

Chapter #10

EMPLOYEE VOICE: MODERATORS AND PREDICTIVE FACTORS ENHANCING PROSOCIAL ORGANISATIONAL BEHAVIOUR IN EDUCATIONAL ENVIRONMENTS

Evangelia Papaloi

Adjunct Lecturer- Hellenic Open University, Greece

ABSTRACT

Employee voice is a key-factor which fosters both personal and organisational development. However, in recent years, there is a concern since it appears that employees do not feel confident enough to speak out at work and hide their feelings and points. The scope of this research is to explore dimensions of organisational voice expressed by teachers at school, according to personal and contextual parameters. For our research purposes, 313 questionnaires were distributed to school teachers throughout Greece. The results reveal that teachers seem to express their own points and feelings actively and without fear. Moreover, they appear to vividly propose actions for the common good. Furthermore, it appears that there exists a strong relation between dimensions of voice, years in service, type of educational establishment and place of work while, gender does not affect the way teachers express themselves. We stress that, organisational voice as perceived and expressed in professional environments, constitutes an indicator and a valuable factor closely related to organisational effectiveness and development.

Keywords: organisational voice, dimensions, variables, educational context.

1. INTRODUCTION

Although one's identity is based on individual characteristics and also on one's affiliation with the social groups one considers as important (Tajfel, 1978), the reduced margins of action imposed by modern society appear to change employees' prioritisations, marking a shift from collectivism to individualism (Papastylianou & Lambridis, 2014). Interestingly, organisational norms, culture and rituals seem to *change people by altering their spatial, temporal, and bodily dimensions; weakening their emotional life and undermining their identity* (Foucault, 1978, op. cit. in Englebert, 2013).

Recent research reveals that both personal and contextual variables may affect employees' attitude and behaviour (Pinder & Harlos, 2001) and, may be seen as predictive factors of employees genuine expression of feelings and points (Tangirala & Ramanujam, 2008), affecting their ethical choices (Bok, 1983, creativity (Organ, 1988) as well as prosocial behaviour (Shahjehan, 2016; Robinson & Morrison, 1995; Van Dyne, Ang, & Botero, 2003).

In this sense, in the field of education, we posit that, understanding and decoding this social phenomenon may enlighten aspects of school life and serve decision-making in the interest of the common good.

2. LITERATURE REVIEW

Organisational voice is a multi-dimensional and complicated phenomenon which severely affects and has a great impact (positive and negative) on both employees and organisations. It is characterised by scholars as an “organisational paradox” (Cameron & Quinn, 2005; Smith & Lewis, 2011) which seems to be elusive (Van Dyne et al., 2003). Challenging the simplistic statement that employee’s voice is the opposite of silence, recent research considers voice as a result of employee’s motives, aspirations, past experiences, ethical choices as well as employee’s perceived importance of the issue under discussion and the margins for action. More specific, given that power relations affect organisational communication and its channels (Papastamou & Mugny, 2001), it seems that the employee feels the necessity to filter emitted messages, through an auto-censure mechanism so as to comply with the specific characteristics of the organisational context. According to Shahjehan (2016), there are two major theoretical conceptualisations of employee’s voice: the one exploring voice as a behaviour and the other as a tool which orientates employee’s action and levels of participation in the decision-making process.

Recent research has revealed the importance of motivation in speaking up or withholding opinions. According to Van Dyne et al. (2003), employee’s levels of motivation can be expressed through disengagement, self-protection and/or other-oriented behaviour and, may lead to the expression of three fundamental dimensions of voice:

- acquiescent voice: it reflects employee’s disappointment and dissatisfaction and is expressed by conformity, passive attitude and/or low organisational engagement. Undeniably, this form of voice has negative effects on a personal and organisational level since problems and dysfunctions are accumulated and the flow of information is inhibited.
- defensive voice: it refers to one’s necessity to defend one’s self. According to Maurer, *if employees fear punitive consequences as a result of discussing problems, they will typically react by engaging in defensive behaviours intended to protect the self* (Maurer, 1996, op.cit. in Van Dyne et al., 2003).
- prosocial voice: this aspect of voice originates from a concern for the other and a desire to be helpful. It represents on the one hand, employee’s concern so as to protect collective good and well-being and, on the other hand, management participative practices concerning decision-making processes

