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DEPARTMENT OF BUSINESS AND PUBLIC ADMINISTRATION
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EMPLOYEE VOICE AND WORK COMMITMENT

THE DEPARTMENT OF CIVIL AVIATION CYPRUS

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To you that I adore and love!

Table of contents

Index of Tables – Diagrams

If your organization requires success before commitment, it will never have either.

Seth Godin

Chapter 1 Introduction

1.1 Motivation for the research

Air Traffic Services working environment has become extremely competitive in recent years due to the rapid expanding dynamics of the field as such. Also this rapid growth is mandating the continuous usage of new technologies in the field, both to air and ground stations to facilitate the continuous increasing capacity of aircrafts that must be handled simultaneously in each country's air territory. The complicated environment of Air Traffic Services as such is based on three main pillars: equipment, procedures and people. The core of the structure even though the technology is advancing rapidly, will always be the employees. The employees as front line personnel, are working in real time interaction, and their decisions while working have direct impact in the traffic situation, safety and performance.

Employees are regularly faced with key events and decisions in which they must choose between speaking up and expressing their opinions (voice) or remaining silent (silence) (Morrison, 2011). Within each organization, there are people who will share their opinions regardless of the work environment, and others who will simply perform their job and remain mute. Importantly, the flow of information from all levels of hierarchy is crucial and useful in the current competitive environment of Air Traffic Services for multiple reasons such as the provision of high level operations and services, establishment of the proper procedures for better decisions, avoidance of unwanted situations, effective communication between the employees, and many others. Based on all the above, it is important to investigate whether employees feel free to speak up and share their thoughts and opinions, what motivates or hinders them from sharing, and furthermore in what ways all the above affect their organizational commitment.

The purpose of this study is to twofold. First, the study aims to investigate the factors that may affect the degree to which employees of the Cyprus Civil Aviation Department speak up while at work (voice) or remain silent. In more detail, the study explores how several personal and organizational motivators affect different types of voice and silence among employees of the Department. Potential personal motivators included in the research are: personality characteristics, psychological empowerment, satisfaction from work and relationship with colleagues. Potential organizational motivators are: empowering leadership, power distance orientation, organizational justice and organizational learning capability. Whether and how these motivators relate with three different types of employee voice and three different types of employee silence is analysed.

Second, the study explores how personal and organizational motivators, as well as different types of employee voice and silence relate to the employee's level of organizational commitment, distinguishing among different types of commitment.

At this point we have to mention that research didn't point out any relevant published studies investigating holistically all the above factors. Due to that in order to collect the raw data, a structured electronic questionnaire was developed and circulated to the staff of the Department of Civil Aviation dealing directly with the provision of Air Traffic services. The main purpose of this research study is to investigate the voice – silence behaviour of the employees in relation to their organizational commitment since the department needs people who proactively adapt to the difficulties and challenges of this dynamic business environment, and who are willing to publicly voice fresh ideas and make valuable suggestions for change.

In addition to the introductory chapter, this research is divided into six chapters, which include the following.

Chapter 2 Literature review: according to the bibliography, this chapter discusses the meaning of voice and of silence, as well as the numerous theoretical approaches to these two concepts. Additionally the notion of organizational commitment and how this interacts with the individuals and the organizations.

Chapter 3 Research Methodology: here we present our approach to the research model, research questionnaire development, sampling and data collection, as well as methods of data analysis

Chapter 4 Findings – Results: this section presents how the analysis was performed of the data collected, and presents the findings in a structured manner.

Chapter 5 Discussion: based on the findings of the previous chapter we analyse them in relation to the bibliography and other relevant researches in order to establish the outcome of the research.

Finally Chapter 6 Conclusions: in the last chapter we present holistically the research conclusions. At the same time, we present suggestions for the practical implementation of results from the employees and the organization improvement point of view. Finally suggestions are proposed for future research that will expand the present study in other related fields.

Chapter 2 Literature review

2.1 Employee voice and silence

2.1.1 Understanding employee voice and silence

There are several definitions of employee voice in the academic literature. Rusbult et al. (1988, p.601) define voice as "constructively and actively trying to improve conditions through discussing problems with a co-worker or supervisor, suggesting solutions, taking action to solve problems, whistle-blowing or seeking help from an outside agency like a union". Similarly, Morrison (2014) defines employee voice as informal and discretionary communication by an employee of ideas, suggestions, concerns, information about problems, or opinions about work-related issues to persons who might be able to take appropriate action, with the intention of bringing improvement or change. Both definitions emphasize employee voice as motivated by and having good intensions for the general good and well-being of their organization.

Employee silence refers to the withholding of potentially important input or to instances when an employee does not communicate what is on his or her mind (Morrison & Milliken 2000, Pinder & Harlos 2001). Here it is important to note that lack of speech is not the same as silence as employees may not speak as they might not have something important to talk about. According to Milliken et al. (2003), silence refers to not speaking up when an employee has a suggestion, a concern, and an information about a problem or a different point of view that could be relevant or useful to communicate.

The relevant literature suggests that there are different types of voice and silence. Depending on the content of the message or information that employees communicate with other

members of their organization, employees may express ideas on how to do things in different ways. This form of employee voice has been characterized as promotive (Liang et al., 2012) or suggestion focused (Morrison, 2011). Also, employees may provide information about potentially serious or serious problems. This form of voice has been characterized as prohibitive (Liang et al., 2012), problem focused voice (Morrison, 2011) or remedial (Olson-Buchanan & Boswell, 2008). Depending on "direction" / relationship the recipient of the message or information can also vary from teammates, a supervisor or a person in a higher organizational position or even to someone external to the organization.

Depending on employees' motives, voice and silence can be distinguished into three main types: acquiescent, quiescent and prosocial voice or silence. Acquiescent voice and silence involve the passive communication or silencing of relevant ideas and information based on resignation and submission (Van Dyne et al, 2003). Thus, *acquiescent voice and silence* represent employees who are not willing to put any effort to change the current situation in their organization as they passively accept it and therefore they are disengaged from any real involvement and action in their organization. For example, acquiescent voice is present when employees agree with what others have said because they do not want to put the effort or take the time to explain their own view or ideas on the topic. This may happen, for example, when they believe that they are the only ones that have a different view on the discussed topic or when they assess that they have to agree with the opinion of others especially when they are communicating with their employer or supervisor. An example of acquiescent silence is when employees are withholding information that might be important and valuable for the organization because they are not really interested for the organization or they feel that their opinion is not valued from the managers and supervisors and thus speaking up is pointless. Van Dyne et al. (2003) define *quiescent voice and silence* as

communicating or withholding ideas, opinions and relevant information, as a form of self-protection based on fear. Thus, quiescent voice and silence - in contrast to acquiescent voice and silence - is intentional and proactive behavior by taking into account what is in employees' interest at the moment and how to avoid taking risks or having any complications in order to achieve self-protection. Examples of quiescent voice are present when employees are trying to shift focus on different matters from the one in discussion and when they are shifting attention or trying to blame others. An example of quiescent silence involves employees who do not blow the whistle and repost cases of corruption or unethical behaviour in an organization because they afraid negative consequences for themselves. The third type of voice and silence, the *prosocial voice and silence* as defined by Van Dyne et al. (2003) involves communicating or withholding relevant information, ideas and opinions with the goal of benefitting others in the organization, based on cooperative motives or altruism. Thus, prosocial voice and silence differs from defensive voice and silence, as it is motivated not by positive outcomes/benefits for one's self or fear of negative self-implications, but by concern for others.

2.1.2 Effects of voice and silence on individuals and organizations

The effects of voice and silence can be divided into two main categories, the ones that are related to each individual employee and the ones that are related to the organization.

First we will concentrate on the consequences of voice and silence on individuals. Regarding the effects of voice on individuals, it could be stated that when employees are able to express their feelings and ideas freely they are benefitted both physically and mentally. Employees feel that they have a say in decision making, they are controlling better what is going on in their working environment, they are more valued and they feel that their role is considered important in

6

their organization. Scholars have also argued that voice has beneficial effects for employees, such as sense of control and feeling that one is valued (Morrison & Milliken 2000, Perlow & Repenning 2009). Pennebaker (1997) through research showed that expressing one's feelings, rather than keeping them inside, has both physical and mental health benefits. On the other hand, silence can lead to negative psychological effects as employees may experience feelings of dissatisfaction, stress, cynicism, anger and powerlessness. According to Morrison & Milliken (2000) silence creates dissatisfaction, stress and cynicism. These negative feelings can even lead to depression and other health problems. According to Morrison and Milliken (2000), when employees do not communicate information and ideas they may experience high levels of stress, dissatisfaction and become disengaged, which can lead to underperformance and even resignation .When employees withhold ideas and information then silence may become self-reinforcing and aggravate the norm of not communicating information.

However, in some cases even employee voice can have negative consequences on one's career and can even lead to involuntary turnover. These negative consequences can be observed in cases of bad employees' communication skills, when the message they want to convey is characterized as more challenging rather than supportive for the organization, when employees are not able to control their emotions, when they overestimate their level of voice or when leaders are characterized with low degree of openness to employees' ideas and suggestions. Furthermore according to Morrison (2014) employees by sharing their views or concerns they may upset others or cause others to suffer negative repercussions. Detert & Trevino (2010) also highlight the potential negative consequences when employees speak up as they may challenge past decisions or current practices and they will be viewed as complainers or troublemakers, lose respect or

support from others, get assigned to undesirable projects, not be considered for promotion, receive a negative performance review or even get fired.

On the other hand silence in some cases can have positive consequences for employees. Nyberg (1993) proposed that concealing and withholding information (silence) are very important because some measure of concealment is essential to high quality interpersonal relationships. For example no one wants to know all of another person's thoughts because the volume of inputs would be overwhelming. Similarly, most people would prefer not to know every time that a close friend or family member has a negative or critical thought. Thus silence may sometimes lead employees to more effective communication with other colleagues or supervisors and reduce the levels of stress and anxiety.

With regard to the effects of voice and silence on organizations, voice can have a positive effect on organizational performance and may increase group and organization effectiveness. When employees are able to express their ideas and suggestions freely, then the organization can have access to new and innovating ideas and achieve better decision making. As Morrison (2014) states, information about problems coming from employees may lead to their solution, new ideas and suggestions may help the organization to take advantage of opportunities and opinions can lead to more informed decisions.

However, too much voice may affect organizations in a negative way as the opinions and ideas communicated can be contradicting to each other and it will become difficult for the organizations' leaders to make decisions and take actions based on the excessive load of information. As Ashford et al. (2009) state, too much input especially in cases where it is conflicting can make it difficult to reach a consensus and take action. Also voice may increase

turnover in organizations if the organization managers are not willing or able to take action, like in cases where they do not participate in high-level decision making or they are not change-oriented.

Employees silence can lead to organization malfunctioning and failures as the lack of communicating information within the organization that is important to be communicated, does not allow to issues and problems to be revealed, which potentially can harm the performance and the well-being of the organization. Opportunities for learning through effective communication and innovation are hindered and potential illegal or immoral behavior does not come to the surface to be dealt accordingly. According to Pentilla (2003) employee silence is perpetuating poorly planned projects that lead to low quality products and is killing innovation. However in some cases silence can be beneficial for organizations. As Greenberg & Edwards (2009) pinpoint in some cases silence can serve a protective function for the organization and that may lead to beneficial outcomes. Moreover Van Dyne, Ang & Botero (2003) emphasize on the prosocial character and motives of silence and that this kind of silence can be proactive and other-oriented based on cooperation and altruism and therefore can lead to positive outcomes for individuals and organizations.

2.1.3 Voice mechanisms

There is a wide range of employee voice mechanisms through which employee voice is attained. The main employee voice mechanisms can be formal or informal, direct or indirect and power-centered or task-centered. According to Strauss (1998, p. 15), informal employee voice is the "day to day relationship between subordinates and supervisors in which the first are allowed substantial input into decisions . . . a process which allows workers to employ influence over their

work and the condition under which they work". In contrast, formal employee voice involves communication tools and structures implemented by organizations such as joint consultative committees, suggestion boxes, employee surveys, team briefings which provide to employees voice in decisions.

Through direct voice, employees have the opportunity to express their opinions and ideas directly to managers, without the mediation of representatives (Holland et al. 2017). While through indirect voice employees can communicate and carry their opinions and ideas within their organization through the mediation of representatives. According to Brewster et al. (2007) indirect voice mechanisms are those that give voice to employees through collective representation such as trade unions, work councils or joint consultative committees.

When voice is applied to the actual work that employees do we call it as task-centered voice. According to Procter et al. (2014) task-centered mechanisms involve how much say employees have in deciding what tasks they perform and how they perform them. Power-centered mechanisms can bring greater employee influence and changes in areas that have been traditionally the remit of managers (Wallace et al., 2004). Power-centered voice mechanisms involve work councils, joint consultation, partnership and trade unions or representation.

2.1.4 Factors facilitating voice and encouraging silence

According to Morrison (2014), there is a variety of factors that can act as motivators or inhibitors regarding the motivation of employees to express their thoughts and share information with other organizations' members. As Morrison (2014) states there are opposing forces acting upon the employee, those that are pulling in the direction or remaining silent and those that are pulling in the direction of speaking up. She concludes that employees will engage in voice only

when the motivators are stronger than the inhibitors. On the other hand Van Dyne, Ang & Botero (2003) argue that employee silence should not be considered as the antithesis or absence of voice and that we should not assume that the absence of voice implies the presence of intentional silence. Many scholars in the past might consider silence as the absence of voice because when speech does not occur the absence of behaviour is not particularly obvious and does not attract attention (Johansen, 1974). In this thesis we follow Van Dyne, Ang & Bottero (2003) argument and thus we will examine and consider voice and silence as independent entities that both worth to be examined and measured individually.

Factors that affect voice and silence can be separated into two main categories: individual level factors and contextual factors. The first category involves the factors that are related to self or individual dispositions. For example, personality characteristics seem to make a difference. Employees that are extroverts, have proactive personality, and they are duty and customer oriented might have increased voice behavior, while achievement oriented employees might act in both ways, either by taking the initiative to share their ideas and information either to withhold them (Morrison, 2014).

Further, the desire of achieving positive self-outcomes may lead employees to engage in voice or to obstruct it. As Morrison (2014) states, it is rational to presume that when employees are deciding whether to engage in voice, they may consider not just how this behavior could lead to organizational improvement but also how it could potentially advance their own interests. For example, when an employee is in the process of deciding to speak about a justice violation, he/she will take into consideration not only improving the situation for other employees but also achieving a personal gain. Klass et al. (2012) assert that political motives and self-promotion can also be relevant in motivating voice behavior. In cases where employees contribute to their organizations

by offering constructive proposals that can be useful in the solution of a problem can highlight their commitment to their organization and their expertise and thus in a way they are promoting themselves to their employer. Also the desire of employees to behave in certain way which is compatible with their personal identity might affect their voice behavior. Ashford & Barton (2007) assert that employees may engage in voice as a way to affirm their sense of self and reinforce what they value. For example, an employee that is very environmentally conscious might feel obligated to speak up about the failure of the organization to take action for the protection of the environment.

