ORGANIZATIONAL SILENCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONG LECTURERS AT THE UNIVERSITY OF BENIN, BENIN CITY

BY

ABANUM PEACE ONYEKA
MGS2207028

DEPARTMENT OF BUSINESS ADMINISTRATION
FACULTY OF MANAGEMENT SCIENCES
UNIVERSITY OF BENIN,
BENIN CITY

NOVEMBER, 2025

ORGANIZATIONAL SILENCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONG LECTURERS AT THE UNIVERSITY OF BENIN, BENIN CITY

BY

ABANUM PEACE ONYEKA
MGS2207028

A RESEARCH PROJECT WRITTEN AND SUBMITTED TO THE DEPARTMENT OF BUSINESS ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES, UNIVERSITY OF BENIN IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR DEGREE OF BACHELOR OF SCIENCE (B.Sc.) IN BUSINESS ADMINISTRATION OF THE UNIVERSITY OF BENIN, BENIN CITY

NOVEMBER, 2025

DECLARATION

I declare that

This project work is based on a study undertaken by me in the Department of Business Administration; University of Benin under the supervision of Dr. A.P. Kadiri

i. This work has not been previously submitted for award of a degree elsewhere

ii. All ideas and views are product of my personal research effort.

iii. All references to works of others have been duly acknowledged.

_____ _____

Abanum Peace Onyeka **Date**
MGS2207028

CERTIFICATION

This is to certify that this project work was carried out by ABANUM PEACE ONYEKA (MGS2207028) was submitted to the Department of Business Administration, Faculty of Management Science, University of Benin, Benin City, Nigeria.

Dr.A.P. Kadiri	**Date**
(Project Supervisor)	
Dr. S.A. Adekunle	**Date**
(Project Cordinator)	
Dr. D.O. Ogbeide	**Date**
(A.g. Head Of Department)	

DEDICATION

This research work is dedicated to Almighty God who in his infinite love has kept me going and excelling in all my endeavours. Also, to my loving parents Mr and Mrs Abanum London who have supported and encouraged me through the course of this program, your unending love and sacrifices for me got me this far. I am forever grateful to you.

ACKNOWLEDGEMENT

My profound appreciation goes to my project supervisor, Dr. A. P. Kadiri, whose exceptional mentorship, insightful guidance, and unwavering support made this work a truly enriching experience. His intellectual depth, patience, and encouragement not only sharpened my research work but also inspired me to strive for excellence. Working under his supervision has been both an honour and a privilege.

I extend heartfelt thanks to my loving parents, Mr. and Mrs. Abanum London, for their immeasurable love, prayers, and sacrifices. Their steadfast support has been the solid foundation upon which my achievements rest. To my wonderful siblings—Henry Abanum, Christian Abanum, Mabel Ogiamien, and Joy Ozegbe—your unwavering encouragement, understanding, and reliable encouragement have been a constant source of inspiration throughout this journey.

My sincere appreciation also goes to my dear friends, Inegbenijesu Christian and Sunday Jeremiah, whose companionship, motivation, and belief in me helped lighten the rigours of this research journey. I would also like to appreciate my Course Representative, Ehigiamusoe Osarhuemen Eugene, for his dedication, coordination, and continuous support throughout the programme. My heartfelt gratitude also goes to all my course mates for their friendship, cooperation, and shared experiences, which made this academic journey both enjoyable and memorable.

May God bless you all.

TABLE OF CONTENTS

ABSTRACT

This study examined the relationship between organizational silence and organizational citizenship behaviour (OCB) among lecturers in the University of Benin. The study sought to determine how the dimensions of organizational silence, acquiescent silence, defensive silence, prosocial silence, and supervisor silence climate influence the display of OCB among academic staff. The research was driven by concerns that silence in academic institutions may limit participation, reduce innovation, and hinder voluntary behaviours that promote institutional performance.

A descriptive survey research design was adopted, and data were collected from a sample of 100 lecturers across various faculties using a structured questionnaire. Descriptive statistics (mean and standard deviation) were used to summarize responses, while Pearson correlation and multiple regression analyses were employed to test the hypotheses at a 0.05 level of significance. The results revealed that prosocial silence recorded the highest mean ($M = 4.04$, $SD = 0.90$), indicating that lecturers often withhold information for altruistic or constructive reasons, such as maintaining team harmony or protecting colleagues. Conversely, acquiescent silence ($M = 2.73$, $SD = 1.39$) and defensive silence ($M = 2.88$, $SD = 1.10$) were relatively low, suggesting that most lecturers do not remain silent out of fear or a belief that their opinions will not matter.

The regression model yielded $R = 0.304$, $R^2 = 0.093$, $F(4,91) = 2.325$, $p = 0.062$, indicating that the combined effect of the four silence dimensions on OCB was not statistically significant. Further analysis showed that none of the individual silence dimensions significantly predicted OCB ($p >$

0.05), though prosocial silence exhibited a weak positive relationship ($\beta = 0.185$, $p = 0.082$). The correlation analysis confirmed these findings, revealing weak and statistically insignificant relationships between organizational silence dimensions and OCB.

The study concludes that while organizational silence exists within the University of Benin, it does not significantly influence lecturers' willingness to engage in citizenship behaviours such as altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. The findings suggest that lecturers' engagement in OCB is primarily driven by intrinsic motivation and professional commitment rather than silence dynamics. The study recommends that the university should continue to foster open communication channels, participative decision-making, and supportive leadership practices to sustain a positive organizational culture that encourages voluntary, extra-role behaviour among academic staff.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Increased globalization, technological innovation, and changing societal expectations are all contributing to the rapid disruption of the higher education scene (Singh & Misra, 2020). Universities today are more than just centers for the exchange of knowledge; they are complex institutions that rely on effective coordination among academic and administrative staff (Cameron & Quinn, 2011). The behaviour of university staff, particularly academic staff who serves as both instructors and researchers, directly influences institutional effectiveness and advancement. Two key behavioural constructs that play a vital role in shaping employee engagement and institutional growth are organizational citizenship behaviour (OCB) and organizational silence (Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Morrison, 2014).

Organizational silence refers to a deliberate choice by employees to withhold suggestions, concerns, or feedback that could otherwise improve the organization (Dyne, Ang, & Botero, 2003). Unlike simple passivity, this silence often stems from mistrust, fear, or a belief that speaking up is futile (Detert & Edmondson, 2011; Tangirala & Ramanujam, 2008). This phenomenon is particularly problematic in academic settings, where open discourse is expected to thrive yet fear of negative consequences often discourages staff from voicing important issues (Morrison, 2014). According to Milliken, Morrison, and Hewlin (2003), employees may stay silent when they believe that raising

concerns could provoke negative managerial reactions or compromise their standing in the workplace. As Morrison and Milliken (2000) explain, when this silence becomes normalized, it evolves into a collective cultural norm that restricts learning, stifles innovation, and fosters disengagement. Such organizational silence manifests through low participation in meetings, minimal feedback, and disengaged behaviours (Henriksen & Dayton, 2006; Nikmaram, Shahmohammadi, & Arab, 2012). In contrast, environments that promote self-expression and openness not only nurture creativity but also enhance psychological safety and performance (Beheshtifar, Borhani, & Moghadam, 2012).On the other end of the behavioural scope lies on organizational citizenship behaviour voluntary, extra-role actions that support organizational functioning but fall outside formal job requirements (Organ, 1988). Examples for academic staff include mentoring junior colleagues, contributing to departmental tasks, and supporting peers in teaching and research activities (Farh, Zhong, & Organ, 2004). These behaviours are essential for building a resilient institutional culture and enhancing collaborative problem-solving, even if they are not formally recognized in performance metrics (Podsakoff *et al*., 2000; Turnipseed & Murkison, 2000).

Interestingly, Organizational silence and organizational citizenship behaviour often coexist in tension. While OCB presumes voluntary engagement, silence is often a conscious choice of disengagement (Morrison & Milliken, 2000). As noted by Katz and Kahn (1978), such selfless behaviours enhance competitiveness and performance. But where silence becomes embedded, employees are less likely to engage in these citizenship behaviours (Gadot, 2006; Clapham &

Cooper, 2005). As Bolino and Turnley (2005) argue, modern organizations require employees who are not only productive in their roles but who also go beyond, contributing actively to the wider organizational ecosystem (Paille, 2011).

This dual dynamic is clearly observable in settings like the University of Benin, which, like many Nigerian universities, faces structural challenges such as limited funding, rigid hierarchies, and shifting political mandates (Singh & Misra, 2020). These external pressures often intensify internal dysfunctions, making it difficult to cultivate a participatory work culture. In departments characterized by authoritarian leadership or low perceived organizational justice, silence becomes a self-preservation tactic (Detert & Edmondson, 2011). However, in environments where mutual respect and inclusive leadership are present, there is often higher engagement in OCB and greater transparency (Cameron & Quinn, 2011; Farh *et al*., 2004).Understanding the interplay between OCB and silence in such contexts is essential. A refined analysis of how factors like job security, leadership style, and peer dynamics affect academic staff behaviour can provide actionable insights into improving morale and institutional effectiveness (Morrison, 2014; Podsakoff *et al*., 2000). For instance, if fear of reprisal is identified as a key reason for silence, policies such as anonymous feedback channels and whistleblower protections could be implemented (Tangirala & Ramanujam, 2008). Conversely, if OCB is found to flourish in environments where leadership is empowering and staff feels essentially rewarded, institutions can focus on reinforcing those enabling conditions (Organ, 1988).The implications extend beyond policy to leadership development. Department heads and deans can be equipped through training to identify signs of disengagement, foster participative

decision-making, and enhance psychological safety (Cameron & Quinn, 2011; Singh & Misra, 2020). Such initiatives are not just about better management, they are central to shaping the culture in which academic excellence can thrive. Finally, this study contributes to broader conversations around higher education reform in Nigeria, where universities must strike a balance between autonomy and accountability. Beyond infrastructure and funding, attention must be paid to the psychological and social climate of the institution (Morrison, 2014). A culture that supports openness and values citizenship behaviours not only enhances internal cohesion but also improves student outcomes and institutional reputation (Podsakoff *et al*., 2000; Farh *et al*., 2004).

In sum, understanding the relationship between organizational silence and organizational citizenship behaviour is not only academically relevant but also practically urgent. By examining how these dynamics play out at the University of Benin, this research provides context-specific insights that can inform policies promoting a more vibrant, responsive, and inclusive academic culture. In such a culture, silence gives way to dialogue, and citizenship behaviour becomes not just an ideal but a lived reality.

1.2 Statement of the Research Problem

Universities face previously unheard-of difficulties in the quickly changing educational landscape of today due to globalization, technological advancement, and changing social expectations (Singh & Misra, 2020). The function of university instructors has become more complex and significant in this dynamic environment. University lecturers are essential to the success of the institution and the

accomplishment of academic objectives since they are both researchers and educators. However, corporate culture, leadership philosophies, and psychological safety in the workplace are all having an increasing impact on their propensity to communicate openly and participate outside of their assigned duties.

Organizational citizenship behaviour (OCB) and organizational silence are two concepts that have become essential to comprehending university lecturers' behaviour in the workplace. When employees purposefully conceal ideas, feedback, or concerns because they are afraid, distrustful, or think their input won't result in change, this is known as organizational silence (Morrison & Milliken, 2000; Dyne, Ang, & Botero, 2003). Conversely, OCB stands for voluntary, extra-role actions that are not formally rewarded but have a major impact on an organization's functioning and atmosphere (Organ, 1988; Podsakoff *et al*., 2000).

Like many public institutions in Nigeria and other developing nations, the University of Benin's primary issue is the existence of organizational structures and cultures that could stifle candid communication among university professors. It's possible that this suppression deters lecturers from raising issues or acting outside of their assigned responsibilities. A university needs its lecturers to be competent and actively involved in the institutional environment in order to succeed in teaching, research, and community service. However, anecdotal evidence and new research indicate that many university professors keep their opinions to themselves due to organizational inertia, fear of reprisals, or the futility of expressing them (Detert & Edmondson, 2011; Milliken, Morrison, & Hewlin, 2003). This issue is significant because it highlights deeper problems with institutional culture, leadership responsiveness, and organizational trust when university instructors choose to

remain silent rather than speak out. Three types of quiet were distinguished by Tangirala and Ramanujam (2008): prosocial silence (driven by the desire to preserve peace or protect others), defensive silence (driven by the fear of unfavorable outcomes), and acquiescent silence (driven by resignation or powerlessness). Each of these forms, such as mentoring junior colleagues, volunteering for committee roles, or fostering departmental unity, may have an impact on university lecturers' propensity to participate in OCB (Farh, Zhong, & Organ, 2004).

Furthermore, a variety of organizational and personal factors influence university lecturers' propensity to participate in OCB; it is not only a matter of personal preference. According to Podsakoff *et al*. (2000) and Organ (1988), these consist of peer interactions, recognition, leadership style, perceived fairness, and institutional support. Like many other public colleges in Nigeria, the University of Benin struggles with systemic problems like a lack of funding, bureaucratic lethargy, and poor administrative responsiveness. These problems could exacerbate organizational silence and jeopardize OCB.

Despite the importance of this issue, empirical investigations into the relationship between organizational silence and OCB among university lecturers, particularly within the Nigerian context, remain limited. For university administrators and legislators looking to foster a work environment that emphasizes collaboration, communication, and involvement, this research gap presents a dilemma. Understanding how silence affects university instructors' conduct and morale is crucial as institutions work to preserve academic excellence in the face of institutional reforms and financial limitations.

Furthermore, current research frequently ignores the subtleties of individual traits like age, gender, academic standing, and years of experience that could affect a university lecturer's propensity to engage in OCB or keep quiet. Furthermore, the discourse has not adequately incorporated the significance of institutional characteristics, such as leadership style, company culture, and communication openness (Cameron & Quinn, 2011). Examining these aspects can assist in determining the cultural and structural factors that either facilitate or impede the development of a positive learning environment.

The daily operations of universities depend heavily on cooperation, information exchange, and group decision-making. These essential roles are likely to be jeopardized if university instructors feel threatened or undervalued when they speak up. On the other hand, the institution gains from increased resilience, innovation, and staff morale when university lecturers actively participate in decision-making, openly share knowledge, and encourage one another (Morrison, 2014; Paille, 2011).

The frequency of organizational silence among university lecturers is a developing concern in many academic institutions, including the University of Benin, despite the acknowledged significance of voluntary engagement and discretionary behaviours in enhancing institutional performance. The degree to which lecturers engage in organizational citizenship behaviour (OCB), which refers to the voluntary, non-contractual actions that promote institutional objectives and collegial cooperation, may be strongly impacted by organizational silence, which is the willful withholding of opinions, concerns, or suggestions. Persistent silence can hinder innovation, lower morale, and erode

institutional coherence in academic settings that mostly rely on mentorship, idea sharing, and cooperative decision-making.

The nature, prevalence, and underlying causes of organizational silence among university lecturers at the University of Benin are still not well understood, particularly in relation to actions that deviate from official work duties. Understanding how much the three types of silence acquiescent, defensive, and prosocial may affect the manifestation of distinct OCB dimensions is urgently needed. Furthermore, how lecturers participate in or refrain from participatory behaviours may be further influenced by institutional elements like leadership style, corporate culture, and communication openness, as well as individual characteristics like age, gender, academic rank, and years of experience.

By examining the complex relationship between organizational silence and OCB in a university setting, this study fills a significant research vacuum in organizational behaviour. The objective is not only to ascertain whether lecturers' motivation to go above and beyond their designated responsibilities is diminished by silent, but also to investigate whether prosocial silence and other types of silence can complement or even coexist with particular OCBs. Gaining an understanding of these dynamics would help higher education improve its human resource management procedures and offer crucial insights into the behavioural foundations of academic engagement.

By looking at these connections, the study hopes to provide useful suggestions for lessening damaging silence and encouraging a culture of participation, cooperation, and selfless giving among college instructors. The research's conclusions could help guide policy initiatives including better feedback systems, leadership training, and organizational changes that promote mutual trust and

psychological safety. In the end, our investigation help create more diverse and successful educational establishments where faculty members are encouraged to make significant contributions outside of their designated responsibilities.

University lecturers' organizational silence has become a major obstacle to academic innovation and institutional performance, despite the growing emphasis on collaborative involvement and discretionary effort in higher education. Organizational silence the deliberate choice to keep opinions, worries, or ideas to oneself can hinder the exchange of knowledge that is necessary for academic advancement, restrict communication, and weaken trust. Given the University of Benin's reliance on lecturers as important contributors to governance, mentoring, and policy formation in addition to their roles as instructors and researchers, this silence could be particularly harmful there.

By voluntarily mentoring colleagues, serving on committees, and providing constructive criticism, university lecturers are in a unique position to affect the culture of their institutions. These actions, referred to as organizational citizenship behaviour (OCB), are essential for creating a friendly atmosphere, raising the standard of services, and boosting the general performance of the university. However, such silence may stifle these beneficial contributions when lecturers are deterred from speaking up—for fear of reprisals, because they believe their efforts are pointless, or because they lack support.

The various forms of silence acquiescent, defensive, and prosocial that may have varying effects on OCB add to the complexity of this problem. Furthermore, this association may be mediated by organizational traits like leadership style and communication atmosphere as well as individual aspects like age, gender, rank, and experience. Therefore, this study aims to find out how much

organizational silent among University of Benin lecturers influences their readiness to practice organizational citizenship behaviour. By thoroughly examining this relationship, the study hopes to produce practical advice that institutional leaders can use to develop a more transparent, responsive, and engaged academic culture, One that enables lecturers to make significant contributions outside of their contractual responsibilities.

1.3 Research Questions

The research questions for this study are:

i. What is the relationship between acquiescent silence and OCB among university lecturers at the University of Benin?
ii. What is the relationship between defensive silence and OCB among university lecturers at the University of Benin?
iii. What is the relationship between prosocial Silence and OCB among university lecturers at the University of Benin?
iv. What is the relationship between supervisor silence climate and OCB among university lecturers at the University of Benin?

1.4 Objectives of the Study

The main objective of the study is to investigate the relationship between organizational silence and organizational citizenship behaviour among lecturers in the University of Benin. The specific objectives of this study are to:

i. Examine the relationship between acquiescent silence and OCB among university lecturers at the University of Benin
ii. Ascertain the relationship between defensive silence and OCB among university lecturers at the University of Benin.
iii. Determine the relationship between prosocial Silence and OCB among university lecturers at the University of Benin.
iv. Find out the relationship between supervisor silence climate and OCB among university lecturers at the University of Benin.

1.5 Research Hypothesis

The hypothesis of the study is stated below;

H_{01}: There is no significant relationship between acquiescent silence and organizational citizenship behaviour.

H_{02}: There is no significant relationship between defensive silence and organizational citizenship behaviour among lecturers.

H_{03}: There is no significant relationship between prosocial silence and organizational citizenship behaviour.

H_{04}: There is no significant relationship between prosocial silence and organizational citizenship behaviour.

1.6 Scope of the Study

This study is centered on exploring the complex relationship between organizational silence and organizational citizenship behaviour (OCB) among university lecturers at the University of Benin, located in Edo State, Nigeria. The decision to restrict the investigation to this single institution is intentional, as it allows for a more focused, contextualized, and comprehensive understanding of the organizational dynamics affecting lecturers' discretionary behaviours within an academic environment. The choice of university lecturers as the primary population arises from the demanding and diverse nature of their duties, which often extend beyond teaching. Lecturers are also responsible for research, mentorship, curriculum development, volunteer work, and participation in university governance. These duties usually expose students to organizational issues that might either encourage active participation or, on the other hand, quiet and disengagement.

Thus, it is relevant and essential for institutional growth to comprehend how organizational silence appears among lecturers and how it connects to their readiness to exhibit OCB.

The dimensions of organizational silence to be assessed in this study include;

- **Acquiescent silence –** Refers to lecturers' passive withholding of opinions or concerns due to feelings of powerlessness or a belief that speaking up will have no impact. This type of silence is typically rooted in resignation, where staff have given up on expecting change or influence within their work environment.
- **Defensive silence –** A more strategic and self-protective behaviour, wherein lecturers choose to remain silent to avoid potential threats, retaliation, or negative consequences. It often reflects a perceived lack of psychological safety, which discourages open communication and risk-taking.
- **Prosocial silence –** is the deliberate concealment of facts or viewpoints to keep peace or protect others. Prosocial silence, in contrast to the other two types, can occasionally serve positive purposes, but it may nevertheless hinder innovation or information exchange.

Simultaneously, the study assesses the various dimensions of organizational citizenship behaviour, including:

- **Altruism** – helping colleagues voluntarily without expecting rewards.
- **Conscientiousness** – going beyond the basic requirements of the job.
- **Civic Virtue** – being involved in the governance and life of the university.

- **Courtesy** – preventing conflicts through proactive communication.
- **Sportsmanship** – maintaining a positive attitude despite difficulties or inconveniences

To find trends and connections, each of these dimensions would be analyzed in light of the various forms of silence mentioned above. Knowing how various types of silence affect particular OCB characteristics can provide us with a deeper awareness of how silence in an educational environment may either be harmful or, in some situations, beneficial. This combined analysis allow for a richer interpretation of the conditions under which organizational silence and OCB flourish or diminish. It also provides a basis for constructing tailored interventions to support lecturer well-being and institutional performance. The study also aims to investigate how organizational silence

affects functionality. It specifically assesses the ways in which silence affects significant aspects of cooperative academic work, including cooperation, information exchange, and decision-making involvement. Both the development of a thriving academic community and the efficient operation of universities depend on these areas. Silence can lead to broken teams, less creativity, and a divergence between institutional and staff objectives.

In terms of methodology, both quantitative and qualitative approaches may be employed to ensure a comprehensive understanding of the phenomena. Data were collected using structured questionnaires and, where appropriate, interviews or focus group discussions. This study intends to provide well-founded insights that can guide institutional policies, encourage academic participation,

and add to the larger discussion on organizational culture and performance in Nigeria's higher education sector by concentrating only on the University of Benin.

1.7 Significance of the Study

This study on the relationship between organizational silence and organizational citizenship behaviour (OCB) among lecturers at the University of Benin holds considerable academic, institutional, and practical relevance. It addresses a critical issue within the academic environment and how the deliberate or passive withholding of ideas, feedback, and concerns (organizational silence) influences lecturers' willingness to engage in voluntary, non-obligatory behaviours that support institutional effectiveness (OCB). These behaviours are essential for fostering collaboration, innovation, and a healthy academic culture.

