



The Relationship between Organizational Cynicism and Trust in Schools: A Research on Teachers

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Abstract

The aim of this research is to study the relationship between organizational cynicism and organizational trust levels among teachers. The research is designed as a correlational survey study. The research data were collected using the Organizational Cynicism Scale for Teachers and the Scale of Trust Culture in Organizational Atmosphere. In the study there were 369 participants comprising teachers from primary, middle and high schools. Findings suggest that the teachers participating in the research have a low level of cynicism and feel a high level of trust in the school atmosphere. The MANOVA results have suggested that cynicism and trust levels among teachers do not vary based on their gender and their length of service at their current school. The research results have revealed a significant relationship between organizational cynicism and trust levels among teachers in all dimensions. The multiple linear regression analysis results have, as anticipated, suggested that organizational cynicism predicts organizational trust. These results suggest that organizational cynicism must be paid more attention in creating an organizational trust atmosphere that is believed to have significant impact on school effectiveness, teacher performance and student success.

Keywords

Organizational Trust
Organizational Cynicism
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About the Paper

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Introduction

Trust is one of the variables that substantially influence the quality of interpersonal relationships and processes of organizations as social systems. In schools, where it is accepted that the quality of interpersonal relationships could relatively further influence the organizational processes, creating a trust based culture may facilitate to realization of educational aims. As Hoy and Miskel (2008, p. 191-192) stated, schools where teachers, students, school administrators and parents trust one another prove to be more effective. Creating a school culture based on such a trust atmosphere can make achievement of educational goals easier. Whereas, building relationships based on trust in organizations depend on many variables. Organizational trust, which can be defined as the belief of the employees that they will not be affected negatively by the actions of both the organization and one another, is affected by almost all of the negative perceptions of the employees toward the organization. One of the variables believed to negatively affect organizational trust at schools is

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organizational cynicism. As Andersson and Bateman (1997) suggests, while trust is a positive belief or expectation toward the organization, cynicism is an attitude that has emotional dimensions such as negative sentiments and frustration. Therefore, cynical attitudes of teachers comprising their negative beliefs, feelings and behavior toward one another, their superiors, students and parents may be suggested to have a negative impact on their trust perception in the school atmosphere.

Organizational Cynicism

The origin of cynicism is attributed to the Ancient Greek civilization. The term cynic is believed to be derived from *kyon* meaning dog or from *Cynosarges* where the school of cynics was located. Led by Antisthenes and Diogenes of Sinope, cynics believe that social life, traditions and institutions are contrary to human nature and reject them all. Students of the cynicism school disapprove living in houses, wear inelaborate clothing and prefer to drink water with hands instead of a cup (Dean, Brandes and Dharwadkar, 1998). In summary, cynicism, at the time when it emerged, is understood to have been conceptualized more in the form of a criticism of the social order transformed into a lifestyle. When we came to the modern times from the ancient times, cynicism is seen to be dealt with differently.

Today, cynicism refers to negative attitudes and sentiments toward an individual, group, ideology, social tradition or an institution (Andersson and Bateman, 1997). The literature defines cynicism in five different forms. These are; personality cynicism, social/organizational cynicism, employee cynicism, organizational change cynicism and work cynicism (Abraham, 2000; Dean et al., 1998; Reichers, Wanous and Austin, 1997). This study focuses on employee cynicism and uses it synonymously with organizational cynicism. Andersson (1996) conceptualizes employee cynicism as an attitude characterized by hopelessness, disappointment, frustration and distrust and insulting attitudes of the employee toward the organization, manager or any variable associated with the organization. Özler, Atalay and Şahin (2010) suggest that organizational cynicism can be defined as the employee's negative sentiments toward the organization such as anger, resentment, frustration and hopelessness. According to Dean et al. (1998), organizational cynicism refers to negative attitudes of the employee toward the organization. These attitudes can be in cognitive, affective and behavioral dimensions. Beliefs that the organization is not truthful, negative sentiments toward the organization and, exhibiting insulting and critical behavior as a result of such beliefs and sentiments constitute examples of behaviors in these dimensions.

The study conducted by Sağır and Oğuz (2012) to identify of what dimensions teachers' perceptions of organizational cynicism comprise identified four dimensions. These are alienation from organization, factors decreasing performance, negative attitude toward school and employee participation in decisions. According to this, teachers with high level of cynicism alienate themselves from institutions; their performance decrease; they develop a negative attitude toward school and do not participate in decisions.

