



*International Journal of
Research in Education
and Science*

www.ijres.net

Power, Harmony, and Silence: An Organizational Behavior Perspective on Teachers' Collegial Relationships

Huang Xueer ¹, Mohd Hanafi Mohd Yasin ^{2 *}

¹ INTI International University, Malaysia, 0009-0000-0414-283X

² INTI International University, Malaysia, 0000-0001-7604-4980

* Corresponding author: Mohd Hanafi Mohd Yasin (mohdhanafi.yasin@newinti.edu.my)

Article Info

Article History

Received:
19 October 2025

Revised:
10 January 2026

Accepted:
5 March 2026

Published:
1 July 2026

Keywords

Teacher relationships
Organizational silence
Emotional satisfaction
Collectivism
Cultural adaptation
Quality of education
Gender equality
Reduced inequality

Abstract

In the context of China's collectivist culture and hierarchical organizational structures, teachers often navigate a delicate balance between voicing opinions and maintaining silence in their professional interactions. While open communication is widely recognized as essential to school development and organizational learning, Chinese teachers may choose silence as a culturally appropriate strategy to preserve interpersonal harmony and avoid conflict, especially within rigid hierarchies. This phenomenon organizational silence is not merely the absence of speech, but a complex, context-dependent behavior influenced by relational risk, power distance, and social norms. Despite growing interest in silence within organizational research, existing studies have largely overlooked how cultural values shape silence behaviors in non-Western settings. By examining the relationship between collegial interactions and organizational silence among Chinese teachers, this study aims to provide culturally grounded insights into how silence functions as a form of adaptive behavior, and to contribute to the development of more inclusive and context-sensitive theories of organizational communication.

Citation: Xueer, H. & Mohd Yasin, M. H. (2026). Power, harmony, and silence: An organizational behavior perspective on teachers' collegial relationships. *International Journal of Research in Education and Science (IJRES)*, 12(3), 557-578. <https://doi.org/10.46328/ijres.5895>



ISSN: 2148-9955 / © International Journal of Research in Education and Science (IJRES).

This is an open access article under the CC BY-NC-SA license
(<http://creativecommons.org/licenses/by-nc-sa/4.0/>).



Introduction

In addition to strong teaching competencies, teachers must cultivate and maintain positive relationships with their colleagues to foster professional collaboration and emotional support within the organization. Research has shown that collegial relationships play a critical role in influencing employee job satisfaction and are closely linked to overall organizational performance (Betzler & Löschke, 2021). Compared to their American counterparts—who tend to teach more independently (Schleifer et al., 2017)—Chinese teachers operate within a collectivist cultural context, where collaboration and a sense of collective responsibility are not only encouraged but expected (Song et al., 2023).

Teacher relationships not only help reduce work-related stress and contribute to the development of professional identity but also serve as a vital resource for new teachers as they adapt to the teaching environment and school culture (Maanen & Barley, 1984; De Stasio et al., 2019; Fantilli & McDougall, 2009). However, these relationships can also become sources of stress. A lack of team cohesion or interpersonal conflict among colleagues can lead to professional burnout and increased intentions to leave the profession (Skaalvik & Skaalvik, 2015), thereby exacerbating the ongoing issue of teacher attrition (European Commission, 2018).

In addition to institutional factors, individual teacher characteristics also play a significant role in shaping how interpersonal relationships are formed and maintained. Studies have shown that younger female teachers tend to place a greater emphasis on collaboration (Webs & Holtapples, 2018), while teachers with higher levels of professional capital are more open to uncertainty and more inclined to engage in egalitarian interactions (Lee & Lee, 2018). Moreover, job satisfaction has been found to influence the quality of teachers' interpersonal interactions (Matsushita & Yamamura, 2025), and collegial support can enhance both teaching effectiveness and overall job satisfaction (Thomas et al., 2019).

However, teacher interpersonal relationships are not solely the result of individual choices; they are also deeply embedded within cultural and institutional structures. In collectivist cultures, such as China's, group harmony and cooperation are highly valued (Triandis, 1988). However, this emphasis on harmony does not necessarily translate into genuine trust or open communication. In a comparative study of Chinese and American teachers, Liu et al. (2019) found that Chinese teachers often maintain a cautious stance in their collegial interactions, displaying a relational pattern described as "harmonious on the surface but guarded in reality."

Meanwhile, China's education system is characterized by strong bureaucratic control, which often restricts teachers' ability to freely express their opinions within an authoritarian institutional environment (Peng et al., 2023). Hochschild's (1979) theory of *emotional labor* suggests that in hierarchical contexts, individuals are required to suppress their genuine emotions in order to maintain surface-level harmony. This framework has been widely applied in educational research to explain teachers' emotional regulation and expression strategies in both instructional and interpersonal settings.

Although previous studies have extensively examined teacher collaboration and teacher–student relationships

(Robinson, 2022; Claessens et al., 2017; Aldrup et al., 2018), there remains a notable gap in the systematic exploration of teacher–colleague relationships—especially within the Chinese context, where cultural norms and institutional structures are deeply intertwined. These relationships are not merely part of teachers’ daily routines; they also embody the complex tensions between cultural values, organizational authority, and broader societal expectations. As such, they play a significant role in shaping teachers’ professional well-being and patterns of expression or silence within the workplace.

The phenomenon of organizational silence among teachers has become increasingly prominent in recent years. While existing research has largely concentrated on individual psychological factors or leadership styles, relatively little attention has been paid to the role of teacher–colleague relationships in shaping silent behavior. To address this gap, the present study examines the basic education system in China to investigate the relationship between the quality of collegial relationships and organizational silence. Furthermore, it explores how collectivist cultural norms and hierarchical power structures moderate teachers’ expressive behaviors. By situating the analysis within a non-Western context, this study seeks to extend the applicability of organizational behavior theory and offer both theoretical and practical insights for improving communication dynamics within educational organizations.

Literature Review

Research Approaches and Measurement Frameworks for Teacher Collegial Relationships

Collegial relationships among teachers have long been recognized as a critical factor influencing teaching effectiveness, emotional well-being, and professional adaptation. A substantial body of research has systematically examined these relationships at both the structural and functional levels of educational organizations, with a particular focus on emotional support and professional collaboration. For instance, Petro and Gega (2023) highlight the pivotal role of positive collaborative relationships in advancing school development. Compared to teachers who work independently, those engaged in collaborative teaching are more likely to report higher levels of teaching self-efficacy and significantly lower levels of professional isolation (Reeves et al., 2017). Wolgast and Fischer (2017) further argue that collegial support and goal-oriented collaboration not only help mitigate occupational stress but also serve as valuable social resources that enhance teachers’ emotional regulation and sense of organizational belonging.

