THE RELATIONSHIP OF ORGANIZATIONAL CYNICISM, BURNOUT, AND ORGANIZATIONAL COMMITMENT: A STUDY ON MIDDLE SCHOOL TEACHERS

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ABSTRACT
The relationship between organizational cynicism and burnout is investigated in this study through teachers' organizational commitment. The purpose of this research is to identify the cynicism, burnout, and organizational commitment levels of workers in the field of education, and to determine the relationships among them. In line with this purpose, data received from 247 middle school teachers employed in 16 public schools under the Ministry of National Education in Istanbul were analyzed. The statistical result revealed a negative significant relationship to exist between teachers' perceptions of organizational commitment and their levels of organizational cynicism and burnout.

Keywords: Organizational Cynicism, Burnout, Organizational Commitment, Education, Middle School, Teachers.

Örgütsel Sinizm, Tükenmişlik ve Örgütsel Bağlılık İlişkisi: Ortaokul Öğretmenleri Üzerinde Bir Araştırma

ÖZET
Özet Bu çalışmada, öğretmenlerin örgütsel bağlılığı ile örgütsel sinizm ve tükenmişlik davranışları arasındaki ilişkiler incelenmiştir. Araştırmanın amacı; eğitim alanında çalışanların sinizm, tükenmişlik ve örgütsel bağlılık düzeylerini ve aralarındaki ilişkileri belirlemektir. Bu amaç doğrultusunda İstanbul'da Milli Eğitim Bakanlığı bünyesindeki 16 devlet okulunda görevli 247 ortaokul öğretmeninden alınan verilerin analizi yapılmıştır. Yapılan istatistikler sonucu öğretmenlerin örgütsel sinizm ve tükenmişlik düzeyleri ile örgütsel bağlılık algıları arasında negatif ve anlamlı bir ilişki olduğu gözlenmiştir.

Anahtar Kelimeler: Örgütsel Sinizm, Tükenmişlik, Örgütsel Bağlılık, Eğitim, Ortaokul, Öğretmenler.

1- INTRODUCTION

When considered in terms of the organization, individuals' organizational commitment is a lively topic because employees are able to ensure continuity for organizations to survive. Organizational commitment gains importance for the organization and employees in knowing what the premise of their work is. In the field of education, few holistic studies have researched the relationship of the concept of organizational commitment (whose relationship with many variables has been researched) with the variables of cynicism and burnout. This research has been evaluated as providing knowledge in this area.

2-CONCEPTUAL FRAMEWORK

Cynicism

Findings related to the existence of cynicism in organizations goes back to the 1990s (Kanter & Mirvis, 1989; Mirvis & Kanter, 1991; Reichers, Wanous, & Austin 1997; Michael, Court, & Petal, 2009). Cynicism is a concept that has negative consequences for employees and the organization, such as poor performance, job dissatisfaction, reduction in the level of organizational commitment, and an increase in intention to quit (Dean, Brandes, & Dharwadkar, 1998; Bernerth, Armenakis, Field, & Walker, 2007); it brings with it many employee problems from the perspective of the organization (Görmen, 2012). The findings from studies have been that with a change in work conditions, employees' cynical attitudes also increase (Twenge, Zhang, & Im, 2004; Bashir, Nasir, Saeed, & Ahmed, 2011). People with cynical attitudes, seen as a problem for organizations, were observed in these studies to define the organization as far removed from stability. They exhibited negative feelings and derogatory, pessimistic, and critical behaviors towards the organization, while at the same time, their attitudes could be controlled.

Cynicism in the context of organizations has been evaluated in three dimensions: cognitive, emotional, and behavioral (Dean, Brandes, & Dharwadkar, 1998).

