ÖĞRETMENLERİN ÖRGÜTSEL SİNİZM ALGILARINA İLİŞKİN GÖRÜŞLERİ

TEACHERS' VIEWS ON ORGANIZATIONAL CYNICISM PERCEPTIONS

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ÖZET
Örgütsel sinizm, bireyin örgüte karşı hissettiği hayal kırıklığı, korku, güvensizlik hissi ve bu hislerin neden olduğu olumsuz davranışlar olarak tanımlanabilir. Örgütlerin hedeflerine ulaşabilmesi için örgütlerde yer alan bireylerin fikir ve görüşlerini çekinmeden ifade etmeleri, örgütlerine karşı olumlu tutum içerisinde olmaları ve örgütteki bireylerin tarafsız olduklarına inanmaları gerekir. Okul ortamında oldukça büyük öneme sahip olan, dolaylı veya doğrudan birçok durumu etkileyen sinizm konusunu ele almak ve öğretmenlerin sinizm algılarını ortaya koymak son derece önemlidir. Bu bağlamda bu araştırmanın amacı Milli Eğitim Bakanlığına bağlı okullarda görev yapan öğretmenlerin örgütsel sinizm algılarını belirlemektir. Çalışma grubunu 2021-2022 eğitim öğretim yılında devlet okullarında görev yapan 320 öğretmen oluşturmaktadır. Çalışma grubu belirlenirken basit seçkisiz örnekleme tercih edilmiştir. Araştırmada veri toplama aracı olarak "Örgütsel Sinizm Ölçeği" kullanılmıştır. Araştırma sonucunda öğretmenlerin genel sinizm düzeylerinin orta seviyede olduğu görülmüştür. Öğretmenlerin sinizm algılarının kıdem, yaş, cinsiyet ve mesleği seçme nedenlerine göre farklılaşmadığı; soruşturma geçirme, gelir düzeyi, okul türü ve çalışılan bölge değişkenlerine göre ise aralarında anlamlı farklılık olduğu tespit edilmiştir. Araştırma sonucunda öğretmenlere ve yöneticilere okul ortamında pozitif bir dil kullanmaları, tarafsız ve adil davranmaları, fikir ve görüşlerini rahat ve özgürce sunabildikleri demoktatik bir ortam oluşturmaları önerilerinde bulunulmuştur. Ayrıca öğretmenlerin sinizm düzeylerinin orta düzeyde olduğu bulgusundan hareketle öğretmenlerin sinik davranışlar göstermelerini engelleyici hizmet içi kurslara katılmalarının ve eğitimler almalarının yararlı olacağı düşünülmektedir.
Anahtar Kelimler: Örgüt, sinizm, öğretmen, yönetici.

ABSTRACT

Organizational cynicism can be defined as the feeling of frustration, fear, insecurity that the individual feels towards the organization, and the negative behaviors caused by these feelings. In order for organizations to achieve their goals, individuals in organizations must express their ideas and opinions without hesitation, have a positive attitude towards their organizations, and believe that individuals in the organization are impartial. It is extremely important to address the issue of cynicism, which is of great importance in the school environment and affects many situations directly or indirectly, and to reveal the cynicism perceptions of teachers. In this context, the aim of this study is to determine the organizational cynicism perceptions of teachers working in schools affiliated to the Ministry of National Education. The study group consists of 320 teachers working in public schools in the 2021-2022 academic year. While determining the study group, simple random sampling was preferred. In the study, "Organizational Cynicism Scale" was used as a data collection tool. As a result of the research, it was seen that the general cynicism levels of the teachers were at a medium level. Teachers' perceptions of cynicism did not differ according to seniority, age, gender and reasons for choosing the profession; It was determined that there was a significant difference between them according to the variables of undergoing investigation, income level, type of school and region studied. As a result of the research, teachers and administrators were advised to use a positive language in the school environment, to act impartially and fairly, and to create a democratic environment where they can present their ideas and opinions comfortably and freely. In addition, based on the finding that teachers' cynicism levels are at a moderate level, it is thought that it would be beneficial for teachers to attend in-service courses and receive trainings that prevent them from showing cynical behaviors.

