

Original article

Occupational Cynicism According to the Opinions of Teachers

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Abstract

Cynicism, which is defined as the critical and insulting attitudes towards life, people and institutions depending on the negative experiences and feelings of the people, can be exhibited by the employees in the organizations. Cynicism consists of individual and organizational dimensions. Occupational cynicism is a type of organizational cynicism and can be expressed as emotional fatigue, disregard for the profession, thinking that the profession is overwhelming, not rewarding, not worth for the effort, having a negative perspective, attitude and feelings towards one's profession. It is the reflection of these attitudes and feelings critically. Emotions, attitudes and behaviors of teachers towards their profession can positively or negatively affect the climate of the educational organizations they are in, and therefore the educational outcomes. In the literature, there are studies on organizational cynicism for teachers. However, studies examining teachers' perceptions of occupational cynicism seem to be limited. Therefore, it can be said that examining teachers' opinions towards occupational cynicism is important. For this reason, the purpose of this study is to examine teachers' opinions of cynicism towards their profession. The study was designed with phenomenology, one of the qualitative research methods, and maximum variation sampling method was used to determine the study group. The study group consists of teachers working in public schools. The data were obtained by collecting with a semi-structured interview form. Descriptive analysis of the obtained data was made. The study was evaluated around four main themes. These are teachers' perceptions of occupational cynicism, causes of occupational cynicism, results of occupational cynicism and precautions to reduce occupational cynicism. According to the results of the study, the attitudes and behaviors towards occupational cynicism are not worth the effort, the thought that the teaching profession is worthless, the idea that professional rights are limited, and negative attitudes and behaviors such as reluctance. The labor which is not valued enough, unnecessary workload other than education and training, financial and family problems, lack of sufficient legal basis to protect the rights of teachers, problems with students and parents, injustice and management styles within the institution are some of the main causes for occupational cynicism according to the participants. Decline the quality of the education-teaching process, internal conflicts, decrease in school commitment, psychosomatic problems, communication problems, decreased professional commitment and resignation are some of the institutional and individual consequences of occupational cynicism for participants. According to the participants, establishing justice-based education policies, encouraging professional development, strengthening school culture, participating in personal and professional development activities, changing institutions, staying away from the work environment for a short time are some of the precautions listed to reduce occupational cynicism.

Keywords: Cynicism, Occupational Cynicism, Teacher.

Received: 16 June 2022 * **Accepted:** 18 September 2022 * **DOI:** <https://doi.org/10.29329/ijiape.2022.473.3>

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INTRODUCTION

Since the ages of their existence, individuals have needed the existence of an organization in order to achieve their goals which are difficult to achieve individually. Therefore, organizations have existed since the existence of humanity. Individuals also spend most of their time in these organizations, which are as old as individuals' own existence. Individuals spending a long time in the organizations which they are members of can be positively or negatively affected by the events or situations in the organization. As a result, some negative attitudes and behaviors may occur in individuals who are affected by negative situations or events. At this point, it is possible to say that the concept of cynicism may emerge as a result of negative situations and events in organizations.

Cynicism is defined as the belief that the organization lacks of honesty, negative feelings towards the organization, humiliating tendencies, and negative attitudes and critical behaviors towards the organization. Cynicism which emerged in ancient Greece as a school of thought and a way of life, is thought to derive from the Greek word 'kyon' which means 'dog' or the town of 'Cynosarges', where cynics are supposed to have schools (Dean, Brandes & Dharwadkar, 1998). The perception of injustice in organizations, burnout, professional satisfaction and commitment levels, leadership styles of managers, misconduct of change management affect the attitudes of the organization members towards the organization. These negative attitudes emerge the concept of organizational cynicism (Sagir & Oguz, 2012). On the other hand, cynicism brings with some negative consequences such as theft, fraud, absenteeism, decrease in organizational performance, non-compliance with the rules and disrespect (Pelit & Pelit, 2014). Moreover, organizational cynicism can lead to results that will negatively affect organizational productivity, such as a decrease in job satisfaction and organizational commitment, and job dissatisfaction (Cimili Gok & Unal, 2021).