Employees' job and organization attitudes and perceptions also are individual level variables. When employees feel the obligation to bring changes, they are satisfied with their job, they feel in control, having influence in their organization and they feel that they have organizational support and they are motivated to engage in voice behaviors. Contrarily, when employees feel that they are psychologically detached and powerless they tend to suppress their voice behaviors. When employees feel that they will not be taken seriously into account or really heard by their supervisor or the managerial team and feel that they are not valued they will withhold their voice.

Also job tenure is a factor that can affect voice behavior. Employees that are in their organization for a longer period of time compared to others they may tend to express their thoughts more easily. Stamper & Van Dyne (2001) through their study found less voice behavior among employees who were involuntarily working part time and who might therefore be hoping to switch to full-time status. Similarly Knoll & Redman (2016) acknowledge work experience as one of the antecedents that may affect voice and silence.

Employees' implicit beliefs and emotions are also factors that can affect engagement in voice behaviors. Harvey et al. (2009) argue that anger can increase the chance of whistle-blowing and can help to overcome silence by pushing an employee towards action. Thus an angry employee will show no hesitation to speak even in cases that is more rational to remain silent. On the other hand, fear and image of career risks could be consider factors that withhold employees' voice behavior. According to Miliken et al. (2003) supervisors typically control resources, rewards and assignments and employees do not want to risk their relationship with them. Thus employees might stay silent because they fear that the information they will convey will turn out to be harmful to them and might affect their relationship with their organization and their employer negatively. According to Detert et al. (2010), voice is in reality muted in many organizations and employees are often very hesitant to engage in voice, especially in cases where the information could be considered by the recipient as negative or threatening.

Now we will concentrate on contextual factors that might facilitate voice or encourage silence. Supervisors and leaders behavior towards employees can affect employees' intentions to speak. Voice has been shown to be more likely when managers engage in consultative behaviors and ask for communication and input, both of which signal receptivity to employee voice (Fast et al., 2013). Also ethical and transformational leadership as well as openness in employees' ideas and suggestions from organizations' managers and leaders can have a positive effect on employees' voice behavior. On the other hand abusive leadership can lead employees to silence. According to Morrison (2014) many organizations are not interested or open in employees' voice as they do not want it or see the value of it as they are overconfident in their own decisions and they fail to give value to advice from others. Another contextual factor is the group and organizational climate. A study contacted by Wang & Hsieh (2013) reveals that silence is less

likely when organizations have caring climates, which encourage prosocial behavior and kindness, and more likely when organizations have instrumental climates, which encourage self-interest. Also an organizational culture that is resistant to change (Dutton et al., 1997) and an ethical climate that is instrumental in focus (Wang & Hsieh, 2013) can reinforce silence. Moreover even non-conscious factors like socialization can play a significant role in withholding voice. According to Morrison (2014) through experiences with parents, teachers, bosses and religious figures from a very young age we learn not to challenge authority and this scheme might be carried and implemented in organizations.

Another important factor that has emerged the last years is the Organizational Learning Capability. According to Chiva, Alegre, & Lapiedra (2007), Organizational learning ability refers to the characteristics of an organization that promotes organizational learning, such as facilitating experiments, creating an open environment, and supporting employees trying to implement new ideas. These traits allow employees to experiment, risk making mistakes, and speak out when they come up with ideas. Despite the potential importance of an organization's learning ability, research into the relationship between this composition and employee voice is limited. That's is mainly the reason we want to explore potential relation between this factor and employee voice and furthermore with employee commitment.

2.2 Work Commitment

2.2.1 The notion of Commitment

According to Sacks (2006), organization commitment refers to a person's attachment and attitude towards their organization. Similarly Allen & Meyer (1990) state that organizational commitment is defined as a psychological condition in which members felt an attachment to the

14

organization. Wainwright (2019, p.2) argues that "commitment is the bond employees experience with their organization. Broadly speaking, employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization." Thus employee commitment involves their feelings, perceptions and attitudes towards the organization their working for.

2.2.2 Types of commitment

According to Allen and Meyer (1990) there are three distinct types of commitment: affective commitment, normative commitment and continuance commitment. Allen and Meyer (1990) argue that one can gain a better insight into an employee's relationship with an organization when all three forms of commitment are considered together.

Affective commitment is related to how much employees want to stay in their organization. Employees that are affectively committed to their organization tend to want to stay in their organization, they feel that they fit into the organization, they are satisfied with their work and they feel that they are aligned with the organization's goals. According to Wainwright (2019), employees who are affectively committed feel valued, act as ambassadors for their organization and are generally great assets for organizations.

Continuance commitment has to do with how much employees feel that they need to stay in their organization. Employees with high continuance commitment, remain in their organization because they feel they need to stay there. Possible reasons for staying in their organization are the lack of other alternative work opportunities and the payment/salary they receive for their work. According to Meyer et al. (1993), as employees develop continuance commitment, they recognize that they have accumulated "side bets" or investments that will be lost if they leave the organization

or as they realize that the availability of comparable alternatives is limited. Another example of continuance commitment is when an employee feels that he/she needs to stay in an organization because their income/salary will not improve if they move into another organization.

Normative commitment emphasizes the appropriateness or remaining loyal to one's employer (Wiener, 1982) or through receipt of benefits (like skills training and tuition payments) which create to the employee a feeling of obligation (Scholl, 1981). Normative commitment has to do with how much employees feel that they should stay at their organization. Employees that are normatively committed feel that they should stay at their organization. Wainwright (2019) states that normatively committed employees feel that leaving their organization would have disastrous consequences, and feel a sense of guilt about the possibility of leaving. The emotions of guilt might be related to the fact that by leaving the organization they will create a gap in knowledge and skills in the organization and they will make the work of their colleagues more difficult and increase the pressure on them.

2.2.3 How commitment is measured

Employee commitment can be measured by taking into consideration key indicators, by setting up regular interviews or by giving out questionnaires to be filled in. All these methods can provide organizations with valuable insights on their employees type and level of commitment.

According to Anier (2020) organizations should monitor certain social indicators like the rate of employees' absences and turnover, as employees lucking in commitment will be more likely to leave prematurely their organization and seek a position in another organization that motivates them more. Anier (2020) also argues that indicators related to employee adaptability should be monitored, as these indicators allow to assess employee participation and investment towards the

16

growth of their company. For example, organizations could keep track of their employees' participation into training courses and the type of training they have taken. These indicators though they are not always reliable as employees' absences and a drop off from a training course might be related to other factors apart from lack of commitment. Thus a more reliable way of attaining information related to employees' commitment is to consult employees directly either through interviews or questionnaires.

Interviews with employees should be made regularly as organizations should communicate regularly with their employees for gaining insight in their thoughts and attitudes. According to Anier (2020), the interviewers of the organizations should plan the questions beforehand in order to examine all aspects of a topic and their questions should be organization and team oriented as opposed to questions that are task and mission oriented.

Furthermore employee commitment can be measured by using questionnaires. Questionnaires have the advantage of anonymity of responses which makes employees more comfortable on expressing their true thoughts and feelings. For example, organizational commitment can be measured using the Organizational Commitment Questioner (OCQ) scale developed by Allen and Meyer (1990), which takes into account the three model scheme of commitment (affective, normative, and continuance commitment). Anier (2020) argues that questionnaires should be structured carefully, not be too long and participation should be on a voluntary basis.

In summary, measurement of employees' commitment should not be done by utilizing only one method/ approach. Organizations should implement regularly various approaches on

measuring their employees' commitment in order to have a more reliable and up to date information about their employees' commitment.

2.2.4 Effects of commitment on individuals and organizations

In this subsection we will discuss how each type of employees' commitment affects every employee individually and also the organization as a whole. It could be stated that employees by developing the "appropriate" type of commitment towards their job and organization could lead to positive effects on themselves and consequently on the organization. Iles et al. (1990) argue that committed employees bring added value to the organization, including through their determination, high productivity, proactive support and an awareness of quality. Employees being committed to work are also less likely to leave the organization or to call in sick. Employees who are not committed can work against the organization and restrain the organization's success. Also it could be stated that negative effects on individuals could lead to negative effects on the organization. Thus effects that are being generated by the type of employees' developed commitment, on individuals and organizations are closely related.

According to Hacket et al. (1992) the different types of commitment have been found to be differentially related with job performance and behavior. Every type of commitment being developed on each individual employee might have different impact on their attitudes and behavior related to their work and organization and could lead to different job related outcomes. This conclusion could lead to the question about which type of commitment is more "appropriate" and beneficial for the organizations. As Meyer & Allen (1993) state, affective and normative commitment in lesser degree can be positively related most of the times to organizational citizenship and job performance, whereas continuance commitment might be unrelated or

negatively related to organizational citizenship and job performance. Therefore companies that have intentions of keeping their employees by strengthening their employees commitment they should be careful and pay attention to the type of employees' commitment they promote.

Employees who are affectively committed feel that they are important for their organization, they are passionate, enjoy their roles in the organization, and act as ambassadors for the organization. According to Mowday et al. (1979), affectively committed individuals identify with their organization, since the values and goals of the organization match employees' perceptions. For this reason, the individual develops a feeling of loyalty and pride towards the organization. The added value for the organization is that such employees show relatively high productivity, tend to be more determined in their work, and are more proactive in offering their support.

Employees who are normatively committed according to Sow et al. (2016) have lower turnover intention and thus they tend to remain in their companies for long periods of time. They further state that organizational leaders and managers should try to create a moral link between their employees and their organization. However in some cases the moral obligation of employees towards the organization might create pressure on them and feelings of guilt. Wainwright (2019) pinpoints that these feelings of guilt can, and do, negatively influence the performance of employees working in organization.

Employees who have developed continuance commitment tend to have feelings of fear as they do not want to take the risk of leaving their organization and seek for another job. According to Wainwright (2019), such examples can become an issue for organizations as employees who

are continuance committed may become dissatisfied (and disengaged) with their work but yet, are unwilling to leave the organization.

It could be stated that organizations should strive to enhance and develop primarily affective commitment to their employees as it seems to be the most beneficial, compared to other types of commitment, both for the employees and the organization. According to Van der Werf (2020), what is important for organizations is to identify each type of commitment in employees, and to aim to encourage affective commitment.

In this thesis, the purpose is to explore associations between employee voice, employee silence and different types of commitment. Though research linking voice/ silence with commitment is limited, possible associations are expected, at least with specific types of voice and silence, as indicated by the relevant discussion in previous sections.

3. Research Methodology

3.1 The Department of Civil Aviation Cyprus

The Cyprus Department of Civil Aviation (DCA) is responsible for the provision and regulation of Air Traffic services in the Nicosia Flight Information Region and the Control Towers at Larnaca and Paphos airports, the development and operation of the country's airports and the development of air transport services with third countries. Safety and Security Regulation and the implementation of European Law on air transport are also among the main activities of the Department. The Department of Civil Aviation belongs to the Ministry of Transport Communications and Work. The mission of the department is the design and implementation of policies for the continuous improvement of transport (air, maritime and land) and of communications, as well as the continuous upgrading of the quality of projects implemented by the Ministry. The vision is to establish Cyprus as a regional centre providing modern and efficient infrastructure and services (http://www.mcw.gov.cy/mcw/dca).

This case study was decided to be implemented in this particular department for a number of reasons. The development of all organizations depends mainly on the procedures the organization is implementing, and how the employees are interacting with those procedures. Due to the fact the department belongs in the public service, the determination of employee voice is crucial due to bureaucracy and hierarchical factors that are few of the characteristics of the public service in Cyprus. Moreover, this department is in a continuous straggle to catch up with the dynamic environment that its operations belongs to. Operations that are connected continuously with technology, safety and globalisation of Air Traffic Services. All the above act as determinants in

order to identify the voice/silence attitudes of the department employees and how all that relates to their commitment.

3.2 Methodological approach

The research of a topic is an empirical process in order to find an answer to a problem. According to Punch and Oancea (2014), there are two different types of research: quantitative and qualitative. Quantitative research mainly includes quantitative and numerical data and methods. For quantitative researchers, the world is made up of events that can be measured and they study the relationships that these events develop. Qualitative research does not use numerical data but mainly consists of and includes heterogeneous approaches to research but also describes realistic situations and events. Quantitative research also studies realistic events, just from a different perspective.

The purpose of this thesis is to obtain as much information as possible in order to study possible associations between two phenomena: employee voice/silence and work engagement, within the context of the Department of Civil Aviation. For this reason, it was necessary to use quantitative methods, which can be directly linked to measurable data collected for analysis. At the same time, the demographics of the participants in the research had to be studied in order to be categorized into groups which, based on their characteristics, would present possible correlations with the subject under investigation.

Quantitative research through a questionnaire, can provide the above data and for this reason it has been selected. The quantitative approach further aims to provide statistical and numerical information as well as to gather various information and views of the participants in the research in respect to voice and work commitment. The above type of research is considered the most appropriate, due to the fact that it takes into account various parameters such as motivations, views,

attitudes and other characteristics of the participants in answering the research questions. In this way, we are essentially seeking to measure both the perceptions and the views of this group of employees on the issue under investigation. The main feature of quantitative research is that it systematically focuses on statistical methods and numerical data. Also through quantitative research, the collection of various necessary information and data that is necessary for the study and identification of possible causes, is significantly faster and easier.

3.3 Research Tool – Data Gathering

To achieve the above methodology, we conducted a survey through a questionnaire in order to collect primary data. The questionnaire is a well-known and reliable tool for collecting quantitative data that can be distributed, without the presence of the researcher (Kothari, 2004 Cohen et al., 2007). One of the main features of the questionnaire is fast data collection, because it does not take much time to complete it, while at the same time it can be distributed to large sections of the population. It is also distinguished for maintaining the anonymity of the respondents, as there is no need for interpersonal or on-site contact with them, such as during an interview or observation of a phenomenon (Cohen et al., 2007). Also with the usage of a questionnaire our target to collect information from the total population of the Department in order to gain a holistic view is served in opposition to interviewing that is considerably time-consuming. At the same time, since the researcher belongs to the department, people could be hesitant to express their honest views, feelings and behaviours in the case of interviews. This problem can be avoided by using anonymous questionnaires. Often the questionnaire is the core of scientific research, that's why its design process is very important and requires special attention. The design of a questionnaire initially includes the general format it will have, the type of questions, the order

they will have, but also the language that will be used. A well-designed questionnaire offers reliability in the results, but also convenience during their analysis (Kothari, 2004).

Based on the main topic of this research which is employee voice and work commitment, we developed a holistic questionnaire with the combination of existing questionnaires, already used and proposed in the literature as valid and reliable tool with the exception of 9 questions added to measure different types of voice. Based on our research findings regarding a questionnaire that would facilitate the types of voice part, we have decided for uniformity to design 9 questions that are mainly based on the 9 questions of the types of silence part.

The questionnaire which was developed in the context of this research is structured, including ten factors which can be seen in Table 1 below, presenting in detail the factors considered, along with their definitions and number of questions used to measure each. Additionally questions at the beginning were added, related to the demographic characteristics of the participants (gender, age, work position and work experience). The questionnaire, in the form that was distributed, is located in the Appendix section (A).