In terms of measurement dimensions, the Workplace Relational Needs Satisfaction Scale (WRNSS) was developed by Hanc, Žvelc, and Bajec (2024) as a workplace adaptation of the original Relational Needs Satisfaction Scale (RNSS) proposed by Žvelc et al. (2020). The WRNSS is designed to assess the extent to which individuals derive emotional satisfaction from their interactions with colleagues. It encompasses dimensions such as respect, care, belonging, self-expression, and emotional responsiveness, reflecting the core psychological needs underlying workplace interpersonal relationships. The scale has demonstrated strong reliability and validity in high emotional-investment professions such as education and nursing, offering both theoretical grounding and practical tools for conducting quantitative research on the emotional dimensions of teachers’ collegial relationships.

The Meaning, Types, and Mechanisms of Organizational Silence

Morrison and Milliken (2000) argue that organizational silence is a collective phenomenon in which most organizational members choose not to voice their genuine opinions on issues, policies, or decisions due to fear, feelings of powerlessness, or the suppressive nature of organizational culture. Such silence poses significant barriers to organizational learning, innovation, and change. Building on this concept, Pinder and Harlos (2001) identified three distinct motivations underlying silence: compliant silence (stemming from a sense of powerlessness), defensive silence (motivated by fear), and pro-organizational silence (driven by loyalty or a desire to protect the organization). This typology has provided a theoretical foundation for subsequent research. Perlow and Williams (2003) further emphasize the psychological costs of silence, noting that unexpressed concerns can lead to shame, suppressed anger, and resentment. When such negative emotions remain unaddressed, they can damage interpersonal relationships, stifle creativity, and ultimately reduce work efficiency.

As professionals operating under multiple institutional constraints, teachers often encounter significant barriers to expressing their opinions, including hierarchical power structures, cultural norms, and interpersonal dynamics. Hochschild's (1979) theory of *emotional labor* has been widely applied in educational research, highlighting how teachers frequently suppress their emotional expressions to preserve the appearance of organizational harmony, particularly when faced with injustice or workplace conflict. In such contexts, employees may deliberately withhold opinions or feedback out of fear of negative repercussions—what Jahanzeb and Fatima (2018) describe as “choosing to remain silent despite knowing there is a problem.” Within high-pressure, high-expectation organizational environments, teachers' silence is often not a reflection of individual personality or attitude, but rather a behavior deeply embedded in the fabric of institutional and interpersonal relationships. In particular, the quality of collegial interactions may unconsciously reinforce or mitigate the tendency toward silence, making it a critical—yet often overlooked—variable in understanding teachers' communicative behavior.

The Relationship Between Teacher Colleague Relationships and Organizational Silence

Although teacher–colleague relationships and organizational silence have been extensively studied as separate constructs, the underlying mechanisms linking the two have received limited systematic attention. Existing research suggests that teachers with a stronger identification with school organizational values tend to report higher job satisfaction and a lower propensity for organizational silence (Demirtaş, 2018). This indicates that organizational silence is not merely a product of individual disposition but is also significantly shaped by the quality of organizational relationships and climate. In contrast, Alqarni (2020), using structural equation modeling, found that while collaborative behavior among teachers did not significantly predict organizational silence, school leadership—particularly restrictive management practices and lack of administrative support—was a significant predictor. These findings suggest that hierarchical power dynamics within the organization may exert a stronger influence on teachers' willingness to speak out than peer-level interactions alone.

In specific interpersonal contexts, teachers often suppress their expressions in order to preserve collegial relationships, particularly in situations involving disagreement or potential conflict. Köylüoğlu et al. (2015) found

that when teachers feel discomfort or hesitation about expressing themselves within the organization—such as reporting issues or offering criticism—they are more likely to remain silent to avoid interpersonal risks. This tendency is especially pronounced in cultural environments that emphasize interpersonal harmony. Supporting this view, Akkoç and Cemaloğlu (2023) found that teachers who experience workplace bullying report significantly higher levels of organizational silence, which in turn intensifies their sense of alienation from the organization and contributes to negative emotional states. These findings highlight that negative collegial relationships are a critical contextual factor in triggering teachers' silence behaviors. Interpersonal oppression and subtle forms of workplace aggression not only diminish teachers' willingness to speak up but also erode their sense of organizational belonging. This provides important empirical support for examining how the quality of teacher–colleague relationships influence organizational silence.

The Dual Impact of Collectivist Culture and Organizational Structure on Teacher Silence

In collectivist cultures, teachers' workplace behaviors are strongly shaped by social and organizational norms. Cultural values develop through interactions between individuals and their environment (Meyer, 2009), with collectivism emphasizing group interests, loyalty, and social conformity (Dastmalchian et al., 2020). In such settings, individuals tend to align with organizational expectations and express dissent in a restrained way to maintain harmony (Futaba, 2016; Cohen & Abedallah, 2021). As a result, teachers often use avoidance or silence to prevent conflict and avoid social exclusion. In China, influenced by Confucian values, principals focus on keeping staff relationships harmonious (Qian et al., 2017; Walker & Qian, 2020). High power distance also leads to more authoritarian leadership and limited communication between leaders and staff (Offermann & Hellmann, 1997), reinforcing organizational silence.

Cultural and institutional forces together restrict teachers' willingness to speak up. Culturally, China's high-context communication style relies on indirect expression and values politeness, making open criticism less acceptable (Levitt, 2022). Institutionally, schools are highly centralized, with few formal voice channels, and speaking up may carry risks such as harming relationships or career prospects (Gun, 2019; Sholekar & Shoghi, 2017). In this environment, culture influences whether it is appropriate to speak, and institutions shape whether it is safe to do so. This dual pressure helps explain why and how organizational silence develops among teachers.

To further integrate the research perspectives, this study proposes the following conceptual model (see Figure 1), which aims to examine the impact of the quality of teacher–colleague relationships on the three types of organizational silence and to interpret these dynamics within the specific context of Chinese culture and institutional structures.