Based on the aforementioned assumptions, voice may reflect employees’ intentions, conscious decision and desire for active contribution to organisational prosperity, and may have various consequences for both the individual and the organisation. More specific, when organisational context does not foster authentic communication, may appear negative emotions, disappointment and resentment, blocking creativity and organisational improvement (Perlow & Williams, 2003). In such working environments, employees feel trapped and, either they partially deny aspects of their personality and respond selectively to organisational stimuli with a view to strengthen their role and position, either they get accustomed not to react in order to maintain current *modus operandi*, preferring being in a state of organisational anhedonia. Consequently, employees’ non-genuine expression of personal points may propagate serious organisational dysfunctions and, enhance groupthink, conformity (Asch, 1951; Sherif, 1936), and/or pluralistic ignorance, depriving the organisation from evolving and innovating (Pinder & Harlos, 2001; Morrison & Milliken, 2000; Argyris & Schon, 1978).

In this sense, in the field of education, when teachers cannot express themselves authentically and feel they are speechless, facets of organisational well-being and commitment are negatively affected. On the contrary, when they are engaged in prosocial organisational behaviour, there may be fostered processes and practices contributing to employee's effectiveness (Yen & Niehoff, 2004), organisational citizenship behaviour, positive psychological capital and organisational prosperity (Walumbwa, Luthans, Avey, & Oke, 2011), organisational meaningfulness (Karakatsani & Papaloi, 2018), fairness (MacKenzie 1993) and organisational success (Podsakoff et al. 1996).

Concluding, positive aspects of organisational voice may be considered as a key factor which may affect teachers' engagement, foster the creation of open and trusting relationships between teachers and educational management, enabling the cultivation of a strong school culture and organisational effectiveness (Karakatsani & Papaloi, 2018).

3. METHODOLOGY

3.1. Scope, sample and instrument

Our main scope is to explore teachers' perception and expression of different dimensions of organisational voice at school. Based on the aforementioned three-dimensional model of Van Dyne et al. (2003), we examine the associations and correlations between different forms of voice with personal and organisational variables. More specific, we analyse acquiescent, defensive and prosocial voice with teachers' gender, professional experience, place of work (big city vs. small town/village) as well as with the type of educational establishment (primary school, secondary school-gymnasium, secondary school-lyceum).

Respectively, our main research questions are as following:

- What are the levels and forms of voice expressed by teachers at school?
- Are there exist any correlations among dimensions of voice expressed by the sample?
- Are there exist any correlations between teachers' voice and personal characteristics such as professional experience and gender?
- Are there exist any correlations between teachers' voice and contextual parametres such as type of organisational establishment and place of working activity?

Our sample consists of 313 teachers working at primary and secondary schools in Greece. We translated in Greek language the 7-degree scale (1-totally disagree, 7-totally agree) for organisational voice created by Van Dyne et al. (2003). More specific, our sample had to answer 15 closed questions (five questions for each of the three types of voice) covering the following aspects of voice:

- Acquiescent Voice: 5 statements related to passive attitude towards the group such as passive support of others' ideas due to disengagement, passive contribution to group effectiveness, passive agreement based on resignation, agreement with the group based on low self-efficacy to make suggestions, passive contribution to problem solving
- Defensive Voice: 5 statements related to defensive attitude towards the group such as low expression due to fear, expression of ideas that shift attention to others, expression of statements that focus the discussion on others in order to protect

oneself, expression of support towards the group based on self-protection, expression of agreement with the group due to fear

- Prosocial Voice: 5 statements related to prosocial behaviour and cooperative attitude towards the group and the organisation such as the expression of solutions to problems with the cooperative motive of benefiting the organisation, expression of recommendations concerning issues that affect the organisation, expression of personal opinions about work issues even if others disagree, suggestion of ideas which could benefit the organisation, suggestion of ideas for change based on constructive concern for the organisation

Out of 313 questionnaires competed, 157 questionnaires were collected in hard copy whereas, 156 questionnaires were completed on an on-line Google form which was created for the purposes of this research.

