Organizational Cynicism Levels of Teachers in Secondary Schools in Turkey

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Abstract:

This study aimed to determine the organizational cynicism levels of teachers working in public and private secondary schools in Turkey in terms of various variables. In this descriptive study based general survey model, data were collected by the Organizational Cynicism Scale (OCS). The sample of this study was determined by using "cluster sampling" method and it included a total of 262 teachers; 182 teachers for public secondary schools and 80 teachers for private secondary schools in Diyarbakir. Data were analyzed using descriptive statistics, t-test, One-Way Variance Analysis (ANOVA) and Kruskal-Wallis test. The findings of the study revealed that the overall level of organizational cynicism for teachers was found at 'Somewhat Agree' level. In addition, school type, gender, seniority and level of education were found as sources of significant differences. Teachers in public secondary schools and male teachers have higher means than their counterparts. Cynicism levels increase as the years pass and tend to decrease especially after a seniority of 15 years. Based on these findings, in-service training sessions to reduce possible causes for organizational cynicism can be organized for school administrators and teachers in public and private schools.

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Türkiye'deki Ortaokullarda Görev Yapmakta Olan Öğretmenlerin Örgütsel Sinizm Düzeyleri

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Özet:

Bu araştırmanın amacı resmi ve özel ortaokullarda görev yapmakta olan öğretmenlerin örgütsel sinizm düzeylerini çeşitli değişkenler açısından belirlemektir. Bu yolla, örgütsel yaşamda etkili bir direnç veya olumsuzluk kaynağı olarak sinizme ilişkin farkındalık oluşturulması amaçlanmıştır. Genel tarama modeline dayalı betimsel bir araştırma olan bu çalışmada veriler Brandes tarafından geliştirilen ilk kez Erdost ve arkadaşları tarafından Türkçeye uyarlanan Örgütsel Sinizm Ölçeği (ÖSÖ) aracılığıyla toplanmıştır. Araştırmanın bulgularına göre; öğretmenlerin genel örgütsel sinizm düzeyi 'Az Katılıyorum' düzeyindedir. Alt boyutlar açısında bakıldığında, öğretmenlerin en yüksek ortalamaya sahip oldukları boyut Bilişsel sinizm alt boyutudur. Araştırma sonuçları temelinde birtakım önerilerde bulunulabilir. Bunlardan biri öğretmen ve müdür işbirliğinde sinizmin azaltılabileceğidir.

Anahtar Kelimeler: Örgütsel sinizm, Okul yönetimi, Ortaokul, Öğretmen

GENIŞLETILMIŞ ÖZET

Problem:

Örgüt ifadesi genel anlamıyla belirli amaçları gerçekleştirmek için insanlar arasındaki birlikteliğe atıf yapar. Örgütlerdeki birlikteliğin, işbirliğinin ve bağlılığın niteliği örgüt sağlığını ve sıhhatini de etkiler. Bu nedenle, örgütler bulundukları bağlamda uyum, ortak hareket etme bilinci ve olumlu vatandaşlık davranışları geliştirmeye çalışırlar. Örgütlerin amaçlarına ulaşması ve güçlenerek büyümesi işgörenlerin örgüte karşı besledikleri güçlü duygulara bağlıdır. Örgüte ilişkin beslenecek olumlu ve destekleyici duygular amaçlara yürüme yolunda itici güç oluşturacaktır. Sinizm, örgütlerin etkililiğini ve performansını olumsuz etkileyen faktörlerden biri olarak ortaya çıkmaktadır.

Okullar hükümet, yayınevleri, okul yöneticileri, öğretmenler, aileler ve öğren(i)cilerin kendileri gibi farklı paydaşlarca vurgulanmakta ve dikkati çekmektedir. Her örgütte olduğu gibi dinamik bir yapıya sahip eğitim örgütleri de bireylerin (öğretmenler, okul yöneticileri) tutumları, ilgileri, yaşam biçimleri, kültürleri, inanç sistemleri, değerleri ve kişilik özellikleri gibi birçok etmenden etkilenmektedir. Bu kapsamda, örgüte yönelik olumsuz inançlar, etkiler ve davranışsal eğilimlerden oluşan bir tutum oluşabilmektedir. Okullarda ortaya çıkacak yüksek düzeyli sinizm örgütsel gelişmeyi yavaşlatır, değişimi engeller ve performansı azaltır; bu durumlar da örgütsel amaçlara ulaşılmasını zorlaştırır veya ulaşılma ihtimalini azaltır. Toplum için toplumsallaşma fırsatı ve eğitim hizmeti sunan, 'insanın' hem girdisi ve çıktısını hem de işgörenlerini teşkil ettiği eğitim örgütleri de bu kavram üzerinde durmalıdırlar.

Bu araştırmanın amacı resmi ve özel ortaokullarda görev yapmakta olan öğretmenlerin örgütsel sinizm düzeylerini çeşitli değişkenler açısından belirlemektir. Bu yolla, örgütsel yaşamda etkili bir direnç veya olumsuzluk kaynağı olarak sinizme ilişkin farkındalık oluşturulması amaçlanmıştır.

