



Examination of the Relationships between the Psychological Contract, Organisational Cynicism, and Turnover Intention*

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ABSTRACT

Purpose: The present study aimed to examine the relationship between the psychological contract, teachers' turnover intentions, and their cynicism behaviours. **Research Methods:** This study sample consists of 345 teachers in 24 schools, selected randomly from the schools at Gaziantep's Sahinbey and Sehitkamil district in the 2018-2019 academic year. The psychological contract Scale, Organisational Cynicism Scale, and Turnover Intention Scale were used to collect the data.

Findings: According to the results of this study, the levels of teachers' adherence to the psychological contract were high, whereas the organisational cynicism and turnover intention levels were low. There is a negative relationship between adherence to the psychological contract and organisational cynicism and turnover intention. Additionally, there was a positive and statistically significant relationship between organisational cynicism and turnover intention. **Implications for Research and Practice:** Schools that meet teachers' expectations while actualising their own objectives will increase adherence to the psychological contract and prevent negative emotions and behaviours towards the school. It can be asserted that teachers will not feel the turnover intention and will work at the same school for longer periods since their commitment to the school will increase due to the lack of negative emotions.

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Introduction

Organisations need to successfully reach their predetermined goals for employees to adopt the organisation's mission and vision and act accordingly (Rousseau, 2004). Employees who behave in this direction can have various expectations from the organisation in achieving their goals. Bakke (1955) states that the functioning of the organisation is similar to a fusion process. Accordingly, there is a psychological situation between the organisation and its employees, consisting of mutual expectations (Lunenburg & Ornstein, 2008). In this case, the psychological contract concept is expressed as the employees' expectations and responsibilities towards the organisation and the organisation towards the employees (Rousseau, 1990; Karcioğlu & Turker, 2010), allowing the relationship between the organisation and the employees to become prominent. The psychological contract is a concept that encompasses the responsibilities that employees and organisations should meet mutually (Walker & Hutton, 2006). Rousseau (1995) states that the psychological contract is comprised of expectations the organisation has from employees (such as loyalty, obeying the rules, and being good at one's job), and the psychological expectations employees have from the organisation (such as providing the opportunity and making contributions to increase their skills and knowledge). Thus, employees may experience disappointments when they believe that their expectations are not sufficiently met and that promises are not kept, leading to the psychological contract's breach (Robinson & Morrison, 1995). This decreases the employee's organisational commitment carrying them over to turnover intention (Robinson, 1996). Turnley and Feldman (1999) stated that employees would be intending to escape from the negative environment if they experience conflicts with their administrators or colleagues, indicating that the psychological contract's breach will result in quitting the job. Hence, the desire to stay in the organisation and the loyalty of employees will increase when they believe that their expectations are met in the organisational environment, which will result in a decrease in turnover intention (Chambers Mack, 2019; Fu, Pan, Zhang & Cheng, 2020; Shah & Jumani, 2015; Okubanjo, 2014).

One of the negative cases that emerge when the psychological contract is breached in organisations is the concept of organisational cynicism (Dean, Brandes & Dharwadkar, 1998). Organisational cynicism is expressed as employees' beliefs that their organisation is devoid of ethical integrity and that principles such as justice, honesty, and sincerity are breached for the sake of the organisation's interests (Bernierth, Armenakis, Feild & Walker, 2007). In other words, giving priority to organisational interests will lead to negative emotions of the employees such as distrust and the feeling of injustice, thereby resulting in the onset of cynicism behaviours (Johnson & O'Leary-Kelly, 2003; Chiaburu et al., 2013). It has been indicated that organisational cynicism behaviours will be less in adherence to the psychological contract (Davis & Gardner, 2004). Therefore, it can be stated that organisational cynicism behaviours will be less when employees' expectations are met as their positive emotions and opinions related to the organisation will increase.

Studies on organisational cynicism conclude that cynical behaviours displayed in organisational environments negatively impact the individual and the organisation. Decrease in organisational commitment, job satisfaction and motivation, work alienation, quitting and burnout are among these negative results (Bozbayindir & Kayabasi, 2014; Kalagan, 2009). Organisations must consider teachers' cynicism behaviours to decrease the possible negative attitudes and behaviours they have towards the school, ensuring the continuity of success at schools (Kilic, 2013; Korkut & Aslan, 2016; Simbula & Guglielmi, 2010). Displaying negative attitudes towards the school leads to decreased teacher performances and inefficiencies in educational activities (Sagir & Oguz, 2012).

The psychological foundations of teachers have an important role in achieving the targeted success in educational activities. Therefore, the number of studies directly addressing teachers' psychological contract have increased in recent years (Demirkasimoglu, 2014; Dollansky, 2014; Gokyer, 2020; Kocak, 2016; Ryan & Deci, 2001; Yilmaz & Altinkurt, 2012). These studies focus on the reflection of teachers' perceptions of the psychological contract in the educational environment. Rousseau (1990) stated that the school administrations and teachers' mutual expectations must be fulfilled because teachers' fulfilling their obligations is directly proportional to the fulfilment of the school administration's obligations (Gokyer, 2020). This is evaluated in the context of the psychological contract.