Data were analysed with SPSS and our first concern was to proceed to the necessary reliability statistics (Cronbach's Alpha ,850). Nevertheless, we have to admit that, in social researches, there exist certain limitations related to the way participants interpreted questionnaire's statements as well as participants' necessity to answer in a socially correct and accepted way (Podsakoff & Organ, 1986).

3.2. Results

3.2.1. Descriptive statistics

Gender, professional experience, type of educational establishment and place of work

Our sample consists of 117 males (37%) and 196 females (63%). This proportion is explained by the fact that education is a professional field mostly preferred by women. Regarding teachers' professional experience, 26,5% of our sample (N=83) have 1-5 years in service, 38,3% (N=120) have 6-10 years in service, 26,8% (N=84) have 11-20 years in service, 7,7% (N=24) have 21-30 years in service, whereas, 0,6% (N=2) have more than 31 years in service.

As far as the type of the educational establishment is concerned, the 43% of our sample (N=134) works at a primary school, 25% (N=80) at secondary school-gymnasium and, 32% (N=99) at a secondary school-lyceum. Finally, the 57% of our sample (N=177) works at big cities and 43% (N=136) at small towns and/or villages.

Gender

Male	Female
37% (N=117)	63% (N=196)

Professional Experience

1-5 y	26,5% (N=83)
6-10y	38,3% (N=120)
11-20y	26,8% (N=84)
21-30y	7,7% (N=24)
31+y	0,6% (N=2)

Type of educational establishment

Primary school	43% (N=134)
Secondary school - gymnasium	25% (N=80)
Secondary school- lyceum	32% (N=99)

Place of working activity

Big city	57% (N=177)
Small town/village	43% (N=136)

Dimensions and levels of Organisational Voice

According to our data frequency tables, our results are as following:

- **Acquiescent Voice:** acquiescent voice levels appear extremely low. More specific, teachers feel considerably engaged and actively express their points (81,5%), they vividly contribute to collective decision-making (86,3%), they do not feel resigned (86,8%), they express their disagreement (87,2%) and their consent (86%).
- **Defensive Voice:** regarding our sample's defensive voice, it appears that it is also expressed in low levels. When argumenting, teachers are not afraid to express their points (89,9%), do not orientate the conversation to others due to fear (93,2%) or in order to protect themselves (93%), express their disagreement (90,3%) without feeling the necessity to protect themselves (87,2).
- **Prosocial Voice:** teachers appear to express significant high levels of prosocial voice. They seem to actively express their points due to their commitment to the common good (82,7%), they develop ideas for the common good (81,7%), they do not hesitate to express their own ideas even if all others disagree (76,7%), they develop ideas for projects from which the school could benefit (83%), they propose innovative ideas for change due to their great interest for their school (82,5%).

Interestingly, descriptive statistics analysis reveals that, all statements regarding teachers' prosocial voice have a considerable significance (prosocial voice1,2,3,4,5 mean=5,55) whereas, teachers' answers to statements regarding acquiescent and defensive voice have a rather low statistical significance(acquiescent voice1,2,3,4,5 mean=2,032 , defensive voice1,2,3,4,5 mean=1,8) . Indicatively, for prosocial voice1,2,3,4,5 respectively, mean= 5,62, 5,57, 5,37, 5,64, 5,57, acquiescent voice1 mean=2,3, acquiescent voice4 mean=1,87, defensive voice2 mean=1,64.

3.2.2. Correlations

Dimensions of organisational voice

Kendall's tau analysis, which was used for a non-parametric measure of relationships between columns of ranked data concerning the three dimensions of organisational voice, revealed that there is a positive statistical significance with all dimensions of organisational voice. More specific:

- **Acquiescent Voice (av) 1,2,3,4,5:** there is a strong relation between av1 & av2 ($\tau=,653^{**}$), av2 & av3 ($\tau=,652^{**}$), av3 & av4($\tau=,652^{**}$), av5 & av3, av4 ($\tau=,611^{**}$ & ,682^{**} respectively), whereas there exist positive correlation among all other statements of av (τ ranges from ,444^{**} to ,596^{**}).