Yöntem:

Genel tarama modeline dayalı betimsel bir araştırma olan bu çalışmada veriler Brandes tarafından geliştirilen ilk kez Erdost ve arkadaşları tarafından Türkçeye uyarlanan Örgütsel Sinizm Ölçeği (ÖSÖ) aracılığıyla toplanmıştır. Bu araştırma ile ortaokul öğretmenlerinin, görev yaptıkları kurumlara ilişkin görüşlerine başvurulduğu ve mevcut durum analiz edilmeye çalışıldığından, betimsel tarama modeli bu araştırmanın amacına uygun düşmektedir. Çünkü tarama modelleri, var olan bir durumu var olduğu şekliyle betimlemeyi amaçlayan araştırmalara uygun bir modeldir (Karasar, 2009:77).

Evrende yer alan resmi ilköğretim okullarından 'oransız küme örnekleme' yöntemiyle 9 resmi ortaokul yansızlık kuralına göre belirlenmiş; örnekleme dâhil edilen resmi ortaokullarda görev yapmakta olan 302 öğretmenden 182' sine ulaşılmıştır. Özel ortaokulların ise tümü örnekleme dâhil edilmiş, bu okullarda görevli 128 öğretmenden 80'ine ulaşılmıştır. Farklı gerekçelerle hatalı / eksik oldukları görülen 12 anket değerlendirme dışı tutulmuş; 250 anketin analizi ve

değerlendirmesi yapılmıştır. Veriler araştırma alt problemlerine cevap olacak şekilde betimsel istatistikler, t-testi, tek yönlü varyans (ANOVA) analizi ve Kruskal-Wallis testi kullanılarak analiz edilmiştir.

Bulgular:

Araştırmanın bulgularına göre; öğretmenlerin genel örgütsel sinizm düzeyi 'Az Katılıyorum' düzeyindedir. Alt boyutlar açısında bakıldığında, öğretmenlerin en yüksek ortalamaya sahip oldukları boyut Bilişsel sinizm alt boyutudur. Okul türü, cinsiyet, kıdem ve öğrenim düzeyi anlamlı fark kaynağı olarak bulunmuştur. Okul türü değişkeni açısından, özel okullarda görev yapan öğretmenlerin aritmetik ortalamaları tüm alt boyutlarda resmi okullarda görevli öğretmenlerin aritmetik ortalamalarından düşük olarak bulunmuştur. Kadın öğretmenlerin aritmetik ortalamaları, tüm boyutlarda erkek öğretmenlerin ortalamalarından daha düşüktür. Cinsiyet, Davranışsal boyutta anlamlı fark kaynağıdır. Meslekî kıdem de her üç alt boyutta anlamlı fark kaynağı olarak bulunmuştur. Öğrenim düzeyi, Bilişsel ve Davranışsal alt boyutlarda anlamlı fark oluştururken, branşın örgütsel sinizm algısı üzerinde anlamlı bir fark oluşturacak düzeyde etkiye sahip olmadığı görülmüştür.

Sonuç ve Öneriler:

Araştırma sonuçları temelinde birtakım önerilerde bulunulabilir. Bunlardan biri öğretmen ve müdür işbirliğinde sinizmin azaltılabileceğidir. Diğer bir öneri, müdür ve öğretmenleri kapsayan sosyal faaliyetlerin nitelik üzerine olumlu etkilerde bulunabileceği şeklinde ifade edilebilir.

INTRODUCTION

Organizations can be described as constructs composed of people striving together to reach some certain goals by means of coordination and collaboration. This interconnectedness to fulfill some missions will probably be more sustainable only if the members of any organization have a high belief and commitment that they will succeed. Within a dynamic system, there may be various factors affecting the health of organizations, and it is of very paramount importance that these factors should be taken into consideration.

Health of organizations is intricately associated with employees/members who focus on their missions and use their capacity and potential very effectively. However, these effort and skills are not enough all by themselves when we think about sustainable organizations. Organizations also depend on emotions and feelings of their members in order to develop, get more effective and reach their objectives. It is necessary that members have positive feelings and attitudes towards both work field and the organization itself. The higher these positive attitudes are, the more powerful an organization will be (Bolat and Bolat, 2008).

Educational organizations living in a dynamic system, as in any other organizations, are influenced by the attitudes, belief systems, preferences, interests, life styles, cultures values and personal traits of their members (administrators, teachers, students, parents). Within this context, as a result of negative factors, a negative attitude stemming from negative reflections, beliefs and images appears. This negative attitude highlights cynicism, which can be an outcome of personal or organizational elements (Kalagan and Guzeller, 2010). When cynicism is thought to be a universal construct for organizations (Kasalak and Bilgin Aksu, 2014), educational organizations should also need to focus on it.

Schools as the basic element in education systems of the states are the closest holistic structures to make the learners fulfill specific goals (Memduhoğlu, 2007). Thus, schools are influenced by their stakeholders' attitudes, belief systems, value constructs, and levels of trust and motivation. Teachers in this context appear to be the main agents to implement and practice activities in educational organizations, especially schools. This highlights teachers' negative attitudes, defined as cynic here, towards their schools and learners. To achieve corporate success in creating quality and efficiency-based applications in schools is highly associated with teachers' attitudes towards the institutions they work.

Cynicism: A historical and theoretical overview

Although cynicism stands as a distinct phase of Socrates tradition in Ancient Greek, it has been an underestimated or ignored field for scientists and researchers (Branham and Goulet-Cazé, 1996). The Western literature has started research on Cynicism in 1940s (Delken, 2004), but there has been a tremendous accumulation in the number of the studies on this topic especially in the last three decades.