Keywords: Organization, cynicism, teacher, administrator.

1. INTRODUCTION

Organizations are groups of people who come together to achieve the common goals and objectives they have set. Societies have organized and formed organizations in order to both develop and meet their needs. When we look at daily life, most of the lives of individuals take place in these organizations (Akkaşoğlu, 2015). For this reason, in order for organizations to achieve their goals, individuals in organizations must express their ideas and opinions without hesitation, have a positive attitude towards their organizations and believe that they are impartial.

Organizational cynicism can be defined as the feeling of disappointment, fear, insecurity felt by the individual towards the organization and the negative behaviors caused by these feelings (Brandes and Das, 2006). Cynicism in the dictionary of the Turkish Language Association (TDK), the teaching of Antisthenes, defends the idea that man can reach virtue and happiness on his own, without the need for external values, by being free from all needs. In other words, it can be expressed as the negative attitude of the person towards the organization based on the belief that the organization lacks honesty (Abraham, 2000). As can be understood from the definitions, the understanding of the attitudes of individuals in organizations as far from honesty, sincerity, and a sense of justice leads to the emergence of this negative attitude/behavior (Kama, 2023).

Organizational cynicism has three main dimensions. These; cognitive, affective and behavioral dimensions. The cognitive dimension involves a belief in the organization's lack of integrity, and cynical individuals believe that values such as fairness, honesty, and sincerity are ignored in organizational practices, and that unethical behavior becomes organizational norms. In addition, they believe that organizational practices and leadership behaviors are inconsistent and unreliable, which leads employees to a deceptive environment. The affective dimension, on the other hand, emerges as a result of beliefs and evaluations originating from the cognitive dimension and expresses the employee's feelings towards the organization. Negative emotions such as disappointment, anger, resentment, anger, embarrassment, and hatred are some of these emotions (Dean et al., 1998).

The behavioral dimension includes behaviors such as criticism, reproach, negative speech and complaint against the organization by transforming the person's beliefs and feelings about the organization into action. This means that employees critically evaluate their organization and behave negatively about the organization. Personnel with a cynical attitude may approach the goals, actions, and future plans of their organizations in a cynical way or make pessimistic predictions (Tutar, 2016).

When the literature is examined, it is seen that the factors that lead to organizational cynicism are generally not meeting individual expectations, personality role conflict, resistance to change, violation of psychological contract, conflict, lack of organizational justice, inadequate leadership, inadequate communication, etc. (Şamdan,2019). Akpolat and Oğuz (2015) stated that the following behaviors can be seen in a teacher who shows cynical behaviors:

- He may feel that his efforts to improve his school are not known.
- He can stop making suggestions and ideas to improve his school.
- He may not believe that things will get better.
- He may feel that his attempts to improve his school are not cared for by other employees.
- He may feel that the suggestions he has developed to improve the quality of his school have not been taken into account.
- Their hopes for the future of the school may be gone.
- As a result of the wrong practices, they may think that everyone will not be treated fairly and as a result, an undeserving behavior will be respected.

There are a number of reasons that directly or indirectly affect the emergence of organizational cynicism. Although human-induced factors come to mind first in the emergence of cynicism, organizational factors arising from the institutions where people work should not be ignored (Ergen, 2015). Employees are considered the most important element in the realization of organizational goals. In this respect, employees act in line with their personal expectations and needs while fulfilling their roles and responsibilities towards their organizations. Balancing personal goals and organizational goals is very effective in increasing the quality, efficiency and effectiveness of organizations. However, it can be said that some behaviors and movements reduce this quality and efficiency in organizations (Demirtaş ve Bayer Demirhan, 2023). In this study, organizational cynicism behavior is accepted and discussed as a variable that reduces quality, efficiency and effectiveness.