Factor	Definition	Number of identifying variables	Source
Motivators – Personal			
1.Personality Inventory	Assessing personality dimensions of participants.	10	Gosling, Rentfrow, & Swann, 2003
2.Psychological Empowerment	Intrinsic task motivation reflecting a sense of self-control in relation to one's work and an active involvement with one's work role.	12	Spreitzer, 1995
3.Satisfaction from work	Attitude and emotions that people have for	13	Wright & Cropanzano, 1998

	their work.		
4.Relationship with colleagues	The collaboration and the relationship that has been developed between colleagues of the department.	3	Coelho et al. 2011

	Motivators – Organizational		
5.Empowering Leadership	Sharing power with a view toward enhancing employees' motivation and investment in their work.	12	Ahearne, Mathieu, & Rapp, 2005
6.Power Distance Orientation	Power distance represents the extent to which the less powerful members of a society accept that power is distributed unequally (Hofstede, 2001).	8	Earley & Erez, 1997
7.Organizational Justice	Employee perception for justice in respect of various practices and activities of the department.	6	Ambrose & Schminke 2009
8.Organizational Learning Capability	The ability of an organization to process knowledge.	14	Chiva, Alegre, & Lapiedra, 2007

	Outcomes		
9.Employee Voice - Silence (Voice added)	Employees engagement in upward voice or remain silent when they have concerns or relevant information to share.	18 (9+9 added)	Knoll and van Dick, 2013
10.Work Commitment	Work commitment is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace.	18	Meyer, Allen, & Smith, 1993

Table 1 Factors considered

The measurement of factors was based on published scales in international literature, while the answers of the participants were given in 7-points Likert scale. Respondents had to choose between 1: "I strongly disagree" up to 7: "I strongly agree",

1: "Completely dissatisfied" up to 7: "Completely satisfied"

1: "Never" up to 7: "Very frequently", the answer that represents them.

Survey participants were asked to complete the online questionnaire on the Goggle Forms platform. The language used for the questionnaire is English. Here we have to mention that the several questionnaires through which the questionnaire was developed are available as open source.

The questionnaire that has been developed consists of six sections. The items in each section were selected in a particular way in order to be more helpful and understandable to the participants to provide their answers. The questionnaire structure can be seen in the attached diagram below.

Diagram 1 Questionnaire Structure

Demographics

Motivators Personal

Ten-Item Personality Inventory

Psychological Empowerment

Satisfaction from work

Relationship with colleagues

Motivators Organizational

Power Distance Orientation

Empowering Leadership

Organizational Justice

Organizational Learning
Capability

Employee Voice

I. Acquiescent Voice

II. Quiescent Voice

III. Prosocial Voice

Employee Silence

I. Acquiescent Silence

II. Quiescent Silence

III. Prosocial Silence

Work Commitment

I. Affective Commitment

II. Continuance Commitment

III. Normative Commitment

27

Part A - Basic demographic information

The first module requires the basic info that we need to categorise accordingly the participant's sample: gender, age, degree of education, working experience, working position. With these data we will demonstrate later on if there are specific behaviours coming forward from preselected groups, in relation to the rest modules of the questionnaire.

Part B - You and your perceptions (Employee personal perceptions)

Personality Inventory (Gosling, Rentfrow, & Swann, 2003)

Power Distance Orientation (Earley & Erez, 1997)

Here we are trying to extract from the survey participants their personal perceptions by assessing specific dimensions of their personality. Plus due to the nature of the department belonging to the public service we want to filter their power distance orientation perception and how they behave due to that, the extent to which the less powerful members of the department accept that power is distributed unequally and how they respond to that.

Part C - Your job and working life experiences

Psychological Empowerment (Spreitzer, 1995)

Satisfaction from work (Wright & Cropanzano, 1998)

Relationship with colleagues (Coelho et al. 2011)

Empowering Leadership (Ahearne, Mathieu, & Rapp, 2005)

The combination of the above four subjects into part C, is targeting to receive from participants there overall view in respect of their job and working life experiences. We are compromising into

a whole how they seek to be motivated and take control with initiatives into their work and at the same time their attitudes and emotions that they have for their work. Also we seek to understand the relation of the above with their colleagues in respect of collaboration and the relationship that has been developed between them in the department and how leadership is contributing to this whole subject, meaning is it empowering or not towards enhancing employees' motivation and investment in their work.

Part D - Our Department

Organizational Justice (Ambrose & Schminke 2009)

Organizational Learning Capability (Chiva, Alegre, & Lapiedra, 2007)

The above two sets where used in order to identify the employee perception for justice in respect of various practices and activities of the department and also how they process the ability of their department to process knowledge. These two aspects are considered as important factors for this research and based on them corresponding answers may emerged that may be directly linked to the questions in part E below.

Part E - Employee Voice - Silence (Knoll and van Dick, 2013)

In this part we utilised the 9 questions provided for the Silence part and we accordingly develop 9 more questions for the Voice part in a similar manner, with the perspective to cover the three subsets of each one category, thus acquiescent voice - silence, quiescent voice - silence, prosocial voice – silence. Through this we want to extract how the employees behave through time and situations from the respect of when and why they speak up or remain silence. Our aim also is to define why this differentiation is taking place if it exists.

Part F - Work Commitment (Meyer, Allen, & Smith, 1993)

Finally we incorporated this set of questions to identify how and in what ways the employees of the department understand and feel about their sense of commitment towards their department. Commitment implies an intention to persist in a course of action. Here we will try to extract how they really see the environment where they work through time from the commitment point of view. It is commonly believed that committed employees will also work harder and be more likely to "go the extra mile" to achieve organizational objectives. For us the practicality of this will be more specific when linked these answers of the employees with the previous questionnaire - modules results.

3.4 Permission for conducting the Research

The relevant permission for the research and survey on the personnel of the Civil Aviation Department Cyprus, was requested through the relevant head of the department and was granted.

3.5 Population of the Research

The research population consists of the 180 employees at the Department of Civil Aviation Cyprus, governmental sector. The employees are working in the four units of the Civil Aviation Department, which are the Central offices at Nicosia, Larnaca Airport, Paphos Airport, and the Nicosia Flight Control Centre. The survey conducted was non-random sampling as the information was obtained targeted by a default and specific group of employees. The questionnaire was distributed to the personnel of the department that their operations deals directly with Air Traffic Services, thus Nicosia Area Control Centre, Larnaca aerodrome control Tower and Paphos aerodrome control Tower. The questionnaire was not sent to the department central offices or aerodrome operations.

All practicing auditors could participate in the survey regardless of gender from the ages of 22-50+ years. At the time of the survey the number of staff participating was 160 people and the number of questionnaires answered 85.

3.6 Participants Personal Data Protection

The participants in the research were informed in detail before completing the questionnaire in the invitation to participate in the research, that their personal data and survey data will be used only for the purposes of conducting this research and that after its completion they will be deleted. It was also reported that by completing the questionnaire they consent to the use of the information they provided regarding the conduct of the research findings.

3.7 Restrictions on Conducting the Research

It was perfectly normal and unavoidable for some problems and difficulties to arise after the start of the investigation, but they were dealt patiently and effectively in order to proceed to the final stages of the investigation and its completion.

Regarding the electronic questionnaire that was sent, most of the participants did not encounter any problems regarding the accessibility and completion of the questionnaire. For participants who had a problem with either accessibility or completing the questionnaire, telephone assistance was provided. There were also individual cases of change of participants' e-mail address which were corrected.

Finally, the time available mainly for the distribution of the questionnaire and the collection of data was predetermined and short in duration, and for this we moved methodically based on the schedule submitted, staying within time frames.

After receiving the 84 answered questionnaires data from Goggle Forms platform, all the data were transferred to the SPSS statistical analysis program, from which the various results available in Chapter 4 of the survey were extracted.

The results are mainly in the form of pie charts, histograms and tables in which the results of groups are presented as a percentage, average value, standard deviation as well as comparison between default groups and regressions.

Chapter 4 Findings / Results

4.1 Demographics Analysis

Of the 84 respondents who took part in the survey, 16 are women and 67 men, numbers representing 20 % and 80 % of all participants respectively, which represents the Departments population (see circular diagram 1).
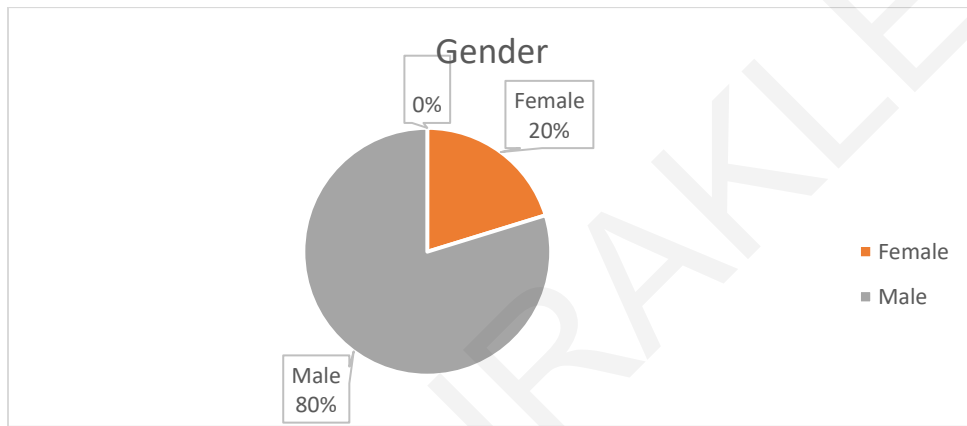
Circular Diagram 1 Gender statistics

Regarding the age of the participants as shown in Circular diagram 2, the answers vary. The largest percentage of participants is in the range of 31-40 years old (38.8%), followed by 41-50 years old (30.6%), then 50+ years old (28.2%), and finally the range of 22-30 years old (2.4%).
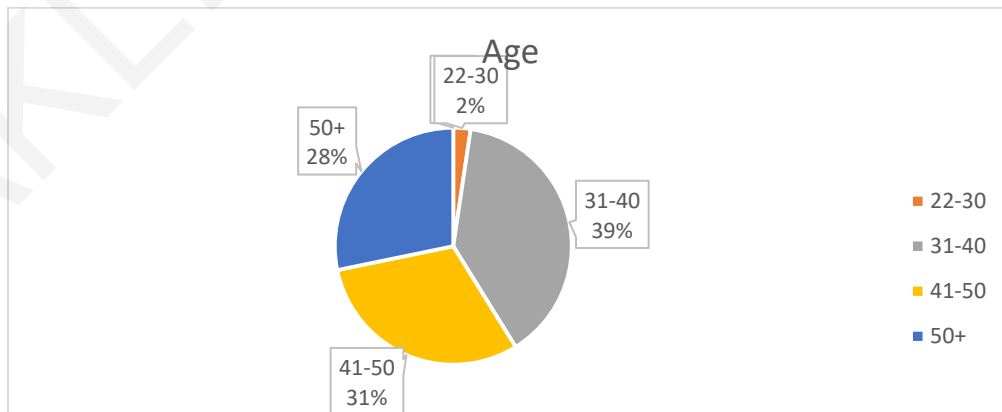
Circular Diagram 2 Age Statistics

Regarding the education level of the participants, Circular diagram 3, shows the education level of respondents. The largest percentage is owned postgraduate degree (62.4%), while 29.4% hold a university degree. Finally only 8.2% of the participants hold a diploma of High School Secondary education.
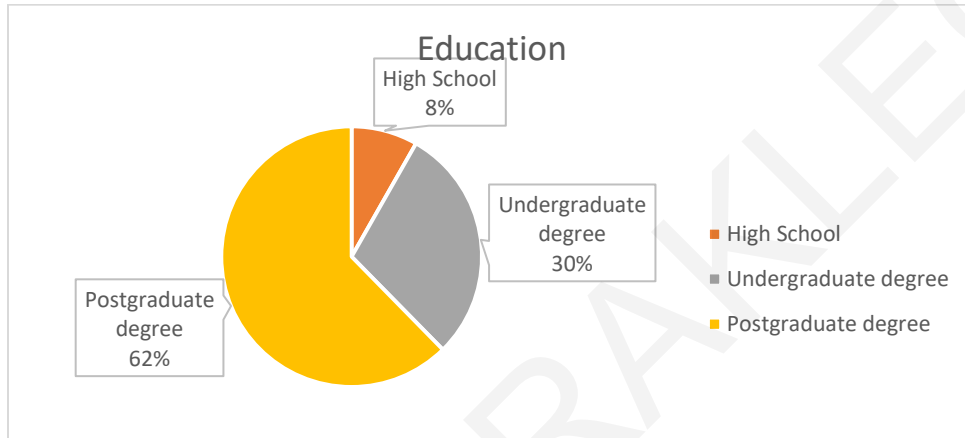
Circular Diagram 3 Education Statistics

The following Circular diagram 4 illustrates the distribution of the research sample in terms of work experience. The highest part of the participants belongs to the range of 6-15 years of work experience with 34.1%, 16-25 years with 31.8%, over 25 years with 21.2% and finally 1-5 years of experience with 12.9%.
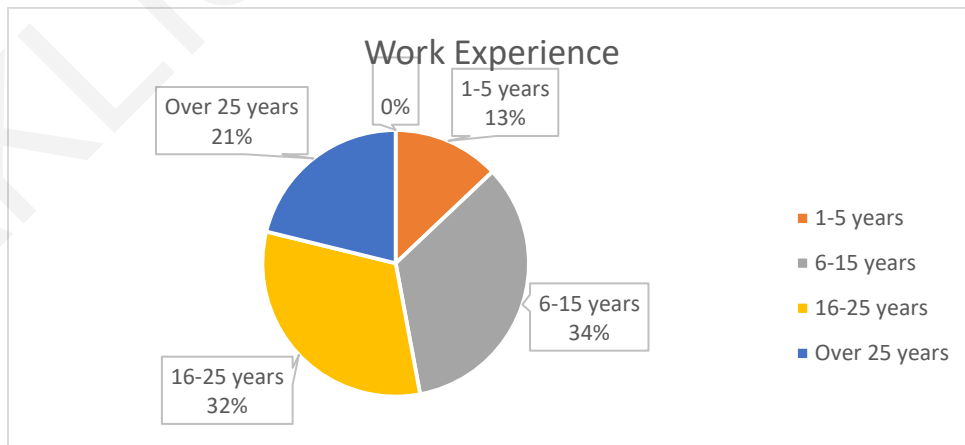
Circular Diagram 4 Work Experience

Finally, Circular diagram 5, illustrates the distribution of the research sample in terms of the participants work position in the department. Air Traffic Controllers are the highest part with 63 employees (74.1%), Air Traffic Controller Assistant with 13 employees (15.3%), and Managerial Supervisors 8 employees (10.6%). Our sample here also represents the typical pyramid structure that exists in the department.
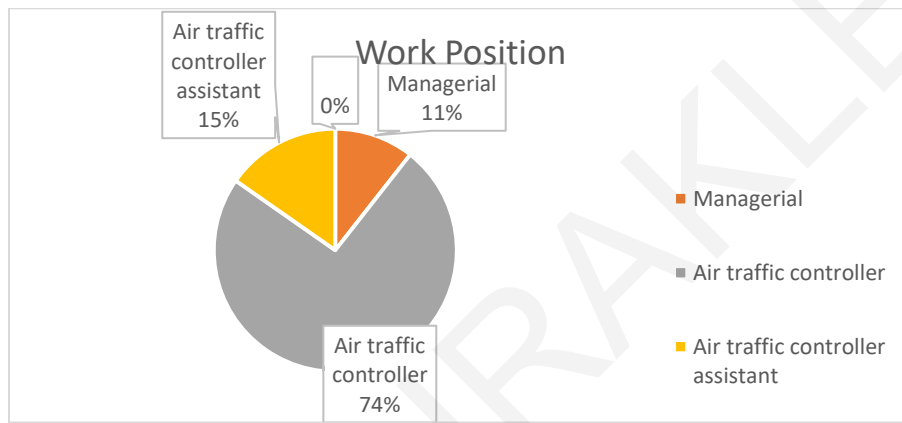
Circular Diagram 5 Work Position

4.2 Correlation Results

In this section we will examine whether there is a correlation between the variables under investigation. The Pearson correlation coefficient was used for the investigation. From the results of the correlation presented in table 2 Descriptive Statistics and Correlations below, it is documented that there is a linear correlation between some variables with a level of statistical significance of 0.05 and 0.01.

