

RESEARCH ARTICLE / ARAŞTIRMA YAZISI

The Relationship between Secondary School Teachers' Job Satisfaction and Their Workplace Incivility Perceptions and Organisational Silences

Ortaöğretim Öğretmenlerinin İş Tatminleri ile İşyeri Nezaketsizliği Algıları ve Örgütsel Sessizlikleri Arasındaki İlişki

Bilal Hatipoğlu¹, Said Demirel², Mehmet Çakıcı³

Abstract:

The purpose of this study is to examine the relationship between secondary school teachers' job satisfaction and their perceptions of workplace incivility and organisational silence. The study employed the correlational survey design, a quantitative research method. The study group consisted of 118 teachers from three secondary education institutions in a province in southern Turkey, selected using an appropriate sampling method. Research data were collected using the Minnesota Job Satisfaction Scale, Workplace Incivility Scale, and Organisational Silence Scale. Data were analysed using Pearson Correlation Analysis, Multiple Regression Analysis, Independent Samples T-Test, and One-Way ANOVA. In the study, a significant and negative relationship was found between secondary school teachers' overall, intrinsic, and extrinsic job satisfaction and their perceptions of workplace incivility, as well as between overall and extrinsic job satisfaction and overall organizational silence and acquiescent-passive silence. In addition, a significant positive relationship was observed between perceptions of workplace incivility and overall organizational silence, as well as between perceptions of workplace incivility and acquiescent-passive and opportunistic silence. Furthermore, it was determined that teachers' perceptions of workplace incivility significantly and negatively predicted their job satisfaction. These findings indicate that as secondary school teachers' perceptions of workplace incivility and organizational silence increase, their job satisfaction decreases. The research findings may contribute to the literature and provide insights into the relationship among secondary school teachers' job satisfaction, perceptions of workplace incivility, and organizational silence.

Keywords: Job satisfaction, Workplace incivility, Organisational silence.

¹PhD. Student, Haliç University, Institute of Graduate Studies, Business Administration, İstanbul, Türkiye, E-mail: bilalhatipoglu@gmail.com, Orcid Id: 0009-0009-6180-4516

²PhD. Student, Cyprus Health and Social Sciences University, Faculty of Social and Humanities Sciences, Department of Psychology, TRN Cyprus, Güzelyurt, E-mail: saiddemirel@gmail.com, Orcid Id: 0000-0002-6395-7489

³Prof. Dr., Cyprus Health and Social Sciences University, Faculty of Social and Humanities Sciences, Department of Psychology, Güzelyurt, TRN Cyprus, Orcid Id: 0000-0002-7043-183X

Address of Correspondence/Yazışma Adresi: Bilal Hatipoğlu, Haliç University, Institute of Graduate Studies, Business Administration, İstanbul, Türkiye, E-mail: bilalhatipoglu@gmail.com

Date of Received/Geliş Tarihi: 27.11.2025, **Date of Revision/Düzeltilme Tarihi:** 25.12.2025, **Date of Acceptance/Kabul Tarihi:** 27.12.2025, **Date of Online Publication/Çevrimiçi Yayın Tarihi:** 29.12.2025

Citing/Referans Gösterimi: Hatipoğlu, B., Demirel, S., & Çakıcı, M. (2025). The Relationship between Secondary School Teachers' Job Satisfaction and Their Workplace Incivility Perceptions and Organisational Silences, *European Archives of Social Sciences*, 2(3), 151-159.

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Öz:

Bu araştırmanın amacı, ortaöğretim öğretmenlerinin iş tatminleri ile işyeri nezaketsizliği algıları ve örgütsel sessizlikleri arasındaki ilişkinin incelenmesidir. Araştırmada, nicel araştırma yöntemlerinden biri olan ilişkisel tarama modeli kullanılmıştır. Araştırmanın çalışma grubunu, Türkiye'nin güneyinde yer alan bir ildeki üç farklı ortaöğretim kurumunda görev yapan ve uygun/elverişli örnekleme yöntemi ile belirlenmiş olan toplam 118 öğretmen oluşturmıştır. Araştırma verileri; Minnesota İş Tatmini Ölçeği, İşyeri Nezaketsizliği Ölçeği ve Örgütsel Sessizlik Ölçeği kullanılarak toplanmıştır. Veriler; Pearson Korelasyon Analizi, Çoklu Regresyon Analizi, Bağımsız Örneklem T-Test ve Tek Yönlü ANOVA ile analiz edilmiştir. Araştırmada, ortaöğretim öğretmenlerinin genel, içsel ve dışsal iş tatminleri ile işyeri nezaketsizliği algıları arasında ve genel ve dışsal iş tatminleri ile örgütsel sessizlikleri geneli ve kabullenici-pasif sessizlikleri arasında anlamlı ve negatif yönlü bir ilişki bulunmuştur. Ayrıca işyeri nezaketsizliği algıları ile örgütsel sessizlikleri geneli, kabullenici-pasif sessizlik ve fırsatçı sessizlikleri arasında ise anlamlı ve pozitif yönlü bir ilişki olduğu görülmüştür. Bunun yanı sıra ortaöğretim öğretmenlerinin işyeri nezaketsizliği algılarının iş tatminlerini negatif yönde ve anlamlı olarak yordadığı belirlenmiştir. Araştırmadan elde edilen bu sonuçlar; ortaöğretim öğretmenlerinin işyeri nezaketsizliği algıları ve örgütsel sessizlikleri arttığında, iş tatminlerinin azaldığını göstermektedir. Araştırma sonuçları, alan yazına katkı sağlayabilir ve ortaöğretim öğretmenlerinin iş tatminleri ile işyeri nezaketsizliği algıları ve örgütsel sessizlikleri arasındaki ilişkiyi anlamada fikir verici olabilir.

Anahtar Kelimeler: İş tatmini, İşyeri nezaketsizliği, Örgütsel sessizlik.

Introduction

Employee satisfaction with their jobs, the kindness they observe in the workplace, and their participation in organizational processes significantly influence their well-being and workplace productivity. These factors, especially in educational institutions, directly affect teachers' commitment to the profession, their work performance, and the school's overall functioning. Job satisfaction is a positive emotional state that reflects how content employees are with their jobs (Spector, 1997) and results from the evaluation of their job or work experiences (Locke, 1976). The alignment between expectations about the job and the benefits gained is considered a fundamental indicator of job satisfaction (Dere, 2022). Multidimensional job satisfaction includes an individual's cognitive evaluations of their work, the emotional responses elicited by the job, and the effects of these responses on behavioral outcomes (Moorman, 1993). It is also influenced by external factors such as salary, promotion opportunities, management style, organizational justice, working conditions, and organizational support (Bektaş and Acar, 2024; Dere, 2022).

One significant factor negatively affecting employees' job satisfaction is workplace rudeness. Workplace rudeness is defined as negative behavior involving indifference, interrupting, belittling, using inappropriate language, or exclusion, with unclear intent to harm, at low intensity, and that violates workplace norms (Andersson and Pearson, 1999). Behaviors such as ignoring, interrupting, belittling, using inappropriate language, or excluding others reduce employees' motivation, commitment, and job satisfaction (Rašić-Jelavić, 2022). In educational institutions, such behaviors can decrease teachers' professional commitment and participation, increasing burnout and intentions to leave (Mannix-McNamara et al., 2021).

Rudeness not only negatively impacts victims but also witnesses among employees, leading to outcomes such as absenteeism, low life satisfaction, and decreased organizational performance (Meier and Semmer, 2013).

One significant consequence of such negative behaviors in the workplace is organizational silence. Organizational silence refers to employees deliberately avoiding expressing their knowledge, opinions, and suggestions related to the organization (Çakıcı, 2010). In contemporary educational understanding, teachers' participation in decision-making processes and their having a say in organizational matters are important (Demirtaş and Alanoğlu, 2015); however, the tendency toward silence hinders this participation and negatively affects the functioning of the school (Yolcu, 2021). Low job satisfaction is one of the factors that increase organizational silence. Employees who are dissatisfied with their jobs tend to be reluctant to participate in organizational processes and use silence as a coping strategy (Vakola and Bouradas, 2005). Job satisfaction, workplace rudeness, and organizational silence are interrelated variables within the organizational structure. Rudeness reduces motivation and job satisfaction, thereby triggering silence; in turn, silence makes problems within the organization invisible and damages organizational functioning (Alhas, 2021). Especially in educational institutions, teachers' tendency to remain silent in the face of rude behavior prevents problem resolution, weakens the school climate, and negatively impacts the quality of education (Anuk-İşlek and Bakioğlu, 2023; Yakupoğlu, 2020; Kumaş and Deniz, 2013). Within this framework, examining the relationship between job satisfaction, workplace rudeness, and organizational silence is expected to contribute significantly to a better understanding of teachers' professional satisfaction and psychological well-being, as well as to the academic literature.

