the reasons for silence should be eradicated and they should be given opportunity to express themselves.

Purpose of the Study

Main purpose of the study is to investigate the relationship between women teachers' career barriers and their organizational silence, and also to determine whether these career barriers predict their organizational silence. Answers to the following questions were sought in light of the main purpose:

1. Is there a significant difference in women teachers' career barriers according to gender?

2. Is there a significant difference in women teachers' career barriers according to their desire to be administrator?

3. Is there a significant relationship between women teachers' career barriers and their organizational silence?

4. To what extent do women teachers' career barriers predict their level of organizational silence?

Limitations

This study is limited to men and women teachers in the province of Mersin in the 2016-2017 academic years. It is also limited to whether women teachers' career barriers predict their organizational silence.

2. Method
Research Model
In this study of which purpose is to investigate the relationship between women teachers' career barriers and their organizational silence, relational survey model was thought to be applicable as existing situation is first determined and then the relationships in-between are revealed. That's because most of survey studies are comprised of comparison and relation questions (Glinier et al., 2015). Survey model is also used in non-empirical studies to reveal the insight of a particular case in a specific time in addition to the variables taking place through time. Data about attitudes, activities, ideas and beliefs are collected through surveys or interviews in such researches. Basic principle of survey model is to ask people themselves if what they think is to be learnt (Christensen et al., 2015). Teachers' opinions are obtained through scales and the relationship between their opinions are examined in this study.

Population and Sample of the Study
The population of the study consists of the teachers working at primary, secondary and high schools in central districts (Akdeniz, Toroslar, Yenisehir and Mezitli) of Mersin in 2016/2017 academic year. According to official websites of district national education directorates, there are 1902 teachers in Akdeniz, 3186 in Toroslar, 2451 in Yenisehir and 1659 in Mezitli. Out of the total number, 522 teachers (129 men and 393 women) are involved in the study through non-proportional sampling. 13 scales were not included in analysis because of deficient information. According to calculation of sample size out of a population of which number of members is certain (Saunders et al., 2009), sample of the study is at 95 % confidence level and 5 % error interval, which is thought to reach a satisfactory number.

It was paid attention, during specifying the sample, to population size, proportion of teachers at schools, features of data collection tools, number of variables and analysis of data.

Data Collection Tool
Data of the study were obtained through "Women Employees' Career Barriers Scale" (WECBS) by İnandı (2009) and "Organization Silence Scale" (OSS) by Kahveci and Demirtaş (2013).

In the first part of WECBS developed by İnandı (2009), there are 9 items about personal information while there 27 items about women employees' career barriers in the second part. WECBS is comprised of 5 dimensions: "domestic barriers" (6 items), "school-environment-led barriers" (6 items), "education, working hour, age, marital status and economic barriers" (7 items), "social gender stereotypes" (5 items) and "women's viewpoint of career" (3 items). There are no reverse items in the scale.

According to reliability analysis done by İnandı (2009) for WECBS, Cronbach Alpha was found to be .92 for the scale while it was .91 for domestic barriers, .87 for school-environment-led barriers, .82 for education, working hour, age, marital status and economic barriers, .83 for social gender stereotypes and .81 for women's viewpoint of career. It was found in this study that Cronbach Alpha is .96 for the scale while it is .96 for domestic barriers, .95 for school-environment-led barriers, .93 for education, working hour, age, marital status and economic barriers, .91 for social gender stereotypes and .91 for women's viewpoint of career.

Organizational Silence Scale developed by Kahveci and Demirtaş (2013) consists of 18 items and 5 dimensions: "School Environment" (4 items), "Emotion" (3 items), "Source of Silence" (5 items), "Administrator" (3 items) and "Isolation" (3 items).

According to reliability analysis done by Kahveci and Demirtaş (2013) for OSS, Cronbach Alpha was found to be .89 for the scale while it was .74 for school environment, .81 for emotion, .80 for source of silence, .79 for administrator and .83 for isolation. It was found in this study that Cronbach Alpha is .86 for the scale while it is .80 for school environment, .81 for emotion, .80 for source of silence, .83 for administrator and .83 for isolation. As a result, both of the scales were considered suitable and applied in the study.