The context and the meaning of the term 'cynic' have evolved into a very different one throughout the scientific history. In the past, cynic perspective presented an optimistic point of view regarding the essence of humanity, and focused on questioning the overall accepted common values. However, this perspective has recently evolved into a pessimistic point of view along with adverse feelings and negative attitudes. The latter one, negative attitudes and pessimistic mood, is generally accepted within an organizational perspective today.

Cynicism was etymologically coined from 'Zynismus' and 'Kynismus' and it is known that Nietzsche used the term as 'Cynismus' in the 19th century (Shea, 2009 as cited in Findik and Eryesil, 2012). Cynicism, owing to its multidisciplinary nature, is defined in various ways. As TDK (Turkish Language Association; July 2, 2013) focuses on its philosophical context, Andersson and Thomas (1997) emphasize pessimistic perspectives and define cynicism as 'the name of a thought which believes that every individual looks after their own interests, put these benefits ahead of everything and considers other people as 'self-interested''. On the basis of these statements, as James (2005) states, organizational cynicism defined as 'the construct which refers to negative feelings and attitudes individual have against their organizations' has potential to profoundly influence organizations, and it is getting increasingly common and widespread.

There exist various other definitions which all focus on different characteristics in the literature. As Helvaci and Cetin (2012) define cynicism as 'distrust against the intentions of others and belief that respondents do not reflect their real characteristics', Bateman et al. (1992) focus on 'the negative and distrustful attitudes against authority and institutions' (as cited in Icerli and Yildirim, 2012). Altinoz, Cop and Sigindi (2011) define cynicism as a construct including negative feelings such as hatred, anger, disappointment and hopelessness against organizations they work. According to Bedeian (2007), however, cynicism can be defined as 'the critical attitude individuals assume against values, motives and activities of their organizations.' The critical attitude here refers to thinking carefully, inquiry and evaluation, rather than trying to find mistakes or faults. Abraham (2000) defines cynicism as 'the belief that an organization lacks integrity, which, when coupled with a powerful negative emotional reaction.' He emphasizes integrity and points out the negative outcomes which possibly hinder the development and functions of the organizations. Though there can be found many other definitions, Dean, Brandes and Dharwadkar's (1998) definition is generally accepted and used often in the literature: "Cynicism refers to individuals' negative attitudes towards organizations they are employed."

When studies regarding organizational cynicism (Andersson, 2000; Aslan & Yilmaz, 2013; Balikcioglu, 2013; Brandes, 1997; Dean et al., 1998: 345; Kalagan & Aksu, 2010; Karadag, Kilicoglu & Yilmaz, 2014; Naus, Iterson & Roe, 2007) are surveyed, it is observed that dimensions of organizational cynicism are named differently though they have shown great similarities in contents. These dimensions focus on cognition, emotion and behavior in general. These dimensions are about the beliefs that the organization lacks integrity and sincerity (cognitive dimension), emotional reactions

resulting adverse situations in the organization (emotional dimension) and negative attitudes and behavioral actions against the organization (behavioral dimension). When these dimensions are evaluated, it can be inferred that there is an order from the cognitive one to the one easily can be reflected and seen in real organizational life.

Cognitive dimension is defined as 'the belief that organizations lack fairness, honesty and sincerity' (Dean et al., 1998). From the perspective of organizational cynicism, cynicism may be regarded as a motive to mobilize people or disbelief that there exist goodness and sincerity in the actions. Therefore; as Ozler, Atalay and Sahin (2011: 49) stated, due to a lack of principles such as fairness, honesty and sincerity, employees may believe that their organizations and practices "betray" themselves. This dimension may also be regarded as 'a negating phase' for principles such as accuracy/righteousness, justice and ethics. In this regard, it can be said that if negative thoughts about the organization appear they can degrade the performance of organizational effectiveness.

In emotional dimension, after employees have cognitive perceptions, they experience cynicism through emotional reactions as well as cognition. In addition to the cynical beliefs, this dimension refers to developing emotional reactions such as anger, anxiety, stress, shame and even disgust in relation to the organization (Dean et al.1998: 346, Kabatas, 2010: 20). Emotional dimension which generally includes 'negative and adverse feelings' can also be considered and regarded as a 'transition stage' between the beliefs and realization of negative behaviors.

Behavioral dimension, however, can be explained as "members' negative reflections and reactions about their organizations. They may negatively transfer the news about the organization, complain about the organizational life and criticize managerial procedures, work life or their colleagues (Dean et al., 1998: 346). Behavioral dimension as the third dimension is a 'visible proof' to prove that organizational cynicism has begun to enlarge its context.

In the literature are mentioned different factors that cause cynicism in the organizations. Mismanaged change effort, excessive stress and role overload, unmet personal and organizational expectations, inadequate social support, insufficient promotion and encouragement despite competition, goal conflicts, low participation in the decision-making process, communication – related problems, psychological contract violations, work layoffs and increased organizational complexity are some of the reasons for cynicism (Baz, Kaya & Savas, 2011).