Silence among lecturers in many educational settings, especially in underdeveloped nations like Nigeria, can be caused by a lack of confidence in leadership, a fear of unfavorable outcomes, or the conviction that speaking up is pointless. Such silence can have a negative impact on teamwork and decision-making, lower morale, and hinder communication. On the other hand, OCB improves institutional functioning by promoting actions like lending a hand to coworkers, taking initiative, and exhibiting dedication outside of the call of duty

In order to reduce silence and increase engagement, the project investigate this relationship and produce insights that can guide leadership practices, HR regulations, and institutional reforms. The ultimate goal of this research is to promote an academic climate that is more open, inclusive, and participatory. This will benefit lecturers' well-being as well as the more general objectives of

academic excellence and organizational performance. However the significance of this study is outlined across the following dimensions

i. **Understanding Silence in Organizations**

This study's capacity to enhance knowledge of organizational silence in academic institutions is one of its main contributions. Silence, which is sometimes interpreted as agreement or disengagement, can be caused by a number of things, including a lack of faith in leadership, a fear of reprisals, or the belief that speaking up is pointless. In a university context where intellectual exchange is crucial, such silence can be particularly detrimental. By exploring the causes, types (acquiescent, defensive, and prosocial), and contexts of organizational silence among lecturers, the study provides critical insight into how and why silence is maintained, and what implications this has for communication flow, innovation, and problem-solving in academic institutions

ii. **Promoting Citizenship Practices in Organizations**

The significance of organizational silence in supporting or impeding organizational citizenship behaviour (OCB) were also be clarified by this study. Positive, discretionary behaviours that are not explicitly rewarded but greatly enhance organizational effectiveness are included in OCB. Examples of these behaviours include lending a hand to coworkers, offering to take on more tasks, and exhibiting institutional loyalty. Knowing how silence and OCB are related can assist institutions in identifying obstacles to these beneficial behaviours and creating plans to encourage an environment of cooperation, openness, and support

among instructors. This can improve job happiness and fortify the academic workplace's unity in diversity.

iii. Increasing the Efficiency of Institutions

Organizations are more likely to operate efficiently and accomplish their strategic goals if they can lower internal communication barriers and encourage helpful behaviours. In this sense, the study offers practical advice on how tackling organizational silence can result in improved interdepartmental cooperation, a more motivated staff, and greater alignment with institutional objectives. This translates to improved performance in community service, research, teaching, and administrative excellence for the University of Benin. The analysis can help guide structural and cultural changes that improve the university's operational efficiency by exposing important relationships within the organization.

iv. Enhancing the Well-Being of Lecturers

This study's emphasis on the effects of citizenship behaviour and silence on lecturers' well-being is an important component. Lecturers may become dissatisfied with their jobs, experience stress, burnout, and eventually leave the organization if they believe their opinions are not valued or heard. On the other hand, a setting that promotes expression and honours good citizenship can increase resilience, lower turnover intention, and improve professional contentment. The study investigate the emotional and psychological effects of silence on lecturers as well as how encouraging active engagement and acknowledgment can improve their general well-being and output.

v. Educating Practice and Policy

It is anticipated that university lecturers, legislators, and other stakeholders in education finds value in the study's conclusions. The study help shape policies that support openness, participative leadership, and employee engagement by providing empirical data on the interactions between organizational quiet and important behavioural and institutional issues. The study's recommendations aid in the development of more adaptable and efficient management techniques, whether it be through enhancing leadership communication, introducing confidential communication channels, or updating feedback methods.

vi. Contributing to Theoretical Knowledge

In addition to its practical contributions, the study enhance the theoretical discourse on organizational behaviour inside academic settings. Few studies concentrate on the distinct cultural, institutional, and hierarchical dynamics of Nigerian universities, despite the fact that there is a large body of research on silence and OCB worldwide. The study contributes to the body of knowledge by placing these constructs in the context of the University of Benin and creating a framework that can be expanded upon by other researchers in the future.

vii. Encouraging Group Decision-Making

Academic lecturers are among the many stakeholders whose opinions are becoming more and more important in institutions' decision-making processes. However, organizational silence may hinder this process by preventing access to a range of perspectives, helpful feedback, and creative ideas. The study look at how lecturers' cooperation, information exchange, and group decision-making are impacted by silence. The results of this investigation can be applied to improve participatory governance frameworks, guaranteeing

that choices are more well-informed, inclusive, and widely accepted. Encouraging open dialogue will, in turn, reinforce a sense of ownership and shared responsibility among lecturers.

viii. Supporting Institutional Goals

Any university's ultimate goals are to produce influential research, offer top-notch instruction, and support the advancement of society. A dedicated, driven, and cooperative lecturers is necessary to meet these objectives. The study aids in identifying avenues for institutional growth by examining the factors that influence lecturers' discretionary behaviours and willingness to participate outside of their official positions. Better classroom participation, more collaborative research, and improved community service can result from reduced organizational silence and higher OCB, all of which directly complement the University of Benin's strategic goals.

ix. Improving Communication and Leadership

It is often known that leadership shapes the culture of an organization. This study investigate how communication openness, organizational culture, and leadership style affect the practice of silence and the display of civic behaviour. The study provide suggestions for enhancing managerial practices at the university by identifying leadership behaviours that either hinder or encourage open discussion. Using this information, capable leaders can foster an environment where faculty members feel valued, safe, and free to give their all.

x. Realistic Responsibility for Stakeholders

Lastly, this study's practical significance comes from its capacity to offer useful insights that stakeholders at all levels of the university system can put into practice. The study provides administrators with instruments for assessing and improving organizational culture. It gives lecturers an improved understanding of how their actions impact and are impacted by the larger institutional environment. It provides policymakers with a list of important issues that must be resolved in order to enhance staff engagement and improve educational outcomes. Training sessions, leadership development initiatives, HR policy changes, and strategic planning procedures can all benefit from these insights.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Organizational silence and Organizational citizenship behaviour (OCB) are crucial in determining workplace dynamics and efficacy, particularly in higher education. Silence is the wilful withholding of opinions out of mistrust or fear, whereas OCB is the term for voluntary activities that sustain organizational success outside of assigned responsibilities. OCB promotes teamwork and flexibility, but it suffers from quiet, which inhibits communication and creativity. Rigid hierarchies and the fear of reprisals in Nigerian universities, such as the University of Benin, encourage silence, which lowers employee engagement and willingness to display OCB. This study of the literature examines the theoretical, conceptual, and empirical foundations of these ideas, points out weaknesses in Nigerian educational environments, and suggests a framework tailored to the local situation to improve employee well-being and institutional performance.

2.2. Meaning of Organizational Citizenship Behaviour

The concept of "organizational citizenship behaviour" (OCB) describes the voluntary and discretionary acts taken by staff members that are crucial to the smooth operation, unity, and general prosperity of an organization but are not explicitly acknowledged by the organizational incentive system (Organ, 1988). Despite not being covered in the job description, these actions have a big

impact on the workplace culture and the work environment. The concept of OCB was first systematically introduced by Organ (1988), who defined it as “individual behaviour that is voluntary, not directly or explicitly recognized by the formal reward system, and that in overall terms promotes the effective functioning of the organization”. In order to bridge the gap between official procedures and the ever-changing demands of the workplace, Organ stressed that OCB is an example of "good soldier syndrome" an expression of extra-role activities. These activities could involve teaching others, taking initiative to address issues, assisting coworkers, and willingly serving on institutional committees.

Barnard (1938), who maintained that individuals' willingness to devote cooperative efforts to the organization is essential to accomplishing common goals, is credited with providing the conceptual framework for OCB. This was further developed by Katz and Kahn (1978), who proposed that organizational citizenship is essential for organizations to function well and obtain a competitive edge. According to their viewpoint, companies depend not just on official roles and responsibilities but also on employees' unplanned and informal contributions, which are crucial but sometimes overlooked by conventional evaluation systems. OCB can take many different shapes in educational settings like the University of Benin. In addition to their regular duties, lecturers can volunteer for departmental positions, offer after-hours student advice, help colleagues with their research or teaching, or take part in institutional development initiatives. Even though they are often unrecognized and informal, these actions have a significant role in the university's operational and

intellectual success. They facilitate cooperation, uphold a positive environment, and aid in the accomplishment of more general institutional objectives.

It is impossible to overestimate the importance of OCB in educational institutions. Academic institutions are knowledge-based businesses that rely on their employees' dedication, creativity, and teamwork. OCB improves the standard of instruction, research, and service provision in these contexts. Furthermore, lecturers' desire to go above and above the call of duty frequently reflects their feeling of job satisfaction, organizational justice, and trust in leadership all of which are impacted by the current organizational climate.

However, the psychological conditions required for OCB can be undermined when organizational silence is widespread when workers are discouraged from speaking up because they fear failure or mistrust. A culture of silence has been shown to inhibit creativity, restrict teamwork, and lower voluntary participation (Morrison & Milliken, 2000; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Lecturers may become less likely to go above and beyond the call of duty if they believe that their opinions are not heard or that constructive criticism is not appreciated. Because of this, research on OCB and organizational silence is especially relevant to Nigerian universities.

A more thorough analysis of the ways in which leadership practices and the atmosphere of internal communication impact voluntary behaviours is made possible by comprehending OCB within this framework. It also emphasizes how crucial it is to establish psychologically secure spaces where lecturers can make significant contributions without worrying about retaliation or mistreatment.

Definition and Conceptualizaton of OCB

Organizational Citizenship Behaviour (OCB) is commonly defined as individual behaviour that is voluntary, not directly or explicitly recognized by the official system of rewards, and that in general promotes the effective functioning of the organization (Organ, 1988). Although it is not required by a worker's job description and usually goes above and beyond the call of duty, this behaviour has a big impact on the organization's success and general well-being. OCB includes voluntary actions taken by staff members to assist coworkers, managers, or the business as a whole, frequently without anticipating official acknowledgement or payment. The idea was first presented by Bateman and Organ (1983) to characterize employee behaviours that enhanced organizational effectiveness even though they were not mandated by contracts. These actions stood out from ordinary work completion because they demonstrated personal initiative and drive. This was later clarified by Organ (1988), who emphasized that behaviours that preserve and improve the social and psychological context in which work tasks are performed are included in OCB. In this regard, OCB is seen as an essential but unofficial factor in workplace productivity, collaboration, and harmony.

A key component of OCB's definition is its discretionary nature. In other words, without outside pressure, employees decide to participate in these behaviours on their own initiative. Helping a colleague with a task, making helpful comments, volunteering for more work, or fostering a positive

company image are examples of such actions. These behaviours are particularly notable since they are frequently carried out without the expectation of immediate or direct reward. Instead, they stem from internal drives like selflessness, a sense of belonging to the company, or a desire to preserve a friendly workplace. As researchers have worked to comprehend the causes, symptoms, and consequences of OCB, the conceptualization of the disorder has changed throughout time. Later research acknowledged that the distinction between in-role and extra-role behaviours is frequently unclear, despite early studies emphasizing the voluntary and extra-role nature of OCB. A standard expectation in one company could be regarded as optional in another. A more sophisticated understanding of OCB as context-dependent, impacted by leadership, organizational culture, and individual employee perspectives, has resulted from this changing viewpoint.

A growing amount of research acknowledges OCB as a significant type of social performance. Behaviours that contribute to the larger organizational environment rather than directly to technical or task-related outcomes are referred to as contextual performance. Therefore, by promoting more harmonious interpersonal interactions, lowering workplace conflict, and cultivating a collaborative and effective work culture, OCB enhances task performance. These contributions are particularly important in knowledge-intensive and service-oriented fields where success depends on teamwork, flexibility, and interpersonal relationships. The rise of OCB as a key concept in organizational behaviour research also shows a change in managerial emphasis from just monitoring and regulating task results to cultivating an environment where workers are motivated to support their companies. According to academics, OCB can have a variety of beneficial outcomes, such as increased

customer satisfaction, less turnover, better team cohesion, and increased organizational commitment. These results imply that OCB has demonstrable effects on organizational performance despite its potential informality or intangible information. The idea of OCB must also take into account the fact that it depends on situational and individual circumstances. It has been discovered that personal traits including conscientiousness, empathy, and organizational dedication affect the likelihood of participating in OCB. However, organizational elements including communication climate, perceived organizational support, leadership style, and organizational fairness are all very important. This complex nature demonstrates that OCB is influenced by a range of contextual and personal factors rather than just personality.

2.3. Dimensions Of OCB

The multidimensional concept of Organizational Citizenship Behaviour (OCB) includes a range of unofficial and voluntary actions taken by staff members to improve the social and psychological climate of their workplace. These actions greatly improve organizational performance and effectiveness even though they are not explicitly required for employment and are usually not recognized by the formal incentive structure (Organ, 1988). In order to better comprehend the extent and consequences of OCB, researchers have discovered particular dimensions that classify the many manifestations of these behaviours. One of the most popular frameworks is the five-dimensional model put forth by Podsakoff *et al*. (2000). It offers an organized method for looking at the various ways that workers participate in constructive and discretionary job behaviours. These dimensions

are useful, observable behavioural patterns that improve team dynamics and company culture in addition to being theoretical categories.

Every dimension is a distinct but related aspect of how workers might go above and beyond their designated responsibilities to have a positive impact on their workplace. Helping colleagues, exhibiting dependability and initiative, keeping a cheerful and cooperative attitude even under pressure, acting tactfully and respectfully in social situations, and actively participating in corporate life are a few examples of these behaviours. When combined, these actions help create a more harmonious, effective, and encouraging work environment. Podsakoff *et al*. (2000) established the following dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

The importance of OCB is especially clear in academic settings like universities. Faculty and staff cooperation, creativity, and shared accountability are critical to these institutions' success. Academic personnel frequently enjoy a great deal of liberty, in contrast to highly regimented corporate settings, hence voluntary and cooperative behaviours are crucial to preserving cohesiveness and productivity. Participating in OCB by lecturers and other academic staff members promotes a cooperative atmosphere, enhances communication, lessens conflict, and increases the institution's overall efficacy. Organizations and administrators can identify the small but significant ways that employees contribute beyond formal obligations by having a thorough understanding of these dimensions.

2.3.1. Altruism

According to Podsakoff, MacKenzie, Paine, and Bachrach (2000), altruism is a fundamental dimension of Organizational Citizenship Behaviour (OCB) and refers to voluntary and free-will actions in which employees help others with work-related tasks or problems without expecting formal rewards or recognition (Organ, 1988). These behaviours are not part of formal job requirements, but they are meant to help co-workers effectively perform their duties with empathy, social responsibility, and a cooperative spirit. Altruistic behaviours in the workplace can include training new employees, providing technical support, helping a colleague reach a deadline, or willingly taking on extra tasks to lighten a coworker's workload (Organ, 1997). These behaviours strengthen bonds between people, foster trust, and foster a more harmonious and cooperative workplace. In educational settings, altruism manifests itself in unique and situation-specific ways, especially among university lecturers. For instance, lecturers frequently donate their time to mentor younger faculty members, help colleagues with their research projects, help develop curricula, or take part in institutional duties like committee work or peer reviews all of which are frequently performed without additional pay or recognition (Oplatka, 2009). The effectiveness of the institution, departmental solidarity, and faculty development are all greatly enhanced by such actions.

In addition to promoting knowledge exchange, professional development, and better teaching and research results, altruism among lecturers can strengthen the sense of academic community. In

universities where cooperation is critical for research, student success, and accreditation procedures, lecturers who willingly support their colleagues foster a culture of mutual aid and cooperation (Somech & Drach-Zahavy, 2004). Furthermore, performing deeds of kindness is linked to favourable results for both the giver and the recipient. Employees who engage in altruism may report improved psychological health, a stronger sense of belonging, and increased job satisfaction, according to research (Brief & Motowidlo, 1986). Help recipients report feeling less stressed, performing better at work, and feeling more included and valued.

2.3.2. Conscientiousness

As a dimension of Organizational Citizenship Behaviour (OCB), conscientiousness describes professionals' propensity to go above and beyond the call of duty by exhibiting a strong sense of accountability, dependability, and diligence in their work (Organ, 1988). Even in the absence of oversight or outside regulation, conscientious behaviour demonstrates an internalized commitment to organizational norms and ethical standards, as contrast to simple compliance with formal duties (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Conscientious staff usually show up on time, carefully follow policies and guidelines, and have a steady work ethic. These people place a high value on the quality and promptness of their work, accept personal responsibility for their duties, and frequently hold themselves to higher standards than those set by the government (Organ, 1997). This factor is particularly critical for preserving organizational stability, operational consistency, and long-term productivity.

In the context of higher education institutions, conscientiousness among university lecturers is reflected in multiple ways. For instance, lecturers may ensure timely preparation of lectures, meet grading and research deadlines, maintain accurate records, and adhere to institutional policies even when not monitored. Furthermore, they may demonstrate diligent attention to curriculum development, uphold academic integrity, and participate actively in departmental and administrative responsibilities. These behaviours help build institutional trust and contribute significantly to the credibility and reputation of the academic institution (Oplatka, 2009).

A culture of accountability and excellence is fostered by the behaviour of conscientious lecturers, who also act as role models for students and colleagues. Additionally, this type of OCB facilitates independent operations and lessens the need for constant oversight, which helps academic units function smoothly (Somech & Drach-Zahavy, 2004).

According to research, conscientiousness has a favourable correlation with performance, work satisfaction, and total organizational commitment (Konovsky & Organ, 1996). Conscientious staff support the larger objectives of the company in addition to their own achievement by upholding high standards and exhibiting consistent performance.

2.3.3. Sportsmanship

As a crucial aspect of Organizational Citizenship Behaviuor (OCB), sportsmanship describes a worker's propensity to put up with less-than-ideal conditions at work without objecting, protesting, or acting negatively (Organ, 1988). This conduct stems from the capacity to keep a positive and helpful mindset, especially when confronted with small annoyances, difficulties, or flaws in the organization. According to Podsakoff, MacKenzie, Paine, and Bachrach (2000), sportsmanship is a sign of emotional maturity and a strong commitment to preserving peace, stability, and morale inside the organization.

Employees that exhibit sportsmanship usually opt to be solution-focused rather than problem-focused, avoid gratuitous criticism, and refrain from expressing discontent. This aspect of OCB is particularly useful in settings with few resources or frequent bureaucratic obstacles. Sportsmanlike individuals demonstrate patience, optimism, and resilience instead of exaggerating organizational problems through persistent complaints, which contributes to the maintenance of a positive workplace atmosphere.

Sportsmanship is very important in educational settings, especially in underdeveloped nations like Nigerian universities. Heavy workloads, postponed pay, underfunded departments, and outdated infrastructure are just a few of the difficulties lecturers frequently encounter. Those who practice sportsmanship react with professionalism and determination in spite of these challenges. A lecturer who exhibits strong sportsmanship, for example, would continue to fulfill their teaching and research responsibilities on time even in the face of administrative inefficiencies or a shortage of resources. Instead of fostering a culture of dissatisfaction, these people promote a calm and proactive workplace that emphasizes long-term enhancements and constructive solutions (Oplatka, 2009). The cooperation and efficiency of academic departments are greatly enhanced by this behaviour. Sportsmanship serves the institution's larger objectives of teaching, research, and community service by lowering negativity and preserving staff morale. Additionally, it reduces interpersonal disputes and fosters an atmosphere of understanding and empathy, both of which are essential in situations requiring cooperation and teamwork.

Additionally, sportsmanship has been associated with lower turnover intentions and increased organizational engagement (Somech & Drach-Zahavy, 2004). Even in times of organizational change or uncertainty, workers who adopt this mindset are more likely to stick with the company and make valuable contributions.

2.4. Antecedents of OCB

Organizational Citizenship Behaviour (OCB) is the term used to describe employees' voluntary behaviours that are not officially acknowledged by the organizational incentive system but that collectively support the efficient operation of the company (Organ, 1988). These behaviours—including supporting coworkers, being on time, and exercising initiative—are essential to the operation of a company, especially in fast-paced, customer-focused settings like universities. Therefore, it is crucial for administrators and leaders who want to foster a culture of trust, cooperation, and excellence to comprehend the origins of OCB.

According to Podsakoff, MacKenzie, Paine, and Bachrach (2000), researchers have broadly divided the antecedents of OCB into three groups: individual-level factors, organizational-level factors, and Social-Exchange and Relational Factors. Every one of these categories captures the difficult interactions between relational, structural, and personal factors that affect employees' propensity to act outside of their roles.

i. **Individual-level factors**;

The likelihood of engaging in OCB is greatly influenced by individual factors. Citizenship behaviours have been favourably correlated with personality qualities as conscientiousness, agreeableness, and emotional stability (Organ & Ryan, 1995). According to Ilies, Fulmer,

Spitzmuller, and Johnson (2009), workers who have high levels of job satisfaction, organizational commitment, and intrinsic drive are typically more likely to go above and beyond the call of duty to support coworkers or organizational goals.

In a university setting, lecturers who are truly passionate about their work and dedicated to the success of their students frequently take on responsibilities beyond the scope of their job descriptions. These could be extending academic support outside of class hours, career guidance, or student mentorship. Such selfless actions not only enhance student performance but also create a lively and cooperative learning atmosphere.

ii. **Organizational-level factor;**

An important factor in encouraging or hindering OCB is the organizational environment. Employee citizenship behaviours are greatly influenced by elements including business culture, leadership style, and views of justice. For instance, OCB has been favourably associated with transformational leadership, which is defined by inspiration, intellectual stimulation, and personalized consideration (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Employees are more likely to respond with proactive and supportive behaviour when leaders provide an example of honesty and promote their growth

Furthermore, a key requirement is the perception of organizational fairness, which encompasses both distributive and procedural justice. Workers are more likely to feel obligated to respond with constructive, voluntary efforts if they think that choices are made fairly inside the company and that rewards are given out fairly (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). In academic environments, lecturers are more inclined to invest in

optional tasks like committee participation, peer mentorship, or curriculum development when university administration compensates them fairly in terms of promotions, workload distribution, and recognition.

iii. **Social-Exchange and Relational Factors;**

The quality of social interactions between workers and their managers or organizations is the subject of the third category of antecedents. According to social exchange theory (Blau, 1964), employees frequently feel an implicit duty to return high levels of organizational support, including informational, instrumental, and emotional resources, by becoming more committed and acting in a more discretionary manner (Eisenberger, Huntington, Hutchison, & Sowa, 1986).

Fostering OCB also requires strong leader-member exchange, or LMX, interactions. Workers are more likely to act in ways that benefit the company when they have respectful, trusting, and encouraging relationships with their managers (Wayne, Shore, & Liden, 1997). For instance, a lecturer at a university who feels valued by departmental leadership can willingly start outreach initiatives, assist with institutional research projects, or take on unspecified administrative duties.

Interpersonal relationships between coworkers also have a small but significant impact. Collegiality, respect for one another, and a healthy work atmosphere foster peer support, collaboration, and the exchange of best practices—all of which are examples of OCB. A more resilient academic community, more productivity, and improved morale are all common outcomes for departments that foster such cultures.

All things considered, the causes of OCB are varied and interconnected. The corporate setting, the quality of interpersonal and supervisory connections, and individual motives and dispositions all have a big impact on how citizens behave. Fostering OCB among lecturers in educational institutions like universities necessitates a comprehensive strategy that incorporates equitable procedures, encouraging leadership, and a collaborative culture. By doing this, the institution's overall excellence and reputation are enhanced in addition to work satisfaction and performance.