Cynicism is a negative attitude that becomes more widespread almost in all organizations with each passing day and brings many negative consequences with it (James, 2005). The studies conducted in Turkey suggest that organizational cynicism decreases employee's organizational commitment (Özgan, Külekçi and Özkan, 2012; Türköz, Polat and Coşar, 2013), leads to exhaustion (Özler and Atalay, 2011) and negatively impacts the relationships between employees and the organization's performance (Uysal and Yıldız, 2014). A similar situation seems to appear in studies conducted in the field of education. While a positive relationship is identified between teachers' cynical attitudes and organizational silence (Sezgin-Nartgün and Kartal, 2013), there is a negative relationship between teachers' perceptions of cynicism, ethical leadership behavior of school principals (Doğan and Uğurlu, 2014) and teachers' life satisfaction (Aslan and Yılmaz, 2013).

Organizational Trust

Trust is one party's willingness to be vulnerable to another based on the confidence that the other is benevolent, reliable, competent, honest, and open (Hoy and Tschannen-Moran, 1998). The concept of trust, as an important element of all permanent social relationships (Seligman, 1997, p. 13), is in the third level in Maslow's pyramid (Yılmaz, 2005). According to Fukuyama (2005, p. 41), trust arises in societies that have common norms and behave orderly, honest and cooperative. Norms that ensure trust may be achieved by values such as religion or justice as well as by professional standards. As cited by Erdoğan (2007), in a research conducted in 47 countries, only 5% of the individuals interviewed in Turkey expressed that "people are mostly reliable" while this ratio is above 50% in the Baltic countries. It is around 20% in the Balkan countries. With this score, Turkey ranks 45th among 47 countries (Norris, 2001). These results suggest that trust is an important variable that needs be studied in the field of social sciences in Turkey.

From Emile Durkheim's theoretical view, trust is regarded as the fundamental building block of social formations and thereby the organizations (Seligman, 1997, p. 13). Organizational trust means that employees can mutually anticipate one another's actions and believe that these actions can lead to positive results on their part (Özler et al, 2010). In organizations with high trust, employees feel more comfortable and use their energy to achieve organizational goals instead of protecting themselves (Tschannen-Moran, 2001). Commitment arises among employees working at such organizations and employees reflect their energy to their performance (Memduhoğlu and Zengin, 2010, 261).

At schools where informal relationships significantly affect the functioning of the organization, it is very important that organizational trust perception is shared by all employees and students. For, as suggested by Tschannen-Moran (2001), presence of a trust atmosphere at schools positively affects the communication, organizational citizenship and student success there. Also, it also facilitates collaboration of school administrators, teachers, students and other stakeholders. The study conducted by Hoy and Tschannen-Moran (1998) concluded that a high perception of trust at a school had a positive impact on perception of competency toward their job among teachers. Bryk and Schneider (2003) also suggest that presence of social relationships between teachers, parents and students based on trust have a positive impact on the functioning of the school.

In their study aimed to identify the dimensions of organizational trust in school atmosphere, Erdoğan (2012) identified two dimensions. These are sharing goals and values and trust atmosphere. Accordingly, at schools where school goals and values are shared by all stakeholders and a trust atmosphere is present, an organizational trust perception arises among teachers.

According to Tschannen-Moran and Hoy's (1998) research results, trust increases in a school atmosphere where teachers' professional development is supported. Similarly, findings of Gray, Kruse, and Tarter (2015) demonstrate that trust based school relationships have a positive effect on professional development of teachers. Fox, Gong, and Attoh (2015) found that principals' authentic leadership behaviors positively affect teachers' organizational trust. Goddard, Tschannen-Moran and Hoy (2001) have revealed empirically that academic success increases at schools where teachers trust their students and parents. Similarly, research conducted by Tahir, Musah, Al-Hudawi, Yusof, and Yasin (2015) shows that academic success is high in schools where teachers trust in their principals. Also, results of Tschannen-Moran and Gareis (2015) reconfirm the relationship between student success and trust in schools.