In the regression analysis – models we have include all variables, not only those that are correlated.

<u>Voice - Silence</u>

I.   Acquiescent Voice has shown negative correlation for n=84, p (two-tailed) < 0.05 for the following variables: Age r = -.252 and Extraversion r = -.275. For p (two-tailed) < 0.01 for the following variables: Work Experience r = -.345, Agreeableness r = -.34, Conscientiousness r = -.337 and Openness to Experiences r = -.315.

II.   Quiescent Voice has shown negative correlation for n=84, p (two-tailed) < 0.05 for Agreeableness r = -.248 and for Emotional Stability r = -.214.

For p (two-tailed) < 0.01 for the following variables: Age r = -.340, Work Experience r = .357 and Conscientiousness r = -.288.

III.   Prosocial Voice has shown positive correlation for n=84, p (two-tailed) < 0.05 for Organizational Learning Capability r = .262 and for p (two-tailed) < 0.01 for the following variables: Psychological Empowerment r = .298, Satisfaction from work r = .322, Relationship with colleagues r = .279, Empowering Leadership r = .349 and Organizational Justice r = .282.

IV.   Acquiescent Silence has shown for n=84, p (two-tailed) < 0.01, positive correlation for Work Position r = .329 and negative correlation the following variables: Age r = -.408, Work Experience r = -.431, Extraversion r = -.363, Agreeableness r = -.340, Openness to Experiences r = -.302, Psychological Empowerment r = -.401, Satisfaction from work r = -.304 and Empowering Leadership r = -.406.

V.   Quiescent Silence has shown for n=84, p (two-tailed) < 0.05 positive correlation for Work Position r = .269 and negative correlation for Openness to Experiences r = -.248, and Organizational Justice r = -.270. For p (two-tailed) < 0.01, negative correlation for the following variables: Age r = -.378, Work Experience r = -.409, Agreeableness r =

-.290, Psychological Empowerment r = -.328, Satisfaction from work r = -.288 and Empowering Leadership r = -.343.

VI. Prosocial Silence has shown negative correlation for n=84, p (two-tailed) < 0.05 for the following variables: Age r = -.231, Work Experience r = -.271, Agreeableness r = -.222, Conscientiousness r = -.263, Emotional Stability r = -.260, Satisfaction from work r = -.240, Organizational Justice r = -.226 and Organizational Learning Capability r = -.260. For p (two-tailed) < 0.01 positive correlation for Work Position r = .374, and negative correlation for the following variables: Psychological Empowerment r = -.328 and Empowering Leadership r = -.349.

Commitment

VII. Affective Commitment has shown for n=84, p (two-tailed) < 0.05, positive correlation for variables Work Experience r = .251 and Agreeableness r = .233, and negative correlation for variable Work Position r = -.267. For p (two-tailed) < 0.01 positive correlation for the following variables: Extraversion r = .341, Emotional Stability r = .329, Openness to Experiences r = .335, Psychological Empowerment r = .477, Satisfaction from work r = .651, Relationship with colleagues r = .530, Empowering Leadership r = .513, Organizational Justice r = .612 and Organizational Learning Capability r = .417.

VIII. Continuance Commitment

No correlation results were calculated between the variables.

IX. Normative Commitment has shown for n=84, p (two-tailed) < 0.05, positive correlation for variables: Work Experience r = .235, Agreeableness r = .233, Power Distance Orientation r = .232 and Organizational Learning Capability r = .453.

For p (two-tailed) < 0.01 positive correlation for the following variables: Emotional Stability r = .319, Openness to Experiences r = .303, Psychological Empowerment r = .340, Satisfaction from work r = .449, Relationship with colleagues r = .282, Empowering Leadership r = .445 and Organizational Justice r = .476.

		Mean	Std. Deviation		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
																															Descriptive Statistics and Correlations
1	Gender	1.7976	0.40419	Pearson Correlation	1																									
2	Age	2.8471	0.86611	Pearson Correlation	0.179	1																								
3	Education	2.5412	0.64647	Pearson Correlation	0.024	-.254*	1																							
4	Work Experience	2.61	0.965	Pearson Correlation	0.190	.854**	-.270*	1																						
5	Work Position	2.0471	0.50957	Pearson Correlation	-.261*	-0.172	-.548**	-0.180	1																					
6	Extraversion	4.6190	1.21144	Pearson Correlation	-0.196	0.091	.257*	0.104	-.338**	1																				
7	Agreeableness	4.9405	1.22082	Pearson Correlation	-0.122	.219*	0.018	0.146	-0.073	.384**	1																			
8	Conscientiousness	6.0417	0.91246	Pearson Correlation	0.105	0.021	0.033	0.094	-0.144	0.113	0.095	1																		
9	Emotional Stability	5.2560	1.32968	Pearson Correlation	-0.037	0.132	-0.047	0.141	-0.035	.277*	.492**	0.173	1																	
10	Openness to Experiences	5.3750	1.24638	Pearson Correlation	0.009	0.010	0.099	0.139	-0.160	.386**	.260*	.256*	0.195	1																
11	Psychological Empowerment	5.0306	0.82506	Pearson Correlation	0.092	.340**	0.049	.262*	-.338**	.248*	0.205	0.156	0.179	.220*	1															
12	Satisfaction from work	5.1141	0.97775	Pearson Correlation	0.138	0.031	0.093	0.063	-.252*	.239*	0.178	0.140	.276*	.383**	.674**	1														
13	Relationship with colleagues	5.7306	1.07471	Pearson Correlation	0.090	-0.091	0.178	-0.131	-.237*	0.151	0.078	.272*	0.211	0.118	.343**	.526**	1													
14	Power Distance Orientation	2.9424	0.90585	Pearson Correlation	.227*	0.174	-0.054	0.133	-0.066	-0.180	0.110	0.208	-0.009	-0.099	.220*	0.113	0.075	1												
15	Empowering Leadership	4.4600	1.26606	Pearson Correlation	0.094	.299**	-0.004	.221*	-.241*	.238*	.242*	0.062	.230*	.368**	.624**	.713**	.284**	0.100	1											
16	Organizational Justice	4.1365	1.54849	Pearson Correlation	.247*	.222*	-0.040	0.101	-0.162	0.102	.296**	0.045	.277*	.240*	.565**	.648**	.412**	0.213	.606**	1										
17	Organizational Learning Capability	3.3988	1.12032	Pearson Correlation	0.074	0.135	0.017	0.051	-0.135	0.152	.219*	0.091	.275*	.338**	.452**	.540**	.448**	0.186	.595**	.636**	1									
18	Acquiescent Voice	2.5871	1.44427	Pearson Correlation	0.075	-.252*	0.039	-.345**	0.177	-.275*	-.341**	-.337**	-0.174	-.315**	-0.121	-0.113	0.047	-0.079	-0.150	-0.194	-0.074	1								
19	Quiescent Voice	1.9253	1.23731	Pearson Correlation	0.013	-.340**	0.041	-.357**	0.150	-0.105	-.248*	-.288**	-.214*	-0.088	-0.050	-0.002	0.033	-0.069	-0.025	-0.057	0.096	.750**	1							
20	Prosocial Voice	4.2882	1.31732	Pearson Correlation	0.191	0.199	0.086	0.184	-0.198	0.180	0.058	0.125	0.171	0.199	.298**	.322**	.279**	0.015	.349**	.282**	.262*	0.036	0.084	1						
21	Acquiescent Silence	3.3988	1.61389	Pearson Correlation	-0.020	-.408**	-0.009	-.431**	.329**	-.363**	-.340**	-0.107	-0.090	-.302**	-.401**	-.304**	-0.028	-0.103	-.406**	-0.205	-0.211	.491**	.439**	-0.159	1					
22	Quiescent Silence	2.7141	1.60202	Pearson Correlation	-0.027	-.378**	0.081	-.409**	.269*	-0.149	-.290**	-0.133	-0.189	-.248*	-.328**	-.288**	-0.051	-0.169	-.343**	-.270*	-0.189	.469**	.554**	-.237*	.635**	1				
23	Prosocial Silence	3.7612	1.70874	Pearson Correlation	-0.154	-.231*	-0.087	-.271*	.374**	-0.154	-.222*	-.263*	-.260*	-0.143	-.328**	-.240*	-0.129	-0.155	-.349**	-.226*	-.260*	.341**	.373**	-0.156	.487**	.645**	1			
24	Affective Commitment	4.7000	1.22465	Pearson Correlation	0.146	0.180	-0.050	.251*	-.267*	.341**	.233*	0.195	.329**	.335**	.477**	.651**	.530**	0.078	.513**	.612**	.417**	-.281**	-0.181	.402**	-.375**	-.359**	-.272*	1		
25	Continuance Commitment	4.9106	1.11377	Pearson Correlation	0.089	0.051	-0.064	0.084	0.177	0.046	0.157	0.096	0.022	-0.100	0.026	0.096	0.005	0.007	0.028	0.032	-0.123	0.135	0.009	-0.049	0.093	0.053	0.003	0.077	1	
26	Normative Commitment	3.6976	1.31348	Pearson Correlation	0.087	0.196	-0.108	.235*	0.000	0.065	.233*	0.065	.319**	.303**	.340**	.449**	.282**	.232*	.445**	.476**	.453**	0.046	0.150	0.208	-0.061	-0.139	-0.145	.515**	0.150	1
				N	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 Descriptive Statistics and Correlations

<u>4.3 Multiple Linear Regression</u>

In this section we will develop 9 linear regression models which relate to the 9 dependent variables, and the independent variables, as mentioned in the previous chapter 3, diagram 1 Questionnaire Structure.

Moreover, we choose to perform Enter linear regression, a procedure for variable selection in which all variables in a block are entered in a single step.

For each model we have apply some additional tests to verify that the regression model predicts the dependent variable significantly well, that there isn't multicollinearity between variables, that each depended variable is correlated with the independent variables where included in the regression, that regression standardizes residual are normally distributed and that there is equality of tolerance.

After the initial run in SPSS of the 9 models, variable age has given values of VIF Collinearity Statistics above 5. Due to that the variable was removed and a second run of the models was performed which gave the results below.

<u>4.3.1 Model 1 - Acquiescent voice</u>

According to the results the independent variables Gender, Work Experience and Conscientiousness can explain the 40.7% of the total variation of dependent variable Acquiescent Voice.

Additional base to the model, the independent variables affect the dependent as follow:

1. If the number of male employees (part of independent variable Gender) (more male employees) increase, then the dependent variable Acquiescent Voice will also increase.

2. If the independent variable Work Experience increase by a standard deviation then the dependent variable Acquiescent Voice will decrease by -0.273 standard deviations.

3. If the independent variable Conscientiousness increase by a standard deviation then the dependent variable Acquiescent Voice will decrease by -0.335 standard deviations.

4. If the independent variable Organizational Justice increase by a standard deviation then the dependent variable Acquiescent Voice will decrease by -0.358 standard deviations.

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.638	0.407	0.265	1.23957	0.407	2.871	16	67	0.001
a. Predictors: (Constant), Organizational Learning Capability, Education , Conscientiousness, Gender, Agreeableness, Work Experience, Power Distance Orientation, Relationship with colleagues, Openness to Experiences, Emotional Stability, Psychological Empowerment , Extraversion, Work Position, Empowering Leadership, Organizational Justice, Satisfaction from work.									
b. Dependent Variable: Acquiescent Voice.									

Table 3 Model 1 Acquiescent Voice Summary

Coefficients								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.807	2.419		1.574	0.120		
	Gender	0.809	0.398	0.226	2.031	0.046	0.715	1.399
	Education	0.116	0.290	0.050	0.399	0.691	0.557	1.796
	Work Experience	-0.411	0.174	-0.273	-2.362	0.021	0.664	1.505
	Work Position	0.511	0.390	0.177	1.310	0.195	0.484	2.068
	Extraversion	-0.102	0.147	-0.086	-0.698	0.488	0.587	1.705
	Agreeableness	-0.207	0.145	-0.175	-1.423	0.160	0.587	1.704
	Conscientiousness	-0.532	0.171	-0.335	-3.114	0.003	0.763	1.311
	Emotional Stability	0.078	0.127	0.072	0.614	0.541	0.653	1.531
	Openness to Experiences	-0.138	0.140	-0.119	-0.991	0.325	0.610	1.639
	Psychological Empowerment	0.379	0.258	0.217	1.469	0.146	0.405	2.467
	Satisfaction from work	-0.106	0.285	-0.072	-0.374	0.710	0.237	4.225
	Relationship with colleagues	0.248	0.198	0.165	1.251	0.215	0.507	1.971
	Power Distance Orientation	-0.023	0.175	-0.015	-0.134	0.894	0.745	1.342
	Empowering Leadership	0.079	0.182	0.069	0.433	0.666	0.345	2.898

Organizational Justice	-0.332	0.143	-0.358	-2.317	0.024	0.371	2.694
Organizational Learning Capability	0.121	0.182	0.094	0.669	0.506	0.451	2.218
a. Dependent Variable: Acquiescent Voice.							

Table 4 Model 1 Acquiescent Voice Coefficients

4.3.2 Model 2 - Quiescent voice

According to the results the independent variables Work Experience and Conscientiousness can explain the 30.1% of the total variation of dependent variable Quiescent voice.

Additional base to the model, the independent variables affect the dependent as follow:

1. If the independent variable Work Experience increase by a standard deviation then the dependent variable Quiescent voice will decrease by -0.329 standard deviations.

2. If the independent variable Conscientiousness increase by a standard deviation then the dependent variable Quiescent voice will decrease by -0.277 standard deviations.

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
2	.549	0.301	0.134	1.15666	0.301	1.803	16	67	0.049
a. Predictors: (Constant), Organizational Learning Capability, Education , Conscientiousness, Gender, Agreeableness, Work Experience, Power Distance Orientation, Relationship with colleagues, Openness to Experiences, Emotional Stability, Psychological Empowerment , Extraversion, Work Position, Empowering Leadership, Organizational Justice, Satisfaction from work.									
b. Dependent Variable: Quiescent Voice.									