Purpose of the Research

The purpose of this research is to examine the relationships among secondary school teachers' job satisfaction, perceptions of workplace rudeness, and organizational silence. In line with this purpose, the following questions have been addressed:

1. Is there a significant relationship between secondary school teachers' job satisfaction, their perceptions of workplace rudeness, and organizational silence?
2. Do teachers' perceptions of workplace rudeness and organizational silence significantly predict their job satisfaction?
3. Do teachers' job satisfaction, perceptions of workplace rudeness, and organizational silence show significant differences based on variables such as gender, age groups, marital status, educational background, subject groups, school type, and professional seniority?

Method

Research Model

In this study, a relational survey model, a quantitative research method, was used. The relational survey model enables the researcher to analyze correlations among variables and potential cause-and-effect relationships (Karasar, 2020).

Working Group

The research's working group consisted of teachers from three secondary education institutions in a province in southern Turkey. A total of 118 teachers volunteered to participate in the study, selected through purposive sampling. In purposive sampling, participants are chosen based on accessibility, suitability for the research, and voluntary participation (Karasar, 2020). Descriptive information about the participants is provided in Table 1.

Table 1. *Descriptive Information of the Participants*

Variables	Groups	n	%
Gender	Female	48	40,7
	Male	70	59,3
Age Groups	26-45 years	66	55,9
	46-65 years	52	44,1
Marital Status	Single	25	21,2
	Married	93	78,8
Education Level	Bachelor's Degree	77	65,3
	Master's Degree	41	34,7
Field of Study	Verbal	63	53,4
	Quantitative	42	35,6
	Foreign Language	13	11,0
Type of School	Anatolian High School	40	33,9
	Science High School	43	36,4
	Vocational High School	35	29,7
Professional Seniority	1-10 years	28	23,7
	11-20 years	32	27,1
	21-30 years	47	39,8
	31-40 years	11	9,3

Most participants are male (59.3%), aged 26-45 years (55.9%), married (78.8%), hold a bachelor's degree (65.3%), and work in the verbal branch (53.4%). Among the participants, 36.4% work at science high schools, 33.9% at Anatolian high schools, and 29.7% at vocational high schools. Regarding years of experience, 39.8% have 21-30 years, 27.1% have 11-20 years, 23.7% have 1-10 years, and 9.3% have 31-40 years.

Data Collection Tools

Research data were collected using the scales specified below.

Minnesota Job Satisfaction Scale (MJSS)

The short form, developed by Weiss and colleagues (1967) to assess job satisfaction, consists of 20 items.

The scale uses a 5-point Likert-type scale, with no reverse-scored items. From the scale, scores are obtained for Overall Satisfaction, Intrinsic Satisfaction, and Extrinsic Satisfaction, with possible scores ranging from 20 to 100. The Turkish adaptation was made by Baycan (1985), and the reliability analysis found a Cronbach's Alpha of .77. As scores on the scale increase, job satisfaction also increases.

Workplace Rudeness Scale (WRS)

Developed by Cortina and colleagues (2001) to measure perceptions of workplace rudeness, this scale consists of 7 items on a 5-point Likert scale. There are no reverse-scored items, and scores can range from 0 to 28. The Turkish adaptation was conducted by Gök, Karatuna, and Başol (2019), and the reliability analysis found a

Cronbach's Alpha of .92. Higher scores on the scale indicate a higher level of workplace rudeness.