E. Papaloi

- Defensive Voice (dv)1,2,3,4,5: there is a strong relation between dv 1 & dv5($\tau=,709^{**}$) and dv1 &dv2 ($\tau=,679^{**}$), dv3 &dv2 ($\tau=,670^{**}$), dv4 & dv5 ($\tau=,653^{**}$), dv5 & dv4 ($\tau=,653^{**}$), dv2 & dv5 ($\tau=,638^{**}$), whereas there exist positive correlation with the majority of other statements of dv (τ ranges from ,448** to 558**).
- Prosocial Voice (pv) 1,2,3,4,5: there is a very strong relation between pv4 & pv5 ($\tau=,844^{**}$), pv2 & pv4 ($\tau= ,763^{**}$), pv 1 & pv2 ($\tau=,743^{**}$) , pv2 & pv5 ($\tau=,739^{**}$) whereas there exist positive correlation among all other statements of pv (τ ranges from ,559** to ,686**).
- Acquiescent voice (av) & Defensive voice (dv): there exist positive correlation between these two variables in the majority of statements (indicatively, $\tau=,558^{**}$ for av5 & dv5, $\tau=,546^{**}$ for av5 & dv1, $\tau=,520^{**}$ for av5 &dv4, $\tau=,516^{**}$ for av5 &dv2, $\tau=,544^{**}$ for av2 & dv 1, $\tau=509^{**}$ for av3 & dv1, $\tau=,491^{**}$ for av 1 & dv1)
- Acquiescent Voice (av) & Prosocial Voice (pv): it appears that there exist an interesting negative correlation between av2 & pv4 ($\tau= -,444^{**}$),
- Defensive & Prosocial Voice: it appears that there is no correlation between statements of Defensive & Prosocial Voice.

Correlations between voice and professional experience

Crosstab analysis regarding dimensions of voice, scales of voice (1-7) mostly preferred and professional experience, revealed a great interdependence between these factors. More specific, teachers of all categories of professional experience, answered by using the lowest scales of acquiescent and defensive voice (1st,2nd & 3rd grade of the scale) as well as the highest levels of prosocial voice (5th, 6th & 7th grade), as depicted in the following table 1:

*Table 1.
Years in Service & Dimensions of Voice.*

Years in service	Acquiescent Voice (answers in the lower grades of the scale 1-7)	Defensive Voice (answers in the lower grades of the scale 1-7)	Prosocial Voice (answers in the higher grades of the scale 1-7)
1-5 years	82,4%	86,92%	74,7%
6-10 years	85,48%	90,96%	83,18%
11-20 years	85,72%	91,48%	80,68%
21-30 years	98,32%	100%	95,82%
31+ years	100%	100%	100%

Correlations between voice and type of educational establishment

Crosstab analysis regarding dimensions of voice, scales of voice (1-7) mostly preferred and type of educational establishment, revealed that in their majority, teachers of all types of educational establishment, answered by using the lowest scales of acquiescent and defensive voice (1st,2nd & 3rd grade of the scale) as well as the highest levels of prosocial voice (5th, 6th & 7th grade), as following:

Table 2.
Type of Educational Establishment & Dimensions of Voice.

Type of educational establishment	Acquiescent Voice (answers in the lower grades of the scale 1-7)	Defensive Voice (answers in the lower grades of the scale 1-7)	Prosocial Voice (answers in the higher grades of the scale 1-7)
Primary school	87,64%	93,9%	88,2%
Secondary school (gymnasium)	81,52%	85,82%	80,08%
Secondary school (lyceum)	86,46%	90,72%	73,14%

Correlations between voice and place of working activity

Crosstab analysis regarding types of voice, scales of voice mostly preferred and place of working activity, showed that, in general, working place, does not affect considerably teachers' voice. More specific, teachers who work at small towns/villages seem to feel slightly freer to express themselves than their colleagues at big cities and are slightly more committed and take initiatives for the common good as following:

Table 3.
Place of Working Activity & Dimensions of Voice.