2.5. Meaning of Organizational Silence

When workers purposefully or inadvertently withhold information, criticism, complaints, or recommendations regarding work-related issues, this is known as organizational silence. Organizational silence is not merely the lack of communication; rather, it is an active behavioural decision that is frequently influenced by a complex interaction of social, organizational, and individual factors (Morrison & Milliken, 2000). Even though management usually ignores it, this silence can have a significant impact on institutional growth, employee well-being, and organizational success (Vakola & Bouradas, 2005). Employees often possess ideas, information, and opinions that could contribute positively to improving organisational practices and work environments. Sometimes, they speak up (voice); other times, they remain silent. While voice and silence may appear as opposites one representing expression, the other withholding both are intentional and in relation influenced (Zehir & Erdoğan, 2011). The decision to remain silent is not

always due to apathy or disengagement; rather, it can be a deliberate act shaped by organisational culture, leadership style, and perceived risks of speaking out.

The foundational research by Morrison and Milliken (2000), Milliken, Morrison, and Hewlin (2003), and Pinder and Harlos (2001) is an important source of inspiration for the scholarship on organizational silence. Early opinions frequently assumed that when workers did not voice problems, there was nothing wrong and associated silence with commitment. But this opinion has changed. As a kind of communication involving complex emotions, thoughts, and intentions such as disagreement, endorsement, or resignation Pinder and Harlos (2001) described silence as more than just the lack of voice.The "mum effect," as defined by Milliken *et al*. (2003), is one of the primary psychological factors that contribute to silence in the workplace. This phenomenon emphasizes how employees are reluctant to voice concerns or break bad news because they are uncomfortable and afraid of the repercussions. The hierarchical structure of most organisations intensifies this reluctance; employees often find it difficult to communicate upward, especially when the information could be perceived as critical or threatening to those in authority. This discomfort in upward communication fosters silence as a self-protective technique.

Organizational silence, according to Morrison and Milliken (2000), is a collective phenomena. When silence penetrates an organization's workforce, it transcends individual behaviour and becomes the standard. Because it reflects a larger organizational culture that inhibits open communication, this collective silence is especially detrimental because it stifles learning, feedback, and innovation.

Apprehension of reprisals, being called a troublemaker, or destroying professional relationships is a major factor in organizational silence (Detert & Edmondson, 2011). Lack of psychological safety, mistrust of leadership, and the conviction that raising issues won't result in significant change are additional contributing factors (Milliken *et al*., 2003). Employees internalize the idea that speaking up is risky or pointless in many organizations, particularly those with strict hierarchies or authoritarian leadership.

Employees' decision to speak up or remain silent is greatly influenced by their psychological safety. Employees are more willing to communicate openly when they feel free to express themselves without worrying about shame or reprisal (Edmondson, 1999). Silence, on the other hand, develops to become a coping strategy in situations where there is no such sense of safety, shielding people from possible damage while also denying the organization insightful input. Silence can also be reinforced by institutional and cultural norms. Employees may feel that their opinions are not respected or welcomed in companies where challenging authority is frowned upon or where top-down decision-making predominates. This eventually creates a culture in which people opt to keep their opinions to themselves, even if they have the best of intentions (Pinder & Harlos, 2001).

Silence within an organization has far-reaching effects. Employee morale and performance suffer, communication flows are disrupted, and innovation is restricted (Vakola & Bouradas, 2005). Problems remain unresolved, errors are repeated, and opportunities for improvement are missed. Furthermore, prolonged silence can result in disengagement, dissatisfaction, absenteeism, and even turnover. As Bagheri, Zarei, and Aeen (2012) underlined, silence does not only affect the

organization it also harms employees by increasing unhappiness, diminishing motivation, and weakening job relevance. Silence is more likely to result in poor morale, poor performance, unsuccessful initiatives, and a declining organizational culture the longer it lasts.

Organizational silence is especially problematic in educational environments like universities. Lecturers are important participants in research, teaching, and policy formation, and their perspectives are vital to the evolution of the institution. However, organizational learning and innovation are hampered when they feel uncomfortable or unable to voice concerns, whether as a result of hierarchical governance, a lack of outlets for expression, or a fear of administrative repercussions (Omobude, 2025). Bureaucratic leadership styles, restricted academic freedom, and centralized authority structures that hinder upward communication are some of the factors that frequently perpetuate silence in Nigerian universities (Singh & Misra, 2020). Communication systems are either nonexistent, ineffective, or informal in many Nigerian universities. In the absence of organized, private feedback systems, staff members are hesitant to express different views. Leadership philosophies that are based on authoritarian methods and view criticism as a challenge to power worsen this (Milliken *et al*., 2003). As a result, organizational silence stops being a singular problem and instead becomes a widespread one.

Organizational silence is shaped in large part by leadership. Higher degrees of quiet are closely associated with authoritarian leadership styles, which are characterized by inflexible hierarchies, a lack of consultation, and the repression of criticism (Detert & Edmondson, 2011). On the other hand, open communication, trust, and collaborative decision-making are characteristics of

transformational and participatory leadership that promote voice and diminish silence (Vakola & Bouradas, 2005). Leaders may foster psychologically safe workplaces where staff members feel free to express themselves by listening intently, responding positively, and modeling transparency.

Institutions must implement intentional, various efforts that combat organizational silence. First and first, it's critical to acknowledge the existence and risks of silence. Policies that promote psychological safety, safeguard whistleblowers, and reward constructive criticism are necessary to establish an atmosphere where employee opinion is respected and taken into consideration. Institutions ought to spend money on leadership development programs that encourage inclusive decision-making, communication, and emotional intelligence. In particular, educational institutions need to provide faculty with organized opportunities to participate in institutional feedback and governance. In addition to enhancing procedures and policies, involving lecturers in decision-making promotes commitment, openness, and a sense of ownership. Institutional resilience, creativity, and teaching and research quality all depend on breaking organizational silence in these situations.

Definitions and Conceptualization of Organizational Silence

According to Morrison and Milliken (2000), organizational silence is a phenomenon that occurs at the collective level when employees purposefully keep information, ideas, opinions, or concerns about organizational issues, problems, or decisions to themselves, even when they have the chance and occasionally even the desire to speak up. This type of silence is not only the lack of voice; rather, it is a conscious, calculated decision influenced by relational and contextual elements inside

the company. It frequently represents a deliberate choice motivated by fear, futility, or self-preservation rather than an act of indifference.

Organizational silence was first characterized by Morrison and Milliken (2000) as the "widespread withholding of information about potential problems or issues by employees." They contend that corporate silence is a widespread and systematic phenomenon that is intricately woven into the organization's culture, structure, and leadership style rather than being an isolated behaviour. It is especially prevalent in settings with high organizational obstacles, a dislike for upward communication, and a perception of leadership that is insensitive to criticism or opposing viewpoints.

Organizational silence, in contrast to shyness or introversion, is culturally driven and usually results from the corporate atmosphere. Numerous environmental factors, including power imbalances, prior unpleasant experiences with speaking up, and organizational standards that value conformity over candor, all have an impact on it (Detert & Edmondson, 2011). Workers may keep quiet because they think their opinions won't matter, or worse, because they fear punishment, exclusion, or harm to their reputation. Silence thus turns into a sensible tactic used to defend one's position or steer clear of needless dangers.

Organizational silence is very important in academic settings like universities. Because they fear retaliation or think their opinions will be disregarded, lecturers and other academic staff may decide not to raise concerns about unethical activities, administrative inefficiencies, unequal promotion, or an overwhelming workload. Such silence can undermine academic creativity and institutional

advancement, damage confidence, and hinder collaborative engagement. Because lecturers work in systems with intricate hierarchies, difficult processes, and frequently few opportunities for true involvement, the environment is ideal for organizational silence to flourish.

Furthermore, institutional stagnation is one effect of organizational silence that goes beyond personal annoyance. It impairs decision-making, hinder the flow of critical feedback, and reduces accountability and openness (Vakola & Bouradas, 2005). Additionally, it may contribute to a disengaged culture, which lowers employee motivation to support company objectives. Detert and Edmondson (2011) contend that when workers adopt implicit "voice theories"—unspoken views about the dangers of speaking up—they might perpetuate patterns of self-censorship, leading to silence becoming entrenched.

2.6. Dimensions of Organizational Silence

The phenomenon of organizational silence is complex and can take many different forms. Several characteristics of organizational silence have been established by researchers in order to better comprehend its intricacies. The various reasons, situations, and outcomes of employee silence are captured by these categories. In order to shed light on the inconsistencies of organizational silence and its effects on workplace dynamics, the ensuing sections delve deeper into these characteristics.

The motivating foundations of silence are explained by these characteristics, which also show that silence is frequently a conscious reaction to organizational circumstances rather than just a passive behaviour. Van Dyne, Ang, and Botero (2003) categorized organizational silence into three main

categories in one of the most well-known frameworks: acquiescent silence, defensive silence, and prosocial silence. By acknowledging that employees may choose to remain silent out of resignation, fear, or even selfless intents, this classification enables a more comprehensive view of silence. Every dimension has unique ramifications for how organizations understand silence and the tactics they might need to use to deal with it.

By breaking down these dimensions, the section hopes to provide a more unique and perceptive understanding of silence, going beyond general interpretations. This is especially important in academic institutions like universities, where administrative procedures, professional standards, and hierarchical structures frequently affect communication dynamics. Understanding the many dimensions of silence is a crucial first step in developing a more open and inclusive organizational culture for educational institutions looking to promote openness, trust, and cooperation.

2.6.1. Acquiescent Silence

A crucial aspect of organizational silence is acquiescent silence, which describes the passive withholding of thoughts, feelings, or worries out of a profound sense of resignation or perceived futility. According to Van Dyne, Ang, and Botero (2003), it represents a disengaged frame of mind in which workers decide to keep quiet not out of fear or self-defense but rather because they think that speaking up will not result in any significant change. Silence turns into a coping strategy in these circumstances, and the worker progressively takes on a submissive, passive attitude toward organizational problems.

When employees feel that their contributions are frequently ignored or neglected, they may withdraw psychologically and emotionally, which over time leads to a pattern of silence, even in the face of issues or inefficiencies that need attention (Morrison & Milliken, 2000). This type of silence is typically observed in environments where communication is primarily top-down and employees have little to no influence over decision-making processes. Unlike defensive silence, which is motivated by fear of punishment, this type of silence is driven by a strong belief that speaking up is useless.

Acquiescent silence, according to Pinder and Harlos (2001), is a communication act in and of itself that communicates indifference, discouragement, and disappointment. It is not just the lack of voice. It communicates a strong message about the fundamental dynamics of a company, specifically that workers are disengaged and feel helpless. These circumstances frequently arise in hierarchical, bureaucratic organizations with poor or symbolic feedback systems and management that is insensitive to worker concerns.

Acquiescent silence is the result of a number of factors. The most important of these is a track record of autocratic or unresponsive leadership that does not ask for or act upon employee input. Furthermore, this silence can be made worse by organizational cultures that discourage challenging authority, prioritize compliance over critical thinking, or perceive disagreement as betrayal (Bagheri, Zarei, & Aeen, 2012). Employees internalize the idea that their voices are unimportant when they consistently witness that speaking up has no effects, or worse, that it results in either open or hidden discrimination.

Acquiescent silence has a significant impact on the performance and well-being of an organization. Organizations lose out on vital insights that may drive innovation, improve productivity, and avert failures when staff members cease exchanging ideas or reporting problems. This silence can be especially harmful in educational institutions, especially in universities. In terms of curriculum development, research output, and institutional governance, lecturers play a crucial role. They might stop making recommendations or taking part in cooperative projects if they feel marginalized or disempowered, which would lower the standard of academic services as a whole (Omobude, 2025; Singh & Misra, 2020).

Additionally, complacent silence lowers job satisfaction and employee engagement. Employees are less inclined to take initiative, support institutional goals, or exhibit discretionary behaviours that benefit the organization such as organizational citizenship behaviours (OCBs) when they feel unimportant or helpless inside their organizations. Burnout, absenteeism, and even voluntary turnover may result from this over time (Bagheri *et al*., 2012).

According to Morrison and Milliken (2000), acquiescent silence has the potential to develop into organizational silence, a collective phenomena. Silence becomes the rule rather than the exception in certain situations, which makes it challenging to have open discussions, encourage creativity, or bring about change. In colleges and universities and public sector organizations, where strict hierarchies and conventional norms are frequently prevalent, this culture of silence can become deeper-rooted.

In order to combat acquiescent silence, managers and leaders must create a psychologically safe workplace where staff members can express their opinions without worrying about being ignored or fired. This entails encouraging inclusive decision-making, putting in place feedback systems that provide observable outcomes, and paying close attention to employee concerns. This will necessitate structural changes in Nigerian universities, such as the University of Benin, that support academic freedom, participatory governance, and faculty-administration trust.

2.6.2. Quiescent Silence

Quiescent silence is a type of organizational silence characterized by employees purposefully keeping their thoughts, worries, or recommendations to themselves out of a profound sense of helplessness or resignation. Quiescent silence, as opposed to defensive or prosocial silence, arises when people feel their contributions will not lead to any significant change or acknowledgment (Pinder & Harlos, 2001; Van Dyne, Ang, & Botero, 2003). It is a type of disengagement that shows a decline in confidence in the organization's ability to respond to problems and be open to criticism. Quiescent silence can be seen in educational environments, especially universities, when lecturers refrain from raising issues about unfair workloads, ineffective administrative procedures, or a lack of funding for research and development. Such silence is motivated by prior experiences of being disregarded or overlooked rather than a fear of reprisals. These encounters eventually create a learned helplessness that discourages future attempts at interaction or involvement in institutional decision-making.

According to Morrison and Milliken (2000), this type of silence is frequently fostered by extended exposure to inefficient leadership, bureaucratic rigidity, and top-down management methods that minimize employee voice. University lecturers may grow indifferent and hide important insights that could improve academic standards, innovation, and operational efficiency if they believe that their suggestions or grievances are consistently ignored. The invisibility of quiescent silence is one of its most damaging features. Silently leaving their job may allow employees to carry out their responsibilities with competence, giving the appearance of stability or contentment. Nonetheless, a lack of open discussion and constructive criticism may indicate underlying organizational dysfunction (Bagheri, Zarei, & Aeen, 2012). Morale is weakened, organizational learning is constrained, and development and reform options are limited by this hidden disengagement.

In institutions, pleasant silence can also become the standard. As more workers come to believe that raising one's voice is pointless, prospective hires might follow likewise. This promotes a cycle of silence, making it more challenging to promote open discussion or implement significant change. This silence can seriously undermine institutional efficacy and confidence in academic settings where collaboration and knowledge exchange are essential.

In order to counter quiescent quiet, academic institutions need to establish a culture of accountability and responsiveness. This entails creating open lines of communication, promoting collaborative decision-making, and responding evidently to employee input. Staff members are more inclined to actively participate in institutional growth and re-engage when they perceive measurable results from their contributions (Milliken, Morrison, & Hewlin, 2003). At the end of the

day, creating a positive, inclusive, and creative learning environment requires ending the cycle of silence.

2.6.3. Defensive Silence

Defensive silence is a significant and complex dimension of organizational silence, characterized by employees' intentional decision to withhold their thoughts, suggestions, concerns, or feedback out of fear of negative consequences. This behaviour is driven primarily by self-protection and risk avoidance rather than withdrawing or indifference (Van Dyne, Ang, & Botero, 2003). Defensive silence is not a passive or indifferent act it is a strategic response to a perceived lack of psychological safety within the workplace. In environments where employees believe that speaking up might result in punishment, blame, embarrassment, or damage to professional relationships, silence becomes a coping mechanism (Milliken, Morrison, & Hewlin, 2003).

Given the hierarchical structures, bureaucratic administrative systems, and frequently inflexible organizational cultures seen in academic institutions like Nigerian universities, defensive silence is particularly important in these settings. These circumstances can hinder honesty and openness, causing lecturers to keep quiet even when they have important knowledge that could increase the efficacy of the institution. For example, a lecturer may decide not to criticize or comment on unethical behaviour or abnormalities in administrative procedures out of concern that they would be

labeled a troublemaker or face professional punishment (Morrison & Milliken, 2000; Singh & Misra, 2020).

Defensive silence has major ramifications for both individual well-being and organisational effectiveness. Organizations miss out on potentially useful insights that could be used to pinpoint issues, enhance procedures, or inspire innovation when staff members routinely suppress information. This could result in the continued use of outdated instructional strategies, inefficient administrative procedures, and unresolved staff disputes in academic contexts, all of which lower institutional efficacy. Defensive silence also fosters a climate of distrust and disinterest. It restricts open communication, which is necessary for cooperation, teamwork, and the generation of fresh concepts. Creativity, feedback sharing, and the development of positive relationships—all essential elements for creating a thriving academic community—are hindered when lecturers lack the confidence to express themselves (Detert & Edmondson, 2011).

According to Organizational Citizenship Behaviour (OCB), protective silence is a major obstacle. Voluntary and discretionary behaviours like supporting coworkers, promoting the company, and going above and beyond the call of duty are all included in OCB (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Initiative, trust, and a desire to interact with the organization outside of one's job description are frequently necessary for these behaviours. Employees are less likely to engage in these extra-role behaviours, especially those requiring civic virtue or constructive voice, when self-protection takes precedence over all other considerations (Van Dyne *et al*., 2003).

At the end, establishing an environment of transparency and shared accountability at Nigerian universities requires breaking through defensive silence. Leaders need to create a psychologically secure atmosphere where criticism is welcomed, appreciated, and taken into consideration. The fear-driven silence among academics can be lessened by offering private reporting methods, valuing constructive criticism, and educating leaders on how to react to criticism in a positive way. By doing this, educational establishments such as the University of Benin may establish a more welcoming, cooperative, and productive learning atmosphere that promotes civic engagement and voice.

2.7. Causes and Consequences of Organizational Silence

When employees purposefully suppress work-related recommendations, concerns, or feedback, it's known as organizational silence. This behaviour is usually a conscious and emotionally motivated reaction to certain organizational circumstances, despite the fact that it is sometimes confused with passivity. A workplace culture that discourages dissent, mistrust of leadership, fear of unfavourable consequences, or the conviction that speaking up is pointless are some of the reasons why people choose to remain silent (Morrison & Milliken, 2000). These elements can be particularly noticeable in educational environments, where administrative flexibility and hierarchical systems are typical.

Silence within an organization can have far-reaching effects and seriously impair its efficacy. Important issues may remain unsolved, chances for creativity are wasted, and decision-making is hindered by a lack of various viewpoints when staff members prefer to remain silent rather than speak up. Suppressing employee voice can harm organizational learning, lower morale, and affect

overall performance in higher education institutions where knowledge sharing, critical feedback, and collaborative governance are crucial.

Causes of organizational silence

i. **Fear of retaliation**

Fear of retaliation or other adverse effects is one of the most common and well-established reasons for organizational silence. Because they are worried about the possible consequences of speaking up, employees frequently decide to keep quiet. In addition to worrying about harming their relationships with peers, management, or supervisors, these anxieties may also involve being labeled as disloyal, combative, or a troublemaker (Milliken, Morrison, & Hewlin, 2003).

In bureaucratic or status-conscious settings, like educational institutions, where there may be noticeable power dynamics between junior and senior staff members, this concern is more severe. For instance, early-career academics or junior lecturers may be reluctant to raise concerns about unequal workload distribution, suspicious administrative practices, or ethical misconduct for fear that doing so will compromise their access to research funding, future promotions, or professional status.

Employees may believe that speaking up could result in their exclusion from significant chances or even direct punishment in institutions where tenure, research funding, and academic collaborations frequently depend on positive connections with senior academics

and administrators. More subdued types of discipline could include being passed over for significant projects, getting bad performance reviews, or being shunned by the department. Furthermore, a major factor is the fear of being misinterpreted or misrepresented. Workers may be concerned that voicing issues could be seen as a sign of incapacity, disloyalty, or a refusal to fit in, especially in settings that discourage free communication or disagreement. In these situations, self-defense may cause even well-meaning criticism to be silenced.

ii. **Perceived futility of speaking up**

The belief that raising one's voice is pointless is another important factor contributing to organizational silence. In contrast to fear-based silence, which is motivated by worries about possible retaliation or unfavourable outcomes, this type of silence results from the conviction that sharing thoughts, criticism, or worries won't result in any significant change. Within the organization, this kind of silence—often called quiescent silence—reflects a sense of taught helplessness or resignation (Pinder & Harlos, 2001; Van Dyne, Ang, & Botero, 2003). Employees may come to believe that expressing their thoughts is a waste of time and effort if they consistently see that their suggestions are disregarded, rejected, or treated with apathy. This experience eventually results in a disengaged workforce where people consciously choose to remain silent—not out of fear, but rather because they believe their voices are unimportant. This sense of futility is particularly prevalent in environments where employee feedback is neither sought nor taken into consideration, such as those with strict hierarchical structures, centralized decision-making, or incompetent leadership (Milliken, Morrison, & Hewlin, 2003).

This tendency may be more noticeable in academic environments like universities. For instance, lecturers may start to feel that speaking up won't change anything if they voice concerns about unfair task distribution, a lack of research funding, or unclear administrative choices and those issues are consistently ignored. They might therefore completely cease having open discussions. Individual morale as well as institutional learning and development are adversely affected by this silent departure (Morrison & Milliken, 2000).

iii. Organizational culture and climate

The atmosphere and culture of the organization have a significant impact on how employees behave, including whether they are willing or unwilling to speak up. While climate indicates how employees view the workplace, culture refers to the common values, beliefs, and conventions that govern behaviour inside an organization. Silence is institutionalized as a normal reaction when these structures, either openly or indirectly, prohibit honest speech (Detert & Edmondson, 2011).

Opposition is frequently perceived as disruptive or disloyal in societies that place a strong emphasis on compliance, hierarchical authority, and unwavering loyalty. Employees in these settings learn that expressing different opinions or criticisms could lead to social exclusion, strained relationships, or even disciplinary action. People may therefore restrict themselves in order to preserve peace, safeguard their reputation, or stay clear of confrontation (Milliken, Morrison, & Hewlin, 2003).

In educational institutions, where reputation, position, and companionship are deeply rooted in the organizational culture, this change is more noticeable. When doing so could put their

relationships with supervisors or colleagues in jeopardy, lecturers may be reluctant to question choices or bring up concerns about unfair treatment, flaws in policies, or academic integrity. Since voicing concerns is frequently viewed as disruptive or aggressive, the need to maintain a "harmonious" departmental climate may further reinforce silence (Morrison & Milliken, 2000).

iv. Ineffective leadership and communication channel

Ineffective leadership mixed with poor or transparent communication channels is one of the most significant factors contributing to organizational silence. Employees are much less likely to speak up when managers don't foster an atmosphere that promotes open discussion. In companies where input is either deliberately discouraged or passively ignored, silence flourishes and frequently results in a breakdown of participation and trust (Morrison & Milliken, 2000).

Organizational norms and communication techniques are significantly shaped by leaders. Employees may be afraid of negative consequences for voicing their opinions or speaking up in workplaces where authoritarian leadership styles are common. Lack of responsiveness, disregard for criticism, or a propensity to minimize employee concerns can all be signs that expressing opinions is unwanted or pointless, even in the absence of an obvious threat (Detert & Burris, 2007). Initiative, inventiveness, and critical feedback all necessary for ongoing development are frequently discouraged by this dynamic.