The theoretical foundations of organizational cynicism include expectancy, attribution, social exchange, emotional events, and attitude theories. According to the expectancy theory, which is a motivation theory, it is a function of the reward that the individual will receive depending on his performance as a result of his effort (Porter & Lawler, 1968; Vroom, 1964). In the light of this theory, individuals may exhibit cynical behaviors when their expectations are not fulfilled. In attribution theory, individuals attribute their own behavior or the behavior of others to personality traits or environmental conditions (Kizgin & Dalgin, 2012). According to this theory, if individuals attribute the cause of a negative situation in the organization to the organization, they may display cynical attitudes and behaviors by thinking that the same situation may occur in the future. The basis of the social exchange theory is that individuals aim to ensure the continuation of this exchange after a profitable exchange is established (Cankaya, 1996). Accordingly, cynical attitudes and behaviors can be observed in individuals when the exchange is disrupted. In the theory of emotional events, it is argued that the emotional experiences of individuals in work life can affect job satisfaction and thus performance (Weiss

& Cropanzano, 1996). In addition, employees who have a negative attitude towards the organization may exhibit cynical behaviors towards the organization they are a member of (Pelit & Pelit, 2014).

Teachers can exhibit cynical attitudes and behaviors in schools, which are educational organizations that are an open and social system. Therefore, the feelings of teachers towards their profession, the attitudes and behaviors they exhibit can positively or negatively affect teachers' commitment to the institution and their profession, the climate of the educational organizations they are in, and thus the educational outputs. As a result of the situations and events they experience negatively, teachers may face occupational cynicism. Occupational cynicism in teachers can be expressed as emotional fatigue, disappointment, not paying attention to the profession, thinking that the profession is suffocating, not rewarding, not worth for the effort, a negative perspective towards the profession, and reflecting these feelings and attitudes critically.

In the literature, the subject of organizational cynicism is related to leadership styles (Mete, 2013; Ozgenel & Hidiroglu, 2019), organizational justice (Samdan & Atanur Baskan, 2019), attitude towards the profession (Yüksel & Bilgin, 2021), nepotism behaviors (Metin, 2020). There are also studies examining the reasons and results (Cimili Gok & Unal, 2021). However, it is seen that studies examining teachers' perceptions of occupational cynicism are limited. Therefore, the aim of this study is to examine the cynicism perceptions of teachers towards their occupation. In this direction, answers to the following questions were sought:

- 1- What are teachers' perceptions of occupational cynicism?
- 2- What are the reasons for occupational cynicism according to teachers' opinions?
- 3- What are the institutional consequences of occupational cynicism according to teachers' views?
- 4- What are the individual consequences of occupational cynicism according to teacher views?
- 5- What are the institutional precautions to reduce occupational cynicism according to teachers?
- 6- What are the individual precautions to reduce occupational cynicism according to teachers?

MATERIALS and METHODS

The study was designed with phenomenology, one of the qualitative research methods. Phenomenology is a study that aims to investigate the phenomena that can appear in different ways in daily life and that people are superficially aware in with a detailed depth (Yildirim and Simsek, 2018). Maximum variation sampling method was used to determine the study group. The study group consists of 10 teachers working in public secondary and high schools in Istanbul in the 2021-2022 academic year. The data were obtained by collecting with a semi-structured interview form. The data obtained

were coded as themes and sub-themes, and descriptive analysis was made. Table 1 includes the demographic data of the study group. Table 1 shows that the participants consist of elementary mathematics, English, social science, electrical electronics, information technologies and science teachers. 4 of the participants are female while 6 of the participants are male. In addition to these, 4 participants are married. There are 4 participants who have been working as a teacher for 20 years and over. On the other hand, 4 of the participants have been working as a teacher for 7 years or less. 5 participants have master's degree and 4 participants have bachelor's degree. There is only one participant who has PhD degree.

Table 1. Distribution of the study group regarding demographic characteristics

Code	Gender	Marital Status	Educational Status	Branch	Year of Service
P1	Male	Single	Master's Degree	Elementary Mathematics	4
P2	Female	Married	Bachelor's Degree	English	26
P3	Male	Married	Bachelor's Degree	Social Science	28
P4	Male	Married	Master's Degree	Electrical Electronics	15
P5	Male	Married	Master's Degree	English	17
P6	Female	Single	Bachelor's Degree	Elementary Mathematics	20
P7	Female	Single	PhD Degree	Information Technologies	20
P8	Male	Single	Master's Degree	Social Science	7
P9	Male	Single	Master's Degree	English	3
P10	Female	Single	Bachelor's Degree	Science	7

RESULTS

In this section, teachers' perceptions of occupational cynicism, the causes and consequences of occupational cynicism, and the findings on precautions to reduce occupational cynicism will be included.