Educational organizations, as any other organizations are affected by many factors related to their individuals (teachers, school administrators and civil servants) such as attitudes, interests, lifestyles, cultures, beliefs, values and personality traits (Kalagan & Guzeller, 2010). Within this context, educational organizations can be considered as structures cynicism can be observed. A school administrator or a teacher who experiences organizational cynicism may have such a feeling that school development efforts are ignored by other stakeholders, and may tend to be reluctant

to strive for creating a more effective school. Cynic individuals at schools may think that their suggestions to improve the quality of their institution are generally ignored, underestimated or found to be 'not attributable' by others. They prefer to refrain from expressing their suggestions, keep them and choose to share their feelings about how s/he feels while working at school with others out of school context. As a result of 'inappropriate' applications and practice in the organizations, these people may believe that every individual is not treated fairly. Thus, they may think that employees who do not deserve something will be promoted. Cynic people develop a 'pessimistic and hopeless look' about the schools' future, and such a perspective decreases the belief that better days are ahead.

When the literature on the subject is examined, it is obvious that there has been an increase in the number of studies dealing with organizational cynicism in educational organizations, teachers' perceptions and views about organizational cynicism in recent years (Altinoz, Cop & Sigindi, 2011; Balay, Kaya & Culha, 2013; Bolukbasioglu, 2013; Canak, 2014; Efilti et al., 2008; Erdost et al., 2007; Kalagan & Guzeller, 2010; Kalagan, 2009; Karadag, Kilicoglu & Yilmaz, 2014; Kasapoglu, 1992; Kilic, 2013; Kutanis & Cetinel, 2009; Ozgan, Kulekci & Ozkan, 2011; Ozler, Atalay & Sahin, 2010; Polat, Meydan & Tokmak, 2010; Polatcan, 2012; Sirin, 2012; Tokgoz & Yilmaz, 2008; Tukelturk. Percin & Guzel, 2009).

The aim of this study is to determine the levels of organizational cynicism of teachers in secondary schools in terms of various variables. In this way, it aims to raise the awareness of cynicism, which can be a source of strong resistance and negativity for an effective organizational life. The problem statement "What is organizational cynicism level of secondary school teachers?" is identified in more details as sub-problems below:

1. What level is the perception of organizational cynicism of teachers working in secondary schools?

2. Is there a significant difference for teachers' perceptions of organizational cynicism in terms of cognitive, affective and behavioral dimensions of organizational cynicism?

3. Is there a significant difference for teachers' perceptions of organizational cynicism in terms of school type, gender, seniority, branch and education level variables?

METHOD

Research model

This study which aims to determine the perceptions of organizational cynicism of teachers in secondary schools in central districts of Diyarbakır in terms of various variables is a descriptive study based on general survey model. Owing to the facts

that this study strives to analyze the current situation, the descriptive research model is appropriate. Because survey models are useful models for research aiming to describe situations as they are (Karasar, 2009: 77).

Population and sample

The research population was composed of teachers working in public and private secondary schools in the central districts of Diyarbakir during 2013 - 2014 schooling year. According to data from the Provincial Directorate for National Education, Diyarbakir, there were 55 public secondary schools and 9 private secondary schools and a total of 2431 teachers (2303 in public schools, 128 in private schools) within the boundaries of the central districts.

Two sampling methods were used in this paper. For teachers working in public secondary schools located in the population, 'Cluster sampling' method was used and selected nine schools by considering the neutrality rule.182 out of 302 teachers in the sample have been reached. As for the private secondary schools, all schools were included in the sample and reached 80 out of 128 teachers. As they have missing items, twelve instruments were excluded before the analysis and 250 instruments were used for analysis and evaluation of the data. The distribution of respondents in the sample regarding variables school type, gender, seniority, branch and education level is shown in Table 1.

Table 1. *The demographic findings for teachers in the sample*

Variables	Level	N	%
School type	Public	172	68,8
	Private	78	31,2
	Total	250	100
Gender	Female	116	46,4
	Male	134	53,6
	Total	250	100
Seniority	1-5 years	58	23,2
	6-10 years	55	22,0
	11-15 years	96	38,4
	16 years +	41	16,4
	Total	250	100
Branch	Maths and Science	74	29,6
	Social Sciences	99	39,6
	Fine Arts and Sport	77	30,8
	Total	250	100
Education level	Associate degree	8	3,2
	Graduate	225	90
	Postgraduate	17	6,8
	Total	250	100

Table 1 indicates that 68.8% of the respondents work in public secondary schools and 31.2% is currently in the private schools. The distribution of participants according to gender, 116 teachers (46.4%) are female and 134 teachers (53.6%) are male. Teachers have various seniority levels, 1 - 5 years (23.2%), 6-10 years (22%), 11 - 15 years

(38.4%) and 16 years and over (16.4%). According to branch variable, it can be observed that each category includes almost the same numbers of teachers: Mathematics and Science (74 teachers, 29.6%), Social Sciences (99 teachers, 39,6%) and Fine Arts and Sports (77 teachers, 30.8%). Considering the education level variable, a vast majority of participants hold graduate degree (225 teachers, 90%). While only 8 teachers (3.2%) hold an associate degree, 17 teachers (6.8%) hold or continue a postgraduate.