Table 5 Model 2 Quiescent Voice Summary

Coefficients							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2 (Constant)	2.971	2.258		1.316	0.193		
Gender	0.477	0.371	0.155	1.285	0.203	0.715	1.399
Education	-0.015	0.271	-0.008	-0.057	0.955	0.557	1.796
Work Experience	-0.427	0.163	-0.329	-2.626	0.011	0.664	1.505

	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Work Position	0.384	0.364	0.155	1.055	0.295	0.484	2.068
Extraversion	0.067	0.137	0.066	0.492	0.624	0.587	1.705
Agreeableness	-0.148	0.136	-0.145	-1.090	0.279	0.587	1.704
Conscientiousness	-0.378	0.159	-0.277	-2.369	0.021	0.763	1.311
Emotional Stability	-0.092	0.118	-0.099	-0.781	0.437	0.653	1.531
Openness to Experiences	0.019	0.130	0.019	0.147	0.884	0.610	1.639
Psychological Empowerment	0.214	0.240	0.143	0.888	0.377	0.405	2.467
Satisfaction from work	-0.014	0.266	-0.011	-0.051	0.960	0.237	4.225
Relationship with colleagues	0.041	0.185	0.032	0.223	0.824	0.507	1.971
Power Distance Orientation	0.011	0.163	0.008	0.068	0.946	0.745	1.342
Empowering Leadership	0.026	0.170	0.026	0.151	0.881	0.345	2.898
Organizational Justice	-0.178	0.134	-0.223	-1.332	0.187	0.371	2.694
Organizational Learning Capability	0.264	0.169	0.237	1.556	0.124	0.451	2.218

a. Dependent Variable: Quiescent Voice

Table 6 Model 2 Quiescent Voice Coefficients

4.3.3 Model 3 – Prosocial voice

The model demonstrated that there is not linear regression between the dependent variable Prosocial voice and the independent variables with Sig. F change value of 0.189 that is higher than 0.05.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
3	.495	0.245	0.065	1.28153	0.245	1.360	16	67	0.189

a. Predictors: (Constant), Organizational Learning Capability, Education , Conscientiousness, Gender, Agreeableness, Work Experience, Power Distance Orientation, Relationship with colleagues, Openness to Experiences, Emotional Stability, Psychological Empowerment , Extraversion, Work Position, Empowering Leadership, Organizational Justice, Satisfaction from work.

b. Dependent Variable: Prosocial Voice.

Table 7 Model 3 Prosocial Voice Summary

Coefficients

Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
3	(Constant)	-1.328	2.501		-0.531	0.597		
	Gender	0.496	0.412	0.151	1.205	0.232	0.715	1.399
	Education	0.271	0.300	0.128	0.901	0.371	0.557	1.796
	Work Experience	0.190	0.180	0.137	1.055	0.295	0.664	1.505

43

Work Position	0.134	0.403	0.051	0.333	0.740	0.484	2.068
Extraversion	0.100	0.152	0.091	0.658	0.513	0.587	1.705
Agreeableness	-0.147	0.150	-0.135	-0.975	0.333	0.587	1.704
Conscientiousness	0.035	0.177	0.024	0.196	0.845	0.763	1.311
Emotional Stability	0.103	0.131	0.103	0.787	0.434	0.653	1.531
Openness to Experiences	0.050	0.144	0.047	0.347	0.729	0.610	1.639
Psychological Empowerment	0.104	0.266	0.065	0.391	0.697	0.405	2.467
Satisfaction from work	-0.233	0.294	-0.173	-0.793	0.430	0.237	4.225
Relationship with colleagues	0.366	0.205	0.266	1.785	0.079	0.507	1.971
Power Distance Orientation	-0.109	0.181	-0.074	-0.601	0.550	0.745	1.342
Empowering Leadership	0.270	0.188	0.259	1.434	0.156	0.345	2.898
Organizational Justice	0.043	0.148	0.051	0.292	0.771	0.371	2.694
Organizational Learning Capability	0.001	0.188	0.000	0.003	0.998	0.451	2.218
a. Dependent Variable: Prosocial Voice.							

Table 8 Model 3 Prosocial Voice Coefficients

4.3.4 Model 4 – Acquiescent Silence

According to the results the independent variables Work Experience and Agreeableness can explain the 43.7 % of the total variation of dependent variable Acquiescent Silence.

Additional base to the model, the independent variables affect the dependent as follow:

1. If the independent variable Work Experience increase by a standard deviation then the dependent variable Acquiescent Silence will decrease by -0.270 standard deviations.

2. If the independent variable Agreeableness increase by a standard deviation then the dependent variable Acquiescent Silence will decrease by -0.250 standard deviations

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
4	.661	0.437	0.303	1.34677	0.437	3.251	16	67	0.000
a. Predictors: (Constant), Organizational Learning Capability, Education , Conscientiousness, Gender, Agreeableness, Work Experience, Power Distance Orientation, Relationship with colleagues, Openness to Experiences, Emotional Stability, Psychological Empowerment , Extraversion, Work Position, Empowering Leadership, Organizational Justice, Satisfaction from work									
b. Dependent Variable: Acquiescent Silence.									

Table 9 Model 4 Acquiescent Silence Summary

	Coefficients							
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
4	(Constant)	6.364	2.629		2.421	0.018		
	Gender	0.170	0.433	0.043	0.393	0.696	0.715	1.399
	Education	0.210	0.316	0.082	0.665	0.508	0.557	1.796
	Work Experience	-0.454	0.189	-0.270	-2.397	0.019	0.664	1.505
	Work Position	0.631	0.424	0.196	1.489	0.141	0.484	2.068
	Extraversion	-0.198	0.159	-0.149	-1.242	0.219	0.587	1.705
	Agreeableness	-0.331	0.158	-0.250	-2.093	0.040	0.587	1.704
	Conscientiousness	-0.027	0.186	-0.015	-0.144	0.886	0.763	1.311
	Emotional Stability	0.222	0.138	0.183	1.611	0.112	0.653	1.531
	Openness to Experiences	-0.073	0.152	-0.056	-0.479	0.634	0.610	1.639
	Psychological Empowerment	-0.192	0.280	-0.099	-0.686	0.495	0.405	2.467
	Satisfaction from work	-0.202	0.309	-0.123	-0.654	0.515	0.237	4.225
	Relationship with colleagues	0.123	0.215	0.073	0.569	0.571	0.507	1.971
	Power Distance Orientation	-0.055	0.190	-0.031	-0.289	0.773	0.745	1.342
	Empowering Leadership	-0.191	0.198	-0.151	-0.965	0.338	0.345	2.898
	Organizational Justice	0.128	0.156	0.124	0.824	0.413	0.371	2.694
	Organizational Learning Capability	-0.056	0.197	-0.038	-0.282	0.779	0.451	2.218
a. Dependent Variable: Acquiescent Silence.								

Table 10 Model 4 Acquiescent Silence Coefficients

4.3.5 Model 5 – Quiescent Silence

According to the results the independent variables Work Experience and Work Position can explain the 34.2 % of the total variation of dependent variable Quiescent Silence.

Additional base to the model, the independent variables affect the dependent as follow:

1. If the independent variable Work Experience increase by a standard deviation then the dependent variable Quiescent Silence will decrease by -0.264 standard deviations.

2. If the independent variable Work Position increase by a standard deviation then the dependent variable Quiescent Silence will decrease by -0.291 standard deviations.

Note: Work Position Beta value reversed due to categorisation of the working positions in the questionnaire.

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
5	.585	0.342	0.185	1.45123	0.342	2.179	16	67	0.014
a. Predictors: (Constant), Organizational Learning Capability, Education , Conscientiousness, Gender, Agreeableness, Work Experience, Power Distance Orientation, Relationship with colleagues, Openness to Experiences, Emotional Stability, Psychological Empowerment , Extraversion, Work Position, Empowering Leadership, Organizational Justice, Satisfaction from work.									
b. Dependent Variable: Quiescent Silence.									

Table 11 Model 5 Quiescent Silence Summary

Coefficients								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
5	(Constant)	2.782	2.832		0.982	0.330		
	Gender	0.616	0.466	0.155	1.321	0.191	0.715	1.399
	Education	0.386	0.340	0.151	1.136	0.260	0.557	1.796
	Work Experience	-0.442	0.204	-0.264	-2.170	0.034	0.664	1.505
	Work Position	0.931	0.457	-0.291	2.040	0.045	0.484	2.068
	Extraversion	0.133	0.172	0.100	0.777	0.440	0.587	1.705
	Agreeableness	-0.224	0.170	-0.170	-1.316	0.193	0.587	1.704
	Conscientiousness	-0.059	0.200	-0.034	-0.297	0.768	0.763	1.311
	Emotional Stability	-0.001	0.148	-0.001	-0.004	0.996	0.653	1.531
	Openness to Experiences	-0.134	0.164	-0.104	-0.817	0.417	0.610	1.639
	Psychological Empowerment	0.029	0.302	0.015	0.097	0.923	0.405	2.467
	Satisfaction from work	-0.283	0.333	-0.173	-0.849	0.399	0.237	4.225
	Relationship with colleagues	0.144	0.232	0.086	0.621	0.537	0.507	1.971
	Power Distance Orientation	-0.165	0.205	-0.092	-0.805	0.424	0.745	1.342
	Empowering Leadership	-0.083	0.213	-0.066	-0.392	0.697	0.345	2.898
	Organizational Justice	-0.079	0.168	-0.077	-0.471	0.639	0.371	2.694
	Organizational Learning Capability	0.093	0.213	0.064	0.437	0.663	0.451	2.218
a. Dependent Variable: Quiescent Silence.								

Table 12 Model 5 Quiescent Silence Coefficients

4.3.6 Model 6 – Prosocial Silence

According to the results the independent variable Work Position can explain the 32.9 % of the total variation of dependent variable Prosocial Silence.

Additional base to the model, the independent variables affect the dependent as follow:

1. If the independent variable Work Position increase by a standard deviation then the dependent variable Prosocial Silence will decrease by -0.284 standard deviations.

Note: Work Position Beta value reversed due to categorisation of the working positions in the questionnaire.

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
6	.573	0.329	0.169	1.55110	0.329	2.052	16	67	0.022
a. Predictors: (Constant), Organizational Learning Capability, Education , Conscientiousness, Gender, Agreeableness, Work Experience, Power Distance Orientation, Relationship with colleagues, Openness to Experiences, Emotional Stability, Psychological Empowerment , Extraversion, Work Position, Empowering Leadership, Organizational Justice, Satisfaction from work.									
b. Dependent Variable: Prosocial Silence.									

Table 13 Model 6 Prosocial Silence Summary

Coefficients								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
6	(Constant)	5.992	3.027		1.979	0.052		
	Gender	-0.163	0.498	-0.039	-0.328	0.744	0.715	1.399
	Education	0.112	0.363	0.041	0.308	0.759	0.557	1.796
	Work Experience	-0.178	0.218	-0.100	-0.817	0.417	0.664	1.505
	Work Position	0.963	0.488	-0.284	1.973	0.053	0.484	2.068
	Extraversion	0.085	0.184	0.061	0.463	0.645	0.587	1.705
	Agreeableness	-0.153	0.182	-0.110	-0.841	0.404	0.587	1.704
	Conscientiousness	-0.356	0.214	-0.191	-1.668	0.100	0.763	1.311
	Emotional Stability	-0.175	0.158	-0.137	-1.107	0.272	0.653	1.531
	Openness to Experiences	0.113	0.175	0.083	0.647	0.520	0.610	1.639
	Psychological Empowerment	-0.165	0.322	-0.080	-0.512	0.611	0.405	2.467
	Satisfaction from work	-0.032	0.356	-0.018	-0.089	0.929	0.237	4.225
	Relationship with colleagues	0.291	0.248	0.165	1.173	0.245	0.507	1.971
	Power Distance Orientation	-0.070	0.219	-0.037	-0.321	0.749	0.745	1.342
	Empowering Leadership	-0.266	0.228	-0.200	-1.171	0.246	0.345	2.898
	Organizational Justice	0.087	0.179	0.079	0.483	0.631	0.371	2.694
	Organizational Learning Capability	-0.168	0.227	-0.110	-0.740	0.462	0.451	2.218
a. Dependent Variable: Prosocial Silence.								

Table 14 Model 6 Prosocial Silence Coefficients

4.3.7 Model 7 – Affective Commitment

According to the results the independent variables Satisfaction from work, Relationship with colleagues and Organizational Justice, can explain the 67.5 % of the total variation of dependent variable Affective Commitment.

Additional base to the model, the independent variables affect the dependent as follow:

1. If the independent variable Satisfaction from work increase by a standard deviation then the dependent variable Affective Commitment will increase by 0.304 standard deviations.

2. If the independent variable Relationship with colleagues increase by a standard deviation then the dependent variable Affective Commitment will increase by 0.254 standard deviations.

3. If the independent variable Organizational Justice increase by a standard deviation then the dependent variable Affective Commitment will increase by 0.355 standard deviations.

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
7	.821ᵃ	0.675	0.557	0.81655	0.675	5.747	22	61	0.000
a. Predictors: (Constant), Prosocial Silence, Education , Relationship with colleagues, Gender, Openness to Experiences, Power Distance Orientation, Emotional Stability, Prosocial Voice, Conscientiousness, Work Experience, Quiescent Voice, Extraversion, Psychological Empowerment , Agreeableness, Organizational Learning Capability, Work Position, Acquiescent Silence , Empowering Leadership, Organizational Justice, Quiescent Silence , Acquiescent Voice, Satisfaction from work.									
b. Dependent Variable: Affective Commitment.									

Table 15 Model 7 Affective Commitment Summary

Coefficients								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
7	(Constant)	1.365	1.704		0.801	0.426		
	Gender	-0.041	0.280	-0.013	-0.146	0.885	0.626	1.598

Education	-0.332	0.198	-0.170	-1.681	0.098	0.521	1.919
Work Experience	0.129	0.125	0.101	1.036	0.304	0.563	1.775
Work Position	-0.176	0.269	-0.072	-0.654	0.516	0.443	2.259
Extraversion	0.166	0.101	0.164	1.643	0.105	0.534	1.872
Agreeableness	-0.085	0.100	-0.085	-0.853	0.397	0.537	1.861
Conscientiousness	-0.017	0.125	-0.012	-0.134	0.894	0.617	1.621
Emotional Stability	0.070	0.090	0.076	0.776	0.441	0.557	1.795
Openness to Experiences	0.041	0.096	0.041	0.422	0.675	0.559	1.788
Psychological Empowerment	-0.181	0.175	-0.122	-1.031	0.307	0.380	2.629
Satisfaction from work	0.379	0.192	0.304	1.978	0.050	0.227	4.412
Relationship with colleagues	0.323	0.137	0.254	2.353	0.022	0.458	2.182
Power Distance Orientation	0.015	0.117	0.011	0.125	0.901	0.724	1.382
Empowering Leadership	-0.032	0.124	-0.033	-0.259	0.797	0.321	3.117
Organizational Justice	0.280	0.101	0.355	2.762	0.008	0.323	3.098
Organizational Learning Capability	-0.162	0.124	-0.148	-1.310	0.195	0.420	2.383
Acquiescent Voice	-0.067	0.115	-0.079	-0.582	0.563	0.290	3.450
Quiescent Voice	0.007	0.138	0.007	0.048	0.962	0.275	3.637
Prosocial Voice	0.126	0.083	0.136	1.514	0.135	0.662	1.510
Acquiescent Silence	-0.099	0.088	-0.130	-1.122	0.266	0.395	2.531
Quiescent Silence	-0.001	0.102	-0.002	-0.014	0.989	0.299	3.346
Prosocial Silence	0.007	0.081	0.010	0.089	0.930	0.426	2.348
a. Dependent Variable: Affective Commitment.							