Positive school culture to be created in educational institutions is one of the most important elements for the school to achieve success. In order to create a positive culture in the school environment, teachers should not show cynical behavior, should not be silent and should be in constant communication with administrators. In this context, it can be said that school administrators have great responsibilities (Bayrakcı, 2014) School administrators should be able to keep up with the changes and transformations required by the age, create a democratic and fair environment in the school, and prevent cynical behaviors by not creating the image that teachers are closed to change. Considering that cynicism in educational organizations has many negative individual and organizational consequences, it is very necessary to use effective strategies to prevent the emergence of cynicism in schools or to manage it when such a situation occurs. Undoubtedly, the greatest responsibility and duty in implementing such strategies falls on the leaders in the organization (Özler et al., 2010).

Özler, Atalay and Şahin (2010) stated that there are many organizational and personal factors underlying the cynical behaviors and negative/negative emotions of individuals. Stating that the phenomenon of trust has a special importance and position among these factors, they stated that the feeling of insecurity experienced causes individuals to look at each other with suspicion and prejudice, that this generalizes over time and covers all events, and that individuals become withdrawn after a while.

For this reason, it can be said that the sense of trust to be created in the school environment has a separate and important place on the cynicism behaviors of teachers. In addition, Ribbers (2009) stated that people who show cynical behavior in their organizations sacrifice values such as sincerity, justice and honesty to their personal interests by the managers, and this situation causes behaviors such as lying and hypocrisy. According to the results of the research, negative situations such as resignation, hopelessness, burnout, apathy, distrust of others, poor performance, and disappointment were encountered as a result of cynicism.

It can be said that one of the factors that have the most impact on cynicism is the quality of communication in the organization. Communication in the organization is very effective not only on success and quality, but also on the psychology of employees. If communication is not effective and positive, employees are exposed to negative psychological effects and their motivation is broken (Tınaztepe, 2012). Individuals who are demotivated over time are expected to show cynical behaviors by becoming silent. For this reason, great attention should be paid to the language and communication used in the organization. Gül and Ağıröz (2011), on the other hand, stated that cynicism is based on feelings such as disappointment and frustration brought about by not being appreciated. They stated that individuals who strive to contribute to their organization and be useful are disappointed and exhibit cynical behaviors when their expectations are not met when these efforts are not reciprocated and they are not respected and respected by the organization.

Among the prominent organizational effects of cynicism are the weakening of organizational commitment, the decrease in organizational trust, the decrease in the organizational citizenship bond, the onset of organizational alienation, the emergence of organizational burnout, the deterioration of the organizational climate, the increase in turnover rates, the decrease in performance and the loss of workforce. Organizational cynicism, which causes negative emotions towards the organization among employees, especially sadness, disgust, and even embarrassment, is one of the important elements that seriously threaten the overall health of an organization (Dean et al., 1998). Similarly, Erdost Çolak (2018) stated that organizational cynicism can create negative emotions such as disappointment, emotional exhaustion, depression, cardiovascular diseases, dismissal, low performance, loss of motivation and morale, depersonalization, alienation from the organization, and decreased organizational commitment. Today, when educational institutions are examined, it is seen that teachers often show cynical behavior. This situation in educational organizations directly affects teachers' commitment to school, motivation, quality of education and efficiency (Görgülü Güvenir, 2023). It is extremely important to address the issue of cynicism, which affects many situations directly or indirectly in the school environment and is so important, and to reveal teachers' perceptions of cynicism. In this context, the aim of this study is to determine the organizational cynicism perceptions of teachers working in schools affiliated to the Ministry of National Education. For this purpose, answers to the following questions were sought.

1. What is the level of organizational cynicism perceptions of teachers?
2. Do teachers' perceptions of organizational cynicism differ significantly according to gender, age, professional seniority, educational status, whether or not to be investigated, the reason for choosing the profession, the type of faculty graduated, the ability to live on a salary and the place of duty?

2. METHOD
2. 1. Model of The Research
In this study, descriptive survey model was used. In the scanning model, situations that have existed in the past or still exist are tried to be described as they exist. The object, individual or events that are the subject of the research are presented and conveyed as they are in their own conditions (Kuzu, 2013). In order to make a judgment about the universe with the survey model, a study is carried out with the entire universe or on a group of samples to be taken from the universe (Karasar, 2007). The descriptive survey model was preferred to determine the organizational cynicism perceptions of teachers working in schools affiliated to the Ministry of National Education.