Data Collection

Data of the study were collected in fall semester of 2016/2017 academic year in central districts (Akdeniz, Mezitli, Toroslar and Yenisehir) of Mersin. All of the schools included in the sample were tried to be reached during data collection process. Apart from the on-leave, patient or reluctant teachers, all the others are given information about the study and applied the data collection tool.

Data Analysis

T-test, one of the parametric tests which examines the difference between means, was used to determine whether there is a significant difference in the opinion of men and women according to gender and women teachers' administrational desire. In order to determine whether the parametric test can be used or not, it was determined whether the dependent variable is normally distributed in each condition of the independent variable. For this purpose, the size of the sample, normality tests and the standard values of the skewness of the data were taken together. It was inferred from data analysis that the number of units per each condition of the independent variable was n> 30, that dependent variable of organizational silence had a normal distribution, and that t-test was appropriate to be employed as the other factors were found to be in the range of -3 and +3 in the standard values of the skewness (Büyüköztürk, 2005; Klein et al., 2000).

Correlation analysis was applied to determine if there is a significant relationship between women teachers' career barriers and their organizational silence. In addition, regression analysis was done to reveal if women teachers' career barriers predict their organizational silence level. The results are interpreted and discussed in line with these analyses. Significance level is accepted as p<0.01 and p<0.05 in the study.

3. Findings

The findings obtained through analysis of the relationship between women teachers' career barriers and their organizational silence can be seen in this part. The results of the t-test on career barriers experienced by women teachers according to gender variable are given in Table 1:

Table 1. t-Test results of women teachers' career barriers according to gender

Career Barriers	Gender	N	$\overline{X}$	SD	t	p
Domestic Barriers	Women	393	3,36	1,05	-,194	,846
	Men	129	3,38	,97		
School-Env. Barriers	Women	393	3,33	,99	-,143	,886
	Men	129	3,35	,94		
Edu., Age, Marital Status & Econ. Bar.	Women	393	3,44	,84	,062	,950
	Men	129	3,43	,80		
Social Gender Stereotypes	Women	393	3,52	,88	,243	,808
	Men	129	3,50	,86		
Women's Viewpoint	Women	393	3,49	,95	-,242	,809
	Men	129	3,51	,89		

According to Table 1, gender variable does not make a significant difference in "domestic barriers" (t=-.194; p>.05), "school-environment-led barriers" (t=-.143; p>.05), "education, working hour, age, marital status and economic barriers" (t=.062; p>.05), "social gender stereotypes" (t=.243; p>.05) and "women's viewpoint of career" (t=-.242; p>.05).

The results of the t-test on the career barriers experienced by women teachers according to the variables of administrational desire of women teachers are given in Table 2:

Table 2. t-Test results of women teachers' career barriers according to their administrational desire

Career Barriers	Administrational Desire	N	$\overline{\text{X}}$	SD	t	p
Domestic Barriers	Yes	235	3,39	1,05	,670	,503
	No	158	3,32	1,04		
School-Env. Barriers	Yes	235	3,44	1,05	2,67	,008*
	No	158	3,17	1,04		
Edu., Age, Marital Status & Econ. Bar.	Yes	235	3,51	,834	2,03	,043*
	No	158	3,34	,848		
Social Gender Stereotypes	Yes	235	3,60	,836	2,16	,031*
	No	158	3,41	,948		
Women's Viewpoint	Yes	235	3,57	,887	2,00	,045*
	No	158	3,37	1,04		

*p<.05

As seen in Table 2, there is a significant difference in "school-environment-led barriers" (t=2.677; p<.05), "education, working hour, age, marital status and economic barriers" (t=2.031; p<.05), "social gender stereotypes" (t=2.160; p<.05) and "women's viewpoint of career" (t=2.007; p<.05) but not in "domestic barriers" (t=.670; p>.05) according to women teachers' desire to be administrator. In all barrier dimensions excluding domestic barriers, women teachers who want to be administrator state they suffer more career barriers than the ones who are not willing to be administrator.