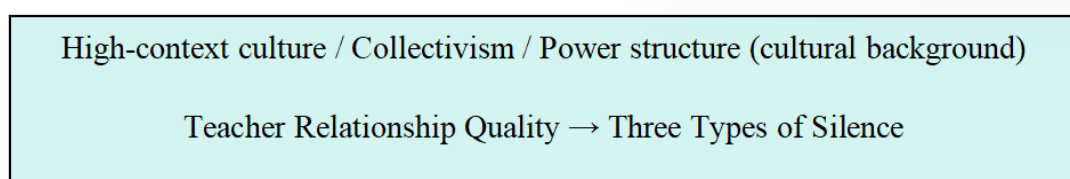


Figure 1. Conceptual Model

Research Questions and Research Design

This research aims to examine how the quality of teacher–colleague relationships influence teachers’ tendency toward organizational silence, and further explores how teachers in China’s collectivist cultural context navigate expression suppression and interpersonal tension through emotional regulation and relational strategies. Drawing on existing literature and the cultural characteristics of Chinese educational organizations, the study centers on the following core research questions.

Research Questions

This study focuses on teachers’ organizational expressive behavior within the context of China’s basic education system and explores the following research questions:

1. Does the quality of teachers’ collegial relationships significantly predict their use of different types of organizational silence (compliant, defensive, and pro-organizational)?
2. In a collectivist and high-power distance cultural context, why do teachers remain silent even when they have positive collegial relationships?
3. How do teachers use silence as a situational strategy to preserve interpersonal harmony and mitigate potential risks?

Research Hypotheses

Although prior research generally suggests that positive workplace relationships enhance employees’ willingness to speak up and reduce organizational silence, this dynamic may differ in the context of China’s collectivist and high-power distance culture. In such settings, teachers often adopt silence as a strategic means to maintain surface harmony and relational stability, thereby avoiding interpersonal risks (Huang et al., 2005). Consequently, strong collegial relationships may not necessarily decrease the tendency toward silence; instead, they may reinforce strategic forms of silence—particularly compliant and defensive silence. Based on this reasoning, the present study proposes the following hypotheses:

- H0₁: There is no significant relationship between the quality of teachers’ collegial relationships and their level of acquiescent silence.
- H0₂: There is no significant relationship between the quality of teachers’ collegial relationships and their level of defensive silence.
- H0₃: There is no significant relationship between the quality of teachers’ collegial relationships and their level of prosocial silence.

Research Design

This study adopts an explanatory sequential design, with a primary focus on interpretive qualitative research, supplemented by interview-based inquiry. The research is conducted in two distinct phases:

- The first phase involves quantitative analysis. Data was collected from 150 frontline teachers in the basic education system through a structured questionnaire survey. Two instruments were employed: the

Teacher Colleague Relationship Emotional Satisfaction Scale (W-RNSS) to assess the quality of interpersonal relationships, and the *Organizational Silence Scale* to measure teachers' tendencies toward silence. Correlation and regression analyses were conducted to test the proposed research hypotheses.

- The second phase consists of qualitative research. Based on the findings from the quantitative phase, six representative teachers were selected for semi-structured, in-depth interviews. These interviews explored teachers' interpersonal interactions, opinion expression, and cultural perceptions within both everyday teaching and broader organizational contexts, aiming to uncover the cultural logic and psychological mechanisms underlying the quantitative results.

This research design effectively integrates statistical relationships between variables with the socio-cultural context in which behaviors occur, thereby enhancing the explanatory depth and contextual relevance of the findings. Within China's highly collectivist and hierarchically structured educational institutions, supplementing the study with qualitative inquiry enables a more nuanced understanding of the complex, multifaceted motivations behind teachers' silent behavior.

Methodology

This study adopts a sequential mixed-methods approach, beginning with quantitative data collection and analysis, followed by qualitative interviews to further interpret and enrich the initial findings. This methodology is well-suited to research contexts that are both exploratory in nature and require a deeper understanding of behavioral and cultural mechanisms grounded in statistical relationships. It is particularly appropriate for the aims of this study, which seeks to examine teachers' organizational behavior within the unique cultural framework of Chinese collectivism.

Quantitative Phase

Participants

The quantitative phase of this study recruited a total of 150 basic education teachers from Chaozhou City, covering kindergarten, primary, and secondary school levels. Among the participants, 69.3% were female and 30.7% were male, reflecting a representative gender distribution. A convenience sampling method was used, and participants completed the survey anonymously through an online questionnaire platform, ensuring the authenticity of the data and compliance with ethical standards.

Instruments

This study used two standardized scales:

Workplace Relational Needs Satisfaction Scale (W-RNSS): Adapted from the Relational Needs Satisfaction Scale (Žvelc et al., 2020), the W-RNSS was developed by Hanc et al. (2024) for workplace settings. The scale consists of 20 items measuring five dimensions: respect, belonging, care, self-expression, and emotional responsiveness. Responses are rated on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). In this study, the

measurement instruments included five dimensions of teacher–colleague relational quality and three dimensions of organizational silence. Reliability analysis using Cronbach’s alpha showed that all subscales had α coefficients ranging from 0.70 to 0.90, indicating good internal consistency and meeting established psychometric standards.

Organizational Silence Scale: This scale was developed based on the theoretical framework proposed by Pinder and Harlos (2001) to assess teachers' tendencies toward suppressed expression within organizational settings. It includes three dimensions: compliant silence, defensive silence, and pro-organizational silence, comprising a total of 15 items rated on a five-point Likert scale. Reliability analysis using Cronbach’s alpha yielded the following coefficients for each subscale: compliant silence ($\alpha = 0.80$), defensive silence ($\alpha = 0.73$), and pro-organizational silence ($\alpha = 0.91$), indicating good internal consistency and suitability for subsequent statistical analysis.

Data Analysis

Data was analyzed using SPSS 27.0. First, reliability tests (Cronbach’s α) were conducted to assess the internal consistency of the scales. This was followed by descriptive statistics and Pearson correlation analyses. Finally, linear regression models were employed to examine the predictive effect of the quality of teacher–colleague relationships on organizational silence. The level of statistical significance was set at $p < .05$.

Qualitative Phase

Participants and Sampling

Based on the results of the quantitative phase and considering variations in teacher gender, years of teaching experience, and school type, six teachers were selected through purposive sampling for semi-structured in-depth interviews. The participants were drawn from a range of school contexts—including an urban key junior high school, a rural primary school, and a county-level school—ensuring both diversity and representativeness.

Interview Procedure

The interviews centered on the theme of “Teacher Colleague Relationships and Organizational Expression,” focusing on three key areas:

1. How teachers perceive their relationships with colleagues.
2. Whether they have ever chosen to remain silent due to interpersonal concerns, and the reasons behind such decisions;
3. How teachers navigate expressive conflict and emotional suppression within collectivist and hierarchical structures.

Each interview lasted approximately 30 minutes and was audio-recorded and transcribed with the participants’ informed consent. All procedures strictly adhered to principles of informed consent and privacy protection.