Findings on Teachers' Perceptions of Occupational Cynicism

Participants were asked whether they experienced occupational cynicism and what their attitudes and behaviors were towards occupational cynicism. Table 2 lists the attitudes and behaviors towards occupational cynicism according to the participants. Some of the participants stated that they experience occupational cynicism from time to time.

Table 2. Attitudes and behaviors towards professional cynicism

Attitudes and Behaviors of Teachers towards Occupational Cynicism	f
The thought that their effort is not worth it	5
The idea that the teaching profession is worthless	1
The idea that professional rights are limited	1
Unwillingness	1

According to Table 2, the participants listed the attitudes and behaviors towards occupational cynicism as not worth the effort, the thought that the teaching profession is worthless, the idea that professional rights are limited, and negative attitudes and behaviors such as reluctance. In this context, the views of some participants are as follows:

“..... Now I feel that education and training are unnecessary in this condition. The insensitivity of both the administrators and the students causes me to leave the classroom and the school emotionally. People’s opinions about what I do in the name of education as worthless makes me hesitate.” (P4)

“Emotionally and in behavior, it shows itself as feeling tired and giving up. You still teach the lesson as a professional responsibility, but it lacks of enthusiasm and desire. Because you know the point of view of the students in front of you and you see that your efforts to change this are wasted. This situation inevitably leads to feeling lethargic and tired.” (P7)

“..... I think that my job, which is the teaching profession, is not respected. I think that people who build the society are employed under bad conditions and are deprived of many human and professional rights.” (P9)

In addition, the participants were asked whether they experienced occupational cynicism during the COVID-19 Pandemic. Some of the participants stated that there was a decrease in the level of occupational cynicism in this duration. But despite this, they experienced alienation from the profession. On the other hand, some participants stated that they felt inadequate from time to time because this process necessitated technological competence in teachers. Moreover, the reluctant attitudes of the students and the negative attitudes of some parts of the society instead of supporting the teachers caused the participants to experience occupational cynicism:

“I felt lucky to have this professional group, contrary to cynicism, due to the fact that the pandemic conditions require distance education.” (P1)

“Contrary to the pandemic period, I can say that my cynicism has been postponed. It was good to stay away from such an environment. But it also caused us to move away from the profession.” (P4)

“I think I've reached the pinnacle of occupational cynicism. Even if my own proficiency improved, the negativities in my students' interest and desire in the lessons increased my occupational cynicism. I found myself unable to cope with big problems as I was not very proficient in digital pedagogy.” (P5)

“..... During the distance education process, a large part of the society argued that teachers get paid from their seats. This segment, unaware of the problems experienced in the online education process, has caused the teaching profession to become very disreputable. This, of course, led to the emergence or increase of occupational cynicism in many teachers. If the work you do is deliberately discredited and not respected, and your existing respect is destroyed, then unfortunately, you become more alienated from your profession.” (9)

Findings Regarding the Causes of Occupational Cynicism According to Teachers' Views

Findings related to the causes of occupational cynicism are given below. So as to investigate the causes of occupational cynicism, the participants were asked what the causes of occupational cynicism might be. Participant views on the causes of occupational cynicism are shown in Table 3.

Table 3. Causes of occupational cynicism

Causes of Occupational Cynicism in Teachers	f
Insufficient value of the effort given / Decline in professional reputation	7
Burden of paperwork outside of teaching-learning duties	4
Management styles of school administrators	4
Lack of sufficient legal basis to protect teacher rights	3
Problems with students	3
Financial problems	3
Injustice	2
Limited incentives for professional development activities	2
Negative attitudes of parents	2
Administrator appointments which are not based on merit	1
Mobbing	1
Family discord	1
Lack of motivation	1

The participants stated that the labor which is not valued enough, unnecessary workload other than education and training, financial and family problems, lack of sufficient legal basis to protect the rights of teachers, problems with students and parents, injustice and management styles within the institution, limited incentives for professional development activities, administrator appointments which are not based on merit may cause occupational cynicism in teachers. Some of the participant's views on the aforementioned findings are as follows:

“We can count reasons such as the devaluation of knowledge, educational policies, the administration's understanding of administration that deepens this distortion, the society's silence about the transformation, the teachers' use of this process in their favor, and the misconception of justice.” (P4)

“The problems experienced due to the structure of the national education staff and the intensity of paperwork, the mobbing from school administrators and poor communication, the indifference of students and parents, incompatibilities between teachers.” (P1)

“I think the ministry's policies are also very effective in occupational cynicism. Situations such as the gradual decline of professional reputation, inadequacy of salary, professional rights and lack of a career process can affect teachers.” (P10)

“Perceiving that your success or extra effort is as something you have to do. The reasons such as the expectation of teachers to show endless sacrifice in the teaching profession, which has become sacred, destroy a rewarding environment and bring the system of exploitation. There is no legislation that defends the teacher in the face of negativities. While it is difficult enough to manage tens of students in crowded classrooms and to enable these large groups to learn and discover something, we are also forced to deal with the meaningless chores imposed by the legislation and administrators. This makes the job overwhelming.” (P9)

Findings Regarding the Results of Occupational Cynicism According to Teachers' Views

Participants were asked what the institutional consequences of occupational cynicism might be. Participant views on the institutional consequences of occupational cynicism are shown in Table 4.

Table 4. Results of occupational cynicism

Institutional Consequences of Occupational Cynicism in Teachers	f
Decline in the quality of the education-teaching process	8
Occurrence of internal conflicts	3
Decreased commitment of teachers to school	2
Damage to the image of the institution	1
Damage to school climate	1
Weakening of school culture	1
Weakening of relations within the institution and with the environment of the institution	1
Negative impact on school-family cooperation	1

According to Table 4, participants listed such consequences as the decline the quality of the education-teaching process, internal conflicts, decrease in school commitment, damage to the image of the institution, damage to the school climate and weakening of the institutional culture, weakening of the communication of people with their environment and school-family cooperation. Some of the teachers' opinions in this context are given below:

“I think that cynicism reduces the motivation of the employee and, accordingly, reduces professional performance. This will adversely affect organizational performance. The presence of many people who are negatively affected in the organization may cause the formation of a negative organizational culture in the organization.” (P10)

“The organizational commitment of the teacher may not occur or the existing commitment may gradually decrease and disappear. Organization functioning may become inefficient and organizational communication may weaken. It is possible to stay away from the goals that the institution should achieve as an organization.” (P9)

“It can cause serious divisions, and subsequently conflict and disagreements between teachers and administrative staff.” (P2)

“Deterioration of inner peace in the school where they work, damage to teacher-student relations, increase in disagreements between administrators and teachers, and academic, cultural and social deteriorations in the school may occur.” (P5)

“For example, a school administration that sacrifices a teacher who can do various projects to cynicism misses the opportunity to announce the name of the school because the teacher loses interest. This prevents the school and its students from receiving an award. In short, it may bring good fame to his school, but become notorious with the label of incompetent teachers.” (P7)

Participants were also asked what the individual consequences of occupational cynicism might be. According to participant views, the individual results of occupational cynicism in teachers are as in Table 5.

Table 5. Individual results of occupational cynicism

Individual Consequences of Occupational Cynicism in Teachers	f
Psychological problems	5
Decreased commitment to the profession and job satisfaction	5
Resignation	3
Internal and external communication problems	3
Individual sense of failure	2
Reluctance to professional development	2
Weakening of professional competence	1
Loss of motivation	1
Psychosomatic problems	1

According to Table 5, the individual consequences of occupational cynicism in teachers are psychological and psychosomatic problems, communication problems, decreased professional commitment and resignation, the feeling of individual failure, reluctance towards professional

development, burnout, weakening of professional competence, damage to teacher-student relations and loss of motivation. According to these results, some of the participant opinions are as follows:

“Emotional and psychological problems can occur in individuals. Difficulty in communicating and bullying may occur. Considering all such situations, individuals may have problems resigning and adapting to society.” (P1)