Studies have determined that the level of adherence with the psychological contract of teachers is a factor reducing negative organisational outcomes such as turnover (De Neve & Devos, 2017; Jonathan, Thibeli & Darroux, 2013) and cynicism (Chiaburu et al., 2013; Tarakci & Akin, 2017). Kalagan and Guzeller (2010) state that teachers who display organisational cynicism behaviours do not want to participate in activities for improving school success since they believe the organisation does not give importance to what they do. Hence, it can be indicated that teachers will start considering leaving their jobs, leading to an increase in turnover intention. Tarakci and Akin's (2017) findings on their study on teachers were similar to the present study's findings that cynicism behaviours will be displayed less in adherence to the psychological contract.

It is considered that teachers' commitment to the school will increase and that negative results such as quitting their job or cynicism will decrease when the psychological contract is established and sustained. In this context, the present study aimed to examine the relationship between the psychological contract, teachers' turnover intention, and their cynicism behaviours. For this purpose, answers to the following questions were sought:

1. What are teachers' perceptions of adherence to the psychological contract, turnover intention, and organisational cynicism?
2. Is the level of teachers' adherence to the psychological contract a statistically significant predictor for their turnover intentions?

3. Is the level of teachers' adherence to the psychological contract a statistically significant predictor for their organisational cynicism attitudes?
4. Is the level of teachers' organisational cynicism attitudes a statistically significant predictor for their turnover intentions?
5. Do teachers' adherence to the psychological contract significantly predict the sub-dimensions of organisational cynicism and turnover intention?

Method

Research Design

The study examining the relationship between teachers' adherence to the psychological contract, turnover intention, and organisational cynicism attitudes was carried out using a quantitative research model and the relational model. In the relational model, the aim was to determine whether there is a relationship between two or more variables and/or the relationship level, if any (Fraenkel & Wallen, 2006).

Research Sample

The study population was comprised of 6384 teachers working at primary schools at the Sahinbey and Sehitkamil central districts of Gaziantep province during the 2018-2019 academic year. In contrast, the sample group was comprised of 345 teachers selected from 24 schools via the random sampling method (Christensen, Johnson & Turner, 2015), which is the method in which participants are selected in an unbiased manner. By taking into consideration the return ratio, the scales were distributed to about 450 teachers. Of the returned 362 scales, 17 scales that were filled out erroneously or had missing sections were excluded from the study and analyses were carried out on over 345 scales following outlier data cleaning. It was decided that 345 teachers were sufficient for the sample group when the formula developed for determining the magnitudes with a predetermined population was used, finding the confidence interval to be 95% and the statistical significance level at $\alpha=.05$ (Ozdamar, 2003; Field, 2009).

Of the sample group teachers, 209 (60.6%) were female, 136 (39.4%) were male. 226 (65.5%) of the teachers were in the 21-30 age group, 99 (28.7%) were in the 31-40 age group, and 20 (5.8%) were in the 41 and above age group. Concerning professional seniority, 277 (80.3%) had 1-9 years of experience, 61 (17.7%) of 10-19 years, and 7 (2.0%) had experiences of 20 years and above.

Research Instruments and Procedures

All of the scales were 5-point Likert type scales made up with the following responses: "I certainly do not agree", "I do not agree", "I partially agree", "I agree", and "I completely agree".

The Psychological Contract Scale. The scale developed by Kocak (2016) comprises 26 items and 3 sub-dimensions of efforts towards institutional development, extra

performance, and loyalty. The Cronbach's Alpha (α) internal consistency coefficient for the scale was calculated as .94 for institutional development efforts, as .75 for extra performance, and as .80 for loyalty. In contrast, the scale, in general, was calculated at .90. In the current study, the scale's three-dimensional structure was verified for the study sample group through confirmatory factor analysis (CFA). Fit values were identified as: $\chi^2= 426.28$, $\chi^2/df= 3.30$, $p= .00$, RMSEA= .08, RMR= .05, GFI= .88, AGFI= .84, NFI= .88, IFI= .91, TLI= .90, and CFI= .91. These obtained values are at acceptable levels or very close to acceptable values (Sumer, 2000; Kline, 2011; Meydan & Sesen, 2015).