The results of the correlation analysis of the relationship between women teachers' career barriers and their organizational silence are given in Table 3:

Table 3. Correlation analysis of the relationship between women teachers' carrer barriers and their organizational silence

	1	2	3	4	5	6	7	8	9	$\overline{\text{x}}$	SD
Domestic Bar.	1									3,36	1,05
School-Env. Barriers	,678**	1								3,33	,99
Edu, Age, Mar. Stat.& Econ.Bar.	,614**	,696**	1							3,44	,84
Soc. Gender Stereotypes	,583**	,560**	,658**	1						3,52	,88
Women's Viewpoint	,535**	,610**	,616**	,691**	1					3,49	,95
School environment	,351**	,420**	,379**	373**	,462**	1				3,57	,74
Emotion	,305**	,347**	,350**	,412**	,434**	,658**	1			,,60	,77
Source of silence	,318**	,391**	,391**	,449**	,438**	,511**	,682**	1		3,61	,75
Administrator	,299**	,304**	,313**	,412**	,381**	,371**	,488**	,680**	1	3,66	,79
Isolation	,217**	,286**	,274**	,312**	,341**	,378**	,452**	,576**	,710**	3,64	,82

It can be seen in Table 3 that there is a significant and positive relationship between all dimensions of career barriers and all dimensions of organizational silence. The strongest relationship is found between school environment dimension of organizational silence (r=,462, p<.05) and women's viewpoint dimension of career barriers while the weakest is seen between isolation dimension of organizational silence and domestic barriers dimension of career barriers (r=,217, p<.05).

The results of multiple regression analysis of whether women teachers' career barriers predict their organizational silence are given in Table 4:

Table 4. Multiple regression analysis of whether women teachers' career barriers predict their organizational silence

Silence	School Environment				Emotion				Source of Silence				Administrator				Isolation			
Variable	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T
Constant	2,04	,152		13,46	2,06	,161		12,85	1,99	,153		13,03	2,19	,168		13,01	2,38	,179		-3,30
Domestic Bar.	,250	,034	,351	7,420	,225	,036	,305	6,34	,228	,034	,318	6,643	,226	,037	,299	6,18	,170	,039	,217	4,39
School-Env. Barriers	,316	,035	,420	9,152	,271	,037	,347	7,31	,296	,035	,391	8,405	,243	,039	,304	6,303	,237	,237	,286	5,91
Edu., Age, Marital Status & Econ. Bar.	,336	,042	,379	8,090	,322	,044	,350	7,38	,349	,042	,391	8,403	,296	,045	,313	6,50	,267	,048	,274	5,62
Social Gender Stereotypes	,315	,040	,373	7,955	,361	,040	,412	8,94	,381	,038	,449	9,941	,370	,041	,412	8,92	,290	,045	,312	6,49
Women's Viewpoint	,362	,035	,462	10,30	,352	,037	,434	9,53	,345	,036	,438	9,63	,317	,039	,381	8,13	,294	,041	,341	7,16
	R=,496		R²=,247		R=,466		R²=,217		R=,497		R²=,247		R=,436		R²=,190		R=,367	R²=,135		
	$F_{(5-387)}$=25,321				$F_{(5-387)}$=21,507				$F_{(5-387)}$=25,395				$F_{(5-386)}$=18,101				$F_{(5-386)}$=12,038			
	P<.01			P<.01					P<.01				P<.01				P<.01			

Regression analysis as to whether women teachers' career barriers predict their organizational silence is shown in Table 4. Regarding t-test results about significance of regression coefficients, it can be seen that each dimension of career barriers is significantly predictive of all dimensions of organizational silence. All of the dimensions of career barriers significantly predict school environment dimension of organizational silence (R=,496; R²=,247; p<.01) accounting for 24,7 % of it; emotion dimension (R=,466; R²=,217; p<.01) accounting for 21,7 % of it; source of silence dimension (R=,466; R²=,247; p<.01) accounting for 24,7 % of it; administrator dimension (R=,436; R²=,190; p<.01) accounting for 19 % of it; and lastly, isolation dimension (R=,367; R²=,135; p<.01) accounting for 13,5 % of it.

4. Discussion, Conclusion and Suggestions

In the study, the relationship between career barriers women teachers experience and their organizational silence has been analyzed and also whether these career barriers predict their organizational silence has been revealed.