Cognitive dimension: When considered through the cognitive dimension, the belief that organizations are far from honest is emphasized. Cynical individuals hold negative perceptions towards the organization (Brandes & Das, 2006); of their negative outlooks, the most basic cognitive symptoms for consideration are their complaint that organizations are formed without principles, instructions that supervisors give are mocked by people, a reduced sense of trust towards employees (Chiaburu, Peng, Oh, Banks, & Lomeli, 2013), the belief that people can lie and cheat for their interests, relationships are based on personal interests, and employees can behave unscrupulously and immorally for the sake of their interests (Twenge, Zhang, & Im, 2004).

Emotional dimension: The emotional dimension, the second dimension of organizational cynicism, includes feelings that are caused by cynical beliefs (Brandes & Das, 2006, p. 237). These emotional responses lead to outcomes while feeling disrespect, hatred, and shame (Abraham, 2000, p. 269).

Behavioral dimension: In this dimension, where negative outlooks are reflected in behaviors, employees tend to make pessimistic predictions about the future of the organization and enter into

efforts that are found to be humiliating to the individuals of the organization (Dean et al., 1998, p. 346).

Burnout

Among the concepts of organizational problems, burnout is one of the most common. Together with being primarily the person's problem, burnout is counted among the problems of organizations as it is the person's work (Meydan, 2011). It is a preliminary symptom that is basically formed by emotional and interpersonal stress. These symptoms are reflected onto the organization, the organization's employees, customers, and naturally to the individual and that person's work (Cordes & Dougherty, 1993; Maslach, 2003).

Burnout has been examined in three dimensions: emotional exhaustion, depersonalization, and low personal achievement (Maslach, 2003).

Emotional burnout: Burnout is an intrinsic dimension where the individual is identified as tired, out of energy, and battered. They think that being forced to go to work is a source of concern, and they do not behave responsibly toward the organization that is responsible (Sweeney & Summers, 2002).

Depersonalization: Burnout is an interpersonal dimension. The individual pays no attention to other employees in the organization and exhibits heedless behavior towards them (Leiter & Maslach,1988; Arı & Bal, 2008).

Low personal achievement: This concept represents the "employee's trend towards unfavorable and negative self-evaluations" (Maslach, 2003, p. 190). They see themselves as inadequate within the organization and feel a sense of embarrassment.

Organizational commitment

Organizational commitment is most commonly defined through the things people feel towards the organization. It is a situation of the qualities of commitment, accepting the organization's goals and values, striving to do more than is necessary to benefit the organization, and being extremely eager to stay in the organization (Porter et al., 1974; Allen & Meyer, 1990; Michael, Court, & Petal, 2009; English & Chalon, 2011; Meydan, Basım & Çetin, 2011).

The elevated individual identifies loyalty with the organization; within them is a sense of participation and allegiance. The classification of commitment is considered through a number of dimensions. There are two different approaches within the scope of research (Iqbal, 2010). These are the dimensions of behavior and attitude. In the behavioral dimension, the effect of commitment on behavior is examined; in the dimension of attitude, three types of commitment are investigated (Allen & Meyer, 1990).

Affective commitment: It means people identify with organizational objectives. In affective commitment, the individual and organization are in harmony within the scope of values; it is an indicator of a person's emotional alignment with the organization (Eisinga, Teelken, & Doorewaard, 2010). One's emotional commitment to the organization is their integration with the organization (Cheng & Stockdale, 2003). With this commitment, a person exerts extraordinary effort to benefit the organization; this means the objectives and values of the organization have been accepted.

Continuance commitment*:* Another name for continuance commitment is rational commitment (Joolideh & Yeshodhara, 2009). Under this concept lies the accounting for damage when a person quits and the continued cost of staying in the organization in effective situations (Lamsa & Savolainen, 2000). In other words, it is behaving while aware of the cost that will occur should one leave the organization. The cost of opportunity has its difficulties, which are unknown when leaving an organization (Eisinga, Teelken, & Doorewaard, 2010).

Normative commitment:. Commitment occurs as a result of moral responsibility. People think that they have to stay in an organization.

Affective commitment can be explained through people's desire to work in an organization, continuance commitment through their need to work, and normative commitment through their being forced to work (Allen & Meyer, 1990).