The Organisational Cynicism Scale. The scale was developed by Brandes et al. (1999). Kalagan (2009) carried out studies to adapt the scale to the Turkish language and carried out the scales reliability and validity studies. It comprises 13 items and three sub-dimensions of cognitive cynicism, affective cynicism, and behavioural cynicism. Cronbach's Alpha (α) internal consistency coefficient was calculated as .86 for cognitive cynicism, as .95 for affective cynicism, and as .81 for behavioural cynicism. In contrast, the Cronbach's Alpha (α) internal consistency coefficient of the scale, in general, was calculated as .91. In the current study, the three-dimensional structure of the scale was verified through CFA and the fit values were determined as: $\chi^2= 142.01$, $\chi^2/df= 2.90$, $p= .00$, RMSEA= .07, RMR= .06, GFI= .94, AGFI= .90, NFI= .95, IFI= .97, TLI= .96, and CFI= .97 indicating good or acceptable levels.

The Turnover Intention Scale. The scale was developed by Cammann et al. (1979). Keskin (2014) carried out studies to adapt the scale to the Turkish language and carried out the scales reliability and validity studies. The scale comprises a single dimension and three items. Its Cronbach's Alpha (α) internal consistency coefficient was calculated as .80 ($n=3$). The fit values obtained through CFA were, $\chi^2= 2.26$, $\chi^2/df= 2.26$, $p= .00$, RMSEA= .06, RMR= .05, GFI= .99, AGFI= .97, NFI= .99, IFI= .99, TLI= .99, and CFI= .99 indicating a good level of fit.

Data Analysis

SPSS 22.0 was used to calculate descriptive statistics, correlation and regression analyses during the data analysis stage, whereas AMOS 23.0 software was used for CFA and structural equation model analysis. Outlier value cleaning was applied before the analysis. Afterwards, skewness and kurtosis values were calculated, ranging from -1,5 to +1,5. According to Tabachnick & Fidell (2013), these values indicate that the data set has a normal distribution. CFA was carried out within the scope of the validity study. Various fit values that give information regarding the model's level of fit are used in CFA, and in general, the values of χ^2 , χ^2/df , RMSEA, RMR, GFI, AGFI, NFI, IFI, TLI and CFI are reported (Meydan & Sesen, 2015). Hence, it was concluded that these values could be used for the present study.

Results

Table 1 below presents the mean (*M*), standard deviation (*SD*), and standard error (*SE*) values for the variables, as well as the correlation coefficients indicating the level and direction of the relationship between the variables. The analyses were made on the total scores following the purpose of the research.

Table 1

Descriptive Analysis and Correlation Coefficients for the Variables

Variables	<i>M</i>	<i>SD</i>	<i>SE</i>	1	2	3
1. The psychological contract	3.85	.49	.03	1		
2. Organisational cynicism	2.39	.72	.04	-.60**	1	
3. Turnover intention	2.21	.97	.05	-.56**	.61**	1

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

When Table 1 above is examined that the average score for the teachers' adherence with the psychological contract ($M = 3.85$) is at the "I agree (4)" level. In contrast, the score averages for organisational cynicism ($M = 2.39$) and turnover intention ($M = 2.21$) are at the "I do not agree (4)" level. Upon examining the correlation coefficients, it was observed that there was a negative and moderate statistically significant relationship between adherence with the psychological contract and organisational cynicism ($r = -.60, p < .01$), a negative and moderate statistically significant relationship between adherence with the psychological contract and turnover intention ($r = -.56, p < .01$), and a positive and moderate statistically significant relationship between organisational cynicism and turnover intention ($r = .61, p < .01$).

Table 2 below presents the results of the stepwise multiple regression analysis regarding the prediction of organisational cynicism by teachers' adherence to the psychological contract.

Table 2

Stepwise Multiple Regression Analysis Results Regarding the Prediction of Organisational Cynicism by the Levels of Adherence of Teachers with The Psychological Contract

Model 1	Independent variables	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
1. Step (enter)	(constant)	4.05	.37	-	11.06	.00
	Gender (dummy)	.04	.08	.03	.55	.58
	Age	-.07	.01	-.53	-4.67	.00
	Seniority	.04	.02	.29	2.55	.01
2. Step	(constant)	6.61	.36	-	18.37	.00
	Gender (dummy)	.02	.06	.02	.36	.72
	Age	-.05	.01	-.35	-3.74	.00
	Seniority	.04	.01	.26	2.79	.01
	The psychological contract	-.83	.06	-.57	-12.91	.00

Dependent variable; Organisational cynicism

R^2 change = .30, * $p < .05$, ** $p < .01$

The stepwise multiple regression analysis in Table 2 above shows that the adherence of teachers with the psychological contract predicts organisational cynicism at a statistically significant level (after the variables considered to have an impact on the result [such as gender, age, and seniority] were controlled in the first step ($\beta = -.57^{***}$, $p < .00$). Every increase of 1 unit in teachers' adherence to the psychological contract resulted in a decrease of .57 units in organisational cynicism. Teachers' levels of adherence to the psychological contract explain 30% of the variance in organisational cynicism ($\Delta R^2 = .30$; $p < .00$). Accordingly, teacher's organisational cynicism behaviours decrease with increasing levels of adherence to the psychological contract.