Place of working activity	Acquiescent Voice (answers in the lower grades of the scale 1-7)	Defensive Voice (answers in the lower grades of the scale 1-7)	Prosocial Voice (answers in the higher grades of the scale 1-7)
Big city	84,74%	90,96%	77,44
Small town/village	88,78%	90,54%	86,58

Correlations between voice and gender

Levine's test and t-test revealed a strong statistical significance only between the 4th statement of defensive voice and teachers' gender (,006). More specific, this statement regards in-group communication and teachers' practices to comply with the others in order to protect themselves.

4. DISCUSSION/CONCLUSION

Despite the general sense that voice may be observed more easily than silence, recent research stresses that employees voice has different aspects and may have either beneficial or detrimental implications for both individuals and their organisation (Wang & Hsieh, 2012; Van Dyne et al., 2003). Given that this multi-dimensional social phenomenon seems to be rather under-explored in the educational management literature, we tried to analyse organisational voice at schools taking into consideration specific personal and contextual factors (gender, professional experience, type of establishment, place of work). Hence, based on the conceptual model of Van Dyne et al. (2003) proposing three types of employee voice

(acquiescent voice, defensive voice, and prosocial voice), we conducted a research with 313 teachers in Greece.

As far as the levels and dimensions of voice are concerned, teachers' answers reflect extremely low levels of acquiescent and defensive voice whereas; the levels of their prosocial voice appear to be considerably high. This latter dimension of voice is connected with authentic communication, active participation to decision-making processes, as well as mechanisms allowing employees to redress grievances. The results of this research seem to be in accordance with literature in this topic (Shahjehan, 2016; Detert & Burris, 2007; Van Dyne et al., 2003; LePine & Van Dyne, 1998; Spencer, 1986).

In general, our research data reveal very high levels of proactive forms of employees' voice and extremely low levels of passive forms. Furthermore, the results revealed an extremely strong connection between the three dimensions of voice with teachers' professional experience. Interestingly, teachers who have more than 21 years in service seem to very actively participate at organisational processes without feeling fear or resentment; they express freely their points and are highly committed to organisational well-being. This correlation is very strong also in all other categories of professional experience, especially as far as acquiescent and defensive voice are concerned. To be noted that, although levels of prosocial voice are considerably high for all categories of professional experience, it appears that the less experience a teacher has, the less commitment he/she has in order to contribute to organisational targets and collective well-being. Hence, for a teacher, the absence of negative emotions such as fear and resentment as well as the feeling of security is not enough so as to develop highest levels of engagement and commitment and take proactive initiatives for the benefit of the organisation. Research underlines the complicity of employees' thinking, feeling and acting (Forgas, 2000), which have to be estimated according to various contextual parameters such as organisational structure, culture, management strategic choice, etc.

As far as voice and gender are concerned, it appears that there not exist any strong correlation between dimensions of teachers' voice and gender.

Regarding the type of educational establishment, data analysis revealed that, primary school, in all dimensions of voice, teachers express their points more freely than their colleagues, while, lyceum teachers' scores regarding prosocial voice are lower than in the other categories of establishment. Finally, gymnasium teachers' scores regarding defensive voice are lower than in the other two categories of establishment (primary school and lyceum).

An interesting result regards dimensions of voice and place of working activity. Scores are very high in all dimensions of voice, both in big cities and small towns/villages. Nevertheless, it appears that teachers who work in small towns and/or villages appear to take more initiatives and express their ideas for the common good in a higher level than their colleagues in big cities.