Data Analysis

In this study, qualitative data were analyzed using the open coding method from grounded theory. Open coding is an initial coding process aimed at systematically analyzing raw interview data sentences by sentence or

paragraph by paragraph, identifying potential concepts, behaviors, and meaning units through the assignment of labels. Without imposing any predetermined theoretical framework, the researcher conducted constant comparison and inductive analysis based on teachers' lived experiences of expression and silence, extracted initial concepts and gradually developing core categories. This method enables an in-depth exploration of the underlying causes and logic behind organizational silence among teachers and lays the foundation for subsequent theoretical development.

Results

Demographic Characteristics

A total of 150 valid questionnaires were collected for this study. The basic demographic characteristics of the respondents are presented in Table 1. The sample includes a diverse distribution in terms of gender, age, educational background, school type, and teaching level, demonstrating a certain degree of representativeness. The majority of respondents were female (69.3%), with the largest age group being between 26 and 35 years old (47.3%). Most participants held a bachelor's degree (68.7%). Regarding the type of school, 71.3% of the respondents were employed in public schools, while 28.7% worked in private schools. The teaching levels represented in the sample ranged from kindergarten to senior high school.

Table 1. Demographic Characteristics

Variable	Category	N	Percentage (%)
Gender	Male	46	30.7%
	Female	104	69.3%
Age	<25 years	19	12.7%
	26–35 years	71	47.3%
	36–45 years	44	29.3%
	>45 years	16	10.7%
Education Level	Associate degree	20	13.3%
	Bachelor's degree	103	68.7%
	Master's or above	27	18.0%
School Type	Private	43	28.7%
	Public	107	71.3%
Teaching Level	Kindergarten	17	11.3%
	Primary school	50	33.3%
	Junior high school	38	25.3%
	Senior high school	45	30.0%

Descriptive Statistical Analysis of Each Dimension of the Scale

The Workplace Relational Needs Satisfaction Scale (W-RNSS) includes five dimensions: *Respect* ($M = 3.98$, $SD = 0.66$), *Belonging* ($M = 4.04$, $SD = 0.66$), *Care* ($M = 3.97$, $SD = 0.66$), *Self-expression* ($M = 3.97$, $SD = 0.65$),

and *Emotional Response* ($M = 3.90, SD = 0.65$). Overall, participants scored relatively high across all dimensions, with *Belonging* showing the highest mean score, indicating that the need for a sense of belonging was most strongly satisfied.

In terms of organizational silence, participants reported relatively high mean scores across all three dimensions: *acquiescent silence* ($M = 3.98, SD = 0.67$), *defensive silence* ($M = 3.97, SD = 0.60$), and *pro-social silence* ($M = 4.07, SD = 0.71$). These findings suggest that a general tendency toward silence exists among the participants in the organizational context. All variables were measured using a 5-point Likert scale, and the valid sample size was 150.

Table 2. Descriptive Statistics

Scale	Dimensions	N	Min	Max	M	SD
W-RNSS Relational Needs Satisfaction Scale	Respect	150	1.50	4.75	3.98	.66
	Belonging	150	1.00	5.00	4.04	.66
	Care	150	1.25	5.00	3.97	.66
	Self-expression	150	1.50	5.00	3.97	.65
Organizational Silence Scale	Emotional responsiveness	150	1.25	5.00	3.90	.65
	Acquiescent Silence	150	1.00	5.00	3.98	.67
	Defensive Silence	150	1.60	4.80	3.97	.60
	Prosocial Silence	150	1.40	5.00	4.07	.71
	Valid cases	150				

Correlation Analysis

To examine the relationships between the dimensions of emotional satisfaction in teacher collegial relationships and the dimensions of organizational silence, Pearson correlation analysis was conducted. The results are presented in Table 3.

Table 3. Correlation Analysis

Variable	1	2	3	4	5	6	7	8
1. Respect	—							
2. Belonging	.716**	—						
3. Care	.714**	.685**	—					
4. Self-expression	.704**	.656**	.668**	—				
5. Emotional response	.709**	.652**	.641**	.705**	—			
6. Defensive silence	.749**	.710**	.697**	.739**	.686**	—		
7. Prosocial silence	.723**	.708**	.705**	.692**	.733**	.733**	—	
8. Acquiescent silence	.592**	.574**	.590**	.536**	.532**	.597**	.719**	—

Note. ** $p < .01$ (two-tailed), indicating statistically significant correlations.

There were significant positive correlations among all five dimensions of emotional satisfaction in collegial relationships ($r = .641-.716, p < .01$), indicating a high degree of consistency across perceived respect, belonging, care, self-expression, and emotional responsiveness in the workplace. This result reflects the synergistic nature of the overall emotional support system experienced by teachers.

Further analysis revealed that all dimensions of emotional satisfaction in collegial relationships were significantly and positively correlated with the three types of organizational silence ($p < .01$). Among them, respect showed the strongest correlation with acquiescent silence ($r = .749$), while belonging demonstrated a strong association with defensive silence ($r = .708$). In addition, emotional responsiveness and self-expression were moderately and positively correlated with all types of silence. It is worth noting that pro-organizational silence exhibited relatively lower correlations with the emotional satisfaction dimensions (e.g., emotional responsiveness, $r = .532$), though all correlations remained statistically significant.

Overall, while teachers experience a high level of emotional satisfaction in their interactions with colleagues, they may still adopt certain forms of silence to preserve the organization's image, avoid conflict, or navigate power dynamics. This suggests a complex, non-linear relationship between emotional ties and silence behavior, warranting further exploration of potential moderating or mediating mechanisms in subsequent regression analyses.

Regression Analysis

Regression Analysis of Teacher-Colleague Relationships and Compliant Silence

To examine whether teachers perceived emotional satisfaction across various dimensions can predict their tendency toward compliant silence, a multiple linear regression analysis was conducted using the five dimensions—respect, belonging, care, self-expression, and emotional responsiveness—as independent variables, with compliant silence as the dependent variable (see Table 4, 5, and 6).

Table 4. Regression Model of Teacher-colleague Relationships on Compliant Silence Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 ^a	.691	.680	.37796

Table 5. Analysis of Variance in the Regression of Teacher Collegial Relationships on Compliant Silence (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sum of Squares
1	Regression	45.98	5	9.2	64.38	.000 ^b
	Residual	20.57	144	.14		
	Total	66.55	149			

The overall regression model was statistically significant, $F(5, 144) = 64.38, p < .001$, with an $R^2 = .691$ and adjusted $R^2 = .680$, indicating that teachers perceived emotional satisfaction explains approximately 68.0% of the

variance in compliant silence. This reflects a strong model fit.