Table 3 below presents the stepwise multiple regression analysis results regarding the prediction of turnover intention by teachers' adherence to the psychological contract.

Table 3

Stepwise Multiple Regression Analysis Results Regarding the Prediction of Turnover Intention by the Levels of Adherence of Teachers with The Psychological Contract

Model 2	Independent variables	B	SE	β	t	p
1. Step (enter)	(constant)	3.26	.52	-	6.33	.00
	Gender (dummy)	-.04	.11	-.02	-.40	.69
	Age	-.04	.02	-.22	-1.89	.06
	Seniority	.02	.02	.11	.95	.34
2. Step	(constant)	6.70	.52	-	12.93	.00
	Gender (dummy)	-.07	.09	-.04	-.76	.45
	Age	-.01	.02	-.05	-.47	.64
	Seniority	.02	.02	.08	.84	.40
	The psychological contract	-1.12	.09	-.56	-12.04	.00

Dependent variable; Turnover intention

R^2 change = .29, * $p < .05$, ** $p < .01$

When Table 3 above is examined, personal variables such as gender, age, and seniority were controlled in the first step during the stepwise multiple regression analysis. The psychological contract was included in the analysis in the second step. It was concluded that the teachers' levels of adherence with the psychological contract predict turnover intentions at a statistically significant level ($\beta = -.56^{***}$, $p < .00$). Every increase of 1 unit in teachers' adherence to the psychological contract resulted in a decrease of .56 units in turnover intention. The psychological contract explains 29% of the turnover intention variance ($\Delta R^2 = .29$; $p < .00$). These results indicate that teachers' turnover intention decreases with increasing adherence levels of psychological contract.

Table 4 below presents the stepwise multiple regression analysis results regarding the prediction of turnover intention by organisational cynicism.

Table 4

Stepwise Multiple Regression Analysis Results Regarding the Prediction of Turnover Intention by Organisational Cynicism

Model 3	Independent variables	B	SE	β	t	p
1. Step (enter)	(constant)	3.26	.52	-	6.33	.00
	Gender (dummy)	-.04	.11	-.02	-.40	.69
	Age	-.04	.02	-.22	-1.89	.06
	Seniority	.02	.02	.11	.95	.34
2. Step	(constant)	-.18	.48	-	-.38	.70
	Gender (dummy)	-.08	.09	-.04	-.91	.36
	Age	.02	.02	.11	1.13	.26
	Seniority	-.01	.02	-.07	-.73	.47
	Organisational cynicism	.85	.06	.63	13.98	.00

Dependent variable; Turnover intention

R^2 change= .36, * $p < .05$, ** $p < .01$

As shown in Table 4 above, independent variables of gender, age, and seniority were controlled in the first step of the stepwise multiple regression analysis. Organisational cynicism was included in the analysis during the second step, and it was concluded that organisational cynicism predicts teachers' turnover intention at a statistically significant level ($\beta = .63^{***}$, $p < .00$). Every increase of 1 unit in organisational cynicism resulted in an increase of .63 units in turnover intention. Organisational cynicism explains 36% of the variance in turnover intention ($\Delta R^2 = .36$; $p < .00$). Accordingly, an increase in the level of organisational cynicism increases teachers' turnover intentions.

After determining the bilateral relations between variables from the stepwise regression analysis, the path analysis was carried out by adding all variables to the model with the structural equation model based on the theoretical framework. The structural equation model, including the standardised path coefficients determined as a result of the analysis performed, are presented in *Figure 1* below.

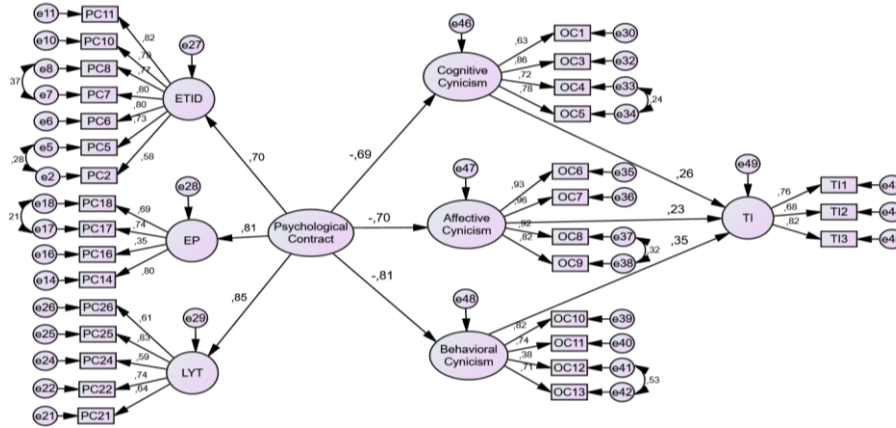


Figure 1. Path Analysis Results for The Psychological Contract, Organisational Cynicism, and Turnover Intention Model

Notes: ETID: Efforts towards institutional development, EP: Extra performance, LYT: Loyalty, TI: Turnover Intention. Model fit values: $\chi^2= 1209.73$, $df= 419$, $\chi^2/df= 2.887$, $p= .00$, $RMR= .07$, $RMSEA= .07$, $GFI= .81$, $NFI= .83$, $IFI= .87$, $TLI= .87$, and $CFI= .89$.