Organizational Silence Scale (OSS)

Developed by Knoll and Dick (2012) to assess organizational silence, this scale is also in a 5-point Likert format. It consists of 15 items, none of which are reverse-scored. Scores can range from 15 to 75. The scale includes three dimensions: Acceptive and Passive Silence, Opportunistic Silence, and Silence for Organizational Benefit. The Turkish adaptation was conducted by Çavuşoğlu and Köse (2019), and the reliability analysis yielded a Cronbach's Alpha of .91. Higher scores on the scale indicate greater organizational silence.

Data Collection

Data collection tools have been transferred to the <https://docs.google.com/forms> application. The links to the research data collection tools have been sent to the teachers' email or WhatsApp accounts who volunteered to participate in the study. The Voluntary Participation Form was included on the first page of the online research data collection tools, and the participants' consent was obtained.

Data Analysis

Research data were analyzed using SPSS, and the normality test indicated that the data were normally

distributed. The relationship between high school teachers' job satisfaction, workplace rudeness, and organizational silence was examined using Pearson Correlation analysis. The predictive power of workplace rudeness and organizational silence on job satisfaction was analyzed using multiple regression. For differences in variables such as gender, age groups, marital status, and educational background, the Independent Samples T-Test was used; for differences in subject groups, school types, and professional seniority, the One-Way ANOVA was employed.

The study was submitted to the ethics committee and written consent was obtained from the advisor under project number KSTU//2025/128. After a detailed review by the ethics committee, it was decided that there were no objections, and the Cyprus Health and Social Sciences University Ethics Committee approved it.

Findings

The results of the T-Test, showing the differences in the average scores of secondary school teachers on the Minnesota Job Satisfaction Scale (MJSS), Workplace Rudeness Scale (WRS), and Organizational Silence Scale (OSS) according to variables, are presented in Table 2.

Table 1. *T-Test Results Regarding Differences in Job Satisfaction, Workplace Incivility, and Organizational Silence by Variables*

Variables	Scale-Subdimension	t	sd	p	Difference
Gender	MJSS OS	-,587	116	,56	Female > Male
	MJSS IS	-,373	116	,71	
	MJSS ES	-,774	116	,44	
	WRS Total	2,198	72	,031*	
	OSS Total	1,466	116	,15	
	OSS APS	1,653	116	,10	
	OSS OS	,858	116	,39	
	OSS PS	,499	116	,62	
Age Groups	MJSS OS	-1,608	116	,11	26-45 years < 46-65 years
	MJSS IS	-2,335	116	,02*	
	MJSS ES	-,433	116	,67	
	WRS Total	,167	116	,868	
	OSS Total	,814	116	,42	
	OSS APS	,618	116	,54	
	OSS OS	1,454	116	,15	
	OSS PS	,416	116	,68	
Marital Status	MJSS OS	,144	116	,89	Single > Married
	MJSS IS	,642	116	,52	
	MJSS ES	-,531	116	,60	
	WRS Total	,400	116	,690	
	OSS Total	1,845	116	,04*	
	OSS APS	1,747	116	,04*	
	OSS OS	1,334	32	,19	
	OSS PS	1,474	116	,14	
Education Level	MJSS OS	-,688	116	,49	Bachelor's > Master's
	MJSS IS	-,429	116	,67	
	MJSS ES	-,919	116	,36	
	WRS Total	1,928	110	,046*	
	OSS Total	-,349	116	,73	
	OSS APS	-,129	116	,90	
	OSS OS	-1,292	116	,20	
	OSS PS	,036	116	,97	

Table 2 shows that the average scores of secondary school teachers on the General and External Job Satisfaction scales do not show a significant difference based on gender, age groups, marital status, and educational background; the average scores on the Internal Job Satisfaction scale do not differ significantly based on gender, marital status, and educational background; the overall average scores on the Workplace Rudeness Scale differ significantly based on age groups and marital status; the overall scores on the Organizational Silence Scale and the Acceptive-Passive Silence scale do not show significant differences based on gender, age groups, and educational background. The average scores on Opportunistic Silence and Organizational Benefit Silence do not differ significantly by gender, age group, marital status, or educational background ($p>.05$).