Table 16 Model 7 Affective Commitment Coefficients

4.3.8 Model 8 – Continuance Commitment

The model demonstrated that there is not linear regression between the dependent variable Prosocial voice and the independent variables with Sig. F change value of 0.189 that is higher than 0.05.

Model Summary								
				Std. Error of the Estimate	Change Statistics			
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
8	.580	0.336	0.097	1.06173	0.336	1.403	22	61	0.150
a. Predictors: (Constant), Prosocial Silence, Education , Relationship with colleagues, Gender, Openness to Experiences, Power Distance Orientation, Emotional Stability, Prosocial Voice, Conscientiousness, Work Experience, Quiescent Voice, Extraversion, Psychological Empowerment , Agreeableness, Organizational Learning Capability, Work Position, Acquiescent Silence , Empowering Leadership, Organizational Justice, Quiescent Silence , Acquiescent Voice, Satisfaction from work.								
b. Dependent Variable: Continuance Commitment.								

Table 17 Model 8 Continuance Commitment Summary

Coefficients								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
8	(Constant)	-1.963	2.216		-0.886	0.379		
	Gender	0.329	0.365	0.119	0.902	0.371	0.626	1.598
	Education	0.197	0.257	0.111	0.766	0.447	0.521	1.919
	Work Experience	0.328	0.162	0.281	2.025	0.047	0.563	1.775
	Work Position	0.801	0.349	0.360	2.295	0.025	0.443	2.259
	Extraversion	0.222	0.132	0.240	1.684	0.097	0.534	1.872
	Agreeableness	0.306	0.130	0.334	2.349	0.022	0.537	1.861
	Conscientiousness	0.288	0.163	0.235	1.771	0.081	0.617	1.621
	Emotional Stability	-0.205	0.117	-0.244	-1.745	0.086	0.557	1.795
	Openness to Experiences	-0.164	0.125	-0.183	-1.311	0.195	0.559	1.788
	Psychological Empowerment	-0.150	0.228	-0.111	-0.658	0.513	0.380	2.629
	Satisfaction from work	0.451	0.249	0.397	1.812	0.075	0.227	4.412
	Relationship with colleagues	-0.070	0.179	-0.061	-0.394	0.695	0.458	2.182
	Power Distance Orientation	-0.078	0.152	-0.063	-0.512	0.611	0.724	1.382
	Empowering Leadership	0.035	0.162	0.040	0.215	0.831	0.321	3.117
	Organizational Justice	0.074	0.132	0.103	0.560	0.578	0.323	3.098
	Organizational Learning Capability	-0.215	0.161	-0.215	-1.333	0.188	0.420	2.383
	Acquiescent Voice	0.337	0.150	0.436	2.249	0.028	0.290	3.450
	Quiescent Voice	-0.179	0.179	-0.199	-1.000	0.321	0.275	3.637
	Prosocial Voice	-0.097	0.108	-0.116	-0.901	0.371	0.662	1.510
	Acquiescent Silence	0.141	0.115	0.204	1.230	0.223	0.395	2.531
	Quiescent Silence	0.030	0.133	0.043	0.227	0.822	0.299	3.346
	Prosocial Silence	-0.095	0.105	-0.144	-0.903	0.370	0.426	2.348
a. Dependent Variable: Continuance Commitment.								

Table 18 Model 8 Continuance Commitment Coefficients

4.3.9 Model 9 – Normative Commitment

According to the results the independent variable Work Experience can explain the 50.0 % of

the total variation of dependent variable Normative Commitment.

1. If the independent variable Work Experience increase by a standard deviation then the

dependent variable Normative Commitment will increase by 0.340 standard deviations.

Model Summary									
				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
9	.707	0.500	0.319	1.08930	0.500	2.769	22	61	0.001

Table 19 Model 9 Normative Commitment Summary

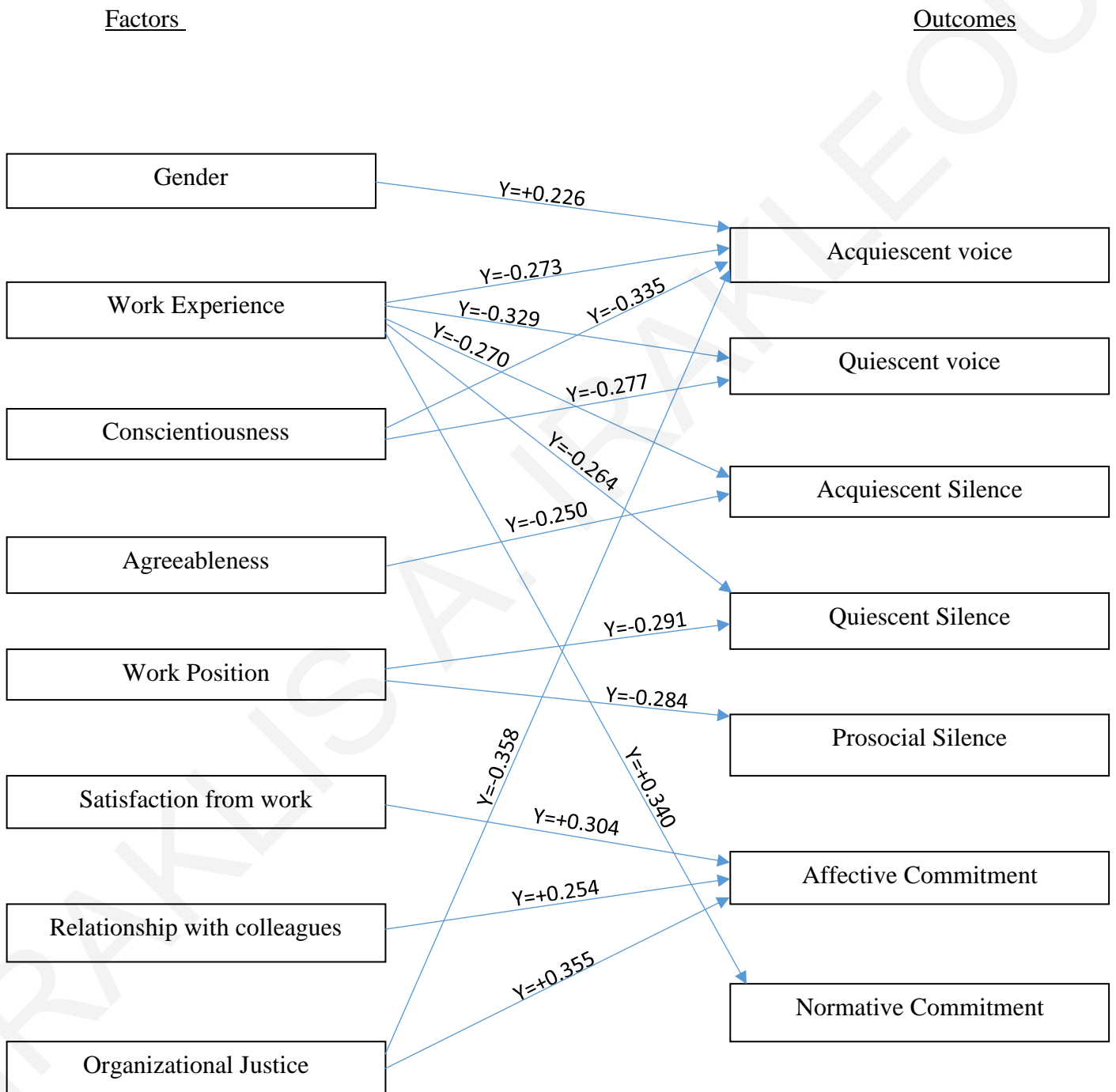| Coefficients								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
9	(Constant)	-3.409	2.274		-1.499	0.139		
	Gender	-0.285	0.374	-0.087	-0.761	0.449	0.626	1.598
	Education	0.028	0.264	0.013	0.105	0.917	0.521	1.919
	Work Experience	0.468	0.166	0.340	2.816	0.007	0.563	1.775
	Work Position	0.297	0.358	0.113	0.830	0.410	0.443	2.259
	Extraversion	-0.048	0.135	-0.044	-0.353	0.725	0.534	1.872
	Agreeableness	0.076	0.134	0.071	0.572	0.570	0.537	1.861
	Conscientiousness	-0.012	0.167	-0.008	-0.073	0.942	0.617	1.621
	Emotional Stability	0.137	0.120	0.138	1.138	0.259	0.557	1.795
	Openness to Experiences	0.222	0.128	0.209	1.729	0.089	0.559	1.788
	Psychological Empowerment	-0.151	0.234	-0.095	-0.646	0.521	0.380	2.629
	Satisfaction from work	0.230	0.256	0.171	0.900	0.372	0.227	4.412
	Relationship with colleagues	0.089	0.183	0.065	0.484	0.630	0.458	2.182
	Power Distance Orientation	0.275	0.156	0.188	1.766	0.082	0.724	1.382
	Empowering Leadership	0.107	0.166	0.103	0.645	0.521	0.321	3.117
	Organizational Justice	0.199	0.135	0.235	1.475	0.145	0.323	3.098
	Organizational Learning Capability	0.013	0.165	0.011	0.077	0.939	0.420	2.383
	Acquiescent Voice	0.120	0.154	0.132	0.784	0.436	0.290	3.450
	Quiescent Voice	0.234	0.183	0.220	1.276	0.207	0.275	3.637
	Prosocial Voice	-0.051	0.111	-0.052	-0.464	0.644	0.662	1.510
	Acquiescent Silence	0.107	0.118	0.131	0.906	0.369	0.395	2.531
	Quiescent Silence	-0.025	0.136	-0.030	-0.183	0.855	0.299	3.346
	Prosocial Silence	-0.049	0.108	-0.064	-0.459	0.648	0.426	2.348
a. Dependent Variable: Normative Commitment.								

Table 20 Model 9 Normative Commitment Coefficients

The following schematic diagram is showing the results values between the factors and the outcomes that resulted from the models analysis above.

Diagram 2 Results Overview Schematic

Factors

Outcomes

Factors	Outcomes
Gender	

Y=+0.226

Y=-0.273

Y=-0.329

Y=-0.270

Y=-0.335

Y=-0.277

Y=-0.264

Y=-0.250

Y=-0.291

Y=-0.284

Y=-0.358

Y=+0.304

Y=+0.340

Y=+0.254

Y=+0.355

Gender

Work Experience

Conscientiousness

Agreeableness

Work Position

Satisfaction from work

Relationship with colleagues

Organizational Justice

Acquiescent voice

Quiescent voice

Acquiescent Silence

Quiescent Silence

Prosocial Silence

Affective Commitment

Normative Commitment

Chapter 5 Discussion

As mentioned in the literature review factors or variables that motivate or inhibit voice and affect employees' commitment can be separated into two main categories: individual level factors and contextual/organizational factors. Both personality traits and context of work can influence voice behaviours. In this section a comparison between the results obtained though this empirical analysis and other results obtained from other research conducted on the same topic will be made. Regarding the personality traits of employees, in this research the personality factors that were examined are extraversion, agreeableness, conscientiousness, emotional stability, openness to experiences, satisfaction from work, emotional stability and psychological empowerment. Additionally to these two main categories of factors, in this study were taken into account also the demographic characteristics of the participants: their gender, education, work position and work experience in an effort to reveal any possible effects of these demographic characteristics on employees' voice, silence and commitment.

With regard to the gender variable, Yangil and Beydilli (2016) found out that male employees had higher level of prosocial silence compared with female employees. Mishika's (2020) research showed that there is no significant difference on voice behaviour for both genders.

Yangil and Baydilli (2016) found out that working experience does not affect considerably any of the forms of silence. Contrarily, the findings of this research show that work experience has a significant negative relationship with acquiescent and quiescent voice and silence, although it did not appear to significantly affect prosocial voice and silence. One possible explanation which is related to the negative relationship of working experience with acquiescent and quiescent voice and silence is that as the employees stay for longer periods of time in their working positions they may feel more safe and comfortable in their working

environment avoiding defensive behaviour and also they might feel more engaged with organization's goals and they have developed better relationship with their supervisors and colleagues thus avoiding passive behaviour.

Also the findings of this research suggest a negative correlation of work position with quiescent and prosocial silence while work position did not affect significantly any form of voice and acquiescent silence. These findings suggest that as the employees have more important roles and work positions in their organization tend to engage less in silent behaviour and they tend to pay less attention to their personal or organizational interest with regard to silence behaviour. Avoiding silence may be explained based on employees' perception about their role in the organization with regard to their work position. Employees with higher working positions tend to believe that they should avoid silence even if this is not beneficial for themselves or the organization. Also a possible explanation for not having significant difference on any form of voice and acquiescent silence is the fact that almost all the research participants have the same or similar working position (89% of the participants are either air traffic controllers or air traffic controller assistants). Yangil and Beydilli (2016) found out that there is a significant difference between acquiescent silence and defensive silence with regard to working position especially between employees working in the front office, in managerial positions and in the technical department. Moreover their research did not reveal significant difference in prosocial silence dimension.

Moreover in this research, education was not found be related in a significant degree with any form of voice or silence. According to Yangil and Beydilli (2016) findings, the educational level of employees affected considerably only the defensive silence dimension and that this deference results from differences between high school graduates and employees with bachelor's degree. Consistent to these findings are results obtained by Mishika (2020) which assert that educational level shows significant differences on employees' voice behaviour.

Therefore this research results regarding employees' education level do not correspond with Yangil and Beydilli (2016) and Mishika (2020) findings. This may be related to the fact that vast majority of the participants had acquired undergraduate or postgraduate degree and thus their educational gap can be considered small.

At this point we will focus on employees' personality characteristics and traits. As Tett and Burnett (2003) state extraversion includes aspects such as gregariousness (preference for the company of others), warmth (interest in and friendliness toward others) and assertiveness (social ascendancy) and agreeableness includes aspects like altruism (concern for others), compliance (response to conflict), modesty (downplay one's accomplishments), trust (belief in the sincerity of others) and straightforwardness (frankness in expression). According to Barrick & Mount (1991) conscientiousness is associated with being careful, responsible and organized, openness to experiences is associated with being imaginative, cultured, curious, original, broad-minded, intelligent, and artistically sensitive and emotional stability which describes an individual who is relaxed, calm and secure. Satisfaction from work according to Wright & Cropazano (1998) is related to the attitude and emotions that people have for their work and psychological empowerment as defined by Spreitzer (1996) is an intrinsic task motivation reflecting a sense of self-control in relation to one's work and an active involvement with one's work role.

Lee et al (2014) through their empirical study found that extraverted individuals were more likely to engage in prosocial voice and less likely to engage in defensive and acquiescent voice. Furthermore they asserted that these results can be a result of extraverts' superior social skills, assertiveness and positive emotionality that can make employees more willing to engage to more helpful forms of voice and to avoid the less helpful forms of voice (acquiescent and defensive). Avery (2003) asserts that extravert individuals will take the opportunity through voice behaviour to express themselves and influence others. Similar results were identified by

LePine & Dyne (2001). However this research did not reveal any significant correlation between individuals' extraversion with any form of voice or silence (i.e. acquiescent, quiescent and prosocial) and this can indicate that, although extraverted individuals tend to express themselves more and to communicate with other people more, in their work environment they might be cautious and less impulsive compared with behaviour away from work.