On the other hand, the research conducted by Maele and Houtte (2015) indicates that burnout negatively affects trust among teachers. The studies conducted in Turkey have also found that organizational trust among teachers has a positive impact on organizational citizenship (Koşar and Yalçınkaya, 2013) and organizational commitment (Yılmaz, 2008). Cemaloğlu and Kılınc (2012), on the other hand, have found that school administrators' ethical leadership behavior increases trust among teachers. Positive organizational identity perception (Uğurlu and Arslan, 2015) and perceived organizational justice (Yıldız, 2013) are found to positively affect teacher trust. Erdoğan's (2012)

findings indicate that prejudices negatively affect teachers' perceptions of trust. Similarly, burnout is found as a variable that negatively affect teacher trust (Çağlar, 2011). However, although much more variables may be defined, there is a gap of research noticed in the literature on antecedents that may negatively affect teacher perceptions of organizational trust. Organizational cynicism is believed to be one of these variables.

Organizational Cynicism and Trust Variations Based on Gender and Length of Service

One of the aims of this study is to address gender and length of service at the current school believed to affect organizational cynicism and trust. In the literature are some research results reporting that political cynicism levels are higher in women than in men (Wilkins, 1995). In their study on the policemen, Dorsey and Giacomassi (1986) concluded that gender and length of service in the organization did not lead to a significant variation in their organizational cynicism levels. Studies conducted in the field of education in Turkey have reported different findings. For example, Aslan and Yılmaz (2013) report that male teachers exhibit more cynical attitudes than female teachers do. Besides, other studies conducted on teachers did not identify a variation in relation to gender (Helvacı and Çetin, 2012; Kalağan and Güzeller, 2010; Sezgin-Nartgün and Kartal, 2013). Some different findings are noticed regarding variation of cynicism in relation to length of service at school. For example, Helvacı and Çetin (2012) report that cynical attitudes of those who have a longer length of service tend to increase. On the other hand, other studies report that cynicism does not vary based on length of service (Sezgin-Nartgün and Kartal, 2013; Uysal and Yıldız, 2014). Erdoğan (2012) suggests that trust perception among teachers in the school atmosphere does not significantly vary based on their gender and length of service at the school in general. However, the same study reports that teachers who recently started work at the school have a higher trust perception only in the dimension of relationship with colleagues. Polat and Celep (2008) suggest that male teachers trust their schools more than female teachers do. According to the results of the same study, length of service at the current school also affects the trust level. Accordingly, teachers who recently started work at the school have a higher trust perception.

All studies mentioned above address organizational cynicism and trust independently of each other. This study, differently from the above, addresses variation of cynicism and trust levels among teachers based on both gender and length of service at the current school. For, addressing the effect of cynicism and trust, found to be related in theory, together with these variables can lead to more meaningful results.

Relationship between Organizational Cynicism and Trust

Cynical attitudes of employees toward the organization result from their past experiences and vary depending on environmental impacts (James, 2005). While variables such as organizational stress and intention to quit work increase cynicism, positive organizational variables such as commitment to organization, job satisfaction, and high motivation decrease cynicism (Uysal and Yıldız, 2014). The study conducted by İşçi, Şişman and Bektaş (2013) suggests that organizational cynicism decreases when the employee is granted more control, authority and right to take initiative. Andersson and Bateman (1997) suggest that organizational cynicism decreases as tendency to exhibit organizational citizenship behavior increases. These results reveal that cynicism has a negative relationship with positive organizational variables.

Organizations want more from their employees with each passing day, however, what they grant to their employees do not increase proportionately. Perhaps, as a result of this, cynicism and distrust in organizations gradually increase (Cartwright and Holmes, 2006). Stanley, Meyer and Topolnytsky (2005) suggest that cynicism and trust are two variables that exhibit a high level of relationship with one another in organizations. According to Polat (2009, p. 56), employees' negative sentiments toward the organization negatively affect their trust in the organization. According to Abraham (2000), cynical employees who have negative sentiments toward the organization believe that organization is far from truthfulness, honesty and sincerity. These employees believe that the organization's managers are more interested in protecting their own interests and do not trust the organization. Özler et al. (2010) suggest that absence of a trust atmosphere in organizations is one of the most important reasons that lead to organizational cynicism.