2. 2. Unıverse and Sample

The population of the study consists of teachers working in schools affiliated to the Ministry of National Education in the 2021-2022 academic year. Simple random sampling technique was used to determine the sample group. In this context, 328 teachers who were randomly reached constitute the sample group of the research. As a result of the 328 questionnaires applied to the teachers in the sample group, 8 questionnaires that were found to be not filled in properly were removed and the remaining 320 questionnaires were evaluated. The findings regarding the personal/demographic characteristics of the teachers participating in the study are shown in Table 1.

Table 1. Findings on the Demographic Characteristics of the Teachers Participating in the Research

Demographic Nature		Groups	n	%
Gender	A.	Woman	172	53,8
	B.	Male	148	46,2
		Toplam	320	100,0
Age	A.	20-29 years old	78	24,4
	B.	30-39 years old	174	54,4
	C.	40-49 years old	62	19,4
	D.	50 and above	6	1,9
		Sum	320	100,0
Seniority	A.	1-5 years	83	25,9
	B.	6-10 years	95	29,7
	C.	11-15 years	77	24,1
	D.	16-20 years	44	13,8
	E.	20 years and above	21	6,6
		Sum	320	100,0
Education Status	A.	Associate Degree	4	1,3
	B.	License	276	86,3
	C.	Graduate	40	12,4
		Sum	320	100,0
Place of Duty	A.	Village	69	21,6
	B.	District Center	98	30,6
	C.	Provincial Center	153	47,8
		Sum	320	100,0
School Type	A.	Kindergarten	18	5,6
	B.	Primary school	145	45,3
	C.	Secondary school	111	34,7
	D.	High school	46	14,4
		Sum	320	100,0
Teaching Profession Sel.	A.	My ideal profession	148	46,3
	B.	Family request	18	5,6
	C.	Vocational guidance	17	5,3
	D.	Eligibility of my score	122	38,1
	E.	Other	15	4,7
		Sum	320	100,0
Have You Been Investigated	A.	Yes	75	23,4
	B.	No	245	76,6
		Sum	320	100,0

Ability to Live on Current Salary	A.	Totally agree	23	7,2
	B.	Agree	82	25,6
	C.	I'm undecided	51	15,9
	D.	I disagree	118	36,9
	E.	I don't agree at all	46	14,4
	Sum		320	100,0

As can be seen in Table 1, 172 (53.8%) of the 320 participants were female and 148 (46.2%) were male. There are 78 (24.4%) participants in the 20-29 age range, 174 (54.4%) in the 30-39 age range, 62 (19.4%) in the 40-49 age range, and 6 (1.9%) in the 50-plus age range. While 4 (1.3%) of the participants have an associate degree, 276 (86.3%) have a bachelor's degree, 40 (12.4%) have a graduate level. Of the participants, 83 (25.9%) had 1-5 years of professional seniority, 95 (29.7%) had 6-10 years, 77 (24.1%) had 11-15 years, 44 (13.8%) had 16-20 years and 21 (6.6%) had more than 20 years of professional seniority. Of the participants, 288 (90.0%) were teachers and 32 (10.0%) were administrators. While 69 (21.6%) of the participants work in the village, 98 (30.6%) work in the district center and 153 (47.8%) work in the city center. Of the respondents, 18 (5.6%) were working in kindergarten, 145 (45.3%) in primary school, 111 (34.7%) in secondary school and 46 (14.4%) in high school. While 211 (65.9%) of the participants work in schools with regular education, 109 (34.1%) of them work in schools with dual education. While 75 (23.4%) of the participants had undergone an investigation, 245 (76.6%) had not undergone any investigation; In addition, 53 (16.6%) received an award in the last three years, while 267 (83.4%) did not receive any award in the last three years. 265 (82.8%) of the participants graduated from the Faculty of Education, 24 (7.5%) from the Faculty of Arts and Sciences and 31 (9.7%) from other faculties. 23 (7.2%) of the participants completely agreed, 82 (25.6%) agreed, 51 (15.9%) were undecided, 118 (36.9%) disagreed and 46 (14.4%) did not agree at all. When the participants were asked about their reasons for choosing the teaching profession, 148 (46.3%) of them stated that they were their ideal profession, 18 (5.6%) were family desire, 17 (5.3%) were to benefit from vocational guidance, 122 (38.1%) were sufficient and 15 (4.7%) were due to other reasons.