Furthermore, secondary school teachers' average scores on the Internal Job Satisfaction scale differ significantly based on age groups ($t= -2.335$; $p<.05$); the overall scores

on the Workplace Rudeness Scale differ significantly based on gender ($t= 2.198$; $p<.05$) and educational background ($t= 1.928$; $p<.05$); the overall scores on the Organizational Silence Scale ($t= 1.845$; $p<.05$) and the Acceptive-Passive Silence scale ($t= 1.747$; $p<.05$) differ significantly based on marital status. These findings indicate that teachers in the 26-45 age group have lower Internal Job Satisfaction scores than those in the 46-65 age group; female teachers have higher average scores on the Workplace Rudeness Scale than male teachers; teachers with a bachelor's degree have higher scores than those with a master's degree; and single teachers have higher scores on the Organizational Silence Scale and the Acceptive-Passive Silence scale than married teachers.

The results of the ANOVA, showing the differences in the average scores of secondary education teachers on the Minnesota Job Satisfaction Scale (MJSS), Workplace Rudeness Scale (WRS), and Organizational Silence Scale (OSS) according to variables, are presented in Table 3.

Table 2. ANOVA Results for Differences in Job Satisfaction, Workplace Incivility, and Organizational Silence by Variables

Variables	Scale-Subdimension	F	sd	p
Field of Study	MJSS OS	,442	2	,64
	MJSS IS	,479	2	,62
	MJSS ES	,357	2	,70
	WRS Total	,132	2	,88
	OSS Total	,537	2	,59
	OSS APS	,326	2	,72
	OSS OS	,351	2	,71
	OSS PS	1,890	2	,16
Type of School	MJSS OS	,230	2	,80
	MJSS IS	,426	2	,65
	MJSS ES	1,478	2	,23
	WRS Total	,075	2	,93
	OSS Total	,194	2	,82
	OSS APS	,235	2	,79
	OSS OS	,111	2	,90
	OSS PS	,677	2	,51
Professional Seniority	MJSS OS	1,016	3	,39
	MJSS IS	1,752	3	,16
	MJSS ES	,575	3	,63
	WRS Total	,683	3	,56
	OSS Total	1,030	3	,38
	OSS APS	1,322	3	,27
	OSS OS	,773	3	,51
	OSS PS	,298	3	,83

Table 3 shows that the mean scores of secondary school teachers on the General, External, and Internal Job Satisfaction, the overall Workplace Rudeness Scale, the overall Organizational Silence Scale, Acceptive-Passive Silence, Opportunistic Silence, and Silence for Organizational Benefit did not show significant differences based on subject groups, school types, and

professional seniority variables ($p>.05$). The results of the Pearson Correlation Analysis for the mean scores of secondary school teachers on the Minnesota Job Satisfaction Scale (MJSS), Workplace Rudeness Scale (WRS), and Organizational Silence Scale (OSS) are presented in Table 4.

Table 3. WRS, OSS, and MJSS Pearson Correlation Analysis Results

Scales		WRS Total	OSS Total	APS	OS	PS
Overall	r	-,49**	-,20*	-,23*	-,17	,01
Satisfaction	p	,000	,030	,013	,073	,921
Intrinsic	r	-,40**	-,14	-,16	-,14	,04
Satisfaction	p	,000	,135	,086	,133	,677
Extrinsic	r	-,53**	-,25**	-,29**	-,17	-,03
Satisfaction	p	,000	,006	,002	,059	,739
WRS Total	r	1	,35**	,37**	,32**	,07
	p	.	,000	,000	,000	,437

* $p<.05$ ** $p<.01$

Table 4 shows that there is no significant relationship between the average scores of secondary school teachers' General and External Job Satisfaction and Opportunistic Silence and Organizational Benefit Silence; between the overall Organizational Silence Scale, Accepting-Passive Silence, Opportunistic Silence, and Organizational Benefit Silence; and between the overall Workplace Rudeness Scale and Organizational Benefit Silence ($p > .05$). Secondary school teachers' General ($r = -.49$; $p < .01$), Internal ($r = -.40$; $p < .01$), and External ($r = -.53$; $p < .01$) Job Satisfaction have a significant, negative, and moderate relationship with the overall Workplace Rudeness Scale scores; there is a significant, negative, and low-level relationship between General Job Satisfaction and the overall Organizational Silence Scale ($r = -.20$; $p < .05$), as well as with Accepting-Passive Silence ($r = -.23$; $p < .05$);