The inference of the relationship of cynicism, as a negative organizational variable, and positive organizational variables appears to be supported by the research results conducted on educational institutions as well. For example, the study conducted by James (2005) suggests that the negative perceptions of teachers toward organization's policies, organizational justice, psychological contract violations and organizational support lead to organizational cynicism. Simbula and Guglielmi (2010) express that cynicism is highly related with exhaustion in teachers, and even that, cynicism must be addressed with the depersonalization dimension of exhaustion. In Turkey, Mete (2013) has reported that ethical behavior of university administrators has a positive impact on cynicism attitudes among the academic staff. Cemaloğlu et al. (2014) suggest that use of humor by school principals has a positive impact on cynicism. Okçu, Şahin, and Şahin's (2015) research conducted among physical education teachers indicate that teachers' cynicism perceptions predict their organizational commitment. Other studies conducted on teachers in Turkey are observed to generally investigate the variation of organizational cynicism based on demographical variables (Helvacı and Çetin, 2012; Kalağan and Güzeller, 2010). It can be asserted that there is a gap in the literature about research taking teacher cynicism as a predictor of organizational trust in educational organizations. From this point of view, it is expected that current research may promote to answer such questions as how to sustain a trust climate in schools and what are the obstacles in front of this. Especially, if it is considered that trust perception of teachers in school atmosphere will contribute more to their working more effectively, it may be suggested that discussing factors negatively affecting the trust perception, such as cynicism, can shed light for the practitioners.

Aim of the Study

With this in mind, the present study aims to investigate the relationships between teachers' organizational cynicism levels and their perception of trust in the school atmosphere. For this purpose, answers to the following questions were sought:

1. What are the levels of teacher perceptions of organizational cynicism and organizational trust in schools?
2. Do the teacher perceptions of organizational cynicism and organizational trust in schools significantly vary based on their gender and length of service?
3. Is there a significant relationship between the teachers' perceptions of organizational cynicism and organizational trust in schools?
4. Do organizational cynicism levels of teachers predict their perception of organizational trust in schools?

Method

This study adopted the quantitative method. Studies where certain characteristics of individuals, groups or organizations are focused on and described have a survey method (Berends, 2006, p. 623). The present study is also designed in survey model. Studies that attempt to predict a variable based on another are called predictive correlational survey study (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2012, p. 226). The present study that aims to describe the predictive relationship between teachers' organizational cynicism levels and perception of organizational trust has also predictive correlational survey model.

Population and Sample

The target population of the research comprises 7496 teachers working in Tokat, including 2388 from primary schools, 2721 from middle schools and 2387 from high schools (Directorate of National Education of Tokat, 2014). The sample size to represent the universe of 7496 people with 5% margin of error is at least 367 people (Büyüköztürk et al., 2012, p. 98). The sample in this research is comprised of a total of 369 teachers selected from the said universe by using stratified sampling method and includes 120 teachers from primary schools, 133 teachers from middle schools and 117 teachers from high schools. In the sample selection, their education levels were taken as strata, and participants in stratum were determined randomly. The participants work in Almus, Central, Niksar, Reşadiye, Turhal and Zile sub-provinces of Tokat. 150 of the research participants are female and 219 are male. Participants' ages range between 22 and 58 ($\bar{x} = 36.60$). The length of service of the research participants is minimum 1 and maximum 25 years ($\bar{x} = 4.47$).

Instruments

The research data were collected using a form that contained demographic questions, "the Organizational Cynicism Scale for Teachers" and "the Scale of Trust Culture in Organizational Atmosphere".

The Organizational Cynicism Scale for Teachers

Teachers' organizational cynicism levels were measured using "the Organizational Cynicism Scale for Teachers" developed by Sağır and Oğuz (2012). The scale developed on the teachers comprises four dimensions including alienation from organization (7 items), factors decreasing performance (9 items), negative attitude toward school (5 items) and employee participation in decisions (4 items). The dimension of employee participation in decisions is scored reversely. "I occasionally complain to my surrounding about my job" and "I get angry when I think of the school I work at" statements are examples of the items in the scale. Cronbach's alpha internal consistency coefficients reported by Sağır and Oğuz (2012) for the four dimensions are respectively .86, .88, .85 and .68. Values calculated for the present study is respectively .80, .89, .80 and .78.