“Cynicism will bring with the desire not to work, and with the consequences of not working, it will bring failure. The individual will feel unsuccessful and inadequate in her/his field, and s/he will have the feeling that s/he has chosen the wrong profession to which s/he dedicates a certain part of his life.” (P6)

“The teacher who encounters occupational cynicism will lose his commitment to his profession as a result of these behaviors, will not show self-renewal and development behaviors, will become withdrawn and lose his professional motivation because their work is not appreciated.” (P4)

“Even in the later stages of their working life, teachers can turn into a profile that keep their nose clean, so to speak. He may view teaching as a job that only needs to be completed in 4-8 hours.” (P8)

“Individual consequences can manifest as burnout, alienation from the profession, the accompanying sense of failure, and ultimately, withdrawal from the profession or even resignation.” (P7)

Precautions to Reduce Occupational Cynicism According to Teachers' Opinions

Participants were asked what institutional precautions could be taken to reduce occupational cynicism. These institutional precautions are shown in Table 6. According to this, the participants stated that such precautions can be taken to reduce occupational cynicism as to establish justice-based education policies, to encourage professional development, to strengthen school culture, and to organize school activities that will strengthen school-family-parent cooperation, to establish a performance-based incentive system, to provide in-service training to administrators, to adopt a democratic management approach in institutions, and implementation of protective legal regulations.

Table 6. Institutional precautions to reduce occupational cynicism

Institutional Precautions to Reduce Occupational Cynicism in Teachers	f
Establishing justice-based education policies and practices in lower and upper units	4
Promoting professional development activities	3
School activities to strengthen the communication of administrator-teacher-parent and student	2
Establishment of a performance-based incentive system	2
Providing in-service training to managers on the subject	1
A democratic management approach should be adopted.	1
Implementation of legal regulations protecting teacher rights	1
Strengthening the financial opportunities of teachers	1
Providing institutional support services to teachers against cynicism	1
Giving teachers who experience cynicism the right to change institutions	1

According to Table 6, institutional precautions to reduce teachers' occupational cynicism were expressed by some participants as follows:

“There is a need for credible and sustainable education policies, for the administration to develop a multi-faceted understanding of management in its institution, for fairness in general and for no one to dare to touch it again, for education staff to strive to protect the honor of their profession, and for the society to have the sensitivity to demand all these.” (P4)

“..... Necessary support should be given to teachers for professional development, and they should be encouraged to receive training to improve themselves from both public and private institutions.” (P5)

“Communication and social activities should be intense. Students and parents should be included in such activities as much as possible. In-service training should be given to school administrators under the name of correct and effective communication methods.” (P1)

“Perhaps rewarding system according to performance as in private institutions etc. It can be stimulating.” (P2)

“Precautions can be taken, such as providing the financial opportunities that teachers deserve, providing more funding for education, being not only parent-oriented but also teacher-oriented.” (P3)

Participant views on individual precautions to reduce occupational cynicism in teachers are shown in Table 7. Accordingly, individual precautions aimed at reducing occupational cynicism can be listed as participating in personal and professional development activities, changing institutions, staying away from the work environment for a short time, trying to solve the problem directly, getting support from within or outside the institution, increasing job satisfaction by understanding the main purpose of the profession, taking up a hobby and changing occupation.

Table 7. Individual precautions to reduce occupational cynicism

Individual Precautions to Reduce Occupational Cynicism in Teachers	f
Participating in personal and professional development activities	3
Changing the institution	3
Being away from work for a short time	2
Trying to solve the problem directly	1
Receiving internal or external support	1
Increasing job satisfaction by understanding the main purpose of the profession	1
Taking up a hobby	1
Changing the profession	1

In Table 7, some participant views on teachers' individual precautions to reduce occupational cynicism are given below:

“Personal development has a powerful effect on overcoming occupational cynicism. With personal and professional training, teachers can improve themselves and minimize the effects of occupational cynicism.” (P7)

“At this point, if there is a situation related to the management, s/he can share this situation with an administrator s/he can contact. S/he may try to get organizational support. If it originates from the organization, s/he can be appointed to somewhere else. If the professional motivation of the person is not caused by external factors and the living conditions are suitable, he may choose to change his profession.” (P10)

“Making ourselves happy with the success of the children whose development we follow with the efforts of the teachers, to take credit for ourselves, to sincerely accept the loving and respectful actions of the children towards us, and to remember why we started this work in the first place can reduce and destroy it individually.” (P6)