Furthermore, employees may become silent if there are no open, accessible, and private avenues of contact. Employees may believe that it is dangerous or useless to voice their

concerns if the channels for doing so are seen as ineffectual, biased, or lacking in follow-through. In hierarchical arrangements, where lower-level employees feel their voices are not equally valued, this eventually results in organizational disengagement and silence (Milliken, Morrison, & Hewlin, 2003).

The consequences can be particularly severe in educational establishments like universities. For example, lecturers may be discouraged from providing input regarding governance issues, administrative inefficiencies, or academic workload if they believe that leadership is indifferent or disrespectful. Faculty and staff may withhold helpful criticism or creative proposals when university leaders don't set an example of open communication and transparency, which might hinder institutional learning and advancement (Morrison, 2014).

Consequences of organizational silence

i. Reduced organizational learning and innovation

The negative effects of organizational silence on learning and innovation are among its most important consequences. Employees who keep ideas, criticism, or concerns to themselves deprive the company of important information that might encourage innovation, adaptation, and progress. This silence can be particularly harmful in changing, knowledge-driven settings, like academic institutions, where free and open exchange of ideas is essential to intellectual advancement (Bagheri, Zarei, & Aeen, 2012).

Feedback loops, ongoing communication, and the capacity to question established beliefs are all critical components of organizational learning. Critical insights regarding what is and is

not functioning are lost when people are afraid to speak up, feel that it is pointless, or follow cultural conventions. Morrison and Milliken (2000) pointed out that silence prevents decision-makers from receiving reliable information, which hinders organizational development. Leaders function in an absence of knowledge without these insights, and decisions they make might not take into account new issues or realities on the ground.

The repercussions can be especially severe for universities. Researchers and lecturers are frequently at the forefront of education and academic practice. Academic excellence may be hindered by their silence on issues like curriculum design, student involvement tactics, or inefficient research funding. The institution runs the risk of becoming stagnant and unable to adapt to demands from both inside and outside the organization when academic staff members don't share their observations or creative ideas (Cunha, Rego, & Rodrigues, 2012).

ii. Lower employees morale and engagement

The slow decline in employee engagement and morale is a significant effect on organizational silence. Employees frequently feel alienated and psychologically detached from their jobs when they believe that their ideas, opinions, or suggestions are not respected, accepted, or taken into consideration. Although initially minor, this emotional disengagement can result in a loss of commitment, job satisfaction, and a sense of purpose at work (Vakola & Bouradas, 2005).

Silence from the organization gives workers the strong, if indirect, impression that speaking up is dangerous or pointless. Employees may consequently start to feel helpless and irrelevant, particularly if their attempts to make a significant contribution are met with

inaction or disinterest. Over time, this belief may have a substantial impact on motivation levels, resulting in a decline in zeal and general morale at work (Morrison & Milliken, 2000). Workers who previously demonstrated initiative or a passion for teamwork may start to limit their contributions, concentrating exclusively on finishing routine duties rather than aiming for creativity or excellence.

The effects of poor morale and disengagement can be especially noticeable in educational environments like universities. Dissatisfaction with the educational system can result from lecturers feeling ignored or underappreciated, which might lower their enthusiasm in departmental involvement, teaching, mentoring, and research all essential academic tasks. This could lead to a drop in the caliber of institutional participation, joint research, and student engagement. Additionally, a less active academic community results from disengaged faculty, which hinders institutional growth, creativity, and across fields cooperation (May, Gilson, & Harter, 2004).

iii. High turnover and absenteeism

Long-term organizational silence is strongly associated with higher absenteeism and staff turnover. Employees may start to emotionally distance themselves from the organization if they constantly feel that their opinions are not valued, heard, or acknowledged. According to Knoll and van Dick (2013), this detachment frequently begins as psychological withdrawal, such as decreased participation or absenteeism, and then develops into physical disengagement, such as resignation. Employees who experience emotional exhaustion a psychological condition in which they feel exhausted, unmotivated, and unable to handle the

responsibilities of the workplace are more likely to remain silent. When people feel helpless to make changes or voice their displeasure without fear of negative consequences, this emotional toll is increased. Employees that feel this kind of frustration may eventually quit their jobs, which would reduce their work satisfaction and loyalty to the company (Morrison & Milliken, 2000). This makes it very likely that high-performing or highly qualified employees may leave, especially if they want to work for more responsive and encouraging organizations.

The effects of turnover can be especially bad in intellectual institutions like universities. The institution loses important parts of institutional memory, such as knowledge of departmental procedures, curriculum creation, and established mentorship connections, in addition to subject-matter competence, when lecturers go. Regular staff turnover may increase the cycle of discontent and silence by upsetting academic program continuity, impacting student learning results, and adding to the workload of existing employees (Lumley, Coetzee, Tladinyane, & Ferreira, 2011).

Passive resistance can also take the shape of absence, whether it be through a lack of excitement for institutional obligations, a reduction in departmental engagement, or an increase in sick leave. Employees may continue to perform their bare minimum of tasks without getting more involved, serving on committees, or working together. Collegial culture and organizational performance can be severely hindered by this practice, especially at higher education institutions where community involvement, shared governance, and teamwork are essential to institutional success.

iv. Impaired decisions making and poor organizational outcome

Decision-making quality and overall organizational outcomes are negatively impacted by organizational silence, which is one of its most harmful effects. Whether out of fear, futility, or cultural norms, employees who suppress criticism, concerns, or ideas deprive leaders of vital information that is essential for strategic planning and efficient governance. This lack of information may lead to poor choices that don't take into account the true needs or circumstances inside the company (Detert & Edmondson, 2011).

Managerial blind spots are caused by organizational silence where senior administrators act as though everything is well just because there are no opposing viewpoints. In actuality, the absence of input could indicate an environment of disengagement or a voice being silenced rather than contentment or agreement. This misalignment between operational realities and leadership perspective can inhibit innovation, postpone crucial responses, and make it more difficult to identify issues in a timely manner (Morrison & Milliken, 2000).

This gap is particularly troublesome in the context of educational establishments like universities. Policies pertaining to curriculum design, workload distribution, or resource allocation may not be in line with the true needs of the academic community when university administration does not solicit open feedback from lecturers, staff, or students. For example, a lack of open communication may make it difficult for the administration to identify issues with research support or imbalances in teaching loads, leading to actions that worsen institutional inefficiency and staff discontent (Vakola & Bouradas, 2005).

Silence can also lessen the range of opinions in discussions within an organization. People with diverse backgrounds and viewpoints must contribute to inclusive decision-making. Organizational outcomes are more likely to reflect the biases or presumptions of a small leadership circle when voices are silenced, particularly those from underrepresented or weaker groups. This uniformity can inhibit innovation, diminish flexibility, and eventually hinder the advancement of the business (Detert & Burris, 2007).

v. Erosion of trust and organizational justice

The loss of confidence and the impression of organizational unfairness are two of the most serious and pervasive effects of organizational silence. Employees eventually lose faith in leadership and organizational procedures when they consistently witness that raising issues, providing feedback, or reporting problems results in little to no response—or worse, negative effects. A key component of efficient organizational functioning is trust, which is weakened by this seeming lack of responsiveness (Pinder & Harlos, 2001; Morrison & Milliken, 2000).

Employee views of distributive justice (fairness in the allocation of resources and rewards) and procedural justice (fairness in decision-making procedures) can be influenced by organizational silence. Workers may believe that the company lacks honesty and openness if criticism is disregarded or unfair treatment is not addressed. Lower levels of enthusiasm, commitment, and morale result from this dissatisfaction which reduces the psychological

contract the unspoken set of expectations between workers and their company (Colquitt *et al*., 2001).

A breakdown in trust can be especially harmful in educational institutions like universities, where academic freedom, collegial governance, and merit-based recognition are highly valued. For instance, lecturers may start to perceive the university as unfair if they believe their opinions are ignored while choices are being made regarding workload distribution, promotion standards, or research funding. This may eventually lead to strained collaborative relationships, less cooperation, and opposition to institutional policies.

Furthermore, a decline in trust impacts an organization's reputation and public image in addition to its internal operations. The institution's reputation could be harmed if employees stop caring about their jobs or start to express their frustrations to others. This is particularly important for universities, as student satisfaction, faculty retention, and overall academic success are all impacted by leadership trust.

2.8. Theories of Organizational Silence and OCB

Establishing a solid theoretical basis is important for conducting a thorough investigation of the relationships of organizational silence and organizational citizenship behaviour (OCB). Despite their seeming differences in expression, these two concepts OCB as voluntary contributions and silence as the withholding of input both result from how people perceive and react to their work environment. In particular, a number of factors, including perceived justice, psychological safety,

leadership quality, and resource availability, have a significant impact on whether an employee decides to keep quiet or go above and above the call of duty.

Considering how complex and interconnected these behaviours are, no single theory can fully explain all of their root causes. As a result, this research uses a combined approach by incorporating ideas from many theoretical foundations. Every theory provides a different perspective on how to study employee behaviour, from relational and motivational aspects to stress and conceptions of fairness. These frameworks, when combined, offer an in-depth knowledge of the causes, circumstances, and effects of both OCB and silence in work environments.

In educational institutions like the University of Benin, where professional independence, information exchange, and collaborative engagement are essential to institutional success, this theoretical integration is particularly significant. Therefore, in order to enlighten and strengthen the conceptual and empirical foundation of this study, the following theories are investigated:

- Social Exchange Theory (SET)
- Organizational Support Theory (OST)
- Self-Determination Theory (SDT)
- Job Demands-Resources Model (JD-R)
- Conservation of Resources (COR) Theory:
- Leader-Member Exchange (LMX) Theory:
- Organizational Justice Theory:

2.8.1. Social Exchange Theory (SET)

One of the fundamental frameworks for comprehending interpersonal and organizational connections is the Social Exchange Theory (SET), which was first put forth by Peter Michael Blau in 1964. Fundamentally, SET asserts that people actively weigh the possible advantages and disadvantages of their contacts in order to determine their social behaviour. This theory explains how employees in the workplace form attitudes and behaviours based on how they perceive reciprocity, support, and justice in their job environment.

Employees in organizational settings are driven by social and psychological resources including respect, recognition, trust, and a sense of belonging in addition to financial incentives. Employees feel obligated to respond favourably when they believe that the company appreciates their contributions and is concerned about their welfare. This psychological, rather than contractual, exchange frequently manifests as positive professional behaviours that go above and beyond the call of duty (Cropanzano & Mitchell, 2005). These generally are known as organizational citizenship behaviours (OCBs) and include cooperating, supporting colleagues, promoting organizational goals, and exhibiting loyalty (Organ, 1988; Podsakoff *et al*., 2000). OCBs, including willingly helping a coworker, going to optional meetings, or being reliable and on time, are essential to an organization's overall efficacy and cohesiveness. These behaviours improve teamwork, morale, and production even if they are neither legally mandated nor explicitly rewarded. Employees are completing their end of an implicit social contract that is created by perceived organizational

support and fairness, according to SET, which provides a convincing explanation for why they participate in such extra-role behaviours.

On the contrary, employees may put in less effort or stop participating if they believe the company has not fulfilled its end of the bargain, either due to perceived unfairness, a lack of support, or unrecognized efforts. Reduced motivation, negativity, and ultimately organizational silence where staff members purposefully suppress important information, concerns, or suggestions can result from this unfavourable assessment of the social interaction (Morrison & Milliken, 2000; Pinder & Harlos, 2001). In certain situations, remaining silent turns become a coping strategy a means of avoiding confrontation, shielding oneself from possible criticism, or because speaking up is seen as pointless.

SET has further ramifications for how businesses handle relationships. According to the notion, employee attitudes like trust, psychological safety, organizational commitment, and engagement are directly impacted by the standard of exchange interactions, particularly those with management or organizational representatives (Wayne *et al*., 1997; Eisenberger *et al*., 1986). Employees are more inclined to speak up, be creative, and take initiative when they have positive interactions that are characterized by respect for one another and constant support. Low-quality interactions, on the other hand, can result in resistance, disengagement, or passive acquiescence, all of which hinder organizational flexibility and learning. The SET principles are especially important in settings like universities where participation, autonomy, and shared governance are expected. Lecturers members' perceptions of fairness, gratitude, and inclusion can have a big impact on whether they

participate in OCBs or keep quiet, which can have an impact on the atmosphere, cooperation, and efficacy of the institution.

2.8.2. Organizational Support Theory (OST)

Introduced by Eisenberger, Huntington, Hutchison, and Sowa (1986), Organizational Support Theory (OST) offers a useful theoretical framework for comprehending how workers perceive and react to their treatment in the workplace. The main idea behind OST is that employees form broad opinions about how much the organization appreciates their work and cares about their welfare; this is known as perceived organizational support (POS). Numerous employee attitudes and behaviours, including as dedication, motivation, and readiness to make extracurricular activities that advance the company, are influenced by these opinions.

High perceived organizational support (POS) provide employees the impression that their social, emotional, demands are being satisfied and that their efforts are valued. They are therefore more likely to respond in kind by exhibiting behaviours that go beyond official employment requirements and a greater degree of affective engagement (Eisenberger *et al*., 1986; Rhoades & Eisenberger, 2002). Among these behaviours are many types of organizational citizenship behaviour (OCB), like lending a hand to others, taking on more responsibility, or encouraging a healthy work atmosphere (Organ, 1997). For example, in educational environments, lecturers who feel encouraged by their educational institution may willingly mentor students, work with colleagues on research projects, or participate in university committees actions that improve the overall efficacy of the institution.

According to OST, organizational practices including acknowledgment, equitable treatment, chances for professional growth, and supervisor assistance all influence this feeling of support. Such behaviours foster psychological safety and motivate employees to go above and beyond the call of duty when they are seen as sincere and consistent (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). This procedure preserves a constructive working relationship based on trust and obligation between the company and its employees.

On the other hand, employees could take a low POS as an indication that their work is not appreciated or taken seriously. Emotional disengagement, low morale, and a reluctance to participate in constructive discussion can all be consequences of such views. The deliberate choice of employees to withhold feedback, concerns, or suggestions out of fear of unfavourable outcomes or a conviction that their input will not result in significant change is an important consequence of low POS (Milliken & Morrison, 2003; Morrison & Milliken, 2000). According to OST, remaining silent in the face of an unsupportive work environment is a reasonable and self-protective reaction. All things considered, the significance of perceived equality between the individual and the organization is emphasized by organizational support theory. Employees are more inclined to engage in civic engagement when they believe that the workplace is supportive. On the other hand, disengagement and silence could be the outcome of perceived exploitation or neglect. Therefore, OST offers an essential theoretical structure for investigating the causes and effects of organizational silence as well as OCB in knowledge-driven settings like universities.

2.8.3. Self-Determination Theory (SDT)

Deci and Ryan (1985) established a renowned psychological framework known as Self-Determination Theory (SDT), which explains human motivation and behaviour in organizational contexts. According to SDT, in order to promote optimal functioning, intrinsic motivation, and psychological well-being, people's basic psychological needs autonomy, competence, and relatedness must be met (Deci & Ryan, 2000). Employees are more likely to take in company aims and values when these needs are met, which fosters voluntary behaviours including organizational citizenship behaviour (OCB), sustained engagement, and creativity.

SDT describes relatedness as a sense of belonging and meaningful connection with people, competence as feeling effective in one's work and capable of obtaining desired objectives, and autonomy as the urge to feel in control of one's actions and decisions. Employees have a sense of choice and psychological ownership of their jobs when these demands are met in the workplace, which encourages self-initiated behaviours that support organizational goals (Ryan & Deci, 2000). Employees work in an atmosphere that encourages intrinsic motivation, where they are motivated by their own interests and approval rather than by compulsion or duty from outside sources.

SDT clarifies why certain employees willingly take on extra responsibilities, such assisting coworkers, volunteering for extra work, or making helpful recommendations, in the context of organizational citizenship behaviour. These actions are frequently motivated by internalized ideals and the satisfaction of psychological needs rather than being openly prescribed or rewarded by the outside world (Gagné & Deci, 2005). Employees are more likely to feel their jobs have purpose and

go above and beyond the call of duty when their employers provide them with environments that encourage autonomy, offer helpful criticism that improves performance, and cultivate solidarity.

On the other hand, these fundamental psychological demands might be denied in environments that are marked by dominating leadership, a lack of acknowledgment, and strained relationships with others. Employees may lose motivation in certain situations or use defensive coping mechanisms, such as organizational silence. According to SDT, employees may become silent if they believe their relatedness is in danger (e.g., lack of trust in peers or leadership), their competence is being compromised (e.g., their opinion is not recognized), or their autonomy is being limited (e.g., fear of speaking up). According to Deci, Connell, and Ryan (1989), these unfulfilled demands lower intrinsic motivation and discourage proactive participation and communication. The intellectual and independent nature of educational endeavors makes the SDT principles especially applicable in educational institutions like universities. Instructors members are more likely to participate in voluntary academic service, research collaboration, and mentoring all of which are characteristics of OCB in the academic setting when they believe that their autonomy is valued, their professional contributions are recognized, and they have a meaningful relationship with both administration and their peers. Institutional efficacy may be hindered if these demands are not met, as this could lead to silence, disengagement, and poor performance.

2.8.4. Job Demands-Resources Model (JD-R)

Developed by Demerouti *et al*. (2001), the Job Demands–Resources (JD-R) Model is a flexible and comprehensive conceptual structure that explains employee motivation, well-being, and work performance in a variety of occupational settings. Job demands and job resources are the two broad categories into which the JD-R model divides all job features, in opposition to previous models that only addressed particular job pressures. This duality enables scholars and professionals to evaluate the ways in which different elements of the workplace might simultaneously affect employee motivation and pressure. The term "job demands" describes the organizational, social, psychological, and physical components of a job that necessitate continuous effort and are thus linked to specific psychological or physiological consequences. High workloads, emotional demands, role conflicts, and time constraints are a few examples (Demerouti *et al*., 2001). A person may experience burnout and disengagement if they are unable to handle the demands of their profession, even though they are not always bad. According to Bakker and Demerouti (2007), job resources, on the other hand, are those organizational, social, psychological, or physical elements that support the accomplishment of work objectives, lessen workplace pressures, or promote learning, development, and personal growth. Autonomy, performance reviews, encouraging leadership, and career progression are a few examples.

According to Bakker and Demerouti (2017), the JD-R model suggests two main processes: a health impairment process that causes employees to burn out due to excessive job demands depleting their mental and physical resources, and a motivational process that improves work engagement and results in better performance and organizational citizenship behaviour. The model thus takes into

consideration both the advantages and disadvantages of various work situations. According to the JD-R model, employees are more likely to exhibit high levels of engagement and motivation in the context of organizational citizenship behaviour (OCB) when they have access to sufficient job resources, such as role clarity, supportive supervision, and recognition (Xanthopoulou *et al*., 2009). These factors encourage discretionary and extra-role behaviours. Engaged employees are more likely to take initiative, assist their coworkers, and contribute to a healthy work environment all of which are essential elements of OCB.

On the other hand, the JD-R model's health impairment pathway provides insight into organizational silence. Employees may experience emotional exhaustion or disengagement when job demands, such as organizational politics, fear of reprisals, or position uncertainty, are high and not adequately offset by resources. Withholding recommendations, worries, or helpful criticism may cause individuals to withdraw both intellectually and behaviourally as a result of this illness (Van Dyne *et al*., 2003). Therefore, in the face of excessive demands and little support, silence might be a self-defense strategy. The JD-R structure is especially applicable in educational environments where performance standards, intellectual labor, and cooperative teamwork are essential. Whether lecturers participate in OCB or remain silent is greatly influenced by the balance or lack thereof between resources like academic freedom, leadership support, and peer recognition and demands like administrative workload or publishing pressure. The JD-R model offers a thorough framework for comprehending the causes and effects of organizational silence and OCB by highlighting both the stress-related and motivating components of work.

2.8.5. Conservation of Resources (COR) Theory

Hobfoll (1989) established the Conservation of Resources (COR) Theory, which provides a stress-oriented structure for comprehending individual motivation and behaviour in the workplace. Individuals are driven to get, safeguard, and hold onto resources they value, according to the core principle of COR theory. These resources can be divided into four primary categories: conditions (e.g., employment, tenure), personal traits (e.g., self-efficacy, optimism), energies (e.g., time, effort, knowledge), and objects (e.g., tools, physical conditions) (Hobfoll, 2001). When these resources become threatened, decrease or are not sufficiently restored following a substantial effort, pressure occurs.

COR theory has been useful in organizational settings for explaining how employees react to challenging work circumstances. Employees constantly seek to protect their resources, and they may display defensive behaviours like burnout, withdrawal, or organizational silence when they anticipate or experience resource loss due to factors like psychological pressure, an overwhelming workload, or a lack of support. On the other hand, people are more likely to act in proactive, positive ways, such as practicing organizational citizenship behaviour (OCB), when they feel that resources are plentiful or when they obtain access to them (Halbesleben *et al*., 2014).

The "primacy of resource loss" (Hobfoll, 1989) is the idea that resource loss has a proportionately greater impact than resource gain, according to COR theory. This idea explains why people tend to react more strongly to unpleasant working experiences than to positive ones. An employee who repeatedly feels that their opinions are not valued, for instance, would start to save emotional and

mental energy by refusing to provide more feedback, which would foster the culture of silence (Pinder & Harlos, 2001). It becomes more difficult for the person to re-engage without outside assistance or substantial resource restoration as a result of this pattern of loss, which eventually turns into a cycle of resource loss.

However, resource gain like access to professional development, management support, or recognition can start a resource gain cycle. Such benefits increase the likelihood that workers will feel motivated, psychologically secure, and able to exert discretionary effort, all of which will benefit the company through OCB (Llorens *et al*., 2007). Even though they are rarely listed in official job descriptions, these behaviours are crucial to the operation of organizations, especially in cooperative settings like educational institutions. COR theory is especially applicable in higher education environments where collaborative support, autonomy, and information sharing are essential. Lecturers who are dealing with a lot of work, research demands, and institutional burdens may feel as though their resources are running low, which makes them more likely to remain silent or disengaged. Access to support networks, like open communication, academic freedom, and peer cooperation, can replenish these assets and promote actions consistent with good corporate responsibility.

2.8.6. Leader-Member Exchange (LMX) Theory

The Leader-Member Exchange (LMX) Theory offers a relational framework for understanding how employee attitudes and behaviours within businesses are impacted by the quality of leadership.

Initially formulated by Graen and his associates (Dansereau, Graen, & Haga, 1975; Graen & Uhl-Bien, 1995), the theory asserts that leaders establish unique, collaborative connections with every subordinate, leading to varying degrees of mutual trust, respect, and responsibility among their team members. In the workplace, these distinct relationships give rise to in-groups and out-groups.

High-quality interactions between in-group employees and their leaders are usually marked by open communication, mutual trust, support, and easier access to resources or possibilities for growth. These employees are more likely to participate in organizational citizenship behaviours (OCBs) including making suggestions, helping coworkers, or volunteering for extra work because they feel appreciated and are more satisfied with their jobs (Ilies, Nahrgang, & Morgeson, 2007). Members of the outgroup, on the other hand, frequently engage in low-quality relationships that are characterized by formal, contractual interactions. They may consequently experience feelings of exclusion, undervaluation, or lack of support, which can result in low morale, emotional disengagement, and in certain situations, organizational silence (Liden, Wayne, & Stilwell, 1993).