2. 3. Data Collection Tools
In the study, the one-dimensional "Organizational Cynicism Scale" developed by Vance, Brooks and Tesluk (1997) and consisting of 9 items, 6 positive and 3 negative, was used to determine teachers' perceptions of organizational cynicism. In the scale development process, the internal consistency coefficient of the "Organizational Cynicism Scale" was determined as 0.84. The Turkish adaptation of the scale was carried out by Güzeller and Kalağan (2008). Cronbach's alpha internal consistency coefficient, which was calculated to determine the reliability of the scale, was found to be 0.83. The test-retest reliability coefficient for the scale was calculated as 0.81 (Güzeller and Kalağan, 2008). Cronbach's alpha values were recalculated before the scale was used. The reliability of the organizational cynicism scale was found to be 0.842. The reliability coefficient calculated for the scale in the analyzes is 0.70 and higher, indicating that the reliability of the test scores is high (Büyüköztürk et al. 2016).

2. 4. Analysis of Data
The data obtained in the study were analyzed using IBM SPSS (Statistical Package for the Social Sciences for Windows) statistical package program. Nonparametric tests were used because the data obtained in the study did not show normal distribution. In order to classify the data in the study, values such as frequency and percentage values, arithmetic mean, standard deviation were used. Since the data did not show normal distribution, Mann Whitney you and Kruskal Wallis Test analyzes were performed to test whether there was a difference between the variables.

The Organizational Cynicism Scale used in the study has a five-point Likert-type rating. In this context, the evaluation intervals of the scale and the options for these ranges are presented in Table 2.

Table 2. Score Ranges and Options Based on the Evaluation of the Data

Scale	Range	Option
Organizational Cynicism Scale	1.00-1.80	I disagree at all
	1.81.-2.60	I disagree
	2.61-3.40	Partially agree
	3.41-4.20	Agree
	4.31-5.00	Totally agree

3. FINDINGS OF THE STUDY

In this part of the study, statistical analyzes made in line with the data collected from teachers and the findings obtained are included. Organizational Cynicism Levels of Teachers The arithmetic mean and standard deviation levels of the teachers who make up the study group of the research regarding the organizational cynicism scale items and the whole scale are given in Table 3.

Table:3 Teachers' Organizational Cynicism Scale Scores

Substance	N	$\bar{x}$	Ss	Level
1. A lot of people in my school believe that things will get better.	320	3,30	1,08	Partially agree
2. I stopped offering suggestions to improve my school.	320	2,35	1,12	I disagree
3. In my school, it is very difficult to have hope for the future because the attitude of the people is bad.	320	2,50	1,11	I disagree
4. In my school, changing the usual things causes more problems than benefits.	320	2,68	1,09	Partially agree
5. In my school, personal initiatives are not given much importance.	320	2,51	1,07	I disagree
6. In my school, teachers get the credit they don't deserve for the work they don't do.	320	2,62	1,09	Partially agree
7. In my school, you can count on the teachers doing their best to do good work.	320	2,41	0,98	I disagree
8. In my school, what matters is not who you know, but what you know.	320	2,70	1,08	Partially agree
9. I am known for my efforts to improve my school.	320	2,46	0,95	I disagree
Sum	**320**	**2,62**	**0.71**	**Partially agree**