and between External Job Satisfaction and the overall Organizational Silence Scale ($r = -.25$; $p < .01$) and Accepting-Passive Silence ($r = -.29$; $p < .01$). A significant, positive, and moderate relationship exists between the overall Workplace Rudeness Scale and the overall Organizational Silence Scale ($r = .35$; $p < .01$), Accepting-Passive Silence ($r = .37$; $p < .01$), and Opportunistic Silence ($r = .32$; $p < .01$). Köklü and others (2024) described correlations in the range of $r = .01-.29$ as low and those in the range of $r = .30-.70$ as moderate.

The results of the Multiple Regression Analysis, showing the predictions of the average scores of the Workplace Rudeness Scale (WRS) and the Organizational Silence Scale (OSS) for the Minnesota Job Satisfaction Scale (MJSS), are presented in Table 5.

Table 4. Multiple Regression Analysis Results for Predicting Job Satisfaction by Workplace Incivility and Organizational Silence

	Model	B	SE	β	t	p	F	ΔR^2
	Constant	75,30	3,30		22,829	,000		
1	WRS Toplam	-1,26	,23	-,47	-5,431	,000*	17,767	,223
	OSS Toplam	-,04	,09	-,04	-,405	,686		

* $p < .05$

In Table 5, the regression model established is significant ($F = 17.767$; $p < .05$); it is observed that the mean scores of secondary school teachers on the Organizational Silence Scale do not positively and significantly predict the mean scores of the Minnesota Job Satisfaction Scale ($p > .05$); however, the mean scores of teachers on the Workplace Rudeness Scale negatively, significantly, and strongly predict the mean scores of the Minnesota Job Satisfaction Scale ($t = -5.431$; $\beta = -0.47$; $p < .05$). Alpar (2022) states that an effect size of ± 0.14 or higher indicates a high level of impact. In this case, the independent variable (workplace rudeness) explains 22.3% of the total variance in the dependent variable (job satisfaction) ($\Delta R^2 = 0.223$). This result shows that a one-unit increase in the Workplace Rudeness Scale mean scores will decrease the Minnesota Job Satisfaction Scale mean scores by 1.26 units ($B = -1.26$).

Discussion

The study found no significant differences in overall, intrinsic, and extrinsic job satisfaction among secondary school teachers across gender, marital status, educational background, subject group, school type, and professional seniority. However, a significant difference in intrinsic job satisfaction was observed across age groups. The findings indicate that teachers aged 26-45 have lower intrinsic job satisfaction compared to those aged 46-65. In the existing literature, some studies show that job satisfaction does not vary according to these variables (Dere, 2022; Demirtaş and Nacar, 2018; Aktaş and Şimşek, 2015; Demirtaş and Alanoğlu, 2015; Kumaş and Deniz, 2013). However, some research (Kumaş and Deniz, 2013) reports higher job satisfaction among female teachers, while other studies (Filiz, 2014) indicate that male teachers have higher job satisfaction.

Yakupoglu (2020) reported that teachers aged 21-25; Aktaş and Şimşek (2015) noted that teachers aged 40 and over; Kumaş and Deniz (2013) found that teachers in the 20-25 age group generally have high job satisfaction; however, Yakupoglu (2020) reported that the intrinsic satisfaction of the 21-25 age group, and Demirtaş and Alanoğlu (2015) found that the overall job satisfaction of

the 20-29 age group is low. Additionally, Yakupoglu (2020) indicated that single teachers have higher overall and intrinsic job satisfaction than married teachers; Dere (2022) stated that bachelor's degree graduates have higher overall job satisfaction than master's degree graduates. Kumaş and Deniz (2013) found that intrinsic job satisfaction is low among science teachers but high in vocational high schools, while overall job satisfaction is lowest in Anatolian high schools. Yirci and Daso (2021) expressed that elementary school teachers have higher job satisfaction than branch teachers.

Kumaş and Deniz (2013) reported that teachers with 11–20 years of experience have lower job satisfaction; Yakupoglu (2020) found that teachers with 1–5 years of experience have higher job satisfaction than those with 6–20 years of experience. Yirci and Daso (2021) reported that the lowest level of job satisfaction is observed among teachers with 1–5 years of experience.