1. Is there a significant difference in career barriers women teachers experience according to their gender?"

The findings show that there is no significant difference in both men and women teachers' views about career barriers women have. In other words, men and women teachers have similar opinions about career barriers women experience. Actually, the researches up to this study found different findings from this. It is revealed in various studies (Ayan, 2000; Usluer, 2000; Gündüz, 2010) that women teachers differ from male teachers in regards to women's career barriers. Women teachers consider social gender stereotypes, domestic barriers, age, gender, economic

reasons and educational status as barriers against women more than male teachers. In addition, in the study by İnandı et al. (2009), a significant difference in men and women teachers' opinions about career barriers can be seen, in which women teachers' views make the difference. Women teachers state that they experience career barriers more compared to men. Similar finding can as well be seen in Inandi's (2009) study. This study revealed, too, that women teachers' views are the source of difference. Women teachers consider that they face more obstacles to be administrator than men. According to the findings of another study (Örücü et al., 2007), there is a significant difference between men and women teachers' views because of the notion that women have limited qualifications of leadership and administration.

It has also been revealed from women teachers' perception of career barriers that they are most affected by social gender stereotypes of all career barrier dimensions. This barrier is followed by women's viewpoint of career, which proves that women agree on social gender stereotypes. The finding in various studies that women regard housework as their primary task supports this study indirectly (Ayan, 2000; Mohan, 2001; Köstek, 2007; Gönen & Hablemit, 2004). All of the above studies, which are not parallel to this study, generally consider female teachers' domestic obstacles and social gender stereotypes that women's primary duties are maternity, housewife and good wife, and that career development activities are perceived as male work (Ayan, 2000; Usluer, 2000). The above research results refer to the reasons in that administration requires long working hours, moving work home that never ends in the workplace, and women feel obliged at housework and especially child care. It is also stated that the teaching profession, which allows women to carry out these tasks, has traditionally been perceived as women's work (Altınışık, 1988; Usluer, 2000). For this reason, it is indicated that the teaching profession with short working hours and long holidays is accepted as women's profession by the society (Wilson, 2002). Women do not want to enter into the career development process because of the men in the top position that are superior in number to women, and the male dominant organization culture established and maintained by them (Procter, Maureen, 1999). As understood from the explanations, it can be seen that these barriers produced by the society have created a significant obstacle for women to make a career, and these obstacles are ignored by men. However, the result of this study that the views of women and male teachers are similar can be seen as a quite important development. In the developing and changing world, male teachers agree that there are domestic barriers, social gender stereotypes, age, educational situation and economic reasons in front of women, which is also agreed by almost everyone. In this respect, thinking in the same direction as women teachers is an important step. İnandı and Tunç (2012) emphasize that women should be given positive discrimination to be administrator and opportunity to practise administration even though it doesn't seem easy because improving women's self-confidence is based on a long historical background and a strong social origin. They also state that there will be lots of models for women as the number of women administrators increases and women will be able to develop their self-confidence in administration. At this point, the development of the consciousness level of the men can also be regarded as very important.

2. Do career barriers women teachers experience differentiate according to their desire to be administrator?

The women teachers willing to be administrator state about all types of barriers except for domestic barriers that they suffer career barriers more than the ones who aren't willing to be administrator. Women teachers put emphasis most on social gender stereotypes, which is again followed by women's viewpoint of career barriers. School-environment-led barriers are relatively the least effective factor. Gündüz (2010) found in his study that a similar perception occurs as social understanding is that women should help their husbands and have such occupations that they would not neglect family and housework while taking responsibility at work, achieving success and doing career are expected of men. As our society is male-dominant, important works are expected to be done by men. Regarding all these reasons indicated, it is evident that gender stereotypes accepted by the society are one of the significant factors in women's career barriers. Inother words, women teachers' desire to do career while they think they suffer career barriers due to social gender stereotypes is an important indicator for their need for social support.

3. Is there a significant relationship between career barriers women experience and their organizational silence?

According to the results, there is a significant, positive and strong relationship between all dimensions of career barriers and organizational silence. Particularly "social gender stereotypes" and "women's viewpoints of career" have stronger relationship with women's organizational silence. The strongest positive relationship is seen between "administrator" of organizational silence and "social gender stereotypes" of career barriers. This is because of patriarchal structure of school administration. According to Newman (2002), gender roles refer to behaviours, beliefs, values, cultural expectations and socially-defined features related with men and women in a particular culture. Common culture of the society of which we are a part describes different roles for men and women. Therefore, it is seen that gender relations in society occur as a reflection of cultural structure, values and traditions (Mukhopadhyay, 1995). Such kind of gender roles are reflected and accepted in educational organizations which are of open system, and also recognized by women themselves. As these gender roles attribute success and intellectual career to men (Ersoy, 2009), they have professional interest more than women. It causes women teachers to feel themselves passive and inadequate, which develops glass ceiling syndrome. They become unable to develop a strong self-efficacy. Kahya (2015) emphasizes the relationship between self-efficacy and organizational silence in that employees with strong self-efficacy have success scenarios in their minds and thus are courageous to move and express their feelings and ideas, on the other hand, employees with low self-efficacy avoid expressing their ideas and actualising their expectations and goals. That is because the employees with low self-efficacy experience a high level of stress and fail in problem-solving (Çubukçu, Girmen, 2007). Following this, they isolate themselves from their organization through time and prefer staying silent.