These results seem to be very optimistic as long as, positive dimensions of employees' voice may foster creativity, commitment, productivity and organisational sustainability (Ramlall, Al-Kahtani, & Damanhour, 2014; De Cremer, & Van Lange, 2001; Kahn, 1990) whereas, negative aspects, especially when occurring on a large-scale may, may lead to the overall drop in performance and to further significant organisational disfunctions (Moaşa, 2013; Pinder & Harlos, 2001; Vakola, & Bouradas, 2005). Sustainable organisational change is connected to transparency and honesty and, when employees feel able to speak out, job satisfaction, well-being and psychological contract are fostered (Spencer, 1986; Verhezen, 2010). Moreover, organisational knowledge is encouraged and organisations become more

adaptable and agile to current societal demands (Detert & Burris, 2007; Haskins & Freeman, 2015; Cameron, & Quinn, 2005).

Concluding, it is obvious that, organisational phenomena are dependent to time and space variables as well as to actors' characteristics and, constitute a great challenge for leadership. It is true that, an organisation is transformed into an institution only when its instrumental character is reduced and everyday life of its members is meaningful and fosters a wide framework of values (...) deliberating the creative energy of its members (Tsoukas, 2004). Under this perspective, understanding and decoding teachers' voice could shed light into implicit aspects of school reality, enhance pluralism and the cultivation of prosocial organisational constructs, strengthen cooperative culture (Knoll & van Dick, 2013; Miller, 1992) and, thus, orientate school to prosperity.

5. LIMITATIONS

This research is not without limitations nor does it provide a complete understanding of this social phenomenon, as long as it explored levels and dimensions of teachers' voice in correlation with specific personal and organisational factors. A further analysis of employee's voice according to other contextual parameters as well as in comparison with levels of silence expressed could enlighten different aspects of school reality, enhancing our awareness about organisational complicity and, advancing our perspective regarding educational leadership. Moreover, qualitative methods such as interviews with teachers might enrich our understanding regarding the impact of this social phenomenon both on individuals and the organisation.

REFERENCES

- Asch, S.E. (1951). Effects of group pressure upon the modification and distortion of judgment. In H. Guetzkow (Ed.), *Groups, leadership and men; research in human relations* (pp. 177–190). Pittsburgh: Carnegie Press.
- Argyris, C., & Schon, D. (1978). *Organizational learning: A theory of action perspective*. Reading, MA: Addison-Wesley.
- Bok, S. (1983). *Secrets: On the Ethics of Concealment and Revelation*. New York: Pantheon Books.
- Cameron, K. S., & Quinn, R. E. (2005). *Diagnosing and changing organizational culture: Based on the competing values framework*. San Francisco, CA: John Wiley & Sons.
- De Cremer, D., & Van Lange, P.A.M. (2001). Why prosocials exhibit greater cooperation than proselves: The roles of social responsibility and reciprocity. *European Journal of Personality*, 15, 15-18.
- Detert J. R. & Burris E.R., (2007). Leadership behavior and employee voice: Is the door really open?. *Academy of Management Journal*, 50(4), 869–884.
- Englebert, J. (2013). *Psychopathologie de l'homme en situation. Le corps du détenu dans l' univers carcéral* [Psychopathology of the person in a situation. The body of a detained in the carceral universd]. Paris, Editions Hermann.
- Forgas, J. (2000). *Feeling and thinking: The role of affect in social cognition*. New York: Cambridge University Press.
- Haskins, M. E., & Freeman, R. E. (2015). What managers should never want to hear: Silence. *Management Decision*, 53(6), 1300-1311.
- Kahn, W., A. (1990). Psychological conditions of personal engagement and disengagement at work, *Academy of Management Journal*, 33(4), 692-724.