The Scale of Trust Culture in Organizational Atmosphere

"The Scale of Trust Culture in Organizational Atmosphere" developed by Erdoğan (2012) was used to measure trust perceptions among the participants at their current schools. The scale was developed on the teachers. It comprises two dimensions including sharing goals and values (7 items) and trust atmosphere (8 items). "Teachers know the common values of the school" and "Teachers work in harmony" are examples of the statements respectively in the said dimensions. Erdoğan (2012) reported the Cronbach's alpha internal consistency coefficient for the entire scale as .94. In the present study, the Cronbach's alpha reliability coefficient for the dimension of sharing goals and values was calculated as .94 while it was calculated as .90 for the dimension of trust atmosphere. Statements in both scales are scored by 1 to 5 between "I totally disagree" and "I totally agree".

Data Collection and Analysis

The research data were collected in the 2014-2015 academic year. First, the permission was obtained from the developers of the said scales. Measuring tools were delivered by the researcher to the teachers who voluntarily accepted to participate in the research. Measuring tools responded by the teachers were again collected by the researcher. As mentioned under the heading of Universe and

Sample, 400 measuring tools were distributed to achieve the number of participants determined as 367. 369 thereof that were returned and responded properly comprised the data set. The data set was coded into the SPSS 18 program. From the coded data, the lost data were determined, in place of which values that would not change the column means were assigned. In the reliability analysis of the scales, Cronbach's alpha reliability coefficient was used. Mean and standard deviation were used in describing the teachers' perception of cynicism and trust levels. In interpretation of the mean scores of the scales, the following ranges were identified: 1.00–1.79= I strongly disagree, 1.80–2.59= I slightly agree, 2.60–3.39= I fairly agree, 3.40–4.19= I mostly agree and 4.20–5.00= I totally agree. According to Büyüköztürk (2006, p. 137), it is appropriate to use MANOVA to test whether or not groups formed based on one or more factors significantly vary based on multiple dependent variables. Therefore, it was tested using MANOVA to see whether or not' cynicism and trust levels among teachers vary based on their gender and length of service at their current school. Pearson correlation coefficient was preferred to identify the relationships between the teachers' trust levels and cynicism levels. Multiple regression analysis was used to test the extent to which teachers' organizational cynicism levels predict their perception of trust in the school atmosphere.

Findings

The first question in the study is what the level of the teachers' perceptions of organizational cynicism and organizational trust is. Means and standard deviations of the responses of the participants to the cynicism and trust scales were calculated on the basis of dimensions, and the results are presented in Table 1.

Table 1. Teachers' Organizational Cynicism and Trust Levels

Variable	Dimension	\bar{X}	ss
Organizational Cynicism	Alienation from Organization	1.90	.69
	Factors Decreasing Performance	2.30	1.01
	Negative Attitude Toward School	1.41	.65
	Participation in Decisions	1.86	.81
	Overall Cynicism	1.87	.58
Organizational Trust	Sharing Goals and Values	3.94	.80
	Trust Atmosphere	3.72	.80
	Overall Trust	3.83	.73

As seen in Table 1, means suggest that teachers' cynicism levels are low in overall ($\bar{X}=1.87$; $sd=.58$). Besides, the participants expressed total disagreement with the statements in the dimension of negative attitude toward school ($\bar{X}=1.41$; $sd=.65$). The teachers reported that they mostly agreed with the statements regarding the perception of trust in school atmosphere in overall ($\bar{X}=3.83$; $sd=.73$). The responses of the participants to the statements regarding organizational trust largely point to trust in the sub-dimensions as well.

The second question for which an answer is sought in the present study is whether or not teacher's organizational cynicism and organizational trust levels vary based on their gender or length of service at their current school.

MANOVA was performed to test variation of teachers' organizational cynicism and organizational trust levels based on their gender. The findings suggest that the data achieve the assumption of homogeneity of variance-covariance required for the multiple variance analysis (Box's $M=4.72$, $F=1.56$, $p>.05$). The MANOVA results revealed that organizational cynicism ($\bar{X}_{\text{Female}}=1.88$; $\bar{X}_{\text{Male}}=1.85$) and organizational trust ($\bar{X}_{\text{Female}}=3.83$; $\bar{X}_{\text{Male}}=3.82$) scores of female and male teachers had no significant variation together (Wilks' $\lambda=.10$, $F(2,366)=.18$, $p>.05$).