Durak (2012) states that teachers may prefer silence even when they get opportunity to have impact on their administrators because their behaviours may end in negative results for their administrator or themselves. The negative results can be illustrated as negative feedback, reprimand or punishment by administrators (Akbarian et al., 2015). Çakıcı (2010) lists administrational reasons for silence as follows: fear of negative feedback from administrators, implicit beliefs of administrator about their subordinates, no support from administration for talking frankly, formal relations, distrust in administration, and non-openness of administration to different ideas. As a result of prominence of administrator and isolation dimensions in organizational silence, external reasons lead to increased stress, cynism and dissatisfaction in employees (Bowen, Blackmon, 2003), and this in turn causes women teachers to prefer stay silent.

4. To what extent do career barriers that women experience predict their organizational silence?

It is seen according to the results that there is a linear and significant relationship between women teachers' career barrier and organizational silence and also career barriers predict organizational silence. Career barriers are found to predict all dimensions of organizational silence: 25 % of school environment, 25 % of source of silence, 22 % of emotion, 19 % of administration and 14 % of isolation. In regard with the effects of social gender on silence stated in a similar study, the most frequently expressed reason for silence based on social gender is that women teachers have a perception that they are not taken serious because of the social gender group to which they belong (Kutanis, Cetinel, 2014). This is expected to bring some negative outcomes as their perception about themselves results in such a fear of dismissal, losing respect and trust, being labelled as a complainer, damaging organizational relations and so on (Yaman, Ruclar, 2014). It is revealed in this study that "women's viewpoint of career barriers" is highly influential on organizational silence, especially "emotion" dimension. In short, women teachers acknowledge the existence of career barriers and these barriers lead to organizational silence. In other words, the more women teachers experience career barriers, the more they prefer to stay silent. A similar interpretation by Morrison and Milliken (2000) shows that organizational silence, with an economic and financial background, is seen widely in the organizations in which average working time is longer, common culture and individual power distance is higher, and difference (gender, ethnic origin, age) between superiors and subordinates is further. In addition, Nartgün and Kartal (2013) found the reasons for organizational silence as the risk to speak up in

school environment, autocratic behaviours of administrators, low performance of school administrators and fear of isolation. In another study by Milliken et al. (2003), it was revealed that the most frequently mentioned reason for remaining silent is the fear of being viewed or labelled negatively, and as a consequence, damaging valued relationships. These factors are related to school environment, which contributes to the findings that "school environment" dimension of organizational silence is highly effected by career barriers.

In conclusion, traditional gender stereotypes still appear in women teachers' career barriers and these roles are accepted by women as well. It is evident that such stereotypes subsist at schools. Therefore, to break down the prejudices of both school staff and school environment against women teachers' promoting to superior positions, it is needed that public service ads and TV series that show men's participation in housework and standing beside women should be made in addition to other media products that may change people's visual perceptions. That is because the stereotype masculine-feminine roles must be eradicated. Otherwise, women teachers will keep prevented from success, participation and career, which will result in their silence and loss of social labour force and human capital. Lastly, the extent to which the women teachers' career barriers affect their organizational commitment, organizational citizenship and burnout can be studied as well.

References

Ackah, Heaton, 2003 – *Ackah, C. and Heaton, N.* (2003). Human resource management careers: different paths for men and women? *Career Development International*, 8 *(3),* 134-142.

Akbarian et al., 2015 – *Akbarian, A., Ansari, M.E., Shaemi, A. and Keshtiaray, N.* (2015). Review organizational silence factors. *Journal of Scientific Research and Development, 2* (1), 178-181.

Akdeniz Directorate of National Education – Akdeniz Directorate of National Education. Access Address: http://akdeniz.meb.gov.tr/. Access Date: 16.12.2016.