- Karakatsani, D., & Papaloi, E. (2018). School Learning Architecture for active citizenship and social justice based on organizational meaningfulness. In Palaiologou, N. & Zembylas, M., (Eds.) *Human Rights and Citizenship Education: an intercultural and international perspective* (pp.155-179). Cambridge Scholars.
- Knoll, M., & van Dick, R. (2013). Do I hear the whistle...? A first attempt to measure four forms of employee silence and their correlates. *Journal of Business Ethics*, 113(2), 349-362.
- LePine, J. A., & Van Dyne, L. (1998). Predicting voice behavior in work groups. *Journal of Applied Psychology*, 83(6), 853.
- Miller, G. (1992). *Managerial Dilemmas: The political economy of Hierarchy*. New York: Cambridge University Press, Cambridge.
- Moşa, H. (2013). Struggling for Organizational Identity: Employee Voice and Silence. *Procedia-Social and Behavioral Sciences*, 92, 574-581.
- Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *The Academy of Management Review*, 25(4), 706-725.
- Organ, D. (1988). *Organizational Citizenship Behavior: The Good Soldier Syndrome*. Washington DC: Lexington Books.
- Papastamou, S., Mugny, G. (2001). *Minorities and Power. A sociopsychological and experimental approach of social influence and behaviour of minorities*. Athens, Ellinika Grammata.
- Papastylianou, A.; Lambridis, E. (2014). Κοινωνικές αξίες, φιλοκοινωνική συμπεριφορά και προσανατολισμός προς τον ατομικισμό και τη συλλογικότητα στην Ελλάδα [Social values, prosocial behaviour and orientation towards individualism and collectivity in Greece Psychology]. *Ψυχολογία [Psychology]*, 21(1), 21-42.
- 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, 331-370.
- Ramlall, S., Al-Kahtani, A., Damanhour, H. (2014). Positive Organizational Behavior in the Workplace: A Cross-Cultural Perspective. *International Journal of Management & Information Systems*, 18(3), 149.
- Robinson, S. Morrison, E.-W. (1995). Psychological contracts and OCB: The effect of unfulfilled obligations on civic virtue behavior. *Journal of Organizational Behavior*, 16(3), 289-298.
- Shahjehan, A. (2016). Surface and deep conceptualizations of silence and voice paradoxes: An empirical analysis of women behavior at workplace. *Cogent Business & Management*, 3(1).
- Sherif, M. (1936). *The psychology of social norms*. NY & London: Harper & brothers.
- Smith, W. K., & Lewis, M. W. (2011). Toward a theory of paradox: A dynamic equilibrium model of organizing. *Academy of Management Review*, 36(2), 381-403. Retrieved from <https://doi.org/10.5465/amr.2011.59330958>
- Spencer, D. (1986). Employee voice and employee retention. *The Academy of Management Journal*, 29(3), 488-502.
- Tajfel, H. (1978). *Differentiation between social groups: studies in the social psychology of intergroup relations*. London: Academic Press.
- Tangirala, S., & Ramanujam, R. (2008). Employee silence on critical work issues: The cross level effects of procedural justice climate. *Personnel Psychology*, 61(1), 37-68. Retrieved from <https://doi.org/10.1111/j.1744-6570.2008.00105.x>
- Tsoukas, H. (2004) *Αν ο Αριστοτέλης ήταν Διευθύνων Σύμβουλος. Δοκίμιο για την ηγεσία και τη διοίκηση* [If Aristotle were a CEO. An essay on leadership and management]. Athens: Kastaniotis.
- Vakola, M., & Bouradas, D. (2005). Antecedents and consequences of organizational silence: An empirical investigation. *Employee Relations*, 27(5), 441-458.
- Van Dyne, Ang, S., & Botero, I. C. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs. *Journal of Management Studies*, 40(6), 1359-1392.
- Verhezen, P. (2010). Giving voice in a culture of silence. From a culture of compliance to a culture of integrity. *Journal of Business Ethics*, 96(2), 187-206.
- Walumbwa, F., Luthans, F., Avey, J. B., Oke, A. (2011). Authentically leading groups: The mediating role of collective psychological capital and trust. *Journal of Organizational Behavior*, 32(1), 4-24

- Wang, Y.D., & Hsieh, H. H. (2012). Toward a Better Understanding of the Link Between Ethical Climate and Job Satisfaction: A Multilevel Analysis, *Journal of Business Ethics*, 105(4):535-545
- Yen, H. R., & Niehoff, B. P. (2004). Organizational Citizenship Behaviors and Organizational Effectiveness: Examining Relationships in Taiwanese Banks. *Journal of Applied Social Psychology*, 34(8), 1617–1637. Retrieved from <https://doi.org/10.1111/j.1559-1816.2004.tb02790.x>

KEY TERMS & DEFINITIONS

Anhedonia: the term is used to define reduced motivation as well as reduced anticipatory pleasure. It also refers to the fact that, one cannot feel the pleasure the moment one achieves one's goal, due to extreme stress. Based on this assumption, we introduce the term organisational anhedonia so as to depict implicit aspects of employees' voice potentially related to their past professional experiences and future aspirations as far as their professional development and well-being are concerned.