Lee et al (2014) through their research found that there was no main effect of agreeableness on acquiescent voice and that agreeable employees were more likely to engage in prosocial voice and less likely to engage in defensive voice. LePine and Van Dyne (2001), through their research suggest that agreeableness is negatively related with employees' voice behaviour. According to Avery (2003) agreeable individuals do not want to create conflicts or problems to other people and as a result they are hesitant to speak up. This research did not reveal any significant correlation between individuals' agreeableness with any form of voice (i.e. acquiescent, quiescent and prosocial). However this research indicates a significant correlation between agreeableness and acquiescent silence, as increased agreeableness can lead to decrease of acquiescent silence. Similarly Lee et al (2014) through their research identified that highly agreeable individuals engaged in less acquiescent behaviour. One possible explanation of this research finding is that people characterized by increased agreeableness are also characterized by straightforwardness (frankness in expression) and as a result they tend to avoid acquiescent behaviour.

LePine and Van Dyne (2001), suggest that conscientiousness is positively correlated with employees' voice behaviour. Similarly according to Nikolaou et al. (2008) conscientiousness was positively related to employee self-reports of voice. Avery (2003) claims that highly conscientious employees may pursue greater personal control in their jobs, leading them to increased voice behaviour. Contrarily this research's findings suggest that there is a negative correlation between conscientiousness with acquiescent voice and quiescent voice

and there was no significant effect of conscientiousness on prosocial voice and all the forms of silence (acquiescent, quiescent and prosocial). The negative correlation between conscientiousness with acquiescent and quiescent voice can be seen as a consequence of the cautiousness that characterizes conscientiousness people most of the times. Employees being cautious means that they will be more careful on when and what they say and as a result they will not agree with their colleagues or supervisors passively or they will not blame other easily for protecting themselves.

Chiaburu et al. (2011) reported in their meta-analysis that openness to experiences had the strongest relationship with what they labelled change-oriented citizenship behaviour, which consisted of voice. They interpreted this finding as indicating that having ideas and being open to the environment is essential for making constructive changes. Furthermore according to a study contacted by Yangil and Beydilli (2016) negative and medium level relation between the prosocial silence dimension and openness to experience dimension was found. On the other hand LePine and Van Dyne (2001) found that openness to experiences is not correlated with voice behaviour, something that corresponds with this research results. No significant correlation between openness to experiences and any form of voice or silence was revealed and these finding can be explained by the fact that although an employee may be imaginative, cultured, intelligent and artistically sensitive this does not mean that he will be engaged in more or less voice or silence behaviour as his personality characteristics do not always reflect the way and frequency he/she is willing to engage in voice or silence.

As Lee et al. (2014) reported having good relationship with colleagues and working in a group with participative climate was correlated with less acquiescent and defensive voice, although the participative environment was not significantly correlated to prosocial voice. Thus they concluded that a participative environment and good relationship with colleagues may prevent the negative forms of voice but may not necessarily nurture the positive forms of voice.

57

This research's findings suggest that there is no significant connection between individuals' relationship with colleagues and working in a group with participative climate and any form of voice or silence. A possible explanation to this finding is that the cooperative climate where employees are working in is not sufficient to alter their communication behaviour. Although employees might seem that are working closely in a group their selfishness and personal interests are not diminished for the general good of the group or the organization and thus no significant change in their communication behaviour is observed.

According to a study contacted by Yangil and Beydilli (2016) negative and medium level relation between the prosocial silence dimension and the emotional stability dimension was found. According to Nikolaou et al. (2008) an emotionally stable individual will not feel insufficient or insecure to express concerns or recommend suggestions to his/her supervisor. Thus they expect emotional stability to lead to increased voice behaviour. Also Lee et al. (2014) revealed a negative correlation between emotional stability and defensive voice. The findings of this research suggest that there is no significant correlation of emotional stability and any form of voice or silence.

Pinder & Harlos (2001) argue that quiescent and acquiescent silence can be a response to dissatisfaction at work and a form of response to perceived injustice. They proceed even further by distinguishing scholars who expect voice and exit as the two primary ways that employees respond to dissatisfaction and perceive silence as a response synonymous with loyalty and endorsement (Hirschman 1970, Farrell 1983), and scholars who acknowledge that silence not only may indicate dissent and objection but that it may be a result of voice opportunities, information and the belief that voice can be dangerous (Cohen 1990, Morrison and Milliken 2000). Contrarily to the above findings, this research did not reveal any significant relationship between any form of voice or silence behaviour and the level of satisfaction at

work. Thus these research findings suggest that the level of satisfaction at work cannot predict voice and silence behaviour.

As Morrison (2014) states, past research suggests that those with an inflated sense of psychological power may be less responsive to employee input (Grant et al. 2011, See et al. 2011) and thus they may be less engaged in voice behaviour. Frazier & Fainshmidt (2012) study suggests that psychological empowerment only partially mediates the relationship between voice climate and voice behaviour. Avan et al. (2016) study indicates that psychological empowerment has weak effect on organizational silence. Similarly, through this research no significant correlation between psychological empowerment and any form of voice or silence was identified.

The contextual/organizational factors that were taken into consideration in this research are power distance orientation, empowering leadership, organizational justice and organizational learning capability. Power distance denotes the extent to which the less powerful people in a society accept that power is distributed unequally (Hofstede, 2001). Empowering leadership is related with sharing power with a view toward increasing employees' investment and motivation in their work (Ahearne, Mathieu, & Rapp, 2005). Organizational justice refers to employees' view for justice in respect of various activities and practices of the department (Ambrose & Schminke, 2009) and organizational learning capability refers to "the managerial and organizational factors or characteristics that facilitate the organizational learning process or allow an organization to learn" (Chiva & Alegre, 2007, p. 226).

Morrison (2014) argues that people that have grown up in a high power-distance culture will be more likely to engage in silence behaviour. Also voice can be consider a challenging form of upward communication and in high-power distance cultures people tend to have high respect for power and hierarchical differences (Hofstede, 1991). In line with the above

arguments are Botero's & VanDyne's (2009) finding, as they suggest that power distance is negatively related to voice. Moreover Jain (2015) asserts that employees working in countries characterized by a strong sense of hierarchy and high levels of power asymmetry should be more likely to engage in various forms of silence. This research did not reveal any significant relationship between power distance orientation and any form of voice or silence. This research findings may indicate that the culture in Cyprus is not high-power distance oriented and is not characterized by a strong sense of hierarchy.

Literature suggests that empowering leaders increase employee autonomy resulting in increased employee's sense of control over their jobs and job control make employees feel that their contributions to the organization are valued and thereby encouraging them to engage in voice behaviour (Conger and Kanungo 1988; Spreitzer, 1996). Consistent to the above argument are Hassan, Davis & Jiang (2018) findings which suggest that frontline supervisors empowering leadership increases employees' trust and sense of job control and this decreases the likelihood of silence. These research findings revealed no significant correlation between empowering leadership and any form of voice or silence. This finding may suggest that empowering leadership is well established in the research participants' organization and thus any further increase in empowering leadership does not alter their voice or silence behaviour.

According to Pinder & Harlos (2001) some organizational contexts systemically and routinely generate injustices while nurturing an atmosphere that discourages unjustly-treated individuals from breaking their silence to improve their situations. Morrison and Milliken (2000) primarily perceive silence as a response to lack of organizational justice. Throughout this research no significant correlation was revealed between organizational justice and any form of voice or silence. This finding may suggest that organizational justice is well established in the research participants' organization and thus any further increase in organizational justice does not alter their voice or silence behaviour.

Yoon (2012) argues that organizational learning capability highlights the value of experimentation and risk taking and that under such conditions employees are encouraged to try new ideas and to be developed through their mistakes and that in organizational learning climates employees are willing to take initiatives to express constructive suggestions and hence can lead to increased voice behaviour. Mishika (2020) through research findings argues that organizational learning capability is positively related to voice behaviour. The results of this research did not reveal and significant correlation between organizational learning capability and any form of voice or silence. This finding may suggest that organizational learning capability is well established in the research participants' organization and thus any further increase in it does not alter their voice or silence behaviour.

With regard to organizational commitment, Wiener (1982) suggests that normative commitment may develop as the result of socialization prior to and following entry into the organization implying that high power distance orientation is positively related with normative commitment. Similarly Mayer & Allen (1990) through their research identified the impact of parents or significant others in an employee's life. This research did not reveal any significant correlation between power distance orientation with normative commitment. It revealed though a positive connection between work experience and normative commitment that agrees with Radosavljevic, Cilerdzic & Dragic (2017) findings as they reveal that working experience is a significant source of differences for normative commitment. This finding can be explained by the fact that as employees' work in an organization for longer periods of time they tend to be more loyal and to accumulate more benefits that may create feelings of obligation. In contrast Sujatha, Swathi & Seema (2013) findings suggest that generally there is low level of normative commitment amongst the population regardless of their working experience. Moreover Valaei & Rezaei (2016) findings suggest that work satisfaction has a positive relationship with normative commitment something that was not revealed by this research results.

Sujatha, Swathi & Seema (2013) through their research found that there was a significant positive correlation between working experience and continuance commitment of employees. The results of their research assert that employees with 0-5 years of experience have more of continuance commitment while compared with other employees. Similar results were obtained also by Radosavljevic, Cilerdzic & Dragic (2017). In this research no significant relationship among work experience and continuance commitment was revealed. Valaei & Rezaei (2016) findings suggest that work satisfaction does not affect significantly continuance commitment, a finding that corresponds to the findings of this research. A possible explanation to this finding is that both employees with little working experience and employees with a lot of working experience might have chosen to remain in a working position for financial reasons or due to lack of alternative work opportunities.

Sujatha, Swathi & Seema (2013) also found out that there is a high level of employees' affective commitment among those with 6-15 years of working experience. Contrarily Radosavljevic, Cilerdzic & Dragic (2017) did not find any statistically significant relationship of affective commitment with working experience that corresponds with the findings of this research. Moreover Radosavljevic, Cilerdzic & Dragic (2017) found that affective bases of commitment had a significant relationship with personal evaluation on the utilization of working potentials. This finding was not compatible with this research results as affective commitment was not significantly related to employees' psychological empowerment. This research also suggests a significant positive relationship between affective commitment and work satisfaction, relationship with colleagues and organizational justice. When employees are satisfied with their work, they have good relationship with colleagues and in their organization there is a well-established system of organizational justice, employees feel that they want to stay in their organization and they act as great ambassadors for their organization. Valaei & Rezaei (2016) also found that work satisfaction is positively associated with affective

commitment. Also findings from Imamoglu et al. (2019) research, indicate that organizational justice is a determinant for organizational commitment. Similarly Rahman et al. (2016) research results shown that distributive and procedural justice both have significant and positive effects on employees' organizational commitment. Consistent with these research results regarding the relationship between relationship with colleagues and affective commitment are Kaul & Deshpande (2017) findings which suggest that work relations primarily affect normative commitment.

According to Radosavljevic, Cilerdzic & Dragic (2017) gender, as a characteristic of the respondents, did not show a statistically significant association with any type of organizational commitment that corresponds with the findings of this research.

Valaei & Rezaei (2016) through their research found that the nature of the work is positively associated with normative and affective commitment. In contrast this research findings suggest that there is no significant relationship between work position and any type of commitment (i.e. normative, continuance and affective). This could be related with the fact that in this research there is not a big number and variance of employees' working position as they were examined only three working positions that they do not vary in great degree.

Chapter 6 Conclusions

This study purposed to predict employees' different forms of voice and silence behaviour (i.e. acquiescent, quiescent and prosocial) as well as employees' different forms of commitment (i.e. normative, continuance and affective) by taking into account specific variables/factors that are defined in this study.

This research revealed a significant relationship of acquiescent voice with employees' gender and significant negative relationship with work experience, conscientiousness and organizational justice while it did not reveal any significant correlation of acquiescent voice with all the rest of the variables/factors taking into account in this research. It revealed a substantial negative correlation of quiescent voice with work experience and conscientiousness, while it did not reveal any significant correlation of quiescent voice with all the rest of the variables/factors taking into account in this research. Also it was not revealed any substantial relationship between prosocial voice and any demographic, individual or organizational variable/factor taking into account in this research.

An important finding of this research is that none of the variables/factors were positively correlated with any of the forms of voice. Therefore the participants taking part into this research appeared to have high resistance in increasing their communication behaviour in their organization. This finding might reflect the way the organization's managers and leaders treat their employees and take into account their feedback, opinions and thoughts on matters related to their work and the organization in general. Organization's managers and leaders may not be open to or encourage and nurture communication with their employees and as a result employees tend to avoid voice behaviour. Furthermore employees' cultural characteristics may play a significant role in employees' voice and silence behaviour. Employees in Cyprus may feel that they should

not report their work related thoughts and matters that arise, as they are confident enough to process them on their own or with the help of their colleagues.

Moreover findings of this research suggest a significant negative correlation of acquiescent silence with work experience and agreeableness while it did not reveal any substantial association with other variables/factors. Quiescent silence is significantly negatively correlated only with employees' work experience and work position thus only with demographic variables/factors. Similarly prosocial silence was substantially negatively linked only with employees' work position.

Another significant finding of this research is that only variables/factors that significantly reduce employees' silence were revealed and none that was positively related to employees' silence. Thus none of the variables/factors seem to have the potential to increase significantly employees' silence behaviour.

This research results suggest that affective commitment is significantly positively related only with satisfaction from work, with employees' relationship with colleagues and with organizational justice while no substantial connection revealed with the rest of the variables/factors. Thus it could be stated that when employees are more satisfied from their work, when they have good relationship with their colleagues and when there is a climate of justice and fairness in their working environment they will want to stay in their organization and can become great ambassadors for their organizations. On the other hand continuance commitment was not correlated significantly either positively or negatively with any factor/variable. Thus the participants did not seem to feel that they need to stay in their working position because they cannot have alternative working opportunities but also they did not seem to be less commitment to their organization because they have other better working opportunities lying in front of them. Additionally normative commitment is

considerably positively related only to employees' working experience something that can be explained as when employees stay for many years in an organization they tend to strengthen their relationship with the organization and their employer and as a result they can become more loyal and obligated to their employer.

Based on the results of this research all forms of voice and silence did not appear to have any significant correlation with employees' organizational commitment thus they cannot be considered as predictors of employees' organizational commitment.

By comparing this research results with other research results obtained from relevant literature it could be stated that there are studies that obtained similar results and studies that revealed results that are significantly different or contradicting. For example findings from other research significantly have associated positively variables/factors to employees' voice and silence while in this research were only negatively or neutral related to voice and silence. Avery (2003) and LePine & Van Dyne (2001) findings suggest that extravert individuals will find the opportunity through voice behaviour to express themselves and influence others, highlighting the positive correlation of extraversion and voice behaviour. Also for example Jain (2015) has positively related power distance orientation with several forms of silence while in this research power distance orientation was not significantly related to silence. These differences of results pinpoint the complexity of the matter and nurture the need for more research and investigation to be done. For example these differences in findings could be explained by taking into consideration other macro level contextual factors like the country or region were the research was conducted, how economic, industry or labour market conditions might affect voice and silence, the nature and type of organization (public or private) where the participants work and the national culture. According to Morrison (2014) it could be interesting to explore cultural differences

in how employees are involved in voice behaviour, and in the value placed on voice versus silence.