MANOVA was employed to determine whether or not the organizational cynicism and organizational trust levels varied based on length of service at the current school. The data achieve the

assumption of homogeneity of variance-covariance required for the multiple variance analysis (Box's $M= 6.05$, $F= 1.00$, $p> .05$). MANOVA revealed that organizational cynicism ($\bar{X}_{\leq 1 \text{ year}}= 1.85$; $\bar{X}_{2-3 \text{ years}}= 1.97$; $\bar{X}_{\geq 4 \text{ years}}= 1.80$) and organizational trust ($\bar{X}_{\leq 1 \text{ year}}= 3.87$; $\bar{X}_{2-3 \text{ years}}= 3.77$; $\bar{X}_{\geq 4 \text{ years}}= 3.83$) scores did not significantly vary together for teachers whose length of service are one year or less, 2 to 3 years and 4 or more years at the current school (Wilks' $\lambda = .98$, $F_{(4, 730)}= 1.45$, $p> .05$).

Another question for which an answer is sought in the study is whether or not there is a significant relationship between teachers' organizational cynicism levels and perception of organizational trust in school atmosphere. In order to find an answer to this question, Pearson correlation coefficients were calculated and the results are presented in Table 2.

Table 2. Relationship between Teachers' Organizational Cynicism and Trust Levels

Variables	1	2	3	4	5	6	7	8
1. Alienation from Organization	1	.53**	.57**	.30**	.80**	-.37**	-.36**	-.40**
2. Factors Decreasing Performance		1	.46**	.16**	.78**	-.17**	-.24**	-.22**
3. Negative Attitude Toward School			1	.24**	.74**	-.16**	-.20**	-.20**
4. Participation in Decisions				1	.58**	-.39**	-.41**	-.44**
5. Overall Cynicism					1	-.37**	-.42**	-.43**
6. Sharing Goals and Values						1	.67**	.91**
7. Trust Atmosphere							1	.91**
8. Overall Trust								1

** $p < .01$

As seen in Table 2, there is a negative significant relationship between teachers' cynicism levels and perception of trust in school atmosphere in all dimensions ($p < .01$). As the trust perceived by teachers increases, their cynicism levels decrease. Their Pearson correlation coefficients vary between $-.16$ and $-.44$. Büyüköztürk, (2006, p. 32) suggests that significant Pearson correlation coefficients up to $.30$ point to a low relationship, and that those varying between $.30$ and $.70$ to a moderate relationship. When Table 2 is examined, in dimensions of factors decreasing performance and of negative attitude toward school, a low level of negative significant relationship is inferred between their cynicism perceptions and organizational trust levels. On the other hand, teachers' organizational trust levels are negatively correlated with their cynicism levels in the dimensions of alienation from organization, participation in decisions, and overall cynicism.

The last question for which an answer is sought in the study is whether or not teachers' organizational cynicism levels predict their perception of trust in school environment. In order to find the answer to this question, multiple linear regression analysis was carried out. Multiple regression analysis results the extent to which teachers' organizational cynicism perception predicts their perception of organizational trust in the dimension of sharing goals and values are presented in Table 3.

Table 3. Organizational Cynicism Predicting Organizational Trust in the Dimension of Sharing Goals and Values

Variables	B	Standard Error	β	t	p
Constant	5.07	.13		39.68	.00
Alienation from Organization	-.41	.07	-.35	-5.67	.00
Factors Decreasing Performance	.01	.04	.02	.32	.75
Negative Attitude Toward School	.13	.07	.10	1.80	.07
Participation in Decisions	-.31	.05	-.31	-6.45	.00

$R = .48$, $R^2 = .22$, $Adj. R^2 = .22$, $F = 27.45$, $p < .01$

As seen in Table 3, the model testing the extent to which organizational cynicism predicts organizational trust in the dimension of sharing goals and values is significant ($F= 27.45, p < .01$). Sub-dimensions of cynicism predict 23% of trust in the dimension of sharing goals and values ($R^2= .23$). When T values are examined, it is seen that only the dimensions of alienation from organization and participation in decisions are significant predictors of organizational trust ($p < .01$). When β coefficients are taken into consideration, relatively the most important predictor of trust in the dimension of sharing goals and values is cynicism experienced in the dimension of alienation from organization ($\beta= -.35$).

Multiple regression analysis was conducted to test the extent to which teachers' organizational cynicism levels predicts organizational trust in the trust atmosphere dimension, and the results are presented in Table 4.