When Table 3 is examined, I partially agree with the average ($\bar{x}$= 3.30) of the items "In my school, many people believe that things will get better", I do not agree with the average ($\bar{x}$= 2.35) of the item "I have stopped offering suggestions to improve my school", I do not agree with the average ($\bar{x}$= 2.50) of the item "It is very difficult to have hope for the future because the attitude of people in my school is bad", I partially agree with the average ($\bar{x}$= 2.68) of the item "Changing the usual things in my school causes more problems than the return", I disagree with the average ($\bar{x}$= 2.51) of the item "Personal initiatives are not given much importance in my school", I partially agree with the average ($\bar{x}$= 2.62) of the item "In my school, teachers get the credit they do not deserve for the work they do not do", it belongs to the article "In my school, you can trust that the teachers do their best to do good work" I disagree with the average ($\bar{x}$= 2.41), It has been determined that I disagree

with the average (x̄= 2.70) of the item "What is important in my school is not who you know, but what you know", and partially agree with the average (x̄= 2.46) of the item "My efforts to improve my school are known". In addition, it is seen that the mean of teachers' organizational cynicism scores (x̄= 2.62) is partially in the Agree range.

Difference of Teachers' Organizational Cynicism Levels According to Gender Variable
The results of the Mann Whitney-U test, which was conducted to determine whether the organizational cynicism scores of the teachers differed according to the gender variable, are given in Table 4.

Table:4 Results of Teachers' Scores from the Organizational Cynicism Scale on Gender Mann Whitney-U Test

	Gender	N	x̄	SO	U	Z	P
Organizational Cynicism	Female	172	154.84	26633.00	11755.00	-1.181	.238
	Male	148	167.07	24727.00			

When the difference between organizational cynicism and gender variable groups is examined (U=11755.00, p>05), there is no significant difference.

Difference in Teachers' Organizational Cynicism Levels According to the Variable of Investigation Status
The results of the test, which was applied to determine whether teachers' organizational cynicism scores differed according to the variable of whether they were investigated or not, are given in Table 6.

Table:6 Mann Whitney-U Test Results on Whether Teachers' Scores on the Organizational Cynicism Scale Have Been Investigated

	Investigation	N	x̄	SO	U	z	P
Organizational cynicism	Yes	75	188.95	14171.50	7053.50	-3.048	.002
	No	245	151.79	37188.50			

There is a significant relationship between Organizational Cynicism and the variable of whether teachers are investigated or not (U=7053.50, p<.05). When Table 3 is examined, it is seen that the cynicism levels of the teachers who were investigated were higher.

The results of the Kruskal Wallis test, which was applied to determine whether the organizational cynicism scores of the teachers differed according to the variables of age, education level, place of duty, seniority, school type, career choice, graduated faculty, income adequacy, are given in tables.

Difference in Organizational Cynicism Levels of Teachers According to Age Variable
The results of the Kruskal Wallis test, which was applied to determine whether the organizational cynicism scores of the teachers differed according to the age variable, are given in Table 9.

Table:9 Kruskal Wallis Test Results of Teachers' Organizational Cynicism Scores by Age

Organizational cynicism	Age	N	Rank Average	df	X^2	p	Significant Difference
	20-29	78	161.63	3	2.783	.426	
Age	30-39	174	166.28				
	40 ve..	68	143.85				

When Table 9 was examined, it was determined that the organizational cynicism scores of the teachers did not differ according to the age variable [χ² (3) =2.783, p>.05].

Difference in Organizational Cynicism Levels of Teachers According to the Variable of Duty Place
The results of the Kruskal Wallis test, which was applied to determine whether the organizational cynicism scores of the teachers differed according to the variable of education level, are given in Table 11.

Table:11 Kruskal Wallis Test Results of Teachers' Organizational Cynicism Scores by Task Location

Organizational cynicism	Place of duty	N	Rank Average	df	X²	p	Significant Difference
Place of duty	A. Village	69	135.75	2	6.748	.034	A~C
	B. County	98	162.41				
	C. Province	153	170.43				

When Table 11 was examined, it was determined that the teachers differed according to the variable of organizational cynicism scores and place of duty. According to this difference, it was determined that the cynicism level of the teachers working in the city center [χ² (2) =6.748, p<.05] was higher than the teachers working in the village.

Difference in Organizational Cynicism Levels of Teachers According to Seniority Variable
The results of the Kruskal Wallis test, which was applied to determine whether the organizational cynicism scores of the teachers differed according to the seniority variable, are given in Table 12.