“In environments where such situations are intense, a teacher can take up different hobbies. In some cases where opportunities are not available, individuals should listen to themselves mentally, psychologically and physically by taking an assignment or taking an unpaid leave.” (P1)

DISCUSSION

It is thought that the phenomenon of cynicism affects schools, which are educational organizations, like many other organizations. The reason why the school, which is an open system, has a social feature is that its members are individuals who are socio-psychological beings. Therefore, individuals can be affected by situations and events that occur both inside and outside the organization. As a result of these situations and events, they can exhibit some positive or negative attitudes and

behaviors towards their organizations. Occupational cynicism is an organizational behavior experienced by teachers in schools. In this study, teachers' perceptions of occupational cynicism were examined. Some of the participants included in the study listed that they experience occupational cynicism from time to time. Teachers' occupational cynical feelings and behaviors are not worth the effort, the idea that the teaching profession is worthless, their professional rights are insufficient, and unwillingness. Similarly, in another study (Can & Ozsu, 2021) examining teachers' views on cynicism, it was found that some of the teachers did not experience cynicism, while others did. It has been concluded that teachers sometimes criticize instant situations by looking at their friends or mimics in their working environments. Moreover, it was revealed that some teachers felt worthless, and students felt negative emotions due to their reluctance towards the lesson. On the other hand, Kalagan and Guzeller (2010) concluded in their study that teachers' organizational cynicism levels are moderate. Cimili Gok and Unal (2021), examined teachers' perceptions of cynicism, its causes and consequences. In their study, they examined participants' cynicism perceptions in three dimensions as cognitive, affective and behavioral. Accordingly, teachers' cynical behaviors are mostly concentrated in the cognitive dimension. It has been stated that teachers have cynical attitudes and behaviors such as thinking that there is no balance in the parent-teacher-administrator triangle. They mostly talk about the negativities of the school outside of school, think that some teachers are treated with privilege.

Participants were asked whether they experienced occupational cynicism during the pandemic period. Some of the participants stated that the process reduced occupational cynicism, while others stated that it increased their level of occupational cynicism. Some participants, whose occupational cynicism levels decreased in this process, stated that they felt lucky because of their profession. On the other hand, some participants stated that even though their cynicism levels decreased, being away from school kept them away from their profession mentally. The teachers who experienced cynicism during the pandemic process stated that the reluctant attitudes of the students during the distance education activities, the negative criticisms from some parts of the society against the teaching profession, and the feeling of inadequacy in the use of technology from time to time increased their occupational cynical attitudes and behaviors. According to the results of a study, 83.9% of the instructors stated that they did not like to teach online, 48.4% stated that distance education did not positively affect their motivation to the lesson, and 46.8% stated that they could not motivate students sufficiently (Sayan, 2020). Akbas Tuna and Turkmendag (2020) stated that working from home may cause some problems and may have a demotivating effect. They listed some of the aforementioned problems and motivation-reducing factors as the disruption of work order, home environment which is not suitable for work, being unaccustomed to virtual interviews and being strange, and psychological problems caused by staying at home all the time.

The participants stated that the effort given is not appreciated enough, the burden of paperwork outside of education, financial problems, the absence of a legal basis to protect the rights of teachers, problems with students and parents, internal injustice, management styles, limited incentives for professional development activities, manager appointments which are not based on merit, decreasing the reputation of the teaching profession, family conflict, lack of motivation, and mobbing may be the reasons for occupational cynicism in teachers. Parallel to this result, Cimili Gok and Unal (2021) determined that the causes of organizational cynicism may stem from the lack of equal distribution of tasks, the lack of school-parent policies, lack of trust in administrators, and the failure of positive behaviors to yield the expected results. Senses (2018) concluded that teachers' trust and negative attitudes towards the organization are related to the behavior of leaders towards their subordinates. According to this result, it is seen that the leadership style exhibited by the school principal is related to the cynicism which is seen in the school. In a similar study, it was determined that perceived ethical leadership is an important indicator of organizational cynicism (Metem, 2013). In the study of Hatipoglu and Kavas (2016), in which they examined the effect of parent approaches on teacher performance, it was revealed that there is a statistically positive relationship between parents' positive and informative approaches and teacher performance. It is based on the assumption that teacher performance may have a relationship with their occupational cynicism. It can be said that the study shows parallelism with the findings. Similarly, in another study investigating how the violence that teachers are exposed to through parents reflects on teachers' daily school activities, the violence perpetrated by parents was listed as physical, psychological and economic. Accordingly, it has been observed that teachers who are exposed to violence may have reflections such as loss of morale and motivation, alienation from the profession, institution-relocation, professional burnout and organizational silence (Atmaca & Ontas, 2014). In the light of the results of the study, in which the relationship between organizational cynicism and organizational silence is significant (Culha & Kaya, 2021), it has been supported by studies that negative parent behaviors, which are the cause of these negative reflections, may be a factor that increases cynicism in teachers. Metin (2020) and Tufan and Erhan (2021) also stated in their studies that cynical attitudes and behaviors of teachers may decrease in schools where organizational justice exists.