Covariance was added between the following items; PC2 and PC5, PC7 and PC8, PC17 and PC18, OC4 and OC5, OC8 and OC9, and OC12 and OC13, resulting in an increase in the chi-square value due to high error variances in the model. Thus, the fit values were improved. As shown in Figure 1 above, the psychological contract has a negative and statistically significant ($p < .01$) impact on cognitive cynicism (-0.69 , $t\text{-value} = -7.40$), affective cynicism (-0.70 , $t\text{-value} = -8.87$), and behavioural cynicism (-0.81 , $t\text{-value} = -8.89$). Moreover, cognitive cynicism (0.26 , $t\text{-value} = 3.57$), affective cynicism (0.23 , $t\text{-value} = 3.52$), and behavioural cynicism (0.35 , $t\text{-value} = 4.46$) have a positive and statistically significant impact on turnover intentions ($p < .01$).

Discussion, Conclusion and Recommendations

As a result of the study examining the relationship between teachers' levels of adherence with the psychological contract, organisational cynicism, and turnover intention, it was determined that teachers' compliance with the psychological contract was high. A similar finding was observed in a study by Yilmaz and Altinkurt (2012). According to this study, teachers believe that they carry out their duties and responsibilities towards the school at a high level or, in other words, that they comply with the psychological contract. Various studies on this subject (Kocak, 2016; Kocak & Burgaz, 2017) suggest that teachers feel a strong sense of obligation towards the school they work in and thus display behaviours following the psychological contract. However, Ozdemir and Demircioglu (2015) carried out a study in which teachers' perceptions of the psychological contract were determined to be moderate.

Another finding was that the organisational cynicism perceptions of teachers were low. In support of this finding, it was put forth as a result for determining the levels of the cynicism of employees working in an organisational environment (Ayik, 2015; Helvacı & Cetin, 2012; Korkut & Aslan, 2016). However, various studies determined (Kalagan & Guzeller, 2010; Kilic, 2013; Yim & Moses, 2016) that employees' organisational cynicism perceptions are moderate. The study' results determined that teachers' positive emotions towards the school, a trust-driven organisational culture, shared decision processes, active participation in educational activities, and activities for improving student success may be factors related to teachers' low cynicism perceptions (Bozbayindir & Kayabasi, 2014; Chiaburu et al., 2013; Kalagan & Guzeller, 2010; Tarakci & Akin, 2017).

According to the results, teachers' turnover intentions are at a low level. Similar findings related to teachers' turnover intention have been observed in various other studies (De Neve & Devos, 2017; Jonathan et al., 2013; Kurtulmus & Yigit, 2016). It is known that teachers' intentions to quit their jobs are problematic for the teacher and the school. Since the teachers' commitment to the institution with turnover intention will be low, it is possible to indicate that the educational activities and student success will be negatively affected. International studies on turnover intention (Darling-Hammond, 2003; Liu & Onwuegbuzie, 2012) have concluded that about half of the teachers have turnover intentions during the first years of their careers. It was determined in the present study that the teachers' turnover intentions were low.

Furthermore, teachers' adherence to the psychological contract is negatively related to turnover intentions and organisational cynicism. There is a positive and statistically significant relationship between turnover intention and organisational cynicism. Accordingly, teachers' organisational cynicism behaviour levels will decrease with increasing adherence to the psychological contract. Similar to the findings of the present study, in various other studies, it has been determined that adherence to the psychological contract decreases organisational cynicism (Pugh, Skarlicki & Passell, 2003; Johnson & O'Leary-Kelly, 2003; Kunze & Phillips, 2011; Makau, 2012; Chiaburu et al., 2013; Tarakci & Akin, 2017). While teachers carry out activities to meet the school's expectations or the school striving to meet the teachers' expectations increases, adherence to the psychological contract also increases. Therefore, an increase in trust and justice results in decreased cynicism behaviours. Thus, teachers will display less organisational cynicism behaviours when their expectations are sufficiently met as they will have positive opinions and emotions towards the school.

Robinson and Morrison (1995) stated that employees get disappointed when their expectations are not sufficiently met or when promises are not kept, thereby violating the psychological contract. As a result, turnover intentions increase with decreasing commitment to the institution (Robinson, 1996). Turnley and Feldman (1999) reported that employees would have turnover intentions to save themselves from negative environments (conflicts with their superiors or colleagues), thereby indicating that the psychological contract violation will result in turnover. It was concluded that teachers decreased levels of adherence to the psychological contract lead to turnover intentions.