Also the findings of this research suggest that employees' demographic characteristics is the category which is more frequently correlated with employees' voice, silence and commitment as opposed to employees' personality characteristics and organizational factors. More specifically the factor (that belongs in the category of demographic characteristics) and has the most frequent correlation is the working experience. Thus follow up studies could be made in order to compare and find out if there is a specific category or variable/factor that tends to affect more significantly and frequently employees' voice, silence and commitment. Additional follow up studies could be conducted in an effort to reveal the interaction, interrelation and synergy of two or more variables/factors with regard to voice, silence and commitment. Moreover a qualitative research that could have the form of interviews can shed light on other aspects and connections between variables/factors and employees' voice, silence and commitment that have not been revealed through this quantitative research.

Employees' voice, silence and commitment can have important implications in organizations well-being and thus variables/factors that may affect employees' voice, silence and commitment should be examined further. Employees' voice, silence and commitment models might be able to offer clear insights to practitioners in the organizations in order to survive in this competitive era and employees' active participation and involvement in their organization by sharing constructive ideas, opinions, experiences and suggestions might aid organizational growth. Additionally organization leaders and managers should be always ready to listen to their employees and understand how to use employees' knowledge in their decisions making process.

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Appendix

A. Questionnaire

Employee Voice and Work Commitment - Questionnaire Structure

Employee Voice and Work Commitment: The Department of Civil Aviation in Cyprus

Dear colleagues,

Thank you for accessing this survey. I greatly appreciate your valuable time and effort that you will spend in filling out this questionnaire.

The purpose of this study is to investigate whether and how employee voice affects the work commitment of us employees in the Department of Civil Aviation Cyprus. The study is part of my thesis in order to complete the requirements of my MSc in Human Resource Management at the University of Cyprus.

Your participation is crucial but completely voluntary. Data collected will be anonymous and strictly confidential. They will be used only for the purposes of academic research and presented in an aggregate way that will prevent your identification. Raw data will only be accessible by me and my academic supervisor, Dr. Christiana Ierodiakonou, and will not be shared with other persons or institutions under any circumstances.

The questionnaire can be completed online within 12-15 minutes. If you have any questions about the study, the questionnaire or the use of the data, please contact me using the email address below.

Heracles Heracleous

Hercoulis@gmail.com

Contents

The following questions ask for some basic demographic information. In each question, please select the ONE answer that best suits you.

1a. I identify primarily as a:

Female   (1)

Male   (2)

Other   (3)

Prefer not to answer (4)

1b. My age is:

22-30   (1)

31-40   (2)

41-50   (3)

50+   (4)

1c. The highest degree of education I have achieved is:

High school certificate (apolyterion) (1)

Undergraduate degree (2)

Postgraduate degree (MSc, MPhil, PhD) (3)

Professional certification (e.g. ACA, ACCA, CFA, CIPD) (4)

1d. My total working experience is _____ years:

1-5 (1)

6-15 (2)

16-25 (3)

Over 25 years (4)

1e. My current position in the Department can be best described as (please choose ONE):

Managerial/Supervising (1)

Air traffic controller (including trainees) (2)

Air Traffic Controller Assistant (3)

Administrative/Secretarial (but non-managerial) (4)

Operations (but non-managerial) (5)

Part B - You and your perceptions

The following questions focus on your personal characteristics and values.

2.1 Ten-Item Personality Inventory (Gosling, Rentfrow, & Swann, 2003)

Motivators - Personal

2.1 How do you see yourself?

The following items describe primary personality traits.

Please indicate the extent to which you see yourself as each of the following:

Use a scale from 1 to 7 to indicate your answers, as follows:
1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Undecided
5: Slightly agree
6: Agree
7: Strongly agree

I see myself as:

2a. Extraverted, enthusiastic.

2b. Critical, quarrelsome. (R)

2c. Dependable, self-disciplined.

2d. Anxious, easily upset. (R)

2e. Open to new experiences, complex.

2f. Reserved, quiet. (R)

2g. Sympathetic, warm.

2h. Disorganized, careless. (R)

2i. Calm, emotionally stable.

2j. Conventional, uncreative. (R)

TIPI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R;
2a. Extraverted, enthusiastic.
2f. Reserved, quiet. (R)

Agreeableness: 2R, 7;
2b. Critical, quarrelsome. (R)
2g. Sympathetic, warm.

Conscientiousness; 3, 8R;
2c. Dependable, self-disciplined.
2h. Disorganized, careless. (R)

Emotional Stability: 4R, 9;
2d. Anxious, easily upset. (R)
2i. Calm, emotionally stable.

Openness to Experiences: 5, 10R
2e. Open to new experiences, complex.
2j. Conventional, uncreative. (R)

2.2 Power Distance Orientation (Earley & Erez, 1997)

Motivators – Organizational

What is your personal opinion on each of the following?

The following items describe certain personal values related to power and authority.

Please indicate the extent to which you PERSONALLY agree or disagree with each one:

Use a scale from 1 to 7 to indicate your answers, as follows:
1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Neither agree nor disagree
5: Slightly agree
6: Agree
7: Strongly agree

7a.In most situations, managers should make decisions without consulting their subordinates.

7b.In work-related matters, managers have a right to expect obedience from their subordinates.

7c.Employees who often question authority sometimes keep their managers from being effective.

7d.Once a top-level executive makes a decision, people working for the company should not question it.

7e. Employees should not express disagreements with their managers.

7f. Managers should be able to make the right decisions without consulting with others.

7g. Managers who let their employees participate in decisions lose power.

7h.A company's rules should not be broken–not even when the employee thinks it is in the company's best interest.

Part C - Your job and working life experiences

The following questions focus on how you see and experience your current job position and working life in our Department.

3.1 Psychological Empowerment (Spreitzer, 1995)

Motivators - Personal

3.1 How do you see your job?

The following statements concern your job position. Having in mind your current position in the Department, please indicate the extent to which you agree or disagree with each one:

Use a scale from 1 to 7 to indicate your answers, as follows:
1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Undecided
5: Slightly agree
6: Agree
7: Strongly agree

Please indicate the extent to which you agree or disagree with each statement.

3a. The work I do is very important to me.

3b. My work activities are personally meaningful to me.

3c. The work I do is meaningful to me.

3d. I am confident about my ability to do my jobs.

3e. I am self-assured about my capabilities to perform my work activities.

3f. I have mastered the skills necessary for my job.

3g. I have significant autonomy in determining how I do my job.

3h. I can decide on my own how to go about doing my work.

3i. I have considerable opportunity for independence and freedom in how I do my job.

3j. My impact on what happens in my department is large.

3k. I have a great deal of control over what happens in my department.

3l. I have significant influence over what happens in my department.

3.2 Satisfaction from work (Wright & Cropanzano, 1998)

Motivators - Personal

3.2 How satisfied are you with different aspects of your job?

The following statements concern your satisfaction from your job position.

79

Having in mind your current position in the Department, please rate how satisfied your are

with your job as to each of the following:

Use a scale from 1 to 7 to indicate your answers, as follows:
1: Completely dissatisfied
2: Mostly dissatisfied
3: Somewhat dissatisfied
4: Neither satisfied nor dissatisfied
5: Somewhat satisfied
6: Mostly satisfied
7: Completely satisfied

How satisfied are you with your job as to:

4a.The content of your work.

4b. Your partners.

4c. The rewards (salary, bonus, etc.).

4d. Your manager.

4e. The way of administration.

4f. Development / promotion opportunities.

4g. Overall from your work.

How do you experience your everyday working lives?

The following statements explore how you experience your everyday working lives, including

your job position, colleagues and manager. Please indicate the extent to which you agree or

disagree with each one:

Use a scale from 1 to 7 to indicate your answers, as follows:
1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Undecided
5: Slightly agree
6: Agree
7: Strongly agree

First, consider your work...

4h. I find real pleasure in my work.

4i. I like my job more than an average worker does.

4j. I rarely get bored at work.

4k. I would not think of changing work.

4l. Most days I am enthusiastic at my work.

4m. I feel happy enough with my job.

3.3 Relationship with colleagues (Coelho et al. 2011)

Motivators - Personal

Now, your colleagues...

5a. I can count on to my colleagues.

5b. My colleagues are pleasant.

5c. My colleagues are friendly.

3.4 Empowering Leadership (Ahearne, Mathieu, & Rapp, 2005)

Motivators - Organizational

And your manager...

The following items assess your immediate supervisor's leadership behaviors. Please indicate

the extent to which you agree or disagree with each statement. (Scale 1-7)

1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Undecided
5: Slightly agree
6: Agree
7: Strongly agree

6a.My manager helps me understand how my objectives and goals relate to that of the
organization.

6b.My manager helps me understand the importance of my work to the overall effectiveness
of the organization.

6c.My manager helps me understand how my job fits into the bigger picture.

6d.My manager makes many decisions together with me.

6e.My manager often consults me on strategic decisions.

6f.My manager solicits my opinion on decisions that may affect me.

6g.My manager believes that I can handle demanding tasks.

6h.My manager believes in my ability to improve even when I make mistakes.

6i.My manager expresses confidence in my ability to perform at a high level.

6j.My manager allows me to do my job my way.

6k.My manager makes it more efficient for me to do my job by keeping the rules and
regulations simple.

6l.My manager allows me to make important decisions quickly to satisfy customer needs.

The following statements explore how you see and experience the organization, our Department, in general.

Please indicate the extent to which you agree or disagree with each one:

Use a scale from 1 to 7 to indicate your answers, as follows:
1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Neither agree nor disagree
5: Slightly agree
6: Agree
7: Strongly agree

4.1 Organizational Justice (Ambrose & Schminke 2009)

Motivators - Organizational

8a.In general, I get fair treatment in the organization.

8b.In general, I can be sure that I am being treated in a fair way in the organization.

8c.As a rule, I am being treated in a fair way in this organization.

8d.Usually, things in this organisation are done with a view to justice.

8e.As a rule, the organization treats all its employees in a justice way.

8f. Most of the employees in this organization would say that they are being treated fairly.

4.2 Organizational Learning Capability (Chiva, Alegre, & Lapiedra, 2007)

Motivators - Organizational

The following items assess your organization's learning capability. Please indicate the extent to which you agree or disagree with each statement. (Scale 1-7)

1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Undecided
5: Slightly agree
6: Agree
7: Strongly agree

9a.People here receive support and encouragement when presenting new ideas.

9b.Initiative often receives a favourable response here so people feel encouraged to generate new ideas.

9c.People are encouraged to take risks in this organization.

9d.People here often venture into unknown territory.

9e.It is part of the work of all staff to collect, bring back, and report information about what is going on outside the company.

9f.There are systems and procedures for receiving, collating and sharing information from outside the company.

9g. People are encouraged to interact with the environment: competitors, customers, technological institutes, universities, suppliers, etc.

9h. Employees are encouraged to communicate.

9i.There is a free and open communication within my work group.

9j. Managers facilitate communication.

9k. Cross-functional teamwork is a common practice here.

9l. Managers in this organization frequently involve employees in important decisions.

9m. Policies are significantly influenced by the view of employees.

9n. People feel involved in main company decisions.

Part E - Employee behaviour: voice

The following items describe characteristic behaviours of employees related to speaking up or not in the workplace.

Thinking of how YOU typically behave at work, please indicate the extent to which you agree or disagree with each one:

Use a scale from 1 to 7 to indicate your answers as follows:
1: Never
2: Very rarely
3: Rarely
4: From time to time
5: Occasionally
6: Frequently
7: Very frequently

5.1 Employee Voice based on - Employee silence (Knoll and van Dick, 2013)

Where I work, typically (across time and across situations):

Acquiescent Voice

10a.I support the ideas of others because I don't want to put the effort or take the time to explain my own view or ideas on the topic.

10b.I support the ideas of others even if I disagree because I am the only one who has a different view on the discussed topic.

10c.I support the ideas of others even if I disagree because I feel I have to agree.

Quiescent Voice

10d.I try to shift focus on different matters from the one in discussion because I worry about negative consequences on me.

10e.I try to shift attention to others or provide explanations that shift attention or blame on others in order to protect myself.

10f.I often go along with others and openly express agreement with the group because I am afraid.

Prosocial Voice

10g.This employee develops and makes recommendations concerning issues that affect the department.

10h.I speak up with ideas for new projects that might benefit the department.

10i.I speak up and express my opinions to protect my colleagues.

5.2 Employee silence (Knoll and van Dick, 2013)

Acquiescent Silence

10j. I remain silent at work, because I will not have found a sympathetic ear, anyway.

10k. I remain silent at work, because nothing will change, anyway.

10l. I remain silent at work, because my superiors are not open to proposals, concerns, or the like.

Quiescent Silence

10m. I remain silent at work, because of fear of negative consequences.

10n. I remain silent at work, to not make me vulnerable in the face of colleagues or Superiors.

10o. I remain silent at work, because I fear there will be disadvantages from speaking up.

Prosocial Silence

10p. I remain silent at work, because I don't want to embarrass others.

10q. I remain silent at work, because I don't want to hurt the feelings of colleagues or superiors.

10r. I remain silent at work, because I don't want others to get into trouble.

Part F - Work Commitment

__Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to YOUR OWN FEELINGS about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement.__

6. Work Commitment – Commitment scale Revised Version (Meyer, Allen, & Smith, 1993)

Use a scale from 1 to 7 to indicate your answers, as follows:

1: Strongly disagree
2: Disagree
3: Slightly disagree
4: Neither agree nor disagree
5: Slightly agree
6: Agree
7: Strongly agree

Affective Commitment Scale

11a. I would be very happy to spend the rest of my career with this organization.

11b. I really feel as if this organization's problems are my own.

11c. I do not feel a strong sense of "belonging" to my organization. (R)

11d. I do not feel "emotionally attached" to this organization. (R)

11e. I do not feel like "part of the family" at my organization. (R)

11f.This organization has a great deal of personal meaning for me.

Continuance Commitment Scale

11g. Right now, staying with my organization is a matter of necessity as much as desire.

11h.It would be very hard for me to leave my organization right now, even if I wanted to.

11i. Too much of my life would be disrupted if I decided I wanted to leave my organization now.

11j. I feel that I have too few options to consider leaving this organization.

11k. If I had not already put so much of myself into this organization, I might consider working elsewhere.

11l. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.

<u>Normative Commitment Scale</u>

11m. I do not feel any obligation to remain with my current employer. (R)

11n. Even if it were to my advantage, I do not feel it would be right to leave my organization
now.

11o. I would feel guilty if I left my organization now.

11p.This organization deserves my loyalty.

11q. I would not leave my organization right now because I have a sense of obligation to the
people in it.

11r. I owe a great deal to my organization.

Note. (R) Indicates a reverse-keyed item. Scores on these items should be reflected
(i.e., 1 =7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, 7 = 1) before computing scale scores.