Table 6. Regression Coefficient Analysis of Teacher-colleague Relationships on Compliant Silence

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	0.11	0.22	—	0.50	.616
Respect	0.25	0.08	0.24	3.01	.003
Belonging	0.19	0.07	0.19	2.56	.011
Care	0.15	0.07	0.14	1.96	.052
Self-expression	0.28	0.08	0.27	3.65	.000
Emotional Responsiveness	0.11	0.08	0.11	1.42	.158

Among the five predictors, self-expression showed the strongest positive effect on compliant silence ($\beta = .27$, $t = 3.65$, $p < .001$), followed by respect ($\beta = .24$, $t = 3.01$, $p = .003$) and belonging ($\beta = .19$, $t = 2.56$, $p = .011$), all of which reached statistical significance. The effect of care was marginally significant ($\beta = .14$, $t = 1.96$, $p = .052$), while emotional responsiveness was not a significant predictor ($\beta = .11$, $t = 1.42$, $p = .158$).

These findings suggest that when teachers experience higher levels of respect, belonging, and self-expression within collegial relationships, they are more likely to adopt compliant silence as a communication strategy within the organizational setting.

Regression Analysis of Teacher-colleague Relationships and Defensive Silence

To examine the predictive effect of teachers' emotional satisfaction on defensive silence, a multiple linear regression analysis was conducted using the five dimensions of emotional satisfaction—respect, belonging, care, self-expression, and emotional responsiveness—as independent variables (see Table 7, 8, and 9).

Table 7. Regression Model of Teacher Emotional Satisfaction on Defensive Silence Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 ^a	.682	.671	.34381

Table 8. Analysis of Variance (ANOVA) of Teacher-colleague Relationships on Defensive Silence

Model		Sum of Squares	df	Mean Square	F	Sum of Squares
1	Regression	36.48	5	7.30	61.72	.000 ^b
	Residual	17.02	144	.12		
	Total	53.50	149			

The multiple linear regression analysis revealed a well-fitting model predicting defensive silence from five dimensions of emotional need satisfaction: respect, belonging, care, self-expression, and emotional responsiveness. The overall model was statistically significant, $F(5, 144) = 61.72$, $p < .001$, with a multiple correlation coefficient of $R = .826$. The model explained approximately 68.2% of the variance in defensive silence,

$R^2 = .682$, adjusted $R^2 = .671$.

Table 9. Regression Coefficient Analysis of Teacher-colleague Relationships on Defensive Silence

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	.51	.20		2.57	.011
Respect	.14	.08	.16	1.89	.061
Belonging	.18	.07	.20	2.67	.008
Care	.17	.07	.20	2.60	.010
Self-expression	.11	.07	.12	1.63	.106
Emotional Responsiveness	.26	.07	.28	3.75	.000

Among the predictors, emotional responsiveness emerged as the strongest positive predictor of defensive silence ($\beta = .28$, $t = 3.75$, $p < .001$). Belonging ($\beta = .20$, $t = 2.67$, $p = .008$) and care ($\beta = .20$, $t = 2.60$, $p = .010$) also showed statistically significant positive effects. Respect approached significance ($\beta = .16$, $t = 1.89$, $p = .061$), whereas self-expression was not a significant predictor ($\beta = .12$, $t = 1.63$, $p = .106$).

These results suggest that teachers who perceive higher levels of emotional responsiveness, belonging, and care in their collegial relationships are more likely to engage in defensive silence, possibly as a strategy to maintain relational harmony and psychological safety in high-context educational environments.

Regression Analysis of Teacher Colleague Relationships and Pro-organizational Silence

To further examine the predictive effect of teachers' emotional need satisfaction on pro-organizational silence, a multiple linear regression analysis was conducted using five dimensions of emotional satisfaction—respect, belonging, care, self-expression, and emotional responsiveness—as predictors (see Table 10, 11, and 12).

Table 10. Regression Model of Teacher Collegiality on Pro-organizational Silence Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.658 ^a	.434	.414	.54136

Table 11. Analysis of Variance (ANOVA) of Teacher Colleague Relationships on Pro-organizational Silence

Model		Sum of Squares	df	Mean Square	F	Sum of Squares
1	Regression	32.30	5	6.46	22.04	.000 ^b
	Residual	42.20	144	.29		
	Total	74.50	149			

The overall regression model showed a moderate fit, $R = .658$, $R^2 = .434$, adjusted $R^2 = .414$, indicating that teachers' emotional satisfaction explained approximately 43.4% of the variance in pro-organizational silence. The model was statistically significant, $F(5, 144) = 22.04$, $p < .001$.

Table 12. Regression Coefficient Analysis of Teacher Colleague Relationships on Pro-organizational Silence

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	.85	.31		2.71	.008
Respect	.20	.12	.19	1.72	.088
Belonging	.19	.11	.18	1.81	.073
Care	.24	.11	.23	2.31	.023
Self-expression	.08	.11	.08	.74	.460
Emotional Responsiveness	.09	.11	.08	.81	.420

Among the predictors, only care emerged as a significant positive predictor of pro-organizational silence ($\beta = .23$, $t = 2.31$, $p = .023$). While respect ($\beta = .19$, $t = 1.72$, $p = .088$) and belonging ($\beta = .18$, $t = 1.81$, $p = .073$) approached statistical significance, they did not reach the conventional threshold ($p < .05$). Self-expression ($\beta = .08$, $t = 0.74$, $p = .460$) and emotional responsiveness ($\beta = .08$, $t = 0.81$, $p = .420$) did not exhibit significant predictive effects. In summary, among the five dimensions of emotional satisfaction, care was the only significant predictor of pro-organizational silence. This suggests that the more care teachers perceive from their colleagues in the organization, the more likely they are to remain silent to protect organizational interests.

Multiple Regression Analysis: Controlling Demographic Variables

To examine the predictive effects of teachers' emotional need satisfaction on different dimensions of organizational silence, three separate multiple linear regression analyses were conducted with acquiescent silence, defensive silence, and pro-organizational silence as dependent variables. The results indicated that dimensions of emotional satisfaction demonstrated substantial predictive power across all models (see Table 13, 14, and 15).

Table 13. Summary of Regression Models for Organizational Silence Controlling for Demographic Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	.745	.735	.301

Table 14. Analysis of Variance (ANOVA) of the Return Variance of Teacher-colleague Relationships in Close Organizations

Model		Sum of Squares	df	Mean Square	F	Sum of Squares
1	Regression	37.71	5	7.54	83.13	.000 ^b
	Residual	13.07	144	.09		
	Total	50.78	149			

In the model predicting acquiescent silence, the regression equation was significant, $R^2 = .691$, $p < .001$. Significant positive predictors included self-expression ($\beta = .27$, $p < .001$), respect ($\beta = .24$, $p = .003$), and belonging ($\beta = .19$, $p = .011$). The effect of care approached significance ($\beta = .14$, $p = .052$), while emotional responsiveness was not a significant predictor ($\beta = .11$, $p = .158$).