Data Collection Instrument

This study utilized a data collection tool composed of two parts. The first part includes five demographic variables; that is school type, gender, seniority, branch and education level. The second part of the instrument is Organizational Cynicism Scale (OCS) first developed by Dean (1997) and first adapted to Turkish contexts by Erdost et al. (2007) for measuring organizational cynicism in schools. This scale was used by many researchers from different fields and disciplines in Turkey (Altinoz, Cop and Sigindi 2011; Efilti, Gonen and Ozturk, 2008; Erdost et al., 2007; Guzeller & Kalagan, 2008; Kalagan, 2009; Kalagan and Guzeller, 2010; Kalay and Ograk, 2012; Tokgoz and Yilmaz, 2008).

OCS is comprised of the three dimensions; i.e., cognition, affect and behavior. Cognition items reflect cognitive evaluations that employees have about the integrity/connectedness, fairness and sincerity of their organization. The affect items reflect negative emotions such as distress, anger and disgust. Behavioral items focus on critical and derogatory behaviors associated with perceived organizational cynicism. OCS uses a five-point Likert-type rating scale, from "Completely Agree" to "Completely Disagree".

OCS, which was finalized by Brandes, Dharwadkar and Dean (1999) and adapted to Turkish educational organizations by Kalagan (2009), consists of 13 items. This scale is the reviewed form of the original OSC developed by Brandes (1997). Kalagan (2009) found KMO value as 0.915, Cronbach Alpha as .931 and cumulative variance explained by the factors as 78,674% for the scale in her study. In this research, Cronbach Alpha for the OCS was calculated .90.

Data Analysis

Demographic variables (school type, gender, seniority, branch and education level) and items on the OCS were analyzed and evaluated by the use of descriptive statistics, frequency and percentage distribution. In order to find out whether there exist significant differences in the perception of organizational cynicism according to the variables were used t-test for gender and school type and One-Way Analysis of Variance (ANOVA) for professional seniority and branch, and Kruskal-Wallis test for education level variables. When comparing more than two groups, this test is preferred because it presents an alternative nonparametric analysis in cases ANOVA assumptions are not fully met (Sipahi, Yurtkoru and Cinko, 2006).

FINDINGS AND DISCUSSION

In this section, in accordance with the order of research problems, will be discussed the findings reached as a result of data analysis and discussion about these findings.

1-Findings and discussion about the overall perceptions of organizational cynicism of teachers working in secondary schools

Teachers' perceptions of organizational cynicism in their schools were evaluated as a whole without considering each sub-dimensions and variables separately. Overall mean was calculated as $\bar{x}$= 2.39 at «Somewhat-Agree level». Helvacı and Cetin (2012), in their study, found that the overall level of cynicism of teachers working in primary schools in Uşak is at low level. Their finding supports and seems similar to the finding regarding the overall level of cynicism of teachers in this paper. However, in the literature, there exist some other researches which found teachers' overall perception of cynicism in their institutions at "Moderate" level (Balay, Kaya and Culha, 2013; Kalagan and Aksu, 2010; Kalagan and Guzeller, 2010).

On the basis of the arithmetic mean of sub-dimensions, teachers' perception of organizational cynicism is found to be at "Somewhat-Agree" level in both Behavioral sub-dimension ($\bar{x}$= 2.48) and Affective sub-dimension ($\bar{x}$= 1.88); however, when it comes to the third sub-dimension, the findings indicate that teachers' perception of organizational cynicism fall into the "Moderately Agree" level in Cognitive sub-dimension ($\bar{x}$= 2.72). It is very obvious that overall mean for the items on the scale, especially all items in Affective sub-dimension, is at "Somewhat-Agree" level, and this finding indicates that teachers do not develop negative emotions/affect against the institutions they work. It can also be inferred that teachers are not bothered emotionally by the school climate.

With reference to the findings related to the items in sub-dimensions, when compared to other sub-dimensions, teachers have the highest level of organizational cynicism in Cognitive sub-dimension. It can be inferred that teachers feel uncomfortable with inconsistencies in school policies and leadership behaviors, and they aware of the differences between policies, objectives and practices at schools. The fact that there is not any private school teacher who responded 'Strongly Agree' for Item 5 [I believe my institution says one thing and does another] can be considered and interpreted as a clue to indicate that the private school administrators are more likely to realize what they say. Disbelief, contradictions and conflicts experienced at cognitive level may negatively impact their productivity and relationship with other employees in the organization in which they work. In relation to the findings related to the Affective sub-dimension, because means are very close, it can be interpreted that teachers do not have adverse emotions a lot, and have low-level cynicism against their organizations this sub-dimension. Regarding this dimension, it can be inferred that teachers in public secondary schools do not have job loss fear and are not worried about their future too much. Teachers in private secondary schools also experience little stress, irritation, aggravation tension and anxiety regarding their organization. It can be said that this finding may be because of their own initiative and preferences about career. With reference to the items in the

Behavioral sub-dimension, although the overall mean was not high, because items in this dimension focus on complaints and rumours about how things happen at school, the findings may be considered as an important point 'to be thoroughly analyzed' and a concrete observable indicator of organizational cynicism.

2-Findings and discussion about the perceptions of organizational cynicism of teachers working in secondary schools in terms of sub-dimensions of OSC

The perception of organizational cynicism of teachers working in secondary schools was analyzed in terms of sub-dimensions of Organizational Cynicism Scale and the results are presented in Table 2.