One of the main claims of LMX theory is that employee motivation and discretionary behaviour are strongly influenced by the standard of leader-member relationships. Psychological safety the conviction that one may express oneself without worrying about unfavourable outcomes is a benefit of high-quality LMX connections for employees (Kahn, 1990). Open communication, helpful criticism, and voluntary participation in activities outside of official job definitions are all encouraged in this setting. Employees may, on the other hand, decide to keep quiet even when they

have insightful opinions when leader-member relationships are tense or transactional because they fear retaliation ineffectiveness, or a lack of support (Morrison & Milliken, 2000).

Additionally, LMX theory highlights how social exchange processes influence employee behaviour. High-quality LMX relationships are reciprocal, which motivates staff members to "repay" their leaders for their confidence and assistance by exerting more effort, thereby sustaining a positive feedback loop (Graen & Uhl-Bien, 1995). This is especially crucial in places like universities, where lecturers participation in institutional projects, mentorship, and committee work all types of OCB is greatly influenced by relational trust and leadership support.

Deans, department heads, and other administrative leaders are essential in fostering positive LMX connections with lecturers in educational environments. These leaders build environments that encourage participation and voice when they encourage responsiveness, inclusion and professional growth. However, the relational gap grows and staff members are more likely to withdraw and remain silent when leadership is viewed as uncaring, hierarchical, or non-participatory.

2.8.7. Organizational Justice Theory

A crucial structure for understanding how employees assess workplace justice and how these views affect their behaviour, motivation, and participation is offered by organizational justice theory. The proposal, which has its roots in the larger field of social psychology, was put out by scholars like Greenberg (1987), who highlighted how employees' attitudes and behaviours within firms are heavily influenced by their perceptions of fairness. The three main dimensions of distributive justice,

procedural justice, and interactional justice are commonly used to conceptualize the theory. The term "distributive justice" describes how equitable individuals believe certain outcomes or resource distributions like compensation, promotions, workload, or recognition are. Transparency, consistency, and the right to voice are all aspects of procedural justice that pertain to how equitable the procedures are that determine such results. Interactional justice, which is frequently further subdivided into informational and interpersonal justice, pertains to the sufficiency of decision-makers' justifications as well as the fairness and respect of interpersonal treatment (Colquitt, 2001). Workers are more likely to believe that the company values and respects them when they believe that these aspects of fairness are maintained.

Both organizational silence and organizational citizenship behaviour (OCB) are significantly impacted by these views of justice. Increased job satisfaction, trust in management, and the tendency of employees to act outside of their roles in order to further the organization are all linked to high levels of organizational justice (Moorman, 1991; Organ, 1997). Fairness makes employees more likely to go above and beyond the call of duty, supporting organizational efforts, assisting coworkers, and fostering a healthy work environment. On the other hand, negative emotional responses like resentment, dissatisfaction, or a sense of betrayal can be brought on by perceived unfairness and may lead to withdrawal behaviours. Organizational silence is one of such reaction, in which staff members decide not to voice concerns, make recommendations, or disclose wrongdoing because they think doing so would be ineffectual or result in retaliation (Morrison & Milliken, 2000). In this sense, employees use their ideas of fairness as a psychological tool to weigh the

advantages and disadvantages of voice behaviour. Silence turns into a form of protest or self-defense when there is a lack of organizational justice.

In academic environments, where collegial connections, openness in decision-making, and fair resource distribution are essential to institutional integrity and effectiveness, the need of organizational justice is especially evident. Lecturers may withdraw or withhold their opinions from governance procedures if they believe that there is procedural injustice, such as unclear promotion standards or partiality in administrative choices. This would hinder organizational creativity and flexibility. Furthermore, superiors and managers have a significant influence on how people view justice. In addition to setting an example of acceptable behaviour, leaders who treat their employees fairly foster a culture in which they feel psychologically comfortable raising issues and making contributions. However, leadership that is inconsistent, ignorant, or dismissive can damage these impressions, solidifying silence and weakening civic virtues.

2.9. Theoretical Framework

This study centers around an understanding of how informal voluntary actions and workplace communication patterns combine to affect employee well-being and organizational functioning. This concept is based on the understanding that university lecturers, as employees of knowledge, labor in elaborate institutional systems where informal citizenship behaviours, voice, trust, and justice all have a big impact on how well an organization performs. The foundation of the framework is the idea that employees operate in interconnected structural and psychological

domains. Experiences in the social, professional, and institutional domains influence their behavioural reactions, such as displaying citizenship behaviours or participating in organizational silence. Since the obligations of learning, study, mentoring, and administrative responsibilities coexist with individual values, organizational culture, and institutional expectations, these fields greatly overlap for university lecturers. The way these dimensions interact affects whether employees feel encouraged to speak up or pressured to keep quiet.

Lecturers are more likely to participate in Organizational Citizenship Behaviour (OCB), which is defined as volunteer activities that go above and beyond the call of duty to assist coworkers, enhance institutional procedures, and promote a positive work environment, when they believe that their organization is fair and supportive. However, individuals may turn to Organizational Silence—withholding information, ideas, or concerns that could otherwise benefit the institution—when they encounter organizational injustice, fear unfavourable outcomes, or lack perceived organizational support. This theoretical perspective acknowledges the applicability of the Social Exchange Theory (Blau, 1964), which holds employees reward equitable treatment with constructive workplace conduct. Lecturers are more likely to reciprocate through loyalty, trust, and extra-role behaviours (OCB) when they believe their opinions are heard and their contributions are acknowledged. On the other hand, disengagement or silence as a kind of self-defense may result from perceived unfairness or mistreatment.

Similar to this, the Organizational Support Theory (Eisenberger *et al*., 1986) supports the notion that employees' motivation and behaviour are greatly influenced by their perceptions of the support they

receive from their organizations. Lecturers are more likely to show dedication and initiative when they believe their opinions are acknowledged and their well-being is respected. Low perceived support, on the other hand, might lead to silence and a decreased desire to go above and beyond the call of duty. The Leader-Member Exchange Theory (Graen & Uhl-Bien, 1995) is another source of inspiration for this framework. It emphasizes the significance of the standard of the connections between lecturers and their department heads. While bad leader-member interactions can strengthen hierarchical barriers and communicative retreat, good interactions promote trust and open communication, decreasing silence and promoting OCB. Furthermore, the theoretical framework integrates perspectives from Organizational Justice Theory (Greenberg, 1990), which asserts that employee attitudes and behaviours are directly impacted by perceptions of justice in procedures, treatment, and results. While lecturers who feel fair are more likely to participate constructively, those who feel unfair may not speak up or participate informally.

In light of the University of Benin's educational environment, these dynamics are particularly significant. Lecturers may be under pressure to remain silent while having insightful criticism or recommendations in an environment that is frequently characterized by structural difficulties, such as a lack of funding, administrative restrictions, and unequal management techniques. At the same time, a great deal of discretionary effort is needed to meet the institutional expectations for high productivity and collaboration. These conflicting demands can lead to psychological strain, which can affect an individual's well-being as well as the effectiveness of the institution. This theoretical framework offers a comprehensive perspective for analyzing how university lecturers'

organizational silence and organizational citizenship behaviour interact. It draws attention to the ways in which leadership relationships, support, equity, and perceived reciprocity influence lecturers' choices to speak up or keep quiet. This framework gives an advanced understanding of behaviour in academic institutions and serves as a foundation for fostering healthier and more productive employment cultures by acknowledging both psychological and organizational effects.

2.10. Empirical Studies on Organizational Silence and OCB

The complex and interrelated nature of organizational silence and organizational citizenship behaviour (OCB), particularly in educational environments, is highlighted by empirical study conducted in a variety of national and institutional environments. In fact, both concepts frequently coexist even though they seem to reflect opposite behavioural tendencies—OCB showing proactive, voluntary contributions outside formal job definitions, and organizational silence signifying withdrawal or disengagement. Scholarly interest in the issue has grown, especially in relation to how employee views, leadership philosophies, and institutional structures influence these behaviours.

Organizational silence has often been seen as a coping strategy against systemic dysfunctions in Nigerian public universities like the University of Benin. Open communication is discouraged by elements like hierarchical decision-making procedures, poor avenues for employee input, heavy administrative workloads, and a lack of transparent communication. According to Oguegbe, Anyikwa, and Uchenwamgbe (2014), faculty members at Nigerian universities frequently keep their

opinions to themselves out of fear of retaliation or the conviction that their suggestions won't result in significant change. This supports the claim made by Morrison and Milliken (2000) that silence is frequently institutionalized and turns into a standard survival tactic, especially in environments that are seen as disciplinary or unsupportive. It's interesting to note that OCB can still be present at the same time. Many Nigerian lecturers continue to demonstrate OCBs, such as helping colleagues, mentoring students outside of their official responsibilities, and actively participating in academic events, despite sentiments of disengagement and a lack of institutional support, according to Ajayi *et al*. (2020). This implies that even in situations where institutional restraints prevent free speech, cultural, professional, and personal values especially a strong dedication to advancing one's education can inspire discretionary conduct.

Similar trends are found in international research. In their research on employees in high-knowledge firms, Detert and Edmondson (2011) discovered that although people continued to practice good citizenship behaviours including cooperation and proactive problem-solving, they frequently decided to keep quiet about organizational concerns out of fear or frustration. These results cast doubt on the notion that silence always comes with disengagement and instead point to a more complex, adaptive behavioural strategy where people attempt to uphold their professional obligations while balancing the dangers of speaking up. Silence and OCB are also significantly shaped by the sense of organizational support. Employees are more likely to exhibit OCB when they feel that the company values their contributions and well-being, according to Podsakoff *et al*. (2009) and Rhoades and Eisenberger (2002). On the other hand, employees may become discouraged and

decide to silence themselves as a form of psychological self-defense when they witness disregard, unfairness, or disinterest. These dynamics are made worse at the University of Benin by a lack of incentive structures for non-task behaviours, inadequately designed feedback systems, and resource constraints, all of which can lower employee morale and unintentionally encourage "silent" citizenship.

Furthermore, research has indicated that structural and demographic factors influence the prevalence of OCB and silence. For example, Okediran and Akinwale (2017) found that female faculty members, contract lecturers, and younger academic staff in Nigerian institutions were more likely to hold back from voicing opposition because they were worried about social retaliation and job security. However, these same groups frequently participate in OCBs, maybe as a calculated tactic to gain institutional favour and raise their profile. This illustrates what Van Dyne, Ang, and Botero (2003) refer to as "acquiescent silence," in which participation in other organizational domains is not prohibited despite silence being passive and dependent.

Furthermore, Olowookere and Adejuwon (2015) noted that organizational citizenship behaviour frequently arises in Nigerian universities due to peer pressure, cultural expectations, and individual identities as lecturers rather than official institutional promotion. Without strong support networks, lecturers at schools like the University of Benin can see OCB as a duty rather than a return on organizational investment. This could help to explain why Nigerian academics continue to carry out vital non-mandatory tasks that are necessary for the academic community to function, even in the face of high levels of discontent and organizational silence.

When combined, these studies offer a complex and perhaps contradictory picture of how academics behave when working in settings with limited resources. Employees adopt adaptation methods to deal with complicated and sometimes contradictory institutional realities, and organizational silence and OCB are not mutually exclusive. Employees can silence their voices while also acting in ways that further the organization's goals in environments like the University of Benin, which is marked by bureaucratic inefficiencies, little chances for upward communication, and high expectations of lecturers. This conflict emphasizes the academic staff's persistence while also highlighting the pressing need for institutional changes that support inclusive decision-making, foster open communication, and acknowledge employee contributions.

2.10.1. Research Gaps

Although organizational silence and organizational citizenship behaviour (OCB) have been extensively researched, there are still a lot of unresolved inquiries, especially in the context of Nigerian university. The distinctive institutional, structural, and cultural circumstances of Nigerian universities have received little attention in the majority of study, which has concentrated on Western institutions. The following significant gaps are addressed by this study:

i. **Limited Focus Given to Lecturers in Nigerian Universities**

   A small number of empirical studies focus on Nigerian universities, despite the fact that OCB and organizational silence have been thoroughly examined in affluent nations. Among

the unique difficulties faced by lecturers at universities like the University of Benin include inadequate infrastructure, inconsistent pay scales, political meddling, and restricted access to research funds (Omonijo, Nnedum, & Fadugba, 2014). These circumstances not only affect how engaged employees are at work, but they also limit their ability to raise issues or take part in decision-making. Nevertheless, a lot of lecturers continue to show their dedication in spite of these limitations by engaging in OCB-related behaviours like research cooperation, mentorship, and voluntary involvement in academic events.

ii. Insufficient Combination of Organizational Silence and OCB

The propensity to view organizational silence and OCB as mutually exclusive behaviours—OCB as an indication of profound commitment, and silence as a sign of disengagement—represents a significant research gap. However, empirical research indicates that both behaviours can and frequently do coexist, especially in environments with constraints (Detert & Edmondson, 2011). For instance, academics may refrain from raising problems for fear of reprisal, yet they nevertheless act as citizens out of a sense of duty or professional identity. Despite being understudied in contemporary scholarship, this delicate behavioural dualism is especially relevant in academic institutions such as the University of Benin.

iii. Ignorance of environmental and cultural factor

The majority of the literature now available on organizational behaviour is based on theories created in Western, individualistic cultures where formal grievance procedures, autonomy, and boldness are common. Nigeria's collectivism culture, on the other hand, places a higher

value on social peace, respect to authority, and communal responsibilities elements that may both encourage silence and inspire selfless deeds like lending a hand to employees or volunteering for departmental tasks (Hofstede, 2010; Aina, 2018). Despite the fact that these cultural norms greatly influence the manifestation of silence and OCB, academic frameworks that are applied to Nigerian situations hardly ever incorporate them.

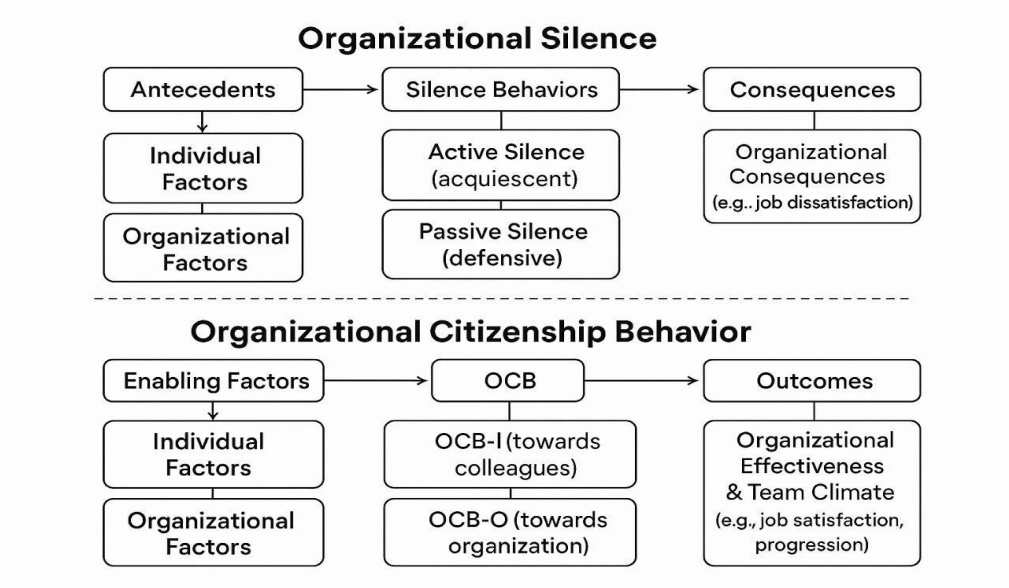
iv. Absence of Policy Frameworks and Institutional Support

The University of Benin is one of several Nigerian universities that lack institutional frameworks and organized policies that promote employee welfare, acknowledge OCB, or establish safe places for employee expression. Research has indicated that the lack of fair promotion procedures, counseling services, feedback mechanisms, and workload management guidelines leads to mental exhaustion and organizational silence (Ololube, 2015). In spite of this, hardly many research have thoroughly examined how these institutional shortcomings affect university lecturers behavioural decisions.

v. Context-specific research at the University of Benin is scarce.

Research on how the unique institutional culture, leadership styles, and operational difficulties of the University of Benin, one of Nigeria's top federal universities, influence lecturer behaviour is scarce. This restricts stakeholders' capacity to create evidence-based policies that are suited to the particular circumstances of the university. Closing this gap provide more focused insights into the interactions between organizational silence and OCB in an educational setting.

2.11. Conceptual Framework



The integrated conceptual framework used in this study emphasizes the relationship between Organizational Citizenship Behaviour (OCB) and Organizational Silence in institutional settings, especially in Nigerian institutions. The approach is based on the dual influence of organizational and individual factors, which shape citizenship behaviours and silence, respectively, by acting as

antecedents or facilitators. These behavioural results also lead to either favourable or unfavourable organizational outcomes.

The diagram illustrates these components in two interconnected pathways, showing how several elements work together to either promote extra-role participation (OCB) or repress voice (silent). Understanding those complex behavioural dynamics of academic staff working in hierarchical, bureaucratic, resource-constrained systems like those frequently found at Nigerian public universities requires an integrative viewpoint.

i. Pathway for Organizational Silence

The deliberate withholding of work-related thoughts, worries, or feedback by employees is known as organizational silence. This process is shown in the diagram starting with antecedents, which fall into two main categories:

- Individual factors; Fear of reprisals, past bad experiences, low self-efficacy, or pessimism about the significance of their input are examples of individual factors. For example, lecturers may choose to be silent as a protective tactic if they have encountered negative reactions for speaking up.
- Organizational factors; Autocratic leadership, a lack of participatory governance, ambiguous communication routes, and a culture that discourages criticism are examples of organizational factors. Lecturers may believe that speaking up is pointless or even dangerous in places like the University of Benin, where bureaucratic inactivity may rule.

Silence behaviours are shaped by these antecedents and can be divided into:

- Active Silence (Acquiescent Silence): Passive resignation in which people keep quiet because they think their voice won't matter, not because they are afraid. It displays disengagement brought on by taught helplessness or apathy.
- Defensive silence, sometimes known as passive silence, is a defensive tactic in which people purposefully keep their opinions or worries to themselves in order to prevent confrontation, reprisals, or danger to their careers. This is typical of temporary or junior employees who could feel exposed in institutional power structures.

As the diagram illustrates, silent behaviours can have negative and far-reaching effects. Among them are

- Job dissatisfaction
- Reduced morale and motivation
- Suppressed innovation and creativity
- Breakdown in communication and trust
- A toxic organizational climate:

These consequences have the potential to compromise the fundamental goals of universities, particularly when departmental silence becomes the norm and leadership ignores or fails to address systemic problems.

ii. Pathway for OCB: Organizational Citizenship Behaviour

Conversely, OCB describes employees' discretionary acts that go above and beyond the call of duty but support the organization's overall operation. Like silence, the framework outlines two enabling elements that impact OCB:

- Individual factors; Include things like benevolence, professional identity, emotional intelligence, intrinsic motivation, and personal integrity. Even when it's not officially mandated, lecturers who genuinely care about the success of their students and the advancement of the institution may choose to helpfully assist others.
- Organizational factors; Include a collaborative culture, honest communication, equitable incentive systems, supportive leadership, and recognition procedures. Educational employees who have these are more likely to display OCB.

Additionally, the diagram separates OCB into two types:

- Behaviours aimed at employees or individuals within the organization, such as helping coworkers, mentoring students, or providing emotional support during institutional issues, are referred to as OCB-I (Organizational Citizenship Behaviour-Individual).
- Behaviours aimed toward the institution as a whole, such as serving on committees, representing the university outside of the university, or starting departmental changes, are referred to as OCB-O (Organizational Citizenship Behaviour-Organization)

  According to the diagram, the results of OCB are generally positive and desirable. These consist of:

- Improved efficiency of the organization

- improved collaboration and team atmosphere
- Increased retention and job satisfaction
- Improved performance and image of the institution

iii. Connecting the two constructs

This framework's main finding is that OCB and organizational silence can coexist in the same institutional setting. At first look, this can seem contradictory OCB denotes active input, while silence implies disengagement but research indicates that they are not mutually exclusive. Indeed, a large number of university lecturers, especially at Nigerian institutions such as the University of Benin, may concurrently:

- keep quiet about problems like inadequate infrastructure, inconsistent policies, or ineffective administrative practices out of fear, despair, or taught inaction, while at the same time
- Take part in OCB via mentoring, planning events, or helping colleagues out of a sense of civic duty, professional pride, or moral obligation.

This distinction represents a type of adaptive behaviour influenced by institutional conditions in which it is risky to speak up but unacceptable to disengage. Employees may decide to use OCB as a safer means of expressing loyalty and value while remaining silent in situations where providing feedback is not accepted or encouraged.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the overall plan for collecting, analyzing, and interpreting data in a way that ensures the study's objectives are effectively addressed. The design offers a structured framework that guides the research process from data collection to analysis, ensuring reliability, validity, and relevance of the findings. The methodological approach adopted for the study is described in detail, including the procedures and strategies employed to investigate the relationship between organizational silence and organizational citizenship behaviour among university lecturers.

3.2. Research Designs

This study adopted the cross-sectional survey research design. A cross-sectional design entails collecting data from a sample of respondents at a single point in time, enabling the researcher to examine the relationships between variables without manipulating them (Creswell, 2014; Bryman, 2016). The choice of this design was informed by the study's objective, which sought to determine the relationship between organizational silence and organizational citizenship behaviour among lecturers at the University of Benin. By collecting all necessary data simultaneously, the cross-sectional approach allowed the study to capture the prevailing conditions within the institution in an efficient and cost-effective manner (Saunders, Lewis, & Thornhill, 2019).

The survey design offers the flexibility to collect both demographic and important data within the same instrument, allowing for richer analysis and interpretation (Babbie, 2013). It also minimizes the possibility of significant environmental or institutional changes occurring during the data collection phase, ensuring that the responses reflect a consistent organizational setting. Finally, it is appropriate for studies involving large populations, where longitudinal tracking would be impractical (Leavy, 2017).

For this study, a structured questionnaire served as the primary instrument of data collection. The questionnaire was designed to obtain information on the study variables and relevant demographic characteristics. To ensure clarity, the instrument was divided into sections: Section A gathered demographic information such as gender, age, academic rank, years of teaching experience, and faculty; Section B addressed items related to organizational silence; and Section C focused on organizational citizenship behaviour.

The cross-sectional survey design was especially beneficial because it allowed for anonymity, which is crucial when examining workplace phenomena that might involve sensitive perceptions or experiences (Cohen, Manion, & Morrison, 2018); conducting the questionnaire in private reduced the possibility of social desirability bias and encouraged participants to be honest; and it supported a

wide reach because questionnaires could be distributed quickly across various departments and faculties without interfering with the academic schedule.