Table 4. Organizational Cynicism Predicting Organizational Trust in the Dimension of Trust Atmosphere

Variables	B	Standard Error	β	t	p
Constant	4.93	.13		38.90	.00
Alienation from Organization	-.30	.07	-.26	-4.23	.00
Factors Decreasing Performance	-.07	.04	-.09	-1.54	.13
Negative Attitude Toward School	.09	.07	.07	1.26	.21
Participation in Decisions	-.33	.05	-.34	-6.98	.00

$R= .49, R^2= .24, Adj. R^2= .23, F= 28.43, p < .01$

As seen in Table 4, the model testing the extent to which organizational cynicism predicts organizational trust in the trust atmosphere dimension is significant ($F= 28.43, p < .01$). Sub-dimensions of cynicism predict 24% of organizational trust in the trust atmosphere dimension ($R^2= .24$). When T values are examined, it is seen that only the dimensions of alienation from organization and participation in decisions are significant predictors of organizational trust ($p < .01$). When β coefficients are taken into consideration, relatively the most important predictor of trust in the trust atmosphere dimension is cynicism experienced in the dimension of participation in decisions ($\beta= -.34$).

Discussion

The teachers that participated in the study have a low level of cynicism and highly trust their schools. The research results of Cemaloğlu et al. (2014) suggest a moderate level of cynicism perception among teachers. Similarly, the study conducted by Kalağan and Güzeller (2010) also reported that teachers partially agreed with the statements related to cynicism. According to the results of the study conducted by Erdoğan (2012) Turkey-wide, teachers have a high perception of trust in organizational atmosphere of schools. Again, Cemaloğlu and Kılınç (2012) also report that teachers' perception of trust is at good levels. When all of these results are evaluated together, it may be suggested that there is a common agreement in the literature on low levels of cynicism and high levels of trust among teachers in Turkey. Andersson and Bateman (1997) report that, in organizations where wages of managers and those of employees vary enough to lead to a perception of unfairness and where job security is not strong, employees have a lower trust in the organization and higher cynicism perceptions. Whereas, there is no significant variation of income in teachers and administrators working at public schools in Turkey. At the same time, job security of teachers working at public schools is considerably high. Based on what Andersson and Bateman (1997) have reported, a low level of cynicism and a high level of trust among teachers may be attributed to wages and job security. However, it may be suggested that, in order to verify such an inference, the relationship between cynicism and trust must also be investigated on teachers working at private schools. The research may be repeated for private schools where wage variation between administrators and teachers could be higher and job security is lower.

No significant variation was found between the cynicism and trust levels of female and male teachers. The studies conducted in Turkey on teachers suggest that gender is generally not a factor that leads to a variation in cynicism levels among teachers (Helvacı and Çetin, 2012; Kalağan and Güzeller, 2010; Sezgin-Nartgün and Kartal, 2013). Besides, the study conducted by Aslan and Yılmaz (2013) identified that male teachers were more cynical in the cognitive dimension. Also, the study conducted by Erdoğan (2012) concluded that gender was not a factor that led to variation in teachers' trust levels. On the other hand, there is research reporting that male teachers trust their school more than female teachers (Polat and Celep, 2008). As seen, while cynicism and trust levels among teachers do not vary in general based on their gender, there are also different findings being reported. This situation may be interpreted as that gender is a factor that has no significant impact on cynicism and trust levels among teachers. While evaluating the conclusion they reached on the variation of teachers' trust levels based on gender together with other results in the literature, Erdoğan (2012) comments that this variation may result from the culture, and structure of organization and the characteristics of the work performed and employees. Similar comments may also be made about the relationship between teachers' cynicism levels and gender. Teachers' gender may or may not be affecting their organizational cynicism and trust levels based on the current context.

Organizational cynicism and trust levels among teachers do not significantly vary based on their length of service at the current school. Similarly, there are studies reporting that length of service at the organization does not affect cynicism levels among employees (Sezgin-Nartgün and Kartal, 2013; Uysal and Yıldız, 2014). On the other hand, the results of the study conducted by Helvacı and Çetin (2012) suggest that those working at the current school for 6-10 years have a higher level of cynicism than those working for 1-5 years do. The study conducted by Erdoğan (2012) found that length of service at the current school was not a factor that led to variation in organizational trust. Whereas, in social relationships, as individuals get to know each other more and share more, trust is expected to increase as a result. As Özler et al. (2010) also point out, increased trust decreases cynicism in organizations. Thus, while teachers' length of service at the current school can be expected to have a positive impact on their organizational cynicism and trust levels, the present study has not identified such a variation. At this point, it may be recommended that the research be repeated with teachers forming homogeneous groups based on length of service at the current school.