Table 2. *T-test results regarding the perceptions of organizational cynicism of teachers working in secondary schools in terms of sub-dimensions of OSC*

Sub-dimension	School Type	N	$\bar{x}$	SS	df	t	p
Cognitive	Public	172	3,1240	,95853	248	10,155	,000*
	Private	78	1,8504	82344			
Affective	Public	172	2,1843	1,05616	248	7,580	,000*
	Private	78	1,2147	,59178			
Behavioral	Public	172	2,7093	,91516	248	5,976	,000*
	Private	78	1,9755	,86389			

*:p<0,05

As seen in Table 2, the arithmetic mean of the teachers in private schools is lower than that of teachers in public schools in all the dimensions. As high scores indicate high levels of cynicism on the OCS, it can be pointed out that public schools are more open to cynicism when compared to private schools. School type is a source of significant difference in all three sub-dimensions. This finding seems consistent with the findings of Kalagan and Guzeller (2010). It can be thought that teachers working in private schools generally have the necessary information about the schools and their future colleagues; they prefer to work there as a result of their own initiative. Private schools seem more open to change and innovation when compared to bureaucratic structures of public schools (Cerit, 2013, Buluc, 2009; Hoy & Sweetland, 2001). Different student profiles, work conditions and number of learners in classes may also be expressed as possible reasons.

3-Findings and discussion about the perceptions of organizational cynicism of teachers working in secondary schools in terms of school type, gender, seniority, branch and education level variables

The perception of organizational cynicism of teachers working in secondary schools was analyzed in terms of school type, gender, seniority, branch and education level variables and the results are presented in an order to provide answers for the research questions.

As for the first variable, using t-test, perception of organizational cynicism of teachers working in secondary schools was analyzed in terms of school type and the results are presented in Table 3.

Table 3. *T-test results regarding the perceptions of organizational cynicism in terms of school type*

School type	N	$\overline{X}$	SD	df	t	p
Public	172	2,70	,774	248	10,092	,000*
Private	78	1,69	,642			

*:p<0,05

As seen in Table 3, teachers working in public schools have higher scores. This finding indicates higher cynicism in these schools. Based on this result, it can be proposed that private school teachers have more optimistic and positive attitudes to their organizations. In other words, teachers working in private schools are less cynical. The facts that bureaucratic structures are more dominant in public schools (Atik, 2012, Ay, 2010), classrooms are crowded (Kirilmaz, Celen & Sarp, 2003; Palic and Keles, 2011; Yaman, 2006; Yaman, 2010) and there are less social activities can be considered as causes for high level of cynicism in public schools. Social activities organized in private schools may have positive effect in creating a cozy atmosphere and collaborative context. In addition, teachers for public schools are appointed by the Ministry of National Education in Turkey and this may be one of the causes for organizational cynicism (Akpolat, 2014).

In terms of gender variable, as Table 4 prevails, mean of female teachers is lower than male teachers' scores in all sub-dimensions. In terms of gender, male and female teachers have the highest means in Cognitive sub-dimension and the lowest one in Affective sub-dimension. According to t-test results, there is a statistically significant difference between the means of male and female teachers only in Behavioral sub-dimension (t (248) = -2.282, p <0.05), but this variable does not have a significant impact on cognition and affection. The mean of male teachers is higher than the average of female teachers in this dimension. In other words, when compared to female teachers, male teachers display cynical behaviors more often. These findings are similar to Kanter and Mirvis's (1991) findings, but there are some other studies which indicate there is no significant relationship between gender and organizational cynicism (Anderson & Bateman 1997; Aslan & Yilmaz, 2013; Barnes, 2010; Efilti et al., 2008; Erdost et al. 2007; Guzeller & Kalagan 2008; James, 2005; Kalagan & Aksu, 2010; Kalagan & Guzeller, 2010; Tokgoz & Yilmaz, 2008).

Considering these results, male teachers have more cynical perception in the institution in which they work for. It can be inferred that they tend more to explicitly show their cynicism by reflecting their perception to behaviors at work and outside school. This situation may be regarded as a natural outcome of the facts that majority of school administrators are male, they have more economic responsibilities and they socially express themselves more easily than women.

Table 4. *T-test results regarding the perceptions of organizational cynicism in terms of gender variable*

Sub-dimensions	Gender	N	$\overline{X}$	SD	df	t	p
Cognitive	Female	116	2,683	1,07932	248	-,584	,560
	Male	134	2,764	1,10361			
Affective	Female	116	1,832	,94286	248	-,697	,487
	Male	134	1,924	1,11516			
Behavioral	Female	116	2,332	,95917	248	-2,282	,023*
	Male	134	2,608	,94613			
Total	Female	116	6,848	2,52020	248	-1,365	,173
	Male	134	7,297	2,64606			

*:p<0,05

The perception of organizational cynicism of teachers working in secondary schools in terms of seniority was analyzed by ANOVA and the significant differences between the pairs of means were tested by Scheffe test in order to reveal the source/s of differences (Table 5).