Table 15. Regression Coefficient Analysis of Teacher Colleague Relationships on Pro-organizational Silence

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	.49	.17		2.81	.006
Respect	.20	.07	.22	3.01	.003
Belonging	.19	.06	.21	3.17	.002
Care	.19	.06	.21	3.19	.002
Self-expression	.16	.06	.17	2.59	.011
Emotional Responsiveness	.15	.06	.16	2.51	.013

For the defensive silence model, the results also showed strong explanatory power, $R^2 = .682, p < .001$. Significant predictors included emotional responsiveness ($\beta = .28, p < .001$), belonging ($\beta = .20, p = .008$), and care ($\beta = .19, p = .010$). Although respect and self-expression were not statistically significant, both demonstrated positive trends.

In the initial model predicting pro-organizational silence, the explanatory power was moderate, $R^2 = .434, p < .001$. Only care significantly predicted pro-organizational silence ($\beta = .23, p = .023$), while respect, belonging, self-expression, and emotional responsiveness did not reach statistical significance ($p > .05$).

However, when demographic variables were statistically controlled in the pro-organizational silence model, the explanatory power increased substantially, $R^2 = .745, p < .001$. All five emotional satisfaction dimensions emerged as significant positive predictors: respect ($\beta = .22, p = .003$), belonging ($\beta = .21, p = .002$), care ($\beta = .21, p = .002$), self-expression ($\beta = .17, p = .011$), and emotional responsiveness ($\beta = .16, p = .013$).

Taken together, care and belonging consistently served as stable predictors across all models, while the effects of emotional responsiveness and self-expression varied depending on the type of silence and the inclusion of control variables. These findings suggest that emotional needs satisfaction may interact with contextual and individual factors to influence teachers' silence behaviors in complex ways.

Hypothesis Testing Results

Based on the regression analyses conducted on the three types of organizational silence, the following conclusions are drawn regarding the null hypotheses:

H₀₁: There is no significant relationship between the quality of teachers' collegial relationships and their level of acquiescent silence.

The regression model was statistically significant, and several relational need dimensions—namely self-expression, respect, and belonging—were significant positive predictors of acquiescent silence ($p < .05$). Therefore, H₀₁ is rejected, indicating a significant positive relationship between teachers' collegial relationship quality and acquiescent silence.

H₀₂: There is no significant relationship between the quality of teachers' collegial relationships and their level of defensive silence.

The overall regression model was significant, with emotional responsiveness, belonging, and care significantly predicting defensive silence ($p < .05$). Hence, H_{02} is rejected, demonstrating a significant positive relationship between collegial relationship quality and defensive silence.

H₀₃: There is no significant relationship between the quality of teachers' collegial relationships and their level of prosocial silence.

In the initial regression model, only care was a significant predictor, and the model's explanatory power was moderate ($R^2 = .434$). However, after controlling for demographic variables, the model's fit improved substantially ($R^2 = .745$), and all five relational need dimensions became significant positive predictors ($p < .05$). Therefore, H_{03} is rejected, suggesting a significant relationship between collegial relationship quality and prosocial silence.

Analysis of Interview Results

Based on in-depth interviews with six teachers, this study employed open coding to systematically analyze and annotate the interview transcripts on a line-by-line basis. Through this process, key themes were identified, including emotional experiences, emotion regulation strategies, and the influence of organizational culture. Basic demographic information of interview participants is presented in Table 16.

Table 16. Basic Information about Participants

Participation	Gender	Age	Years of Work Experience	Teaching Subjects	Type of school	School Level
S1	Female	26	1	Integrated	Public	Kindergarten
S2	Female	27	2	Integrated	Public	Kindergarten
S3	Female	31	7	Integrated	Public	Primary
S4	Male	40	15	Math	Private	Primary
S5	Female	41	5	English	Public	Junior High School
S6	Male	27	1	Psychology	Private	High School

Emotional Experiences in Collegial Interactions

During the coding and analysis process, it was found that teachers commonly experienced significant emotional tension in their daily interactions with colleagues. Typical emotional experiences included anxiety, unease, frustration, and suppression. These emotions primarily stemmed from ambiguous role boundaries, unstable institutional arrangements, and implicit peer evaluation mechanisms. Novice teachers, in particular, were more likely to experience emotional distress in uncertain and high-expectation environments. For example, a newly

employed kindergarten teacher (S1) described feeling helpless and emotionally low when facing parental complaints, citing a lack of support in handling such situations.

In contrast, more experienced teachers tended to exhibit signs of structural emotional exhaustion, with a notable emphasis on feelings of marginalization. Such exclusion may lead to emotional resource depletion, thereby increasing the likelihood of negative behaviors (Ahanzeb & Fatima, 2018). Some interviewees reported that certain subject groups (e.g., art departments) were frequently assigned additional duties but lacked sufficient decision-making power. This contributed to a sense of being “ignored” and feelings of low professional value, highlighting the potential impact of organizational hierarchy and subject status on emotional well-being.

Emotion Regulation and Interpersonal Coping Strategies

Through inductive analysis of the interview data, the study identified three primary types of emotion regulation and interpersonal coping strategies employed by teachers:

- The first type is emotion-focused coping, such as writing diaries, engaging in self-reflection, and confiding in trusted individuals. These strategies help teachers process emotions and regain emotional stability. As Teacher S2 noted, documenting emotional experiences allowed them to approach interpersonal issues more calmly the following day.
- The second strategy involves delayed response and avoidance, where teachers tend to adopt a "cooling-off" approach or temporarily withdraw when facing conflicts or tensions. This allows for emotional relief and reduces the risk of relational breakdowns that might arise from direct confrontation.
- The third type is strategic expression, which includes indirect or implicit forms of communication, such as subtle hints or humor, to express dissatisfaction or disagreement. These methods help maintain relational harmony while still conveying one's stance. Such practices reflect teachers' heightened sensitivity to organizational climate and interpersonal risk, as well as their capacity for relational adjustment.

In addition, most teachers reported confiding only in low-risk, emotionally close colleagues, indicating a strong emphasis on "emotional safety" within workplace interactions. Overall, teachers' emotion regulation strategies demonstrate both cultural adaptability and pragmatic negotiation, shaped by organizational context and interpersonal trust networks.