Altınışık, 1988 – *Altınışık, S.* (1988). Obstacles of women school principles. Unpublished doctoral dissertation, Hacettepe University Ankara.

Atay, 1998 – *Atay, A. N.* (1998). Kadın yöneticilerin kariyer boyutları ve etmenleri, 20. yüzyılın sonunda kadınlar ve gelecek. (Ed: Oya Çitçi). Ankara: TODAİE Yayınları.

Ayan, 2000 – *Ayan, F.* (2000). Bayan öğretmenlerin yöneticilikleri ve öğretmen görüşleri. Unpublished Master's Thesis, On sekiz Mart University, Social Sciences Instıtute.

Aycan, 2004 – *Aycan, Z.* (2004). Üç Boyutlu Cam Tavan: Kadınların Kariyer Gelişiminde Kim,Kime, Neden Engel Oluyor? Access Address: www.anneyiz.biz/haber/haberdtl. php?hid=1809 (22.01.2017).

Brinsfield, 2009 – *Brinsfield, C. T.* (2009*)*. Employee silence: investigatıon of dimensionalıty, development of measures and examination of related factors. Unpublished Phd Dissertation. The Ohio State.

Bowen, Blackmon, 2003 – *Bowen, F., and Blackmon, K.* (2003). Spirals of silence: the dynamic effects of diversity on organizational voice. *Journal of Management Studies*, 40 *(6),* 1393-1417.

Büyüköztürk, 2005 – *Büyüköztürk, Ş.* (2005). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi.

Christensen et al, 2015 – *Christensen, B.L., Johnson, R.B. and Turner, L.A.* (2015). *Research methods, desing and analysis.* (Translator Edit.Apay, A.). 2nd Ed. Ankara: Anı Yayıncılık.

Crampton, Mishra, 1999 – *Crampton, S. M., Mishra, M.* (1999). Women in management. *Public Personnel Management, 28 (1).*

Çakıcı, 2007 – *Çakıcı, A.* (2007). Örgütlerde Sessizlik: Sessizliğin Teorik Temelleri ve Dinamikleri. *Journal of Cukurova University Institute of Social Sciences, 16 (1),* 145-162.

Çakıcı, 2010 – *Çakıcı, A.* (2010). Örgütlerde işgören sessizliği neden sessiz kalmayı tercih ediyoruz? Ankara: Detay Publishing.

Çelikten, 2004 – *Çelikten, M.* (2004). Okul müdürü koltuğundaki kadınlar: Kayseri ili örneği. *Journal of Institute for Social Sciences,* 17(2), 91-118.

Çubukçu, Girmen, 2007 – *Çubukçu, Z. and Girmen, P.* (2007). Öğretmen adaylarının sosyal özyeterlik algılarının belirlenmesi. *Eskişehir Osmangazi University Journal of Social Sciences, 8* (1), 57-74.

Douglas, Judith, 1988 – *Douglas, T. H., Judith R.* (1988). Balancing work land home life: what can organizations do to help? *The Academy of Management Executive,* 2 *(3),* 216.

Durak, 2012 – *Durak, G.* (2012). *Korku kültürü ve örgütsel sessizlik.* 1st Ed. Bursa: Ekin Basım Yayın Dağıtım.

Dyne et al, 2003 – *Dyne, L., Ang, S. and Botero, I.C.* (2003). Conceptualizing Employee Silence and Employee Voice As Multidimensional Constructs. *Journal Of Management Studies*, 40(6), 1359-1372.

Erenler, 2010 – *Erenler, E.* (2010). *Çalışanlarda sessizlik davranışının bazı kişisel ve örgütsel özelliklerle ilişkisi: turizm sektöründe bir alan araştırması.* Unpublished Phd Dissertation. Hacettepe University, Social Sciences Institute, Ankara.

Ersoy, 2009 – *Ersoy, E.* (2009). Cinsiyet kültürü içerisinde kadın ve erkek kimliği (Malatya örneği). *Fırat Üniversitesi Sosyal Bilimler Dergisi, 19* (2), 209-230.

Gliner et al, 2015 – *Gliner, J. A., Morgan G. A. and Leech N. L.* (2015). *Research methods in appllied settings*, (Translator Edit. Turan, S.). 2nd Ed. Ankara: Nobel Publishing.