In the study, middle school teachers' perceptions of workplace rudeness did not differ significantly by age group, marital status, subject group, school type, or professional seniority; however, they did differ significantly by gender and educational background. According to this result, female middle school teachers' perceptions of workplace rudeness were higher than those of male teachers; teachers with a bachelor's degree had higher perceptions than those with a master's degree. The existing literature indicates that perceptions of workplace rudeness do not vary across these variables (Çoban and Arıbaş, 2024; Kutlu and Utar, 2023; Yirci and Daso, 2021; Demirkasimoğlu and Arastaman, 2017). Additionally, in Demirkasimoğlu and Arastaman's (2017) study, both male and female teachers agreed that rude behavior is exhibited mainly by men. Cortina et al. (2001) and Memiş (2024) found that women are more often exposed to workplace rudeness than men. Memiş (2024) noted that individuals under 34 years old have higher scores on rudeness. Kutlu and Utar (2023) found that married individuals experience more rudeness than singles; Çoban and Arıbaş (2024) reported that as education level decreases, the tendency for rude behavior increases; Yirci

and Daso (2021) indicated that teachers with postgraduate education have higher perceptions of rudeness; Demirkasımoğlu and Arastaman (2017) reported that teachers with 6–10 years of experience are more likely to engage in rude behaviors.

In the study, it was found that secondary school teachers' organizational silence, based on variables such as gender, age groups, educational background, branch groups, school type, and professional seniority, did not significantly differ in total organizational silence, accepting and passive silence, opportunistic silence, and silence for organizational benefit, as well as in opportunistic silence and silence for organizational benefit based on marital status. However, total organizational silence, acceptance, and passive silence significantly differed by marital status. According to this result, single secondary school teachers exhibited higher levels of total organizational silence, accepting silence, and passive silence than married teachers. In the literature, studies indicate that organizational silence does not vary across these variables (Atmaca, 2021; Yolcu, 2021; Burulday, 2018; Demirtaş and Nacar, 2018; Önder, 2017; Aktaş and Şimşek, 2015). Conversely, Demirtaş and Nacar (2018) noted that overall organizational silence levels are higher among women teachers; Yolcu (2021) found higher silence levels in the isolation dimension; and Burulday (2018) reported higher silence levels in the school environment dimension among female teachers. Önder (2022) observed that organizational silence decreases as teachers' ages increase; Burulday (2018) found that teachers aged 30-39 have lower silence levels in the school dimension; Yolcu (2021) reported higher organizational silence levels among married teachers; Önder (2022) and Yolcu (2021) indicated that teachers with a bachelor's degree exhibit higher silence levels; and Burulday (2018) found that master's degree holders have higher silence levels in the source of silence dimension. Demirtaş and Nacar (2018) found that teachers in the quantitative field exhibit higher levels of silence in the isolation dimension. Atmaca (2017) reported that employees in private schools exhibit greater silence, while Önder (2017) found that vocational high school teachers exhibit greater silence. Atmaca (2021) reported that teachers with 6-10 years of seniority have higher organizational silence, and Yolcu (2021) found that teachers with 11-20 years of seniority also exhibit higher levels of organizational silence.

In the study, a significant, negative, and moderate relationship was found between secondary school teachers' overall, intrinsic, and extrinsic satisfaction and their perceptions of workplace rudeness. According to this result, as teachers' perceptions of workplace rudeness increase, their job satisfaction decreases. Studies by Kutlu and Utar (2023), Yirci and Daso (2021), Demirsel and Erat (2019), Bektaş and Acar (2024), Kumral and Çetin (2016), and Miner and colleagues (2012) reveal a moderate, negative relationship between workplace rudeness and job satisfaction. These studies show that exposure to rude behaviors reduces employees' motivation and job satisfaction, and behaviors such as belittling, disrespect, or being ignored in the workplace form the basis of this negative relationship.