There is a positive and statistically significant relationship between organisational cynicism and turnover intention (Kalagan, 2009). Whereas Sagir and Oguz (2012) stated that a negative attitude towards the school would lead to lower teacher performances, thereby increasing turnover intentions.

According to the stepwise multiple regression analysis, teachers' organisational cynicism behaviours decrease with increasing adherence to the psychological contract. Similarly, Chiaburu et al. (2013) also indicated that adherence to the psychological contract is among the precursors of organisational cynicism, concluding that individuals who experience negative emotions such as anger and disappointment display cynicism behaviours in organisational environments. Tarakci and Akin (2017) carried out a study on teachers and supported the present study's findings that cynicism behaviours will be less in adherence to the psychological contract. Accordingly, it can be stated that teachers' adherence to the psychological contract will be high and organisational cynicism levels will be low in an environment where management is based on the understandings of trust, justice, accountability, and transparency.

Teachers' levels of compliance with the psychological contract negatively predict turnover intentions at a statistically significant level. In other words, turnover intentions decrease with increasing levels of adherence to the psychological contract. According to Robinson and Morrison (1995), employees whose expectations are not sufficiently and believe that promises have not been met may negatively affect the organisation (as the psychological contract will be violated, thereby leading to decreases in employee commitment and increases in turnover intentions [Robinson, 1996]). Turnley and Feldman (1999) reported that employees who experience conflicts with their administrators or colleagues would seek other opportunities to overcome this negativity, thereby leading to turnover intentions.

The organisational cynicism perceptions of teachers predict turnover intention positively. In support of this finding, Kalagan (2009) reported that organisational cynicism leads to negative impacts such as decreases in organisational commitment, job satisfaction, and motivation and increasing the feeling of burnout (resulting in turnover intention). In their study where organisational cynicism was considered within the school context, Sagir and Oguz (2012) state that teachers' negative attitudes and behaviours will result in decreased performance, thereby leading to adverse impacts on educational activities. Similarly, according to Kalagan and Guzeller (2010), teachers who display organisational cynicism behaviours do not want to participate in activities for improving school success since they believe the organisation does not give importance to what they do. Hence, it can be indicated that teachers will consider leaving such environments, thereby leading to an increase in turnover intentions.

The structural model developed based on theoretical assumptions determined that teachers' adherence to the psychological contract predicts the sub-dimensions of organisational cynicism negatively (cognitive cynicism, affective cynicism, and behavioural cynicism). In contrast, it was also determined that the sub-dimensions of organisational cynicism predict turnover intentions in a positive and statistically

significant manner. Following the present study's findings, various studies also determined that cynicism behaviours are observed when the psychological contract is violated (Johnson & O'leary-Kelly, 2003; Davis & Gardner, 2004). Additionally, studies have also determined that teachers' adherence to the psychological contract is a factor that reduces negative organisational outcomes such as turnover (De Neve & Devos, 2017; Jonathan, Thibeli & Darroux, 2013) and cynicism (Chiaburu et al., 2013; Tarakci & Akin, 2017).

Relations based on trust should be established within the school to increase teachers' adherence to the psychological contract, and teachers' expectations should also be met, thereby increasing their commitment to the school. Hence, applications and case-based developmental activities can be organised to ensure that teachers have positive emotions towards the school rather than displaying negative attitudes (e.g., resorting to turnover intention and cynicism). Qualitative and quantitative studies on variables related to the psychological contract, such as organisational trust, organisational justice, organisational commitment, burnout, emotional labour, etc., can be carried out in the future. Studies with qualitative and mixed research designs can be carried out to examine the impact of teachers' levels of adherence to the psychological contract on organisational cynicism and turnover intentions can also be carried out.

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Psikolojik Sözleşme, Örgütsel Sinizm ve İşten Ayrılma Niyeti Arasındaki İlişkinin İncelenmesi

Atıf:

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Özet

Problem Durumu: İnsan kaynağının yetiştirilmesinde önemli rol oynayan okulların çağın gereksinimlerine uyum sağlayabilmesi ve hem bireylerin hem de toplumun ihtiyaçlarına cevap verebilecek yapılarda olmaları gerekmektedir. Okullarda nitelikli bir eğitimin verilmesi ve hedeflerin etkin bir şekilde gerçekleştirilmesi için eğitim öğretim faaliyetlerinden birinci derecede sorumlu olan öğretmenlerin, görev yaptıkları okullarda yöneticilerine ve meslektaşlarına güvenmeleri, olumlu duygu ve düşüncelere sahip olmaları önemlidir. Bu nedenle, okulda yapılan iş ve işlemlerde adil davranılması, güvene dayalı ilişkilerin oluşturulması, verilen sözlerin yerine getirilmesi önemlidir. Özellikle okul yöneticilerinin öğretmenleri desteklemeleri ve işlerini kolaylaştırmaları, okul ve öğretmenler arasında psikolojik sözleşmenin oluşmasına zemin hazırlayacaktır. Psikolojik sözleşmenin oluşturulduğu ve devam ettirildiği durumlarda da öğretmenlerin okula bağlılığının artacağı, işten ayrılma ve sinizm gibi olumsuz sonuçların daha az yaşanacağı ileri sürülebilir.