Influence of Organizational and Societal Culture

Interview analysis shows that teachers' emotional expression is shaped not just by personal preference, but by school culture and broader sociocultural norms. While some schools promote open communication, many teachers feel that emotional expression is discouraged in practice. Most participants noted that schools prefer rational, low-risk communication, and emotional expression is often seen as unprofessional. One secondary teacher (S5) shared that showing strong emotions might lead to social distancing or even marginalization—reflecting an internalized norm of emotional restraint widely accepted among teachers.

Teachers' emotional regulation is also influenced by early socialization. Several participants said they were taught from childhood to suppress emotions and avoid visible mood changes. These learned behaviors continue into their professional lives, forming consistent coping styles. This intergenerational pattern reflects broader cultural values—especially in contexts that emphasize harmony and face-saving—where emotional restraint serves both personal and social functions.

Summary

Overall, the open coding analysis indicates that teachers in China's basic education system tend to demonstrate strong emotional regulation and prefer low-risk modes of interpersonal expression. This relational management style—characterized by “diffusion without eruption, expression without confrontation”—reflects the multifaceted influence of organizational structure, cultural atmosphere, and socialization processes on teachers' emotional behavior.

Discussion

This study examined how collegial relationship quality influences organizational silence among Chinese teachers, considering the broader context of collectivist culture and hierarchical organizational structures. Findings show that cultural norms, organizational systems, and interpersonal dynamics together shape teachers' communication behaviors. Quantitative results revealed that higher emotional fulfillment, especially respect, belonging, and care—was associated with greater silence. Respect and belonging significantly predicted acquiescent and defensive silence. Unlike Western studies that link positive relationships to openness, strong ties in the Chinese context may encourage silence as a strategy for avoiding conflict and preserving harmony. Verouden et al. (2018) noted that Chinese individuals may use silence as a form of respect, which outsiders may misread as disengagement. Similarly, Zeng (2018) highlighted how concerns over economic and organizational risks lead to non-confrontational silence.

Qualitative data further revealed that teacher silence often stems from strategic considerations rather than lack of expression skills. In authoritarian cultural settings, teachers avoid sensitive topics to reduce interpersonal and organizational conflict (Duan et al., 2018). Silence thus becomes a situational coping mechanism. Wu et al. (2023) also observed that in face-oriented cultures, teachers may hide knowledge or remain silent in response to relational tension—both as emotional regulation and social adaptation.

Structurally, China's rigid and hierarchical education system contributes to institutionalized silence. New or marginalized teachers often face both limited channels for expression and fear of negative consequences. Interviews illustrated how these pressures result in emotional restraint and low-risk communication.

Theoretically, this study introduces “relationship quality” as a key lens for understanding organizational silence. It emphasizes that silence is not only shaped by management systems but also by emotional exchanges and interpersonal risk assessments. In collectivist settings, silence is a strategic and culturally adaptive response to

maintain harmony. Organizationally, attention should be paid to structural forms of silence—such as lack of feedback or suppressed dissent. Kim and Wang (2024) argue that increasing psychological safety and reducing power distance are essential for open communication.

Practically, this study recommends building emotional support systems and reducing hierarchy. However, limitations exist. The sample was regionally concentrated in southern China, limiting generalizability. While emotional fulfillment was significantly associated with silence, causality remains unclear. Future studies should use structured tools to examine the moderating roles of collectivism and power distance, and consider a social network perspective to explore how informal relationships affect silence and emotional regulation.

Conclusion

This study used a mixed-methods design, combining surveys and interviews, to explore how the quality of collegial relationships influences organizational silence among teachers in China. Situated within a collectivist culture and high power distance organizational structure, the findings reveal that stronger emotional fulfillment—such as feeling respected, included, and cared for—can actually increase teachers' tendency to remain silent, especially in forms of acquiescent and defensive silence. Unlike Western contexts where strong relationships encourage openness, in China, maintaining harmony often leads to silence as a conflict-avoidance strategy.

Interview data further suggest that teacher silence is a deliberate response to perceived risks in organizational hierarchies and cultural norms, rather than a lack of communication skills. Silence serves as a way to manage relationships and protect oneself from potential negative consequences. Theoretically, this study highlights that silence can be culturally adaptive behavior, especially in non-Western contexts. It challenges the assumption that silence is always negative and instead shows it can be a strategic choice based on social and cultural expectations. Practically, these findings suggest that school leaders should not interpret surface-level harmony as true openness. To support teacher expression, schools need to create safe and inclusive environments. Future research could explore how factors like career stage, school climate, and personal cultural orientation shape silence behaviors.

Statements and Declarations

Acknowledgments/Notes: Not applicable.

During the preparation of this article, the authors did not use ChatGPT.

Supplementary Materials: Not applicable.

Funding: Not applicable.

Data Availability: Not applicable.

Ethics Approval: All methods were performed in accordance with the study protocol and ethical guidelines and regulations.

Informed Consent: Informed consent was obtained from all participants involved in the study.

Conflicts of Interest: The authors declare no conflicts of interest.

References

- Akkoç, S., & Cemaloğlu, N. (2023). The relationship between teachers' mobbing experiences, organizational silence, and organizational cynicism. *International Journal of Contemporary Educational Research*, 10(4), 860–874.
- Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. *Learning and Instruction*, 58, 126–136.
- Alqarni, S. A. Y. (2020). How school climate predicts teachers' organizational silence. *International Journal of Educational Administration and Policy Studies*, 12(1), 12–27.
- Betzler, M., & Löschke, J. (2021). Collegial relationships. *Ethical Theory and Moral Practice*, 24(1), 213–229.
- Claessens, L. C., van Tartwijk, J., van der Want, A. C., Pennings, H. J., Verloop, N., den Brok, P. J., & Wubbels, T. (2017). Positive teacher–student relationships go beyond the classroom, problematic ones stay inside. *The Journal of Educational Research*, 110(5), 478–493.
- Cohen, A., & Abedallah, M. (2021). Examining correlates of organizational citizenship behavior and counterproductive work behavior in a collectivist culture: The case of Arab teachers in Israel. *Organization Management Journal*, 18(3/4), 98–120.
- Dastmalchian, A., Bacon, N., McNeil, N., Steinke, C., Blyton, P., Satish Kumar, M., ... Varnali, R. (2020). High-performance work systems and organizational performance across societal cultures. *Journal of International Business Studies*, 51, 353–388.
- De Stasio, S., Fiorilli, C., Benevene, P., Boldrini, F., Ragni, B., Pepe, A., & Maldonado Briegas, J. J. (2019). Subjective happiness and compassion are enough to increase teachers' work engagement?. *Frontiers in Psychology*, 10, Article 2268.
- Demirtas, Z. (2018). The relationships between organizational values, job satisfaction, organizational silence and affective commitment. *Online Submission*, 4(11), 108–125.
- Duan, J., Bao, C., Huang, C., & Brinsfield, C. T. (2018). Authoritarian leadership and employee silence in China. *Journal of Management & Organization*, 24(1), 62–80.
- European Commission, EACEA, & Eurydice. (2018). *Teaching careers in Europe: Access, progression and support* (Eurydice Report). Publications Office of the European Union.
- Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education*, 25(6), 814–825.
- Futaba, Y. (2016). Inclusive education under collectivistic culture. *Journal of Research in Special Educational Needs*, 16, 649–652.