In the study, no significant relationship was observed between secondary school teachers' overall satisfaction, intrinsic satisfaction, and extrinsic satisfaction and their opportunistic silence and organizational benefit silence;

however, a significant, negative, and low-level relationship was found between their intrinsic satisfaction and organizational silences, as well as between total organizational silences and accepting and passive silences. According to this result, as total organizational silences, as well as accepting and passive silences, among secondary school teachers increase, their overall job satisfaction and extrinsic satisfaction decrease. In Demirtaş and Nacar's (2018) study, no significant relationship was found between teachers' job satisfaction and organizational silences. Conversely, Aktaş and Şimşek (2015) identified a low-level, negative relationship between job satisfaction and organizational silence; they also observed a significant relationship between job satisfaction and protective silence. However, they did not find a significant relationship between job satisfaction and accepting silence or organizational benefit silence. Özüpek's (2019) research revealed that increases in employees' intrinsic, extrinsic, and overall job satisfaction decrease organizational silence. Similarly, in the study by Anuk-İşlek and Bakioğlu (2023), moderate and low levels of negative, significant relationships were identified between teachers' organizational silence levels and job satisfaction.

In the study, it was found that there is no significant relationship between secondary school teachers' perceptions of workplace rudeness and their organizational silence for the benefit of the organization; however, the total of their perceptions of workplace rudeness and organizational silences shows a significant, positive, and moderate relationship with accommodative, passive, and opportunistic silences. According to this result, as teachers' perceptions of workplace rudeness increase, their total organizational silence and their accommodative, passive, and opportunistic silences also tend to increase. Alhas (2021) found significant relationships between workplace rudeness and the overall level and sub-dimensions of organizational silence; he also identified a weak, negative relationship between workplace rudeness and the dimension of organizational silence related to fear of experience. In the study, it was observed that teachers' organizational silence did not significantly predict their job satisfaction; however, perceptions of workplace rudeness negatively, significantly, and strongly predicted their job satisfaction. In this case, the independent variable (workplace rudeness) explains about 22.3% of the variation in the dependent variable (job satisfaction). Therefore, it can be said that as teachers' perceptions of workplace rudeness increase, their job satisfaction decreases. Similarly, Demirsel and Erat (2019) and Bektaş and Acar (2024) found that workplace rudeness significantly and strongly negatively affects job satisfaction; Kumral and Çetin (2016) noted that the negative effects of rude behaviors are quite evident; Miner and colleagues (2012) also found that rudeness has a buffering effect on job satisfaction. Research indicates that organizational silence negatively affects job satisfaction. Anuk-İşlek and Bakioğlu (2023) reported that teachers' levels of organizational silence are an influential factor in determining job satisfaction; Tayfun and others (2016) found that organizational silence has a negative impact on job satisfaction; and Yılmaz and colleagues (2016) reported that teachers' levels of organizational silence slightly decrease job satisfaction. Vakola and Bouradas (2005) suggested that low job satisfaction leads employees to silence; Morrison and Milliken (2000) emphasized that organizational silence

weakens employees' perception of meaning and control regarding their work and reduces job satisfaction.

Conclusion and Recommendations

Research findings indicate that disrespectful behavior in the workplace decreases teachers' job satisfaction and increases silent behaviors. Therefore, creating a more respectful, supportive, and inclusive school climate is important for enhancing teachers' job satisfaction and reducing silent behaviors.

The findings suggest that current educational policies need to be reviewed. Improving teachers' employment rights and strengthening ethical standards to prevent disrespectful behavior in the workplace are essential for increasing job satisfaction. Additionally, expanding participatory mechanisms to reduce organizational silence and developing policies that support female teachers and promote gender equality are necessary.

Furthermore, this research is based on quantitative data. Conducting studies that also incorporate qualitative findings can lead to a better understanding of the issue. Moreover, comparative studies across primary, secondary,

and higher education can reveal differences across educational levels.

Declarations

Ethical Approval and Consent to Participate

Ethics Approval and Consent to Participate Approval was received from the Cyprus Health and Social Sciences University Ethical Committee, Morphou, North Cyprus (Decision No: KSTU//2025/128).

Publication Permission

Not applicable.

Availability of Data and Materials

Not applicable.

Conflict of Interest

The author declares no conflict of interest.

Funding

Not applicable.

Author Contributions

The study was conducted by BH and SD and carried out under the guidance of MÇ. All authors contributed to the study process.

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