Table 5. *One-Way ANOVA results regarding the perceptions of organizational cynicism in terms of seniority*

Dimension	Seniority	N	$\overline{X}$	SD		Sum of Squares	df	Mean Square	F	p	Difference
Cognitive	A) 1-5 yrs	58	2,10	0,95	BG	47,216	3	15,739	15,540	,000*	A-C, A-D, B-C, B-D
	B) 6-10 yrs	55	2,44	1,07	WG	249,147	246	1,013			
	C) 11-15 yrs	96	3,11	1,01	Total	296,362	249				
	D) 16 yrs +	41	3,10	0,98							
	Total	250	2,73	1,09							
Affective	A) 1-5 yrs	58	1,40	0,72	BG	25,942	3	8,647	8,783	,000*	
	B) 6-10 yrs	55	1,82	1,10	WG	242,211	246	,985			
	C) 11-15 yrs	96	2,23	1,08	Total	268,154	249				A-C
	D) 16 yrs +	41	1,83	0,96							
	Total	250	1,88	1,04							
Behavioral	A) 1-5 yrs	58	2,24	0,99	BG	11,681	3	3,894	3,894	,005*	
	B) 6-10 yrs	55	2,26	0,99	WG	217,898	246	,886			A-C, B-C
	C) 11-15 yrs	96	2,72	0,91	Total	229,579	249				
	D) 16 yrs +	41	2,54	0,88							
	Total	250	2,48	0,96							

*: p<0,05

Considering sub-dimensions, the highest mean is in Cognitive sub-dimension ($\overline{x}$= 2, 73) and the lowest mean is in Affective dimension ($\overline{x}$= 1.88). New teachers, namely teachers with 1-5 years' experience, have the most positive feelings and attitudes regarding their work and organization in all sub-dimensions. This may be because of their enthusiasm, happiness and satisfaction with life. Table 5 also shows that

teachers' experience in teaching stands as an effective factor on organizational cynicism. According to Scheffe test results; there are significant differences between the means of teachers with 1-5 years' experience and those with 11-15 years' experience, and teachers with 6-10 years' experience and those with 16+ years' experience in Cognitive sub-dimension. For the Affective sub-dimension, the means of teachers with 1-5 years' experience and those with 11-15 years' experience differ significantly. As for the Behavioral sub-dimension, it is observed that the means of teachers with 1-5 years' experience, 6-10 years' experience and those with 11-15 years' experience also differ significantly.

In relation to these findings indicate that cynicism tends to be higher after a ten-year' experience. Supporting these findings, teachers with 1-5 years' experience at school are 'newcomers' and haven't gotten used to working in school, procedures and culture of their organization, and have relatively low level of awareness about school administration when compared to those with higher seniority. It can be thought that, as seniority increases, teachers experience 'a break' in their belief in school vision, get accustomed to the bureaucracy and procedures, experience burn-out and isolation in their workplace. There exist literature supporting these findings (Balay, Kaya & Culha, 2013; Barnes, 2010; James, 2005; Kalagan & Aksu, 2010; Kalagan & Guzeller, 2010; Kalagan, 2009; Naus et al., 2007). However, Kalagan and Guzeller (2010) also conclude that teachers with 6-10 years' experience are more cynical when compared to teachers with 16-20 or more years' experience.

The perception of organizational cynicism of teachers working in secondary schools in terms of branch variable was analyzed by ANOVA and the significant differences between the pairs of means were tested by Scheffe test in order to reveal the source/s of differences (Table 6). As shown in Table 6, Fine Arts and Sport teachers have the highest mean scores in both Cognitive ($\bar{X}$=2,86) and Affective sub-dimensions ($\bar{X}$=2,08) .As for the Behavioral sub-dimension, Social Sciences teachers have the highest mean ($\bar{X}$=2,51). However, it is revealed that Maths and Science teachers are less cynical in all three sub-dimensions. F test results indicate no significant difference between the branch groups. In other words, Cynicism level is not significantly affected by the branch variable.

The literature presents different findings about branch variable. Unlike the findings of this paper, Kalagan and Guzeller (2010) concluded in their study that Science teachers are more cynical than Social sciences teachers. Within this context, it may be inferred that Fine Arts, Sport and Social Science teachers emphasizes harmony, collaboration and coordination more to work together in schools. These teachers focus more on social interactions and relationship so that they may tend to criticize and question what happens at school contexts. Maths and Science teachers may focus on positivist paradigm methods so they are less cynical.

Table 6. *One-Way ANOVA results regarding the perceptions of organizational cynicism in terms of branch variable*

Dimension	Branch	N	$\overline{X}$	SD		Sum of Squares	df	Mean Square	F	p
Cognitive	Maths & Science	74	2,53	1,04	Between groups	4,43	2	2,217	1,876	,155
	Social Sciences	99	2,77	1,16	Within groups	291,92	247	1,182		
	Fine Arts & Sport	77	2,86	1,02	Total	296,3	249			
	Total	250	2,73	1,09						
Affective	Maths & Science	74	1,69	0,86	Between groups	5,70	2	2,850	2,682	,070
	Social Sciences	99	1,87	1,17	Within groups	262,4	247	1,063		
	Fine Arts & Sport	77	2,08	0,98	Total	268,1	249			
	Total	250	1,88	1,04						
Behavioral	Maths & Science	74	2,45	0,88	Between groups	,148	2	,074	1,641	,923
	Social Sciences	99	2,51	1,06	Within groups	229,4	247	,929		
	Fine Arts & Sport	77	2,48	0,91	Total	229,6	249			
	Total	250	2,48	0,96						

p>0,05

The perception of public and private school teachers about the organizational cynicism at the schools they work was also analyzed by Kruskal-Wallis test in terms of education level variable. Provided that there is a significant difference, Mann Whitney U test was used to find out the source of difference. The results were given in Table 7.