The decrease in the quality of education, internal conflicts, decrease in teachers' commitment to the school, damage to the image of the institution, damage to the school climate, weakening of the school culture, weakening of the relations of the institution with the internal and external environment, and school-family cooperation being adversely affected are the institutional consequences of occupational cynicism among teachers according to the participants. On the other hand, it was expressed by the participants that the individual consequences of occupational cynicism in teachers are psychological and psychosomatic problems, decreased commitment to the profession, the loss of job satisfaction, individual failure, communication problems, reluctance to professional development, burnout, weakening of professional competence, damage to teacher-student relationship and the loss of

motivation. Similarly, Cimili According to Gok and Unal (2021), some of the consequences of organizational cynicism include feeling of not belonging to the school, intention to change school, not volunteering for tasks, avoiding responsibility, and spending free time outside of school. In their study examining burnout and organizational cynicism attitudes, Duman, Sak, and Sahin Sak (2020) and Erkal and Naktiyok (2021) found significant relationships between burnout and organizational cynicism attitudes.

Occupational cynicism, which is the cause of these individual and institutional results, needs to be reduced on the basis of institutions and individuals. Accordingly, the participants were asked what institutional and individual precautions could be taken to reduce occupational cynicism. Participants stated that such institutional precautions could be taken as implementing justice-based policies and practices in the lower and upper units, encouraging professional development activities, conducting school activities that strengthen administrator-teacher-parent-student communication, establishing a performance-based incentive system, providing in-service training and support for managers and teachers against cynicism, strengthening the financial opportunities of teachers and implementing legal regulations protecting teachers' rights. On the other hand, it was stated by the participants that participating in professional development activities, changing institutions, being away from the work environment for a short time, trying to solve the problem, getting support from within or outside the institution, increasing job satisfaction, taking up a hobby and changing profession are individual precautions that can be taken to reduce occupational cynicism. In the light of the opinions of the participants and the findings obtained from the study:

- 1- Professional and personal development activities for teachers can be more accessible, and institutions should allow and encourage the professional development of teachers.
- 2- In order to increase the commitment to the profession and the organization, school activities can be carried out to strengthen the relations between the school and school environment, and the school culture.
- 3- Senior managements can adopt social justice-based approaches and policies to reduce teachers' negative perceptions about their profession. In this direction, it is necessary to establish a justice-based policy in which teachers can receive material and non-material compensation for their efforts, supported by senior management, and in which teachers do not feel worthless in the current system. Moreover, campaigns and projects that increase the reputation of the teaching profession can be developed. School administrators can adopt approaches that promote organizational support. They can also create an organizational culture in which a culture of social support is dominant. In addition to this, ministry needs to get rid of the personnel management approach and adopt human resources policies in line with the improvement of wage policies. They also need to strengthen their integration and protection functions in order

to prevent and reduce such negative attitudes and behaviors in parallel with the human resources approach.

- 4- Fair approaches and practices can be adopted in the administrative units of the schools. These approaches and practices can be made a target by the administrations. In order to reduce such negative organizational behavior patterns as cynicism in institutions, managers can be given professional development seminars on organizational behavior. In addition to this, a democratic school climate can be created by the school administration at schools.

Acknowledgement

This study was presented as an oral presentation at Lisansustu Ogretmen Calismalari Kongresi which was held between 13-15 May 2022 in Ayvalik.

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