Gough, 2012 – *Gough, K.* (2012). Ailenin kökeni. *Kadın Antropolojisi.* (Translated by Bürge Abiral). İstanbul:Dipnot Publishing.

Gönen, Hablemit, 2004 – *Gönen, E. and Hablemit, Ş.* (2004). *Akademisyen kadınlar.* İstanbul: Toplumsal Dönüşüm Publishing.

Gündüz, 2010 – *Gündüz Y.* (2010). Öğretmen algılarına göre kadın öğretmenlerin kariyer engellerinin incelenmesi. *Journal of Abant İzzet Baysal University,* 10 (1), 133-149.

Harvey, 1988 – *Harvey, J.B.* (1988). The Abilene paradox: The management of agreement. *Organizational Dynamics, 17* (1), 17-43.

Huang et al., 2005 – *Hung, X., Vliert, E.V.D., and Vegt, G.V.* (2005). Breaking the silence culture: stimulation of participation and employee opinion withholding cross- nationally, *Management and Organization Review*, 1 *(3),* 459-482.

İnandı et al., 2009 – *İnandı, Y., Özkan, S., Peker, S. & Atik, Ü.* (2009). Kadın öğretmenlerin kariyer geliştirme ve engelleri. *Mersin University Journal of the Faculty of Education*, 5 *(1),* 77-96.

İnandı, 2009 – *İnandı, Y.* (2009). Kadın öğretmenlerin okul müdürü olmaları önündeki engeller (Mersin İli örneği-Türkiye). *Journal of Educational Research*, 36, 161-178.

İnandı, Tunç, 2012 – *İnandı, Y., Tunç, B.* (2012). Kadın öğretmenlerin kariyer engelleri ile iş doyumları arasındaki ilişki. *Journal of Educational Sciences Research.* 2 (2), 202-222.

Kahveci, Demirtaş, 2013 – *Kahveci, G., Demirtaş Z.* (2013). Öğretmenler için örgütsel sessizlik ölçeği geliştirme çalışması. *Electronik Journal of Social Sciences*, 12 (43), 167-182.

Kahya, 2015 – *Kahya, C.* (2015). Mesleki özyeterlilik ve örgütsel sessizlik ilişkisini belirlemeye yönelik ampirik bir çalışma. *Cankırı Karatekin University, Journal of the Faculty of Economics and Administrative Sciences*, 5 (1), 293-314.

Klein et al., 2000 – *Klein, K.J., Bliese, P.D., Kozlowski, S.W.J., Dansereau, F., Gavin, M.B., Griffin, M.A., Hofmann, D.A., James, L.R., Yammarino, F.J., & Bligh, M.C.* (2000). Multilevel analytical techniques: Commonalities, differences, and continuing questions. K. J. Klein & S.W.J. Kozlowski (Eds.), in *Multilevel theory, research and methods in organizations: Foundations, extensions, and new directions* (p. 512-553). San Francisco, CA: Jossey-Bass.

Köstek, 2007 – *Köstek, H.* (2007). Resmi ilköğretim okullarında çalışan yönetici ve öğretmen görüşlerine göre, kadın öğretmenlerin kariyer engelleri. Unpublished Master's Thesis, Yıldız Teknik University, Social Sciences Institute.

Kutanis, Çetinel, 2014 – *Kutanis, Ö.R., Çetinel, E.* (2014). Kadınların sessizliği: devlet okullarındaki kadın öğretmenler üzerine bir araştırma. *Public Administration Journal*, 47 (1), 153-173.

Linehan, Hugh, 2001 – *Linehan, M., Hugh S.* (2001*)*. Selection, training and development for female international executives. *Career Development International*, 6 (6), 318-323.

Merle, 1999 – *Merle, A.M.* (1999). Women's journeys to educational administration positions. Unpublished master's thesis, University of Saskatchewan, Saskatoon, SK.

Mezitli Directorate... – Mezitli Directorate of National Education. Access Address: https://mezitli.meb.gov.tr/. Access Date: 16.12.2016.

Milliken et al., 2003 – *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.

Mohan, 2001 – *Mohan, Y.* (2001). *Kadın yöneticilerin liderlik stilleri ve bir uygulama.* Unpublished Master's Thesis, Pamukkale University, Social Sciences Institute.

Morrison, Milliken, 2000 – *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.