Araştırmanın Amacı: Araştırmada, öğretmenlerin psikolojik sözleşmeye uyma düzeylerinin, örgütsel sinizm ve işten ayrılma niyetleri ile ilişkisinin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

1. Öğretmenlerin psikolojik sözleşmeye uyma, işten ayrılma niyeti ve örgütsel sinizm algı düzeyleri nedir?
2. Öğretmenlerin psikolojik sözleşmeye uyma düzeyleri, işten ayrılma niyetlerinin anlamlı bir yordayıcısı mıdır?
3. Öğretmenlerin psikolojik sözleşmeye uyma düzeyleri, örgütsel sinizm tutumlarının anlamlı bir yordayıcısı mıdır?
4. Öğretmenlerin örgütsel sinizm tutumları, işten ayrılma niyetlerinin anlamlı bir yordayıcısı mıdır?
5. Öğretmenlerin psikolojik sözleşmeye uyma düzeyleri, örgütsel sinizmin alt boyutlarını ve işten ayrılma niyetini istatistiksel olarak anlamlı bir şekilde yordamakta mıdır?

Araştırmanın Yöntemi: Araştırma, nicel araştırma yöntemiyle yürütülmüş ve ilişkisel model kullanılmıştır. Araştırmanın evreni 2018-2019 eğitim öğretim yılında Gaziantep ili Şahinbey ve Şehitkamil merkez ilçelerindeki ilkokullarda görev yapmakta olan 6384

öğretmenlerden oluşmaktadır. Örneklem ise, kümelerin yansız olarak seçildiği örnekleme türü olarak ifade edilen seçkisiz küme örnekleme yöntemiyle 24 okuldan seçilen 345 öğretmenlerden oluşmaktadır. Ölçekler, geri dönüş oranı göz önünde bulundurularak yaklaşık 450 öğretmene dağıtılmıştır. Geri dönen 362 ölçekten hatalı doldurulan ve eksik kodlanan 17 ölçek çıkarılmış, uç değer temizliği yapıldıktan sonra 345 ölçek üzerinden analizler yapılmıştır. Ana kütle sayısı belirli olan büyüklükleri tespit etmek için oluşturulan formülden yararlanılarak %95 güven aralığı ve $\alpha=.05$ anlamlılık düzeyi dikkate alındığında, 345 öğretmenin örneklem için yeterli olduğuna karar verilmiştir.

Araştırmada kullanılan ölçek formu dört bölümden oluşmaktadır. İlk bölümde, öğretmenlerin kişisel bilgileri bulunmaktayken; ikinci bölümde, kurumsal gelişime yönelik çaba, ekstra performans ve sadakat olmak üzere 3 alt boyuttan ve 26 maddeden oluşan “Psikolojik Sözleşme Ölçeği”, üçüncü bölümde, toplam 13 maddeden ve bilişsel sinizm, duyuşsal sinizm ve davranışsal sinizm olmak üzere üç alt boyuttan oluşan “Örgütsel Sinizm Ölçeği”, dördüncü bölümde ise, 3 maddeden ve tek boyuttan oluşan “İşten Ayrılma Niyeti Ölçeği” bulunmaktadır. Ölçeklerin tümü 5’li Likert tipinde, “kesinlikle katılmıyorum”, “katılmıyorum”, “biraz katılıyorum”, “katılıyorum” ve “tamamen katılıyorum” şeklinde cevaplanmaktadır. Verilerin analizinde, değişkenlere ilişkin betimsel istatistikler ve Pearson Momentler Çarpımı korelasyon katsayıları hesaplanmış, adimsal çoklu regresyon analizi yapılmıştır. Teorik varsayımlara dayalı olarak oluşturulan model, yapısal eşitlik modeli (YEM) ile analiz edilmiştir.

Araştırmanın Bulguları: Öğretmenlerin psikolojik sözleşmeye uyma puan ortalamasının ($M= 3.85$) “katılıyorum (4)” düzeyinde; örgütsel sinizm ($M= 2.39$) ve işten ayrılma niyeti ($M= 2.21$) puan ortalamalarının ise “katılmıyorum (4)” düzeyinde olduğu tespit edilmiştir. Başka bir ifadeyle, öğretmenlerin psikolojik sözleşmeye uyma düzeyi yüksek; örgütsel sinizm ve işten ayrılma niyeti ise düşük düzeydedir. Öğretmenlerin okul içerisinde çoğunlukla psikolojik sözleşmeye uydıkları, örgütsel sinizm ve işten ayrılma niyeti davranışlarını ise daha az gösterdikleri sonucuna varılmıştır. Korelasyon katsayıları incelendiğinde, psikolojik sözleşmeye uyma ve örgütsel sinizm arasında, negatif yönde, anlamlı ve orta düzeyde ($r= -.60, p <.01$), psikolojik sözleşmeye uyma ve işten ayrılma niyeti arasında, negatif yönde, anlamlı ve orta düzeyde ($r= -.56, p <.01$), örgütsel sinizm ile işten ayrılma niyeti arasında ise pozitif yönde, anlamlı ve orta düzeyde ($r= .61, p <.01$) bir ilişki olduğu belirlenmiştir.