Table:12 Kruskal Wallis Test Results of Teachers' Organizational Cynicism Scores by Seniority

Organizational cynicism	Seniority	N	Rank Average	df	X²	p	Significant Difference
Seniority	1-5	83	159.92	4	.092	.999	
	6-10	95	159.43				
	11-15	77	163.12				
	16-20	44	160.47				
	21 ve üst	21	158.12				

When Table 12 was examined, it was determined that the organizational cynicism scores of the teachers did not differ according to the seniority variable [χ² (4) =.092, p>.05].

Difference of Teachers' Organizational Cynicism Levels According to School Type Variable
The results of the Kruskal Wallis test, which was applied to determine whether the organizational cynicism scores of the teachers differed according to the school type variable, are given in Table 13.

Table:13 Kruskal Wallis Test Results of Teachers' Organizational Cynicism Scores by School Type

Organizational cynicism	School Type	N	Rank Average	df	X²	p	Significant Difference
School Type	A. Kindergarten	18	135.61	3	10.982	.012	D~B
	B. Primary school	145	148.27				
	C. Secondary school	111	165.82				
	D. High school	46	195.95				

When Table 13 was examined, it was determined that the organizational cynicism scores of the teachers differed according to the school type variable. According to this difference, teachers with high school type [χ^2 (3) =10.982, p<.05] show that teachers with high school have higher levels of organizational cynicism than teachers working in primary school.

Difference in Organizational Cynicism Levels of Teachers According to the Variable of Profession Choice

The results of the Kruskal Wallis test, which was applied to determine whether the organizational cynicism scores of the teachers differed according to the variable of profession choice, are given in Table 14.

Table:14 Kruskal Wallis Test Results of Teachers' Organizational Cynicism Scores by Profession Choice

Organizational cynicism	Choosing a Profession	N	Rank Average	df	X^2	p	Significant Difference
Choosing a Profession	Ideal	148	156.05	4	8.274	.082	
	Family	18	208.00				
	Guide	17	180.79				
	Points	122	152.53				
	Other	15	189.20				

When Table 14 was examined, it was determined that the organizational cynicism scores of the teachers did not differ according to the variable of profession choice [χ^2 (4) =8.274, p>.05].

Difference of Teachers' Organizational Cynicism Levels According to the Variable of Income Status

The results of the Kruskal Wallis test, which was applied to determine whether the organizational cynicism scores of the teachers differed according to the income adequacy variable, are given in Table 16.

Table:16 Kruskal Wallis Test Results of Teachers' Organizational Cynicism Scores According to Income Adequacy

Organizational Cynicism	Income Adequacy	N	Rank Average	Df	X^2	p	Significant Difference
Income Adequacy	A. Totally agree	23	109.72	4	12.693	.013	C~A D~A E~A
	B. Agree	82	144.91				
	C. Kararsızım	51	168.49				
	D. I'm undecided	118	174.07				
	E. I disagree at all	46	170.01				

When Table 16 was examined, it was determined that the teachers' organizational cynicism scores differed according to the income adequacy variable. revealed that there was a statistically significant difference in terms of income adequacy [χ^2 (4) =12.693, p<.05]. According to the findings, it is seen that the levels of organizational cynicism are higher than the teachers who do not agree and are undecided that their current income is sufficient.

4. CONCLUSION AND DISCUSSION

The general cynicism levels of the teachers participating in the study were determined as "Partially agree". This shows that the cynicism levels of the teachers are at a moderate level. Konaklı et al. (2013), Kalağan and Güzeller (2010), Ergen (2015) determined the general cynicism levels of teachers as "partially agree" in a way that coincides with the results of our study. This result shows that teachers have negative attitudes towards the institutions they work for. It can be said that this situation will negatively affect the educational environment in the school and reduce the organizational commitment and belonging of teachers.

In the analyzes, there was no significant difference between the cynicism levels of the teachers according to gender. When the literature is examined, the results of the studies conducted by Andersson and Bateman (1997); Tokgöz and Yılmaz (2008) also support our finding in this direction. Again, in our study, there was no significant difference according to the variable of the way the school works (normal and dual education) and whether the teacher receives an award or not.