To guarantee consistency in the organizational circumstances under which responses were gathered, data collection was conducted within a well defined time opening. The questionnaire was sent to all participants in the same version, with explicit instructions on how to fill it out at the start. Because the survey was self-administered, participants were free to work at their own pace, which decreased stress and raised the possibility of accurate answers.

Other strategies, including experimental and longitudinal designs, were taken into consideration while choosing this strategy. However, as there was no variable manipulation or establishment of treatment and control groups, the experimental design was judged unsuitable. Despite being helpful for monitoring changes over time, the longitudinal strategy was not feasible due to the research's time and budget limitations. Therefore, the most effective and methodologically sound option for accomplishing the study's goals was the cross-sectional survey design (Robson & McCartan, 2016).

3.3 The Population and Sampling

The National Universities Commission (NUC) Statistical Digest (2017) reported that the University of Benin had a total of 1,884 academic staff members, comprising 1,318 males and 566 females. This figure provided the baseline for defining the population of the present study.

The study population consisted of all lecturers at the University of Benin, Nigeria. The institution was selected because of its large and diverse academic environment, which includes lecturers from different educational, cultural, ethnic, and gender backgrounds. Such diversity offered a sound basis for investigating the relationship between organizational silence and organizational citizenship behaviour (OCB), as it increased the likelihood of obtaining perspectives that are both varied and representative of the academic workforce.

A multistage cluster sampling technique was combined with convenience sampling to select respondents. Multistage cluster sampling is particularly useful when dealing with large and dispersed populations, as noted by Agbonifoh and Yomere (1999). In this study, the faculties of the University of Benin were treated as primary clusters, from which selected faculties were drawn to ensure coverage across different academic disciplines. Within these selected faculties, convenience sampling was used to identify lecturers who were accessible and willing to participate. This approach was considered appropriate given the heavy workloads and varying schedules of academic staff, as highlighted by Sekaran and Bougie (2016).

The sample size was calculated using Taro Yamane's (1967) formula for sample size determination:

$$n = \frac{N}{1+N(e^2)}$$

Where:

n = sample size

N = population size

e = level of significance (0.05)

$$n = \frac{1884}{1+1884(0.05^2)} = 324$$

The computation suggested that the statistically ideal sample size was approximately 324 lecturers. However, considering the constraints of time, resources, and access typical of field surveys, the final sample size was pragmatically reduced to 200 lecturers. This figure still falls within the acceptable range for correlational research and meets the minimum requirements for robust statistical analysis, as recommended by Hair *et al*. (2019).

3.4. Operationalisation and Measurement of Variables

In this study, one independent variable and one dependent variable were used. The behaviour of organizational citizenship (OCB) was the dependent variable. Organizational silence was the independent variable. The operationalization and measuring questions were divided into sub-sections based on the determined aspects of the independent variable (organizational silence) and the dependent variable (organizational citizenship behaviour). Every research variable item was scored on a 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree."

The Dependent Variable

Organizational Citizenship Behaviour (OCB): A 24-item scale modified from Podsakoff, MacKenzie, Moorman, and Fetter (1990) was used to measure this. The five sub-dimensions of the OCB scale developed by Podsakoff *et al*. (1990) are civic virtue, sportsmanship, conscientiousness, altruism, and courtesy. These dimensions capture behaviours that support the efficient operation of the organization and go beyond formal job requirements. Conscientiousness, sportsmanship, and civic virtue are categorized as organizational OCB since they are aimed at the organization's advantage, but altruism and courtesy are largely interpersonal in character and are therefore classified as interpersonal OCB. Considering the goals of the study, the OCB scale developed by Podsakoff *et al*. (1990) might be the most suitable.

Sample items for altruism include “to what extent do employees voluntarily assist others who have heavy workloads?” and “to what extent do employees willingly help others who have been absent from work?” Sample items for conscientiousness include “to what extent do employees adhere strictly to organizational rules, regulations, and procedures, even when no one is watching?” and “to what extent do employees exhibit punctuality in attending work and meetings?” Sample items for sportsmanship include “to what extent do employees refrain from complaining about trivial matters?” and “to what extent do employees maintain a positive attitude even in difficult situations?” Sample items for courtesy include “to what extent do employees consider the impact of their actions on co-workers before acting?” and “to what extent do employees take steps to prevent work-related problems with others?” Sample items for civic virtue include “to what extent do

employees keep up with developments in the organization?" and "to what extent do employees actively participate in organizational meetings and functions?"

A 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," was used to measure the responses. For the Podsakoff *et al*. (1990) OCB scale, Cronbach's alpha reliabilities usually fall between 0.85 and 0.93 (Podsakoff *et al*., 1990; Organ, Podsakoff, & MacKenzie, 2006).

The Independent Variable

Organizational Silence: A 15-item scale modified from Van Dyne, Ang, and Botero (2003) was used to measure this. Acquiescent, defensive, and prosocial silence are the three sub-dimensions of the Van Dyne *et al*. (2003) organizational silence scale. Different reasons for keeping work-related thoughts, facts, or opinions hidden are reflected in these aspects. Prosocial silence is withholding information to benefit other people or the organization, frequently out of loyalty or concern; defensive silence is withholding information as a form of self-defense against possible negative consequences; and acquiescent silence is withholding ideas because of resignation or disengagement. Given the goals of the study, the Van Dyne *et al*. (2003) organizational silence scale might be the most suitable.

Sample items for acquiescent silence include "to what extent do employees choose to remain silent because they feel speaking up will not make any difference?" and "to what extent do employees withhold work-related suggestions because they have given up trying?" Sample items for defensive silence include "to what extent do employees avoid sharing information to protect themselves from

negative reactions?" and "to what extent do employees keep certain work-related information to themselves to avoid being blamed?" Sample items for prosocial silence include "to what extent do employees choose not to share information that could harm others in the workplace?" and "to what extent do employees remain silent to protect the image of the organization?"

A 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," was used to measure the responses. The Van Dyne *et al*. (2003) organizational silence scale has Cronbach's alpha reliabilities that normally fall between 0.78 and 0.91 (Van Dyne *et al*., 2003; Knoll & van Dick, 2013).

3.5. Source of Data

This study utilized primary data, which was collected using a well-structured questionnaire that was tailored to the objectives of the investigation and personally distributed to lecturers from different faculties at the University of Benin in Edo State, Nigeria. The selection of primary data was deemed appropriate because it offered first-hand, relevant, and specific information straight from the target population, improving the validity and accuracy of the research findings.

3.6. Research Instrument

Data was gathered using a standardized questionnaire. Respondents were instructed to check the appropriate boxes to indicate their answers to the 38 structured items in the research instrument.

Section A, Section B, and Section C comprised the three (3) sections of the questionnaire. Respondent demographic data, including sex, age, marital status, years of service, academic rank, and faculty/college, were included in Section A. Items evaluating organizational silence were included in Section B, while items measuring organizational citizenship behaviour (OCB) were included in Section C. A five-point Likert scale, with Strongly Agree (5) and Strongly Disagree (1) as the extremes, was used to rate each item in Sections B and C. Greater support of the construct was indicated by higher scores, however for reverse-coded items, Higher endorsement of the notion was reflected by lower scores.

3.7. Field Work

Under the supervision of the researcher at the University of Benin, the research instrument was administered. Direct copies of the questionnaire were given to lecturers in the chosen colleges and faculties. The respondents' cooperation and desire to participate were encouraged by the careful timing of the approach, which did not conflict with their administrative or academic obligations. The respondents were given a thorough explanation of the study's objectives before filling out the questionnaire, and they were given the assurance that their answers would remain anonymous and confidential. Respondents were urged to give truthful and considerate responses, and participation was completely voluntary. The instrument was given enough time to be completed, and the researcher purposefully tried to collect the majority of the questionnaires in person to guarantee a high return rate and lower the possibility of lost copies.

Alternative plans were put in place for collection at a more opportune time in cases where respondents were unable to finish the questionnaire right away. This adaptable yet methodical technique guaranteed that the data gathered were genuine, trustworthy, and representative of the respondents' actual opinions while also reducing non-response.

3.8. Method of Data Analysis

The study included both descriptive and inferential statistical approaches to analyze the data that were gathered. The study variables and the demographic features of the participants were summarized and presented using descriptive statistics, which included mean scores, frequency tables, and simple percentages. An outline of the data distribution and the broad trends among participants was given by these.The study's hypotheses were tested using inferential statistics in addition to descriptive approaches. In particular, Analysis of Variance (ANOVA) and independent t-tests were used to see whether responses from particular demographic groups and organizational characteristics differed statistically significantly. These analyses aided in determining how the sampled respondents differed in terms of organizational silence and organizational citizenship behavior (OCB).Additionally, Structural Equation Modelling (SEM) was used to estimate the hypothesised study model. Deeper understanding of the structural links between organizational silence and organizational citizenship behavior was made possible by the evaluation of the direct correlations between the independent and dependent variables, which made this analytical approach appropriate.

Several model fit indices were used to assess the sufficiency of the SEM results. These included parsimony fit, incremental, and absolute fit indices, which collectively guaranteed the validity and robustness of the findings. The structural model was estimated and confirmatory factor analysis was conducted using the Analysis of Moment Structures (AMOS) software version 24.0. Additionally, if required, descriptive statistics and preliminary statistical analysis were conducted using the Statistical Package for the Social Sciences (SPSS) version 24.0.The study's combination of descriptive, inferential, and structural modeling methodologies guaranteed a thorough examination of the data, which improved the validity, reliability, and trustworthiness of the findings and conclusions that emerged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, RESULT, AND INTERPRETATION

4.1 Introduction

This chapter presents an analysis of the data generated for the study. The chapter begins with the analysis and presentation of the bio-data of the respondents; after which, a descriptive analysis, which involved the use of simple percentages, frequency, and mean, was employed in achieving the specified objectives of the study. Thereafter, a multiple regression and bivariate correlation analysis were conducted to test the stated hypothesis.

A total of one hundred (100) copies of the questionnaire were distributed by the researcher to academic staff at the University of Benin, Benin City, Edo State, to gather data on the subject of study. Out of the copies distributed, 96% of the copies were retrieved. Responses obtained from the respondents are analyzed in this section, and the chapter ends with a discussion of the study's findings.

4.2 Demographics of Respondents

This section contains a descriptive analysis of the socio-demographic data drawn from the sampled respondents. The socio-demographic variables include the age, gender, marital status, years of service, and job rank/status of the respondents. The results are presented in charts and interpreted using descriptive statistics.

Table 4.1 Respondents Demographics

S/N	Categories	Responses	
		Frequency	**%**
1.	**Gender**		
	Male	56	58.3
	Female	40	41.7
2.	**Age**		
	Less than 25 years	2	2.1
	25-35 years	24	25.0
	36-46 years	44	45.8
	47 years and above	26	27.1
3.	**Marital Status**		
	Single	9	9.4

	Married	85	88.5
	Divorced/Separated	2	2.1
	Widowed	-	-
4.	**Work Experience**		
	5 years and below	12	12.5
	6-10 years	37	38.5
	11-15 years	24	25.0
	16-20 years	15	15.6
	21 years and above	8	8.3
6.	**Rank**		
	Graduate Assistant	1	1.0
	Assistant Lecturer	4	4.2
	Lecturer I	25	26.0
	Lecturer II	23	24.0
	Senior Lecturer	25	26.0
	Associate Prof	6	6.3
	Prof	12	12.5
	Total	**96**	**100.0**

Source: Author's Field Work, 2025

Gender Distribution

The gender distribution shows that 56 respondents (58.3%) were male, while 40 respondents (41.7%) were female. This indicates a moderate gender imbalance, with males slightly dominating the academic workforce among the sampled lecturers. It suggests that while both genders are represented in the teaching staff, the profession still has a higher proportion of male academics.

Age Distribution

Regarding age, the data reveal that 2 respondents (2.1%) were less than 25 years old, 24 respondents (25.0%) fell within the 25–35 years range, 44 respondents (45.8%) were aged between 36–46 years, and 26 respondents (27.1%) were 47 years and above. This implies that the majority of the respondents are in their mid-career stage (36–46 years), representing a mature and experienced segment of the academic workforce.

Marital Status

In terms of marital status, 85 respondents (88.5%) were married, 9 respondents (9.4%) were single, and 2 respondents (2.1%) were divorced or separated. This shows that most of the lecturers in the study are married individuals, which may have implications for their work-life balance and professional engagement.

Work Experience

The distribution of work experience indicates that 12 respondents (12.5%) had 5 years or less of experience, 37 respondents (38.5%) had between 6–10 years, 24 respondents (25.0%) had 11–15 years, 15 respondents (15.6%) had 16–20 years, while 8 respondents (8.3%) had over 21 years of experience. This pattern suggests that a majority of the lecturers (nearly 64%) have between 6 and 15 years of professional experience, representing a relatively seasoned academic population.

Academic Rank

Finally, the distribution of academic ranks shows that 1 respondent (1.0%) was a Graduate Assistant, 4 respondents (4.2%) were Assistant Lecturers, 23 respondents (24.0%) were Lecturer II, 25 respondents (26.0%) were Lecturer I, 25 respondents (26.0%) were Senior Lecturers, 6 respondents (6.3%) were Associate Professors, and 12 respondents (12.5%) were Professors. This distribution demonstrates that a significant proportion of respondents occupy mid- to senior-level academic positions, reflecting a workforce with considerable academic and professional expertise.

The demographic data depict a fairly balanced mix of gender and experience, with a predominance of married and mid-career lecturers, many of whom hold senior academic positions. This composition provides a credible and informed perspective for analyzing the study's key variables.

4.3 Descriptive Analysis of Organizational Silence

This section presents a descriptive analysis of organizational silence among lecturers in the University of Benin, measured along four dimensions. It aims to ascertain through statistical analysis the prevalence of organizational silence among lecturers in the University of Benin, and the

most common type of organizational silence among the diverse dimensions, and its implications. The statistical descriptive mean, simple frequency counts, and percentages are utilized in analysis and interpreting the data, and results are tabulated for clarity.

Table 4.2: Descriptive Analysis of Organizational Silence

S/N	Statement	SD	D	U	A	SA	Mean	Std-dev	Remark
	Acquiescent Silence								
1.	I often keep my opinions to myself because I feel they won't make a difference	24 (25.0%)	31 (32.3%)	2 (2.1%)	10 (10.4%)	29 (30.2%)	2.89	1.628	Disagree
2.	I avoid suggesting Improvements because I don't believe things will change	24 (25.0%)	36 (37.5%)	4 (4.2%)	23 (24.0%)	9 (9.4%)	2.55	1.345	Disagree
3.	Even when I disagree, I remain silent because no one listens	30 (31.3%)	25 (26.0%)	5 (5.2%)	11 (11.5%)	25 (26.0%)	2.75	1.622	Disagree
	Total	**26.0**	**30.67**	**3.67**	**14.67**	**21.0**	**2.73**	**1.392**	**Low**
	Defensive Silence								
4.	I withhold information at work to avoid conflict.	9 (9.4%)	43 (44.8%)	1 (1.0%)	24 (25.0%)	19 (19.8%)	3.01	1.373	Agree

5.	I stay silent during discussions to protect myself from negative consequences	16 (16.7%)	27 (28.1%)	2 (2.1%)	33 (34.4%)	18 (18.8%)	3.10	1.433	Agree
6.	I am afraid to speak up in meetings for fear of being blamed or criticized	25 (26.0%)	37 (38.5%)	8 (8.3%)	12 (12.5%)	14 (14.6%)	2.51	1.384	Disagree
	Total	**16.67**	**35.67**	**3.67**	**23.0**	**17.0**	**2.88**	**1.104**	**Low**
	Prosocial Silence								
7.	I sometimes avoid sharing sensitive information to protect others.	5 (5.2%)	15 (15.6%)	-	42 (43.8%)	34 (35.4%)	3.89	1.204	Agreed
8.	I withhold concerns that might damage my team's reputation	4 (4.2%)	11 (11.5%)	6 (6.3%)	37 (38.5%)	38 (39.6%)	3.98	1.142	Agreed
9.	I avoid disclosing some issues to maintain harmony in the workplace	1 (1.0%)	8 (8.3%)	4 (4.2%)	35 (36.5%)	48 (50.0%)	4.26	.954	Agreed
	Total	**3.33**	**11.33**	**3.33**	**38.0**	**40.0**	**4.04**	**.897**	**High**
	Supervisor Silence Climate								
10	My supervisor does not encourage open communication	26 (27.1%)	41 (42.7%)	6 (6.3%)	15 (15.6%)	8 (8.3%)	2.35	1.265	Disagree
11	Employees are discouraged from speaking up in my organization	39 (40.6%)	33 (34.4%)	6 (6.3%)	3 (3.1%)	15 (15.6%)	2.19	1.409	Disagree
12	Raising concerns is seen as a mark of disloyalty	52 (54.2%)	19 (19.8%)	5 (5.2%)	11 (11.5%)	9 (9.4%)	2.02	1.384	Disagree
	Total	**39.0**	**31.0**	**5.67**	**9.67**	**10.67**	**2.19**	**1.049**	**Low**

	Acquiescent Silence		2.73	1.392	Low
	Defensive Silence		2.88	1.104	Low
	Prosocial Silence		4.04	.897	High
	Supervisor Silence Climate		2.19	1.049	Low
	Grand mean		**2.96**	**1.11**	**Low**

Author's estimation from SPSS

Acquiescent Silence

The analysis shows that the level of acquiescent silence among lecturers is relatively low, with an overall mean of 2.73 (SD = 1.392). This suggests that most lecturers in the University of Benin do not frequently refrain from expressing their opinions due to a sense of helplessness or the belief that their input would not make a difference. Specifically, many respondents disagreed with statements such as *"I often keep my opinions to myself because I feel they won't make a difference"* (Mean = 2.89) and *"I avoid suggesting improvements because I don't believe things will change"* (Mean = 2.55). This indicates that, while some level of passivity may exist, the majority of lecturers still feel reasonably confident in voicing their perspectives when necessary.

Defensive Silence

The findings on defensive silence reveal a slightly higher, though still low, mean score of 2.88 (SD = 1.104). This implies that a moderate number of lecturers may withhold information or avoid speaking up out of fear of negative consequences, such as criticism or conflict. For instance, respondents somewhat agreed that they *"stay silent during discussions to protect themselves from*

negative consequences" (Mean = 3.10) and *"withhold information at work to avoid conflict"* (Mean = 3.01). However, overall responses suggest that defensive silence is not deeply entrenched within the institution's culture, as most lecturers remain willing to share opinions when they perceive a supportive environment.

Prosocial Silence

The results indicate that prosocial silence is the most prevalent form of silence among lecturers, with a high mean of 4.04 (SD = 0.897). This shows that lecturers often choose to withhold certain information or opinions not out of fear or indifference, but out of concern for others or the organization's wellbeing. For example, a large proportion of respondents agreed that they *"avoid disclosing some issues to maintain harmony in the workplace"* (Mean = 4.26) and *"withhold concerns that might damage the team's reputation"* (Mean = 3.98). This suggests that prosocial silence among lecturers stems from a collective desire to maintain unity and protect professional relationships rather than from fear or resignation.

Supervisor Silence Climate

The dimension of supervisor silence climate recorded a low mean of 2.19 (SD = 1.049), indicating that most lecturers perceive their supervisors as generally open to communication. Respondents largely disagreed with statements such as *"my supervisor does not encourage open communication"* (Mean = 2.35) and *"raising concerns is seen as a mark of disloyalty"* (Mean = 2.02). This suggests

that, although bureaucratic or hierarchical influences may exist, the supervisory environment in the University of Benin does not strongly discourage employees from voicing their opinions.

The overall grand mean of 2.96 (SD = 1.11) indicates a generally low level of organisational silence among lecturers at the University of Benin. Among the four dimensions, prosocial silence emerged as the most dominant form, reflecting a culture of collective sensitivity and professional discretion. Conversely, acquiescent, defensive, and supervisor-related silence were relatively low, suggesting that lecturers generally feel empowered to express their thoughts but sometimes choose silence for the sake of collegial harmony or institutional image.

Hence, while the data reveal that lecturers in the University of Benin are not entirely silent, their tendency to practice prosocial silence underscores a work environment where mutual respect and relationship preservation are valued, even if it occasionally means withholding potentially disruptive feedback.

4.4 Descriptive Analysis of Organisational Citizenship Behaviour

This section presents a descriptive analysis of organizational citizenship behavior measured along five dimensions among lecturers in the University of Benin. In essence, it seeks to ascertain the level of OCB among lecturers in the institution, as well as the most common type of OCB displayed by the lecturers. The statistical descriptive mean, simple frequency counts, and percentages are utilized in the analysis and interpretation of the data, and results are tabulated for clarity.