Mukhopadhyay, 1995 – *Mukhopadhyay, M.* (1995). Gender relations, development practice and culture. *Gender and Development,* 3 (1), 13-18.

Nartgün, Kartal, 2013 – *Nartgün, S.E. and Kartal, V.* (2013). Öğretmenlerin örgütsel sinizm ve örgütsel sessizlik hakkındaki görüşleri. *Bartın University Journal of Faculty of Education,* 2 (2), 47-67.

Newman, 2002 – *Newman, L.K.* (2002). Sex, gender and culture: Issues in the definition, assesment and treatment of gender identity disorder. *Clinical Child Psychology and Psychiatry,* 7, 358-367.

Örücü et al., 2007 – *Örücü, E., Kılıç, R. ve Kılıç, T.* (2007). Cam tavan sendromu ve kadınların üst düzey yönetici pozisyonuna yükselmelerindeki engeller: Balıkesir ili örneği. *Celal Bayar University Faculty of Economics and Administrative Journal of Management and Economics*, 14 (2), 117-135.

Özdemir, 2015 – *Özdemir, Ş.* (2015*)*. Sınıf öğretmenlerinin örgütsel sessizlik ve örgütsel bağlılık düzeyleri arasındaki ilişki (İstanbul ili, Ümraniye ilçesi örneği). Unpublished Master's Thesis. Yeditepe University, Educational Sciences Institute. İstanbul.

Pinder, Harlos, 2001 – *Pinder, C.C., Harlos, K.P.* (2001). Employee silence: quiescence and acquiescence as responses to perceived injustice. *Research in Personnel and Human Resources Management*, 20, 331–69.

Premeaux, Bedeian, 2003 – *Premeaux, S.F. and Bedeian, A.G.* (2003). Breaking the silence: the moderating effects of self- monitoring in predicting speaking up in the workplace. *Journal of Management Studies Üniversitesi*, Amerika. 40 (6), 1539-1562.

Procter, Maureen, 1999 – *Procter, I. and Maureen, P.* (1999). Work orientations and women's work: A critique of Hakim's theory of the heterogeneity of women. *Gender, Work & Organization, 6* (3), 152-162.

Saunders et al., 2009 – *Saunders, M., Lewis, P., Thornhill, A.* (2009). *Research Methods for Business Students.* (5th Edition). London: Pearson Education.

Slade, 2008 – *Slade, M. R.* (2008). *The adaptive nature of organizational silence: a cybernetic exploration of the hidden factory.* Published Phd Dissertation. George Washington University.

Şiyve, 2004 – *Şiyve, O. Ç.* (2004). Kadın-Erkek Liderlik Tarzları ve Cam Tavan. *Tügiad Elegans Magazine,* No 66, March-April. Access Address: www.elegans.com.tr/arsiv/66/haber018.html (23.01.2017).

Thompson, 2003 – *Thompson, A.* (2003). Special series on girls and women in education caring in context: four feminist theories on gender and education. *Curriculum Inquiry*, 33(1).

Toroslar Directorate... – Toroslar Directorate of National Education. Access Address: https://toroslar.meb.gov.tr/. Access Date: 16/12/2016.

Usluer, 2000 – *Usluer, L.* (2000). *Kadın öğretmenlerin yönetici konumlara yükseltilmeme nedenleri konusundaki öğretmen ve yönetici görüşlerinin değerlendirilmesi.* Unpublished Phd Dissertation, Ankara University, Ankara.

Wilson, 2002 – *Wilson, F. M.* (2002). Management and the professions: how cracked is that glass ceiling? *Public Money & Management,* 15-20.

Wirth, 2001 – *Wirth, L.* (2001). Breaking Through The Glass Ceiling: Women in Management. International Labour Office, Geneva.

Yaman, Ruclar, 2014 – *Yaman, E. and Ruclar, K.* (2014). Örgüt kültürünün yordayıcısı olarak üniversitelerde örgütsel sessizlik. *Journal of Higher Education and Science,* 4 (1), 36-50.

Yenişehir Directorate... – Yenişehir Directorate of National Education. Access Address: http://yenisehir33.meb.gov.tr/. Access Date: 16.12.2016.

Zafarullah, 2000 – *Zafarullah, H.* (2000). Through the brick wall, and the glass ceiling: Women in the civil service in Bangladesh. *Gender, Work & Organization,* 7 (3), 197-209.