Betimsel analizlerin yapılması ve korelasyon katsayılarının hesaplanmasından sonra, hem öğretmenlerin psikolojik sözleşmeye uyma düzeylerinin örgütsel sinizm ve işten ayrılma niyetini hem de örgütsel sinizmin, işten ayrılma niyetini ne düzeyde yordadığını belirlemek için adimsal çoklu regresyon analizi yapılmıştır. Yapılan analiz sonucunda, öğretmenlerin psikolojik sözleşmeye uyma düzeylerinin, örgütsel sinizmi negatif yönde ve anlamlı bir şekilde yordadığı ($\beta= -.57^{***}, p <.001, \Delta R^2= .30$), öğretmenlerin psikolojik sözleşmeye uyma düzeylerinin, işten ayrılma niyetini negatif yönde ve anlamlı bir şekilde yordadığı ($\beta= -.56^{***}, p <.00, \Delta R^2= .29$), örgütsel sinizmin, işten ayrılma niyetini pozitif yönde ve anlamlı bir şekilde yordadığı ($\beta= .63^{***}, p <.00, \Delta R^2= .36$) tespit edilmiştir. Teorik varsayımlara dayalı olarak oluşturulan yapısal

eşitlik modeli analizi sonucuna göre, öğretmenlerin psikolojik sözleşmeye uyma düzeyi, bilişsel sinizmi (-.69), duyuşsal sinizmi (-.70) ve davranışsal sinizmi (-.81) negatif yönde ve anlamlı ($p < .01$) şekilde yordamaktadır. Ayrıca, bilişsel sinizm (.26), duyuşsal sinizm (.23) ve davranışsal sinizm (.35), işten ayrılma niyetini pozitif yönde ve anlamlı ($p < .01$) şekilde yordamaktadır.

Araştırmanın Sonuçları ve Önerileri: Bu araştırmanın sonuçları, öğretmenlerin psikolojik sözleşme uyma düzeyleri ile örgütsel sinizm ve işten ayrılma niyeti arasında ilişki olduğunu ortaya koymuştur. Söz konusu bu ilişki, psikolojik sözleşmeye uyma düzeyi ile örgütsel sinizm ve işten ayrılma niyeti arasında pozitif yönlü ve anlamlı düzeydeyken; örgütsel sinizm ve işten ayrılma niyeti arasında negatif yönlü ve anlamlı düzeydedir. Buna göre, öğretmenlerin psikolojik sözleşmeye uyma düzeyi arttıkça, örgütsel sinizm davranışlarını daha az sergileyecekler ve daha az işten ayrılma niyeti taşıyacaklardır. Ayrıca örgütsel sinizm davranışları sergileyen öğretmenlerin işten ayrılma niyeti de buna bağlı olarak artmaktadır. Öğretmenlerin psikolojik sözleşmeye uyma düzeylerinin artırılması için, okul içerisinde güvene dayalı ilişkiler oluşturulması ve aynı zamanda öğretmenlerin beklentilerinin karşılanarak, okula bağlılıklarının artırılması sağlanmalıdır. Bu nedenle, öğretmenlerin güven odaklı bir okul kültüründe, okula karşı olumsuz bir tutum sergileme, okuldan ayrılmayı düşünme ve sinizm gibi olumsuz duygulardan daha ziyade, okula karşı olumlu duygular taşımalarını sağlamaya yönelik uygulama veya örnek olay temelli geliştirme etkinlikleri düzenlenebilir. Araştırmada, psikolojik sözleşme, örgütsel sinizm ve işten ayrılma niyeti ilişkisi incelenmiştir. Bundan sonra yapılacak araştırmalarda, psikolojik sözleşme ile ilişkili olduğu düşünülen, örgütsel güven, örgütsel adalet, örgütsel bağlılık, tükenmişlik, duygusal emek vb. değişkenlerle ilgili nitel ve nicel araştırmalar yapılabilir. Öğretmenlerin psikolojik sözleşmeye uyma düzeyinin, örgütsel sinizm ve işten ayrılma niyeti üzerindeki etkisini incelemeye yönelik nitel ve karma desende araştırmalar yapılabilir.

Anahtar Kelimeler: Sözleşme, ayrılma niyeti, öğretmen, ilkokul.