Table 7. *Kruskal Wallis H Test results regarding the perception of organizational cynicism according to education level*

Dimension	Education level	N	Mean Rank	χ^2	p	Difference
Cognitive	Associate	8	113,25	9,022	,011*	Graduate - Postgraduate
	Graduate	225	129,68			
	Postgraduate	17	75,94			
	Total	250				
Affective	Associate	8	90,94	5,772	,056	
	Graduate	225	129,04			
	Postgraduate	17	94,85			
	Total	250				
Behavioral	Associate	8	54,44	9,450	,009*	Associate – Graduate
	Graduate	225	129,35			
	Postgraduate	17	108,00			
	Total	250				

*: p<0,05

As seen in Table 7, when the mean scores regarding the cognitive dimension of organizational cynicism, it is seen that education level has a significant effect on the perception of cognitive cynicism (x^2(2)=9,022; p<0,05). According to the Mann-Whitney U test applied to determine the source of significant difference, the difference is between the mean of graduate teachers and postgraduate teachers. This finding coincides with Kalagan and Guzeller's (2010) findings. Thus, teachers with a graduate degree have a higher perception of cynicism. This result can be associated with teachers' being more conscious about school administration, procedures and process, comparison of applications in other school, and their capacity to evaluate the conditions they face and evaluate the problems relevant to their experience. Teachers holding, or continuing, a postgraduate degree may have reasonable judgments and perspectives to evaluate educational administration context more holistically. Table 7 indicates that educational level has no significant effect on the affective cynicism. This situation can be interpreted as teachers do not develop negative feeling toward the organizations they work. When they think of their organization, they don't get angry or get furious. This finding points to a positive situation in terms of educational administration. As getting furious and angry remind burnout, insecurity, loneliness, injustice, low commitment and loyalty, this finding can be interpreted as a positive proof for secondary schools in Turkey. When the results in Behavioral sub-dimension are evaluated, it is revealed that education level significantly affects the

perception of behavioral cynicism (x^2(2)=9,450; p<0,05). This difference is between the means of teachers holding an associate degree and those of teachers holding a graduate degree. This finding points out that associate graduates experience less cynicism. It can be thought that this may result from the fact that college graduates avoids criticizing their organization out of their workplace, and they chat about their social lives rather than what happen in their schools.

RESULTS AND SUGGESTIONS

In this research, the perception of organizational cynicism of the teachers working in the public and private schools are firstly examined in general, then it is evaluated in terms of sub-dimensions of organizational cynicism, and, later on, the effect of demographic variables on the perception of teachers' organizational cynicism is discussed.

When the perception of teachers' organizational cynicism in the organizations they work, are evaluated as a whole, without separation, the mean of organizational cynicism ($\overline{X}$=2,39) was found out to be at "Somewhat agree" level. In two sub-dimensions, namely Affective and Behavioral dimensions, the overall mean indicate "Somewhat agree" level whereas it reflects 'Moderately Agree' level in Cognitive sub-dimension. The highest mean the teachers have is in Cognitive cynicism sub-dimension. This may be regarded as a clue for 'subtle' cynicism teachers perceive.

When it comes to the variables, school type is a source of statistical significance in terms of three sub-dimensions. The arithmetic mean of teachers working in private sector organizations was found to be lower than teachers working in the public schools in all dimensions. Teachers in public schools are seen more cynical. Gender

seems to be a significant factor of organizational cynicism at schools. It has a significant impact on Behavioral sub-dimension only. Female teachers have lower scores in all three dimensions, when compared to the male teachers. In terms of seniority, the least cynical group was teacher with 1-5 years experience for all dimension and the highest scores belong to the 11-15 years experienced teachers. Seniority turns out to be a source of significant difference for organizational cynicism. Regarding the branch variable, it is revealed that Maths and Science teachers are less cynical in all three sub-dimensions and this variable is not a source of significant difference. Cognitive and Behavioral cynicism sub-dimensions are significantly affected by teachers' education level. Teachers with a graduate degree have a higher perception of cynicism in all dimensions. Education level significantly affects cognitive and behavioral cynicism levels of teachers.

The following recommendations can be developed in accordance with these findings. In-service training sessions to reduce possible causes for organizational cynicism can be organized for school administrators and teachers in public and private schools. These training sessions may cover topics such as conflict management, organizational justice, motivation and time management. Social bonds and interaction between school stakeholders (school principals, vice principals, teachers, students and other school staff) should also be strengthened to improve and support teachers' sense of belonging to the school. Teachers' participation in the decision-making process may provide an opportunity to increase sense of belonging and connectedness, and sharing responsibilities. Social activities to include administrators and teachers can have a positive impact on the quality. As for the gender variable, male teachers may especially be given more responsibility, and included in decision-making processes. They should have responsibility and share in decisions in school procedures so their sense of cynicism may be diminished. Experienced teachers may naturally play a 'guidance' role for the newcomers and young teachers in their schools. Thus, they may attribute 'value' and 'meaning' for themselves as an important part of school. Similar research can be planned to address cynicism in different educational organizations such as kindergartens, elementary schools, adult education centers and higher education institutions, which all seem to be ignored.

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