Table 4.3: Descriptive Analysis of Organisational Citizenship Behaviour

S/N	Statement	SD	D	U	A	SA	Mean	Std-dev	Remark
	Altruism								
1.	I help others who have been absent from work.	3 (3.1%)	15 (15.6%)	2 (2.1%)	44 (45.8%)	32 (33.3%)	3.91	1.125	Agreed
2.	I willingly help new employees to settle into the job.	1 (1.0%)	5 (5.2%)	4 (4.2%)	57 (59.4%)	29 (30.2%)	4.13	.798	Agreed
3.	I assist others with heavy workloads.	1 (1.0%)	16 (16.7%)	9 (9.4%)	38 (39.6%)	32 (33.3%)	3.87	1.088	Agreed
4.	I voluntarily help co-workers with work-related problems.	2 (2.1%)	8 (8.3%)	2 (2.1%)	68 (70.8%)	16 (16.7%)	3.92	.842	Agreed
	Total	**1.75**	**11.0**	**4.25**	**51.75**	**27.25**	**3.96**	**.652**	**High**
	Conscientiousness								
5.	I obey company rules and regulations even when no one is watching	1 (1.0%)	1 (1.0%)	1 (1.0%)	35 (36.5%)	58 (60.4%)	4.54	.679	Agreed
6.	I am one of the most conscientious employees.	2 (2.1%)	9 (9.4%)	8 (8.3%)	46 (47.9%)	31 (32.3%)	3.99	.989	Agreed
7.	I do not take extra breaks during the day.	4 (4.2%)	39 (40.6%)	4 (4.2%)	32 (33.3%)	17 (17.7%)	3.20	1.262	Agreed
8.	I attend work more than required.	2 (2.1%)	47 (49.0%)	6 (6.3%)	26 (27.1%)	15 (15.6%)	3.05	1.217	Agreed
	Total	**2.25**	**24.0**	**4.75**	**34.75**	**30.25**	**3.70**	**.746**	**High**
	Sportsmanship								

9.	I do not complain about trivial matters at work.	3 (3.1%)	9 (9.4%)	1 (1.0%)	50 (52.1%)	33 (34.4%)	4.05	1.009	Agreed
10.	I make the best of things even when they don't go my way.	1 (1.0%)	7 (7.3%)	4 (4.2%)	64 (66.7%)	20 (20.8%)	3.99	.801	Agreed
11.	I always find fault with what the organization is doing.	34 (35.4%)	45 (46.9%)	2 (2.1%)	7 (7.3%)	8 (8.3%)	2.06	1.195	Disagreed
12.	I tend to make problems bigger than they really are.	42 (43.8%)	34 (35.4%)	2 (2.1%)	10 (10.4%)	8 (8.3%)	2.04	1.281	Disagreed
	Total	**20.0**	**23.75**	**2.25**	**32.75**	**17.25**	**3.04**	**.684**	**High**
	Courtesy								
13.	I try to avoid creating problems for co-workers	1 (1.0%)	4 (4.2%)	5 (5.2%)	34 (35.4%)	52 (54.2%)	4.38	.849	Agreed
14.	I consult others who might be affected by my actions	2 (2.1%)	4 (4.2%)	1 (1.0%)	41 (42.7%)	48 (50.0%)	4.34	.868	Agreed
15.	I consider the impact of my actions on others.	1 (1.0%)	5 (5.2%)	3 (3.1%)	34 (35.4%)	53 (55.2%)	4.39	.863	Agreed
16.	I warn others in advance of possible work-related problems.	2 (2.1%)	4 (4.2%)	6 (6.3%)	45 (46.9%)	39 (40.6%)	4.20	.890	Agreed
	Total	**1.5**	**4.25**	**3.75**	**38.5**	**48.0**	**4.33**	**.567**	**High**
	Civic Virtue								
17.	I attend meetings that are not mandatory but are considered important	1 (1.0%)	7 (7.3%)	8 (8.3%)	55 (57.3%)	25 (26.0%)	4.00	.858	Agreed
18.	I stay updated with organisational announcements and	2 (2.1%)	4 (4.2%)	6 (6.3%)	55 (57.3%)	29 (30.2%)	4.07	.885	Agreed
19.	I take an active interest in the affairs of the company memos	4	11	2	40	39	4.03	1.128	Agreed

		(4.2%)	(11.5%)	(2.1%)	(41.7%)	(40.6%)			
20.	I keep myself informed about developments in the organization	1 (1.0%)	7 (7.3%)	1 (1.0%)	45 (46.9%)	42 (43.8%)	4.25	.883	Agreed
	Total	**2.0**	**7.25**	**4.25**	**48.75**	**33.75**	**4.09**	**.622**	**High**
	Collective Means of Each Dimension								
	Altruism						3.96	.652	High
	Conscientiousness						3.70	.746	High
	Sportsmanship						3.04	.684	Low
	Courtesy						4.33	.567	High
	Civic Virtue						4.09	.622	High
	Grand Total						**3.82**	**0.65**	**High**

Author's estimation from SPSS

Altruism

The findings reveal a high level of altruistic behaviour among lecturers, with an overall mean of 3.96 (SD = 0.652). This indicates that lecturers frequently assist colleagues and contribute to the welfare of others within the workplace. A majority of respondents agreed that they *"willingly help new employees settle into the job"* (Mean = 4.13) and *"voluntarily help co-workers with work-related problems"* (Mean = 3.92). These responses suggest that lecturers at the University of Benin often demonstrate teamwork, empathy, and mutual support, key traits that foster a cooperative and collegial academic environment.

Conscientiousness

The dimension of conscientiousness also scored high, with a mean of 3.70 (SD = 0.746). This implies that lecturers generally exhibit diligence, responsibility, and adherence to institutional rules even without close supervision. Respondents strongly agreed that they *"obey company rules and regulations even when no one is watching"* (Mean = 4.54) and described themselves as *"conscientious employees"* (Mean = 3.99). However, responses to statements such as *"I attend work more than required"* (Mean = 3.05) and *"I do not take extra breaks during the day"* (Mean = 3.20) indicate that while lecturers are disciplined, their commitment may vary depending on workload or motivation levels.

Sportsmanship

Sportsmanship recorded the lowest mean among all dimensions, with 3.04 (SD = 0.684). This indicates that while lecturers generally maintain positive attitudes, there is still some tendency toward complaining or dissatisfaction with organizational conditions. Respondents agreed that they *"make the best of things even when they don't go their way"* (Mean = 3.99) and *"do not complain about trivial matters"* (Mean = 4.05). However, a significant number disagreed with statements such as *"I always find fault with what the organization is doing"* (Mean = 2.06) and *"I tend to make problems bigger than they really are"* (Mean = 2.04). These results suggest that although lecturers demonstrate resilience and tolerance, challenges such as poor institutional management or inadequate support may sometimes affect their morale.

Courtesy

The courtesy dimension scored the highest mean of 4.33 (SD = 0.567), reflecting a very strong presence of respectful and considerate behaviour among lecturers. Most respondents agreed that they *"try to avoid creating problems for co-workers"* (Mean = 4.38), *"consider the impact of their actions on others"* (Mean = 4.39), and *"consult others who might be affected by their actions"* (Mean = 4.34). This indicates that lecturers at the University of Benin demonstrate a high level of interpersonal sensitivity and communication, which helps maintain workplace harmony and collaboration.

Civic Virtue

The analysis also shows a high level of civic virtue among lecturers, with a mean score of 4.09 (SD = 0.622). Respondents agreed with statements such as *"I keep myself informed about developments in the organization"* (Mean = 4.25) and *"I take an active interest in the affairs of the company"* (Mean = 4.03). This implies that lecturers display a strong sense of responsibility and engagement in institutional affairs beyond their core academic duties. They demonstrate loyalty to the university and actively participate in activities that enhance the institution's progress and reputation.

The overall grand mean of 3.82 (SD = 0.65) indicates a high level of Organisational Citizenship Behaviour among lecturers in the University of Benin. Among the five dimensions, courtesy (Mean = 4.33) emerged as the most dominant, followed by civic virtue (Mean = 4.09) and altruism (Mean = 3.96). Conscientiousness (Mean = 3.70) also ranked high, while sportsmanship (Mean = 3.04) was the least prevalent.

The result suggests that lecturers in the University of Benin exhibit a strong commitment to their colleagues and institutional welfare, often going beyond formal responsibilities to promote cooperation, integrity, and productivity. The results portray an academic environment characterized by mutual respect, responsible conduct, and active participation in institutional life—key indicators of a healthy organizational culture.

4.5 Relationship between Organizational Silence and Job Engagement among Lecturers in the University of Benin

This section presents an inferential statistical analysis of the relationship between organizational silence and job engagement of lecturers in the University of Benin, using multiple regression at a 95% degree of freedom.

Table 4.4 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.304[a]	.093	.053	.56173	2.114

a. Predictors: (Constant), Supervisor Silence Climate, Prosocial Silence, Defensive Silence, Acquiescent Silence

b. Dependent Variable: Organisational Citizenship Behaviour

The model summary presented in Table 4.4 shows a correlation coefficient (R) of 0.304, indicating a weak positive relationship between organisational silence and OCB. The R Square value of 0.093 suggests that approximately 9.3% of the variation in organisational citizenship behaviour among lecturers can be explained by the combined influence of the four dimensions of organisational silence. The Adjusted R Square of 0.053 indicates that, after adjusting for sample size, the predictive power of the model remains modest.

The standard error of the estimate (0.56173) implies that while there is some level of association between the two variables, other factors not captured in this model account for a significant portion of the variation in OCB among lecturers. The Durbin-Watson value of 2.114, which is close to 2, suggests that there is no significant autocorrelation in the residuals, confirming that the model's results are statistically reliable.

The results reveal that organisational silence explains only a small proportion of changes in organisational citizenship behaviour among lecturers in the University of Benin. This implies that while silence in the workplace may have some influence, positive or negative, on how lecturers

engage in discretionary and voluntary work behaviours, other variables such as motivation, job satisfaction, or leadership style may have a stronger effect on OCB within the university context.

Table 4.5 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.934	4	.734	2.325	.062[b]
	Residual	28.714	91	.316		
	Total	31.648	95			

a. Dependent Variable: Organisational Citizenship Behaviour

b. Predictors: (Constant), Supervisor Silence Climate, Prosocial Silence, Defensive Silence, Acquiescent Silence

The Analysis of Variance (ANOVA) presented in Table 4.5 was conducted to determine whether the combined dimensions of organisational silence significantly predict organisational citizenship behaviour (OCB) among lecturers in the University of Benin.

The results show an F-value of 2.325 with a corresponding p-value of 0.062. Since the p-value is greater than 0.05, the model is not statistically significant at the 5% level. This indicates that the joint influence of acquiescent silence, defensive silence, prosocial silence, and supervisor silence climate on organisational citizenship behaviour is weak and does not significantly explain variations in OCB among lecturers.

In essence, while there appears to be a modest relationship between organisational silence and OCB (as earlier observed in the model summary), the result from the ANOVA test implies that this relationship is not strong enough to be considered statistically significant. This suggests that other factors outside organisational silence may play a more decisive role in influencing the level of organisational citizenship behaviour among lecturers at the University of Benin.

Table 4.6 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.360	.328		13.308	.000
	Acquiescent Silence	.145	.072	.350	2.010	.047
	Defensive Silence	-.047	.066	-.090	-.718	.475
	Prosocial Silence	.119	.068	.185	1.759	.082
	Supervisor Silence Climate	-.024	.089	-.044	-.273	.785

a. Dependent Variable: Organisational Citizenship Behaviour

The regression coefficients in Table 4.6 provide insight into the individual contributions of the four dimensions of organisational silenceacquiescent silence, defensive silence, prosocial silence, and supervisor silence climate, to organisational citizenship behaviour (OCB) among lecturers in the University of Benin.

The constant value of 4.360 ($p = 0.000$) indicates that when all other predictors are held constant, the baseline level of OCB among lecturers remains high. This suggests that lecturers generally exhibit strong citizenship behaviours such as cooperation, courtesy, and conscientiousness, even in the absence of silence-related factors.

Among the predictors, acquiescent silence has a positive and statistically significant effect on OCB with a coefficient of $B = 0.145$, $t = 2.010$, and $p = 0.047$. This finding implies that lecturers who occasionally choose to remain silent out of resignation or the belief that their opinions may not make a difference still tend to demonstrate citizenship behaviours. In essence, even though some lecturers may refrain from expressing dissenting views, they continue to engage in cooperative and supportive actions within their departments.

Defensive silence recorded a negative but statistically insignificant relationship with OCB ($B = -0.047$, $p = 0.475$). This suggests that lecturers who stay silent to avoid conflict or negative consequences are less likely to engage in extra-role behaviours, though this effect is not strong enough to be significant. Similarly, prosocial silence has a positive but insignificant effect ($B =$

0.119, p = 0.082), implying that while lecturers sometimes withhold information to protect colleagues or maintain harmony, this behaviour does not necessarily translate into higher OCB levels.

Lastly, supervisor silence climate shows a negative and insignificant relationship with OCB (B = -0.024, p = 0.785), indicating that whether or not supervisors encourage open communication has minimal influence on lecturers' willingness to go beyond formal job requirements.

Overall, the regression results reveal that only acquiescent silence significantly predicts organisational citizenship behaviour among lecturers in the University of Benin. This suggests that lecturers may engage in OCB not necessarily because they feel fully empowered to speak up, but because of personal commitment, professional ethics, or intrinsic motivation to contribute positively to their institution. The findings highlight a subtle dynamic where silence does not entirely suppress cooperative behaviour, although excessive or defensive silence could, over time, reduce lecturers' engagement and initiative.

4.6 Correlation Matrix: Organizational Silence and Job Engagement among Lecturers in the University of Benin

Table 4.7: Correlation Matrix: Organizational Silence and Job Engagement among Lecturers in the University of Benin

Variables	Mean	Std. Dev	1	2	3	4	5

1. Organisational Citizenship Behaviour	5.05	.577	1				
2. Acquiescent Silence	2.73	1.39	.237* .020	1			
3. Defensive Silence	2.88	1.10	.110 .286	.586** .000	1		
4. Prosocial Silence	4.04	.897	.141 .172	-.136 .186	.086 .407	1	
5. Supervisor Silence Climate	2.19	1.049	.142 .167	.776** .000	.454** .000	-.236* .021	1

Author's estimation from SPSS

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

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

The correlation matrix in Table 4.6 presents the relationship between the four dimensions of organisational silence: acquiescent silence, defensive silence, prosocial silence, and supervisor silence climate, and organisational citizenship behaviour (OCB) among lecturers in the University of Benin.

The table shows that acquiescent silence has a positive and significant correlation with OCB ($r = 0.237$, $p = 0.020$). This suggests that lecturers who sometimes remain silent out of resignation or a belief that their opinions may not be impactful still tend to exhibit citizenship behaviours such as helping colleagues, being courteous, and showing conscientiousness. In essence, even when

lecturers feel their input may not change outcomes, they continue to contribute positively to the organisation's functioning through voluntary and cooperative acts.

Defensive silence shows a weak and non-significant correlation with OCB ($r = 0.110$, $p = 0.286$), indicating that lecturers who withhold opinions or information to avoid conflict or negative repercussions do not necessarily differ in their level of citizenship behaviour from others. This implies that fear-induced silence does not have a meaningful influence on whether lecturers go beyond their formal job responsibilities.

Similarly, prosocial silence recorded a positive but non-significant relationship with OCB ($r = 0.141$, $p = 0.172$). This means that although some lecturers may choose to withhold sensitive information to protect colleagues or maintain harmony, such actions are not directly linked to their overall engagement in OCB. This could reflect that prosocial silence, while well-intentioned, does not necessarily drive broader cooperative or altruistic behaviours.

Interestingly, supervisor silence climate has a positive but weak relationship with OCB ($r = 0.142$, $p = 0.167$), suggesting that the degree to which supervisors encourage or discourage open communication does not strongly affect lecturers' willingness to display extra-role behaviours.

Examining the inter-correlations among the silence dimensions reveals that defensive silence is significantly related to acquiescent silence ($r = 0.586$, $p < 0.01$) and supervisor silence climate ($r = 0.776$, $p < 0.01$), implying that when lecturers fear negative consequences for speaking up, they may also tend to be resigned to the situation or perceive their supervisors as discouraging open dialogue.

The correlation results reveal that while some forms of organisational silence, particularly acquiescent silence, show a mild positive association with OCB, the general relationship between silence and citizenship behaviour is weak. This indicates that lecturers' willingness to go beyond formal duties and contribute to institutional effectiveness is not strongly determined by whether they choose to speak up or remain silent, but may be influenced by other factors such as intrinsic motivation, professional ethics, and organisational support systems.

4.7 Test of Hypotheses

This section presents the test of hypotheses based on the multiple regression results obtained from the analysis. The decision rule states that: if the p-value is less than 0.05 ($p < 0.05$), the null hypothesis is rejected, indicating a significant relationship between the variables. Conversely, if the p-value is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted, implying no significant relationship between the variables.

Hypothesis One

H_{o1}: There is no significant relationship between acquiescent silence and organisational citizenship behaviour among lecturers.

As shown in the regression output (Table 4.6), acquiescent silence recorded a p-value of 0.047, which is less than 0.05, indicating a statistically significant relationship between acquiescent silence and organisational citizenship behaviour. This result suggests that lecturers who choose to remain

silent because they feel their opinions will not make a difference tend to exhibit measurable variations in their discretionary work behaviours, such as helping colleagues, being courteous, or showing conscientiousness. The significance of this relationship may reflect that even when lecturers feel disempowered, they may still choose to act cooperatively and supportively, reflecting commitment to institutional harmony rather than disengagement.

Decision: Since $p < 0.05$, we reject the null hypothesis and conclude that there is a significant relationship between acquiescent silence and organisational citizenship behaviour among lecturers in the University of Benin.

Hypothesis Two

H_{o2}: There is no significant relationship between defensive silence and organisational citizenship behaviour among lecturers.

The regression coefficient for defensive silence (Table 4.6) shows a p-value of 0.475, which is greater than 0.05. This indicates that defensive silence has no statistically significant effect on organisational citizenship behaviour. This means that when lecturers choose to withhold information or opinions out of fear of negative consequences, such behaviour does not significantly influence whether they engage in positive extra-role behaviours. In other words, self-protective silence neither motivates nor deters them from being cooperative, responsible, and altruistic in their work environment.

Decision: Since $p > 0.05$, we accept the null hypothesis and conclude that defensive silence does not significantly influence organisational citizenship behaviour among lecturers in the University of Benin.

Hypothesis Three

H_{03}: There is no significant relationship between prosocial silence and organisational citizenship behaviour among lecturers.

The regression analysis (Table 4.6) reveals that prosocial silence has a p-value of 0.082, which is slightly greater than 0.05. This indicates a weak but positive, non-significant relationship between prosocial silence and organisational citizenship behaviour. This suggests that lecturers who intentionally withhold information to protect others or maintain workplace harmony may show slightly higher cooperative behaviours, but this effect is not statistically strong enough to be considered significant. It implies that while prosocial silence reflects empathy and social responsibility, it does not necessarily translate into broader organisational citizenship actions.

Decision: Since $p > 0.05$, we accept the null hypothesis and conclude that there is no significant relationship between prosocial silence and organisational citizenship behaviour among lecturers in the University of Benin.

Hypothesis Four

H_{04}: There is no significant relationship between supervisor silence climate and organisational citizenship behaviour among lecturers.

According to the regression results (Table 4.6), supervisor silence climate recorded a p-value of 0.785, which is greater than 0.05. This means there is no statistically significant relationship between supervisor silence climate and organisational citizenship behaviour. This finding suggests that whether or not supervisors encourage open communication does not significantly affect lecturers' willingness to go above and beyond their formal duties. Lecturers may therefore continue to display OCB out of intrinsic motivation or professional ethics, even when their supervisors do not actively promote a culture of open dialogue.

Decision: Since $p > 0.05$, we accept the null hypothesis and conclude that supervisor silence climate does not have a significant relationship with organisational citizenship behaviour among lecturers in the University of Benin.

Table 4.8: Summary of Hypotheses Testing

Hypothesis	Variable	p-value	Decision	Remark
H_{01}	Acquiescent Silence	0.047	Reject	Significant relationship
H_{02}	Defensive Silence	0.475	Accept	Not significant
H_{03}	Prosocial Silence	0.082	Accept	Not significant
H_{04}	Supervisor Silence Climate	0.785	Accept	Not significant

Author's conceptualisation

The findings reveal that only acquiescent silence significantly influences organisational citizenship behaviour, while defensive, prosocial, and supervisor silence climate show no significant effects. This suggests that the silent resignation of lecturers (acquiescent silence) may coexist with their continued display of cooperative and voluntary behaviours, whereas silence stemming from fear or managerial discouragement does not notably impact such behaviours.

4.8 Discussion of Findings

The findings of this study provide insight into the relationship between organisational silence and organisational citizenship behaviour (OCB) among lecturers in the University of Benin. The results from the regression and correlation analyses reveal that, collectively, the dimensions of organisational silence (acquiescent silence, defensive silence, prosocial silence, and supervisor silence climate) do not significantly predict lecturers' level of organisational citizenship behaviour. This implies that although silence exists in the institutional environment, it does not strongly determine the extent to which lecturers voluntarily engage in positive, extra-role behaviours that contribute to the smooth functioning of the university.

From the descriptive analysis, it was observed that prosocial silence recorded the highest mean score ($M = 4.04$, $SD = 0.90$), indicating that lecturers often keep silent out of positive intentions, such as protecting colleagues or maintaining workplace harmony. This aligns with Van Dyne, Ang, and Botero (2003), who described prosocial silence as a discretionary and altruistic form of silence motivated by concern for others or loyalty to the organization, rather than fear or resignation. In

contrast, acquiescent silence (M = 2.73, SD = 1.39) and defensive silence (M = 2.88, SD = 1.10) were both low, suggesting that most lecturers do not commonly withhold opinions due to feelings of powerlessness or fear of negative consequences. Similarly, the supervisor silence climate (M = 2.19, SD = 1.05) was low, indicating that most lecturers do not perceive their immediate supervisors as discouraging open communication. These results suggest a generally open academic climate where lecturers can express themselves, though some strategic silence persists for interpersonal or professional reasons.

The regression model ($R = 0.304$, $R^2 = 0.093$, $p > 0.05$) shows that only 9.3% of the variance in organisational citizenship behaviour is explained by the combined effects of the silence dimensions, confirming that the predictive influence of organisational silence on OCB is weak. The ANOVA result ($F = 2.325$, $p = 0.062$) further confirms that the overall model does not significantly predict OCB among lecturers. This finding contrasts with the argument of Morrison and Milliken (2000), who asserted that silence can suppress constructive behaviours and reduce overall organizational effectiveness. However, it may reflect the unique professional environment of academia, where intrinsic motivation and professional ethics largely drive discretionary behaviours, thus moderating the negative impact of silence.

Examining the individual predictors provides deeper insight. Acquiescent silence ($\beta = 0.350$, $p = 0.047$) was the only variable that significantly predicted organisational citizenship behaviour. This positive relationship suggests that even when lecturers choose to remain silent due to perceived futility of speaking up, they may still demonstrate a sense of responsibility, conscientiousness, or

cooperation towards colleagues and the institution. This finding supports Morrison (2014), who noted that silence does not always imply disengagement but may coexist with professional dedication and self-discipline. In contrast, defensive silence ($\beta = -0.090$, $p = 0.475$) and supervisor silence climate ($\beta = -0.044$, $p = 0.785$) had weak and insignificant negative effects, implying that fear of negative outcomes or discouragement from supervisors does not meaningfully influence lecturers' willingness to go beyond formal job roles. Conversely, prosocial silence ($\beta = 0.185$, $p = 0.082$) showed a weak positive but statistically insignificant relationship, indicating that silence driven by goodwill or professionalism might slightly enhance citizenship behaviours, though not significantly. This observation aligns with Knoll and van Dick (2013), who argued that prosocial silence can coexist with prosocial action, particularly in environments where employees choose silence to preserve harmony or institutional reputation.

The correlation results corroborate these interpretations. Organisational citizenship behaviour had weak and positive correlations with acquiescent silence ($r = 0.237$, $p < 0.05$), while its correlations with defensive, prosocial, and supervisor silence were minimal or insignificant. This pattern implies that lecturers' willingness to assist colleagues, obey rules, and demonstrate courtesy is not strongly affected by silence behaviours. Instead, their OCB likely stems from other factors such as intrinsic motivation, moral obligation, and professional identity, consistent with Organ's (1988) theory, which posits that OCB is driven by internalized values rather than external control.

Overall, the findings suggest that while organisational silence exists among lecturers in the University of Benin, it does not significantly influence their expression of citizenship behaviour.

The results show that silence in academia is a nuanced phenomenon; it may occur without necessarily undermining commitment or cooperative conduct. This resilience may reflect the high sense of professional ethics, collegial responsibility, and intrinsic motivation characteristic of academic staff. However, even though silence may not immediately diminish OCB, persistent organisational silence could gradually erode trust, open communication, and innovation if not properly managed.

Generally, the findings suggest that silence, particularly of the prosocial kind, may coexist with strong organisational citizenship behaviour, while defensive or supervisor-induced silence, though present, does not significantly suppress lecturers' willingness to contribute positively to their institutional community.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a synthesis of the study, drawing together the key findings, conclusions, and recommendations derived from the data analysis and discussions in the preceding chapter. It provides an overview of the study's purpose, summarizes the main results, outlines the contributions made to knowledge, and offers actionable recommendations for management and future researchers. The chapter is structured into five sections: summary of findings, contributions to knowledge, conclusion, recommendations, and suggestions for further studies.