Conformity: it can be described as one's act of matching attitudes, beliefs, and behaviours to group rules and norms. It may derive from one's desire to feel secure within a group by adopting attitudes and behaviours which permit a better social interaction without the risk of social rejection and/or marginalization.

Groupthink: very often, it appears that, within social/professional groups, members avoid raising controversial issues and, tend to have the same point of view with the group. This social phenomenon may reflect group's cohesiveness, or its members' desire for cohesiveness. Under these conditions, conflict is minimised but, there is also a considerable loss of individual creativity and members' interdependence.

OCB: it involves participation in activities or actions that are not formally a part of the job description, but that benefit others and the organization as a whole (Borman 2004). In general, OCB reflects a concern for other individuals or organisational welfare (Podsakoff, MacKenzie, Paine and Bachrach 2000).

Pluralistic Ignorance: the term describes situations in which group members, out of fear for being seen as different, keep silent. Interestingly, within a group, very often, although the majority of the members on a personal level reject a norm, when they interact with the group, they go along with it and are afraid to voice their opposition because they assume (incorrectly) that the others accept it.

Positive psychological capital: is a term deriving from Positive Psychology. It is defined as one's positive and developmental state and, is characterised by high levels of self-efficacy, resilience, optimism and hope

APPENDIX

The 7scale tool for organisational voice (Van Dyne et al, 2003)

Acquiescent Voice

1. This employee passively supports the ideas of others because he/she is disengaged.
2. This employee passively expresses agreement and rarely offers a new idea.
3. This employee agrees and goes along with the group, based on resignation.
4. This employee only expresses agreement with the group based on low self-efficacy to make suggestions.
5. This employee passively agrees with others about solutions to problems.

E. Papaloi

Defensive Voice

1. This employee doesn't express much except agreement with the group, based on fear.
2. This employee expresses ideas that shift attention to others, because he/she is afraid.
3. This employee provides explanations that focus the discussion on others in order to protect him/her self.
4. This employee goes along and communicates support for the group, based on self-protection.
5. This employee usually expresses agreement with the group, because he/she is motivated by fear.

ProSocial Voice

1. This employee expresses solutions to problems with the cooperative motive of benefiting the organisation.
2. This employee develops and makes recommendations concerning issues that affect the organisation.
3. This employee communicates his/her opinions about work issues even if others disagree.
4. This employee speaks up with ideas for new projects that might benefit the organisation.
5. This employee suggests ideas for change, based on constructive concern for the organisation.

AUTHOR INFORMATION

Full name: Evangelia Papaloi

Institutional affiliation: Adjunct Lecturer- Hellenic Open University

Institutional address: 18 Parodos Aristotelous, 26335 Patra, Greece

Email address: evipapaloi@gmail.com

Short biographical sketch: Evangelia Papaloi received a PhD with a cross-disciplinary focus on Education Sciences, Social Organisational Psychology and Adult Learning and Development from University Toulouse II (France). She works as an Adjunct Lecturer at post-graduate courses in Educational Management at various Universities in Greece. She is a research associate and a trainer at various Public Research Institutes and Training Centres in Greece and has conducted cross-disciplinary researches in the area of organisational behaviour, educational leadership, leadership ethics, social justice, stereotypes, etc. She serves as a reviewer at the Academy of Management Conference in Organisational Behaviour and in Organisational Development & Change Departments and, she is at the editorial board of the International Journal BEL (Business, Ethics Leadership). She has published papers in scientific journals and has written chapters in collective tomes both in Greece and abroad (Cambridge Scholars, Routledge, Emerald, Bloomsbury Publishing, etc.).