- Hanc, V., Žvelc, G., & Bajec, B. (2024). Development and validation of the Workplace Relational Needs Satisfaction Scale (W-RNSS). *Frontiers in Psychology, 15*, Article 1419765.
- Hochschild, A. R. (1979). Emotion work, feeling rules, and social structure. *American Journal of Sociology, 85*(3), 551–575.
- Huang, X., Van de Vliert, E., & Van der Vegt, G. (2005). Breaking the silence culture: Stimulation of participation and employee opinion withholding cross-nationally. *Management and Organization Review, 1*(3), 459–482.
- Jahanzeb, S., & Fatima, T. (2018). How workplace ostracism influences interpersonal deviance: The mediating role of defensive silence and emotional exhaustion. *Journal of Business and Psychology, 33*(6), 779–791.
- Kim, H. S., & Wang, J. (2024). Silence in the workplace: What do we know from research?. *European Journal of Training and Development, 48*(10), 56–83.
- 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*, 349–362.
- Köylüoğlu, A. S., Bedük, A., Duman, L., & Büyükbayraktar, H. H. (2015). Analyzing the relation between teachers' organizational silence perception and whistle blowing perception. *Procedia - Social and Behavioral Sciences, 207*, 536–545.
- Lee, D. H. L., & Lee, W. O. (2018). Transformational change in instruction with professional learning communities? The influence of teacher cultural disposition in high power distance contexts. *Journal of Educational Change, 19*(4), 463–488.
- Liu, S. S., Morris, M. W., Talhelm, T., & Yang, Q. (2019). Ingroup vigilance in collectivistic cultures. *Proceedings of the National Academy of Sciences, 116*(29), 14538–14546.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*(2), 224–253.
- Matsushita, M., & Yamamura, S. (2025). Colleague relationships as a stress factor for special needs school teachers: A comparison with other public schools. *Psychiatry and Clinical Neurosciences Reports, 4*(1), Article e70061.
- 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.
- Peng, Y., Zhong, L., & Zhang, Y. (2023). Analysis of the sources of primary and secondary school teachers' work burdens under the "burden reduction" policy. *Education Review, 02*, 118–124. [in Chinese]
- Perlow, L., & Williams, S. (2003). Is silence killing your company?. *IEEE Engineering Management Review, 31*(4), 18–23.
- Petro, M., & Gega, O. (2023). Relations between colleagues and the principal role in this relationship. *Corporate Governance and Organizational Behavior Review, 7*(3), 335–346.
- Pinder, C. C., & Harlos, K. P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. In *Research in Personnel and Human Resources Management* (pp. 331–369). Emerald Group Publishing Limited.
- Qian, H. Y., Walker, A., & Li, X. Y. (2017). The west wind vs the east wind: Instructional leadership model in China. *Journal of Educational Administration, 55*(2), 186–206.

- Reeves, P. M., Pun, W. H., & Chung, K. S. (2017). Influence of teacher collaboration on job satisfaction and student achievement. *Teaching and Teacher Education, 67*, 227–236.
- Robinson, C. D. (2022). A framework for motivating teacher-student relationships. *Educational Psychology Review, 34*(4), 2061–2094.
- Schleifer, D., Rinehart, C., & Yanisch, T. (2017). *Teacher collaboration in perspective: A guide to research*. Public Agenda.
- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress, and coping strategies in the teaching profession: What do the teachers say?. *International Education Studies, 8*(3), 181–192.
- Song, Q., Ren, Q., Chen, Y., & Ren, Y. (2023). The double-edged sword effect of employee personal initiative behavior on coworker relationships: The moderating role of the employee warmth trait. *Acta Psychologica Sinica, 55*(12), 2013–2034. [in Chinese]
- Thomas, L., Tuytens, M., Moolenaar, N., Devos, G., Kelchtermans, G., & Vanderlinde, R. (2019). Teachers' first year in the profession: The power of high-quality support. *Teachers and Teaching, 25*(2), 160–188.
- Triandis, H. (1988). Collectivism v. individualism: A reconceptualisation of a basic concept in cross-cultural social psychology. In *Cross-Cultural Studies of Personality, Attitudes and Cognition* (pp. 60–95). Palgrave Macmillan UK.
- Van Maanen, J., & Barley, S. R. (1984). Occupational communities: Culture and control in organizations. *Research in Organizational Behavior, 6*, 287–365.
- Verouden, N. W., Van der Sanden, M. C., & Aarts, M. N. C. (2018). Silence in intercultural collaboration: A Sino-Dutch research centre. *Journal of Intercultural Communication, 48*.
- Walker, A., & Qian, H. (2020). Developing a model of instructional leadership in China. *Compare: A Journal of Comparative and International Education, 52*(1), 147–167.
- Webs, T., & Holtappels, H. G. (2018). School conditions of different forms of teacher collaboration and their effects on instructional development in schools facing challenging circumstances. *Journal of Professional Capital and Community, 3*(1), 39–58.
- Wolgast, A., & Fischer, N. (2017). You are not alone: Colleague support and goal-oriented cooperation as resources to reduce teachers' stress. *Social Psychology of Education, 20*(1), 97–114.
- Wu, M., Li, W., Zhang, L., Zhang, C., & Zhou, H. (2023). Workplace suspicion, knowledge hiding, and silence behavior: A double-moderated mediation model of knowledge-based psychological ownership and face consciousness. *Frontiers in Psychology, 14*, Article 982440.
- Zeng, C. (2018). *Exploring organizational dissent in a global setting* (Jyväskylä Studies in Humanities No. 343). University of Jyväskylä.
- Žvelc, G., Jovanoska, K., & Žvelc, M. (2020). Development and validation of the Relational Needs Satisfaction Scale. *Frontiers in Psychology, 11*, Article 901.