5.2 Summary of Findings

This study investigated the relationship between organisational silence and organisational citizenship behaviour (OCB) among lecturers in the University of Benin. The research examined four dimensions of organisational silence, acquiescent silence, defensive silence, prosocial silence, and supervisor silence climate, and their effects on lecturers' willingness to go beyond formal job requirements to support institutional goals.

The demographic analysis revealed that the academic workforce in the University of Benin is fairly balanced in terms of gender, with a higher proportion of male lecturers. Most of the respondents were within the 36-46 years age bracket and had between 6 to 15 years of work experience, suggesting a mature and experienced academic population.

Descriptive analysis showed that prosocial silence had the highest mean score ($M = 4.04$, $SD = 0.897$), indicating that lecturers frequently engaged in silence for positive reasons, such as protecting others or maintaining workplace harmony. In contrast, acquiescent silence ($M = 2.73$, $SD = 1.39$), defensive silence ($M = 2.88$, $SD = 1.10$), and supervisor silence climate ($M = 2.19$, $SD = 1.05$) all recorded low mean values, suggesting that most lecturers do not commonly remain silent out of fear or perceived futility, nor do they feel that supervisors discourage open communication.

The regression results revealed that the combined dimensions of organisational silence did not significantly predict organisational citizenship behaviour among lecturers ($R = 0.304$, $R^2 = 0.093$, $F = 2.325$, $p > 0.05$). This implies that only 9.3% of the variance in OCB was explained by the silence dimensions, indicating a weak predictive power. However, the result also showed that acquiescent silence ($\beta = 0.350$, $p = 0.047$) had a statistically significant but positive relationship with OCB, suggesting that even when lecturers refrain from speaking out due to perceived powerlessness, they may still demonstrate high levels of conscientiousness, courtesy, and altruism toward colleagues and the institution. Other dimensions, defensive silence, prosocial silence, and supervisor silence climate showed weak and statistically insignificant relationships with OCB.

The correlation analysis further reinforced these findings, showing weak and mostly positive associations between organisational silence and OCB. Among the silence dimensions, acquiescent silence had the strongest correlation ($r = 0.237$, $p < 0.05$) with OCB, while others exhibited non-significant correlations. Overall, the findings suggest that organisational silence exists but does not substantially reduce lecturers' willingness to engage in positive discretionary behaviours within the institution.

5.3 Contribution to Knowledge

This study contributes to the growing body of literature on organisational behaviour in several key ways. First, it expands empirical understanding of how different forms of organisational silence interact with prosocial workplace behaviour in an academic context. While much of the prior literature (e.g., Morrison & Milliken, 2000; Van Dyne et al., 2003) has emphasized the negative consequences of silence, this study provides evidence that certain silence forms, especially prosocial and acquiescent silence, may coexist with positive behavioural outcomes such as OCB, particularly in environments characterized by professional autonomy like universities.

Second, the study highlights that academic institutions differ from typical corporate settings, as lecturers' professional ethics and intrinsic motivation appear to buffer against the negative effects of silence. This insight adds contextual nuance to organisational behaviour theory by demonstrating that the influence of silence is not uniform but shaped by occupational culture and role expectations.

Third, the findings contribute to local scholarship by offering current empirical data on organisational silence and OCB within the Nigerian academic system, an area that has received limited scholarly attention. It thus provides a foundation for comparative research and policy formulation aimed at improving communication climate and employee relations in tertiary institutions.

5.4 Conclusion

Based on the findings, the study concludes that organisational silence exists among lecturers in the University of Benin but does not significantly determine their level of organisational citizenship behaviour. While some lecturers occasionally remain silent due to futility or fear of negative repercussions, most do so for prosocial reasons, such as maintaining collegial relationships or protecting the institution's image. This suggests that silence within the university is not purely a sign of disengagement or fear, but may sometimes be a strategic or altruistic choice consistent with professional maturity.

Furthermore, the insignificant relationship between organisational silence and OCB indicates that lecturers' discretionary work behaviours, such as helping colleagues, demonstrating courtesy, and supporting institutional initiatives, are more strongly driven by internal motivation, professional ethics, and commitment to academic excellence than by communication dynamics alone. The finding that acquiescent silence had a small but positive relationship with OCB reinforces the notion

that silence can coexist with responsibility and conscientiousness in contexts where employees derive satisfaction from the intrinsic value of their work.

In essence, the study concludes that organisational silence does not undermine citizenship behaviour among lecturers, though fostering open communication and feedback mechanisms remains essential to strengthening trust, innovation, and collective performance in academia.

5.5 Recommendations

Based on the findings and conclusions, the following recommendations are made:

University management should strengthen open communication channels to encourage lecturers to freely express constructive opinions and concerns without fear of retaliation. This can be achieved through regular departmental meetings, anonymous feedback systems, and participatory decision-making structures.

Secondly, while silence did not significantly undermine OCB in this study, management should avoid complacency by ensuring that communication remains transparent and inclusive. Encouraging dialogue not only improves trust but can also enhance creativity and institutional responsiveness.

Thirdly, supervisors and departmental heads should be trained in supportive leadership practices, ensuring that they create psychologically safe environments where lecturers feel respected and heard. This could further enhance morale and maintain high levels of citizenship behaviour.

Finally, policies that promote collaborative engagement and recognition of discretionary efforts should be reinforced. When lecturers feel appreciated for their extra-role contributions, they are more likely to sustain positive organisational behaviours and commitment even in the presence of silence dynamics.

5.6 Suggestions for Further Studies

Future research should examine the mediating or moderating effects of factors such as leadership style, organisational justice, and trust climate on the relationship between organisational silence and OCB, as these may help explain why silence does not significantly predict citizenship behaviour in academic environments.

Additionally, extending the study across multiple universities and including both public and private institutions could offer a broader understanding of how institutional culture and governance structures shape the silence, OCB relationship.

Longitudinal or qualitative studies could also provide deeper insights into how silence evolves over time and its subtle psychological and relational impacts on employees' willingness to engage in voluntary, prosocial actions.

REFERENCES

Agbonifoh, B. A., & Yomere, G. O. (1999). *Research methodology in the social sciences*. Centre for Social and Management Research.

Aina, S. (2018). *Culture and leadership in Africa: A conceptual model and research agenda*. Ibadan, Nigeria: Stirling-Horden Publishers.

Ajayi, O. S., Akinbode, G. A., & Adebayo, A. M. (2020). Organizational support and citizenship behaviour among academic staff in selected Nigerian universities. *African Journal of Management Research, 28*(1), 45–62.

Babbie, E. R. (2013). *The practice of social research* (13th ed.). Cengage Learning.

Bagheri, G., Zarei, R., & Aeen, M. N. (2012a). Organizational silence (motives and outcomes). *International Journal of Business and Management, 7*(18), 206–213. https://doi.org/10.5539/ijbm.v7n18p206

Bagheri, G., Zarei, R., & Aeen, M. N. (2012b). Organizational silence: Basic concepts and its development factors. *Ideal Type of Management, 1*(1), 47–58.

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309–328. https://doi.org/10.1108/02683940710733115

Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology, 22*(3), 273–285. https://doi.org/10.1037/ocp0000056

Beheshtifar, M., Borhani, H., & Moghadam, M. N. (2012). Destructive role of employee silence in organizations. *International Journal of Academic Research in Business and Social Sciences, 2*(11), 275–282.

Blau, P. M. (1964). *Exchange and power in social life*. New York, NY: Wiley.

Bolino, M. C., & Turnley, W. H. (2005). The personal costs of citizenship behaviour: The relationship between individual initiative and role overload, job stress, and work–family conflict. *Journal of Applied Psychology, 90*(4), 740–748.

Brief, A. P., & Motowidlo, S. J. (1986). Prosocial organizational behaviors. *Academy of Management Review, 11*(4), 710–725. https://doi.org/10.5465/amr.1986.4283909

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework* (3rd ed.). San Francisco, CA: Jossey-Bass.

Clapham, S. E., & Cooper, W. H. (2005). Factors of employee silence and voice. *Journal of Organizational Culture, Communications and Conflict, 9*(2), 305–312.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology, 86*(3), 386–400. https://doi.org/10.1037/0021-9010.86.3.386

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology, 86*(3), 425–445. https://doi.org/10.1037/0021-9010.86.3.425

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management, 31*(6), 874–900. https://doi.org/10.1177/0149206305279602

Cunha, M. P. e., Rego, A., & Rodrigues, F. (2012). Standing on the shoulders of giants: Organizational silence as a social control mechanism. *Brazilian Administration Review, 9*(1), 95–112.

Dansereau, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process.

Organizational Behavior and Human Performance, 13(1), 46–78. https://doi.org/10.1016/0030-5073(75)90005-7

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organization. *Journal of Applied Psychology, 74*(4), 580–590. https://doi.org/10.1037/0021-9010.74.4.580

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The Job Demands-Resources model of burnout. *Journal of Applied Psychology, 86*(3), 499–512. https://doi.org/10.1037/0021-9010.86.3.499

Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open? *Academy of Management Journal, 50*(4), 869–884.

Detert, J. R., & Edmondson, A. C. (2011). Implicit voice theories: Taken-for-granted rules of self-censorship at work. *Academy of Management Journal, 54*(3), 461–488. https://doi.org/10.5465/amj.2011.61967925

Dyne, L. V., Ang, S., & Botero, I. C. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs. *Journal of Management Studies, 40*(6), 1359–1392.

Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly, 44*(2), 350–383. https://doi.org/10.2307/2666999

Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology, 86*(1), 42–51. https://doi.org/10.1037/0021-9010.86.1.42

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500–507. https://doi.org/10.1037/0021-9010.71.3.500

Farh, J. L., Zhong, C. B., & Organ, D. W. (2004). Organizational citizenship behaviour in the People's Republic of China. *Organization Science, 15*(2), 241–253.

Gadot, E. V. (2006). Citizenship under stress: Citizenship behaviour of in-role, extra-role, and politically oriented employees. *Journal of Public Administration Research and Theory, 16*(4), 677–701.

Gadot, E. V. (2006). Citizenship under stress: Citizenship behaviour of in-role, extra-role, and politically oriented employees. Journal of Public Administration Research and Theory, 16(4), 677–701.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26*(4), 331–362. https://doi.org/10.1002/job.322

Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly, 6*(2), 219–247. https://doi.org/10.1016/1048-9843(95)90036-5

Greenberg, J. (1987). A taxonomy of organizational justice theories. *Academy of Management Review, 12*(1), 9–22. https://doi.org/10.5465/amr.1987.4306437

Greenberg, J. (1990). Organizational justice: Yesterday, today, and tomorrow. *Journal of Management, 16*(2), 399–432. https://doi.org/10.1177/014920639001600208

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). Multivariate data analysis (8th ed.). Andover, UK: Cengage Learning.

Halbesleben, J. R. B., Neveu, J.-P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the "COR": Understanding the role of resources in conservation of resources theory. *Journal of Management, 40*(5), 1334–1364. https://doi.org/10.1177/0149206314527130

Henriksen, O., & Dayton, W. (2006). Organizational silence: A barrier to change and development in a pluralistic world. *The Academy of Management Executive, 20*(2), 55–60.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*(3), 513–524. https://doi.org/10.1037/0003-066X.44.3.513

Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied Psychology: An International Review, 50*(3), 337–421. https://doi.org/10.1111/1464-0597.00062

Hofstede, G. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). New York, NY: McGraw-Hill.

Ilies, R., Fulmer, I. S., Spitzmuller, M., & Johnson, M. D. (2009). Personality and citizenship behavior: The mediating role of job satisfaction. *Journal of Applied Psychology, 94*(4), 945–959. https://doi.org/10.1037/a0013329

Ilies, R., Nahrgang, J. D., & Morgeson, F. P. (2007). Leader–member exchange and citizenship behaviors: A meta-analysis. *Journal of Applied Psychology, 92*(1), 269–277. https://doi.org/10.1037/0021-9010.92.1.269

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692–724. https://doi.org/10.2307/256287

Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2nd ed.). New York, NY: Wiley.

Knoll, M., & van Dick, R. (2013). Do I hear the whistle…? A first attempt to measure four forms of employee silence and their correlates. *Journal of Business Ethics, 113*(2), 349–362.

Knoll, M., & van Dick, R. (2013). Do I hear the whistle…? A first attempt to measure four forms of employee silence and their correlates. Journal of Business Ethics, 113(2), 349–362.

Konovsky, M. A., & Organ, D. W. (1996). Dispositional and contextual determinants of organizational citizenship behavior. *Journal of Organizational Behavior, 17*(3), 253–266. https://doi.org/10.1002/(SICI)1099-1379(199605)17:3<253::AID-JOB747>3.0.CO;2-Q

Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.

Liden, R. C., Wayne, S. J., & Stilwell, D. (1993). A longitudinal study on the early development of leader-member exchanges. *Journal of Applied Psychology, 78*(4), 662–674. https://doi.org/10.1037/0021-9010.78.4.662

Llorens, S., Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2007). Does a positive gain spiral of resources, efficacy beliefs and engagement exist? *Computers in Human Behavior, 23*(1), 825–841. https://doi.org/10.1016/j.chb.2004.11.012

Lumley, E. J., Coetzee, M., Tladinyane, R., & Ferreira, N. (2011). Exploring the job satisfaction and organizational commitment of employees in the information technology environment. *Southern African Business Review, 15*(1), 100–118.

May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology, 77*(1), 11–37.

Milliken, F. J., & Morrison, E. W. (2003). Shades of silence: Emerging themes and future directions for research on silence in organizations. *Journal of Management Studies, 40*(6), 1563–1568. https://doi.org/10.1111/1467-6486.00390

Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of Management Studies, 40*(6), 1453–1476.

Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology, 76*(6), 845–855. https://doi.org/10.1037/0021-9010.76.6.845

Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management Annals, 5*(1), 373–412. https://doi.org/10.5465/19416520.2011.574506

Morrison, E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behaviour, 1*, 173–197.

Morrison, E. W. (2014). Employee voice and silence. Annual Review of Organizational Psychology and Organizational Behaviour, 1, 173–197.

Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review, 25*(4), 706–725.

Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review, 25*(4), 706–725. https://doi.org/10.5465/amr.2000.3707697

Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. Academy of Management Review, 25(4), 706–725.

Nikmaram, H., Shahmohammadi, M., & Arab, M. (2012). Study of relationship between organizational silence and organizational citizenship behaviour (Case study: Tehran University). *International Journal of Business and Social Science, 3*(10), 67–72.

Oguegbe, T. M., Anyikwa, N. A., & Uchenwamgbe, B. B. (2014). Organizational culture, employee's commitment, productivity and performance of an organization. *International Journal of Management Sciences, 3*(3), 86–92.

Okediran, A., & Akinwale, O. A. (2017). Organizational silence and gender differences among academic staff in Nigerian universities. *Journal of Educational Research and Review, 5*(4), 58–66.

Ololube, N. P. (2015). Benchmarking the motivational competencies of academically qualified teachers and professionally qualified teachers in Nigerian secondary schools. *Journal of Education and Learning, 4*(2), 22–34. https://doi.org/10.5539/jel.v4n2p22

Olowookere, E. I., & Adejuwon, T. (2015). Influence of organizational justice and job satisfaction on organizational citizenship behaviour of university teachers in Oyo State, Nigeria. *African Journal for the Psychological Study of Social Issues, 18*(2), 145–155.

Omobude, I. M. (2025). *Silence and resistance: Organisational behaviour in Nigerian academic institutions*. University of Benin Press.

Omonijo, D. O., Nnedum, O. A. U., & Fadugba, E. O. (2014). Graduate unemployment in Nigeria: A blind spot in the nation's educational system. *The African Symposium, 14*(3), 105–119.

Oplatka, I. (2009). Organizational citizenship behavior in teaching: The consequences for teachers, pupils, and the school. *International Journal of Educational Management, 23*(5), 375–389. https://doi.org/10.1108/09513540910970547

Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.

Organ, D. W. (1988). Organizational citizenship behavior: The good soldier syndrome. Lexington, MA: Lexington Books.

Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance, 10*(2), 85–97. https://doi.org/10.1207/s15327043hup1002_2

Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology, 48*(4), 775–802. https://doi.org/10.1111/j.1744-6570.1995.tb01781.x

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational citizenship behavior: Its nature, antecedents, and consequences*. Sage Publications.

Paille, P. (2011). Perceived organizational support and work outcomes: The mediating role of psychological contract violation. *International Journal of Organizational Analysis, 19*(1), 41–59.

Pinder, C. C., & Harlos, K. P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. *Research in Personnel and Human Resources Management, 20*, 331–369. https://doi.org/10.1016/S0742-7301(01)20007-3

Pinder, C. C., & Harlos, K. P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. Research in Personnel and Human Resources Management, 20, 331–369.

Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology, 94*(1), 122–141. https://doi.org/10.1037/a0013079

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational

citizenship behaviors. *The Leadership Quarterly, 1*(2), 107–142. https://doi.org/10.1016/1048-9843(90)90009-7

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviours: A critical review of the theoretical and empirical literature. *Journal of Management, 26*(3), 513–563.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology, 87*(4), 698–714. https://doi.org/10.1037/0021-9010.87.4.698

Robson, C., & McCartan, K. (2016). *Real world research* (4th ed.). Wiley.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson Education.

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). John Wiley & Sons.

Singh, A. S., & Misra, N. (2020). Linking organizational culture, structure, and employee behaviour in universities. *Journal of Organizational Psychology, 20*(2), 15–28.

Singh, P., & Misra, R. (2020). Academic leadership and organizational silence in Indian higher education: Challenges and strategies. *Journal of Leadership and Management, 8*(2), 34–49.

Singh, S. K., & Misra, S. (2020). Linking perceived organizational support and organizational justice to employee silence: The mediating role of trust. *Personnel Review, 49*(4), 1161–1176.

Singh, S., & Misra, S. (2020). Uncertainty in academic leadership: Navigating change in higher education. *Journal of Organizational Change Management, 33*(3), 459–47

Somech, A., & Drach-Zahavy, A. (2004). Exploring organizational citizenship behaviour from an organizational perspective: The relationship between organizational learning and

organizational citizenship behaviour. *Journal of Occupational and Organizational Psychology, 77*(3), 281–298. https://doi.org/10.1348/0963179041752709

Tangirala, S., & Ramanujam, R. (2008). Employee silence on critical work issues: The cross-level effects of procedural justice climate. *Personnel Psychology, 61*(1), 37–68.

Taro Yamane (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.

Turnipseed, D. L., & Murkison, G. (2000). Good soldiers and their syndrome: Organizational citizenship behaviour and the work environment. *Journal of Psychology, 134*(2), 153–168.

Turnipseed, D. L., & Murkison, G. (2000). Good soldiers and their syndrome: Organizational citizenship behaviour and the work environment. Journal of Psychology, 134(2), 153–168.

Vakola, M., & Bouradas, D. (2005). Antecedents and consequences of organizational silence: An empirical investigation. *Employee Relations, 27*(5), 441–458. https://doi.org/10.1108/01425450510611997

Vakola, M., & Bouradas, D. (2005). Antecedents and consequences of organizational silence: An empirical investigation. Employee Relations, 27(5), 441–458.

Van Dyne, L., Ang, S., & Botero, I. C. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs. *Journal of Management Studies, 40*(6), 1359–1392. https://doi.org/10.1111/1467-6486.00384

Van Dyne, L., Ang, S., & Botero, I. C. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs. Journal of Management Studies, 40(6), 1359–1392.

Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management Journal, 40*(1), 82–111. https://doi.org/10.5465/257021

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of Occupational and Organizational Psychology, 82*(1), 183–200. https://doi.org/10.1348/096317908X285633

Zehir, C., & Erdoğan, E. (2011). The association between organizational silence and ethical leadership through employee performance. *Procedia - Social and Behavioral Sciences, 24*, 1389–1404. https://doi.org/10.1016/j.sbspro.2011.09.069

APPENDICES

QUESTIONNAIRE: ORGANIZATIONAL SILENCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB) AMONG LECTURERS AT THE UNIVERSITY OF BENIN

SECTION A: Bio-data

1. Sex of Respondent: Male [ ] Female [ ]
2. Age of respondent: Less than 25yrs [ ] 25yrs-35yrs [ ] 36yrs-46yrs [ ] 47yrs and above [ ].
3. Marital Status: Single [ ] Married [ ] Divorced/Separated [ ] Widowed [ ]
4. Years of Service: 5yrs and below [ ] 6-10yrs [ ] 11-15yrs [ ] 16-20yrs [ ]

   21yrs and above [ ]
5. Academic Rank: Graduate Assistant [ ] Assistant Lecturer [ ] Lecturer II [ ] Lecturer I [ ] Senior

   Lecturer [ ] Associate Professor [ ] Professor [ ]
6. Faculty/College of Respondent: _____

SECTION B: ORGANIZATIONAL SILIENCE

Instructions for Respondents: Please indicate how much you agree or disagree with each statement about your university.

SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	U	D	SD
	Acquiescent Silence					
7	I often keep my opinions to myself because I feel they won't make a difference.					
8	I avoid suggesting improvements because I don't believe things will change.					
9	Even when I disagree, I remain silent because no one listens.					
	Defensive Silence					
10	I withhold information at work to avoid conflict.					

11	I stay silent during discussions to protect myself from negative consequences.					
12	I am afraid to speak up in meetings for fear of being blamed or criticized.					
	Prosocial Silence					
13	I sometimes avoid sharing sensitive information to protect others.					
14	I withhold concerns that might damage my team's reputation.					
15	I avoid disclosing some issues to maintain harmony in the workplace.					
	Supervisor Silence Climate					
16	My supervisor does not encourage open communication.					
17	Employees are discouraged from speaking up in my organization.					
18	Raising concerns is often seen as being disloyal.					

SECTION B: ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB)

Instructions for Respondents: Please indicate how much you agree or disagree with each statement about your university.

SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

S/N	STATEMENT	SA	A	U	D	SD
	Altruism					
19	I help others who have been absent from work.					
20	I willingly help new employees to settle into the job.					
21	I assist others with heavy workloads.					
22	I voluntarily help co-workers with work-related problems.					
	Conscientiousness					
23	I obey company rules and regulations even when no one is watching.					
24	I am one of the most conscientious employees.					
25	I do not take extra breaks during the day.					
26	I attend work more than required.					
	Sportsmanship					

27	I do not complain about trivial matters at work.					
28	I make the best of things even when they don't go my way.					
29	I always find fault with what the organization is doing. (R)					
30	I tend to make problems bigger than they really are. (R)					
	Courtesy					
31	I consult others who might be affected by my actions.					
32	I try to avoid creating problems for co-workers.					
33	I consider the impact of my actions on others.					
34	I warn others in advance of possible work-related problems.					
	Civic Virtue					
35	I attend meetings that are not mandatory but are considered important.					
36	I stay updated with organisational announcements and memos.					
37	I take an active interest in the affairs of the company.					
38	I keep myself informed about developments in the organization.					