In the study, there was no significant difference between the cynicism levels of the teachers and the age variable. Mirvis and Kanter (1991); Kalağan and Güzeller (2010) obtained similar results to our study and found that there was no differentiation between the cynicism levels of teachers and their age. Gökçe et al. (2017), on the other hand, determined that the cynical score of those with an age range of 41-50 was lower than those with a 20-30 age range.

Again, in the study, there was no significant difference between the cynicism levels of the teachers and the variables of seniority, the reason for choosing the profession, the faculty they graduated from and the title. In their study, Kahveci and Demirtaş (2015) found that there was a significant difference between teachers' perceptions of cynicism according to their seniority. They found that the cynicism perceptions of teachers with less service time were quite high compared to those with more service time. In his study, Naus (2007) found that teachers' cynicism levels differed according to their seniority, while Chiaburu et al., (2013) did not. Again, in their study, Kalağan and Güzeller (2010) determined that the cynicism levels of teachers differed according to the reasons for choosing the profession, but did not differ according to the variable of the faculty they graduated from. They concluded that the cynicism levels of those who said that they chose teaching because it was their ideal profession were lower than those who said that they wrote because my score was enough.

In our study, a significant difference was found according to the organizational cynicism levels of the participants and the variable of whether they had undergone investigation in the profession. This difference is that those who have undergone investigations in their professional life have higher levels of cynicism than those who have not. This situation may be an indication that teachers who are faced with a legal procedure can express their ideas and opinions more easily in their schools without hesitation, and that they have a higher belief that negative situations in school can change. Again, in the study, it was determined that there was a significant difference between the cynicism levels of the teachers and the school type variable. It was determined that the cynicism levels of the teachers working at the high school level were higher than the teachers working at the primary school level. In their study, Ergen and İnce (2017) found that teachers' perceptions of cynicism differed at the primary and secondary school levels. They concluded that the scores of secondary school teachers were slightly higher in this difference. Kalağan and Güzeller (2010) obtained a similar result in their study. It can be said that this situation is due to the difference in organizational culture between school types.

Another result obtained in the research is that teachers who do not agree and are undecided that their current income is sufficient have higher levels of organizational cynicism than teachers who fully participate. This result reveals that teachers who think that their current income status is sufficient show more cynical behaviors. In his study, Bingöl (2018) found that income level is effective on the perception of cynicism.

He stated that the cynicism perceptions of individuals who receive different salaries differ. In addition, it was determined that the organizational cynicism scores of the teachers differed according to the variable of the place of duty. According to this difference, it was determined that the cynicism levels of the teachers whose place of duty was in the city center were higher than the teachers working in the village. This result may be due to the adverse conditions in which the teachers working in the village work. It can be interpreted as the fact that teachers working in more difficult conditions have little faith that something will change in the institution. In line with the results obtained, the following suggestions can be made:

• Based on the finding that teachers' cynicism levels are at a moderate level, trainings and in-service courses can be organized to prevent them from showing cynical behavior.

• Democratic school environments can be created where teachers can easily express their ideas and opinions and their thoughts are taken seriously..

• School administrators may be offered a master's and doctorate degree in the field of educational administration and supervision in order to improve themselves.

• In schools, it can be ensured that decisions are made with the participation of all stakeholders in accordance with the concept of governance used in the modern world, rather than the concept of management where decisions are made by a single person.

• School administrators should use a more positive language and pay attention to the principles of fairness and transparency.

• It may be suggested that a similar study be done with larger groups in different cities.

• It can be suggested that school administrators strengthen their sincere ties with teachers by organizing various activities at different times during the year.

• School administrators may be advised not to use mobbing-style pressure tools so that teachers do not show cynical behavior.

• It may be recommended to seek a voluntary basis in the additional duties assigned to teachers and to avoid impositions.

• It may be suggested that school administrators act fairly in rewarding salaries, certificates of achievement, etc.

• It may be recommended to create an environment based on trust in order not to exhibit cynical behavior in the school environment.

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