The findings suggest that cynicism and trust perceptions among teachers are negatively related in all dimensions. Results of the study conducted by Türköz et al. (2013) also suggest that increased organizational trust leads to decreased organizational cynicism among employees. The fact that this result, which is an expected phenomenon in relation to cynicism and trust in an organizational atmosphere, has also been verified for school organizations may also serve as a guide for school administrators. It may be suggested that administrators who want to create a work environment based on trust must be aware of the organizational cynicism phenomenon. School Administrators must be aware that teachers who do not believe in works performed at the school, are pessimistic about their performance, utter negative statements against the school and avoid cooperation with the administration (see, Sağır and Oğuz, 2012) may be experiencing cynicism. It will be difficult to create a work environment based on trust at such schools. Besides, while relatively lowest relationships were determined between negative attitudes toward school dimension of cynicism and trust scores; relatively highest relationships were found between participation in decisions and trust scores. This finding is taught to be crucial because of pointing out relative importance of teachers' participation in decision processes.

The results of the multiple regression analysis have revealed that cynicism experienced by teachers in the dimensions of alienation from organization and participation in decisions predicts their perception of organizational trust in the dimension of sharing goals and values. The most important predictor of trust in the dimension of sharing goals and values is the cynicism experienced in the dimension of alienation from organization. The research results of Hoy and Tschannen-Moran (1998) suggest that the feelings of powerlessness and estrangement among teachers have a negative

relationship with trust. If it is accepted that alienation from organization and estrangement from organization are related variables, the research results may be suggested to show similarity. This result may also serve as a guide for school administrators who want to be an effective leader. School administrators who, as an effective leader, want to create a school culture based on trust must be aware of the teacher behavior exhibiting alienation, such as ridiculing school and making non-constructive criticism. At this point, school administrators may be suggested to display effective leadership behavior. Interaction between leader and members decreases cynicism perceptions (Kanbur and Kanbur, 2015). Studies suggest that transformational leadership (creating vision, ensuring adoption of group goals, creating high expectation in performance, promoting mental development, setting an example and exhibiting supportive leader behaviors) (Bommer, Rich and Rubin, 2005) and authentic leadership (Tabak, Polat, Coşar, and Türköz, 2013) behaviors decrease cynical attitudes among employees. Polatcan and Titrek (2014) determined that positive leadership behaviors performed by principals decreases cynicism. Ethical and transformational leadership behaviors are also reported as variables which decrease cynicism among teachers (Akan, Bektaş, and Yıldırım, 2014; Doğan and Uğurlu, 2014; Korkmaz and Demirçelik, 2015). The study conducted by Cemaloğlu, Kalkan, Dağlı and Çilek (2014) also suggests that positive relationships built by school principals by using constructive humor decrease cynicism levels among teachers. The study conducted by Tınaztepe (2012), on the other hand, suggests that intra-organizational effective communication decreases cynicism. These studies, also, suggest that an understanding of effective leadership is necessary for minimizing cynical attitudes among teachers.

Another result obtained in the present study is that cynicism experienced by teachers in the dimensions of alienation from organization and participation in decisions has a negative impact on their perception of trust atmosphere at school. Especially, cynicism experienced in the dimension of participation in decisions has a more negative impact on trust atmosphere. In furtherance to this finding, Tschannen-Moran (2001) reports that teachers will be more eager to cooperate in a school atmosphere where they trust each other and other school stakeholders and that school principals, on the other hand, will be more eager to involve teachers in decisions. The results of the study conducted by Tschannen-Moran and Hoy (1998) suggest that teachers' feeling of trust in school principal depends on school principal's behaviors. When evaluated together with the results of the present study, it may be suggested that involving teachers in decisions may increase trust felt for school principals and, in the general sense, trust perceived in school atmosphere.

Conclusion

In conclusion, this study has revealed that cynical attitudes among teachers have a negative impact on their perception of trust in school atmosphere. This conclusion is considered important in that it reveals the necessity for school administrators to be aware of the teacher cynicism. For, promoting a culture based on trust in school atmosphere is one of the most important duties of school administrators.

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