3-METHODOLOGY

Research Design
Various forms have been considered in the literature related to the three variables addressed in the scope of the research.
What comes out is whether or not the basic problematic, cynical, attitudinal behaviors that have been examined in the scope of the relationship between the concepts of organizational commitment and cynicism reduce commitment (Steers, 1977; Dean et al., 1998).
If burnout is also associated with many adverse consequences, no studies have established an adequate relationship between cynicism and work burnout (Aditya et al., 2014).

In studies on the relationship of burnout and cynicism, the same precursors and consequences were seen to occur that had an effect on the variables (Üçok & Torun, 2014). All variables such as stress in the work environment, hierarchical conflict, failure to respond to personal and organizational expectations, low levels of social relations, employee's inconsistent placement, complexity of the work environment, and threats of dismissal were cause for burnout (Mirvis & Kanter, 1991, p. 59), and as a result, were the reason for cynical attitudes.
In studies that examined the relationship between individuals' organizational commitment and their levels of burnout, the bi-directional effect was investigated (Kalliath et al., 1998). As a result of these studies, a significant correlation was seen to exist between commitment and burnout (Leiter et al., 1988, Leiter 1991; Low et al., 2001).

As a result of findings that were seen in the conceptual framework, the following model has been created with the expectation that individuals' organizational cynicism and burnout will affect their attitude and emotional levels of organizational commitment.
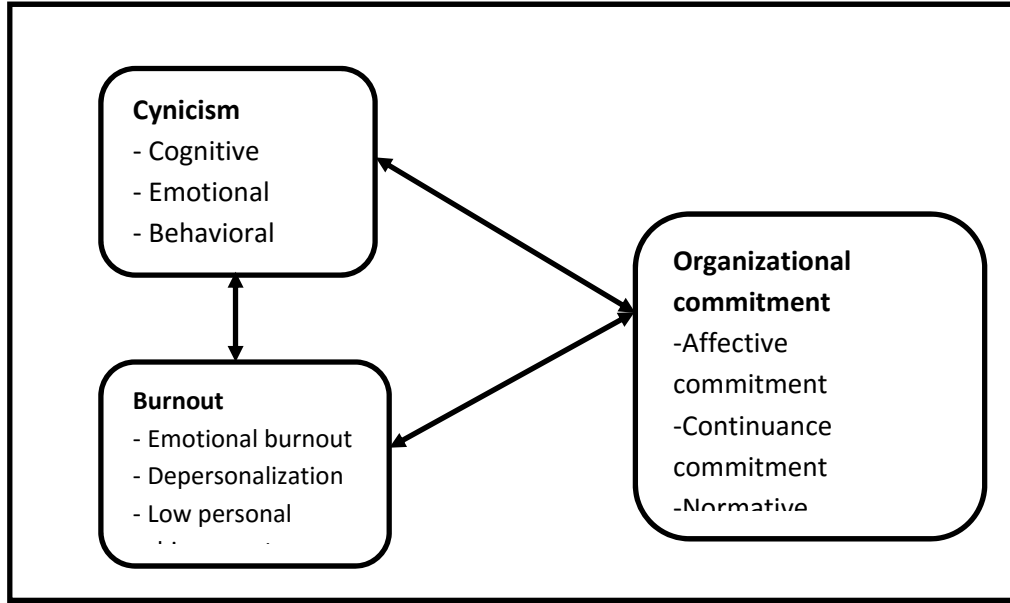
Figure-1. Research model

This study examines middle school teachers' levels of organizational commitment and their perceptions of cynicism and burnout, as well as the relationships among these variables; answers to the following questions will be researched:

1. What are the teachers' perceptions of organizational cynicism?
2. What are their perceptions of burnout?
3. What are their perceptions of organizational commitment?
4. Is there a significant relationship between their perceptions of cynicism and commitment?
5. Is there a significant relationship between their perceptions of burnout and commitment?
6. Is there a significant relationship between their perceptions of cynicism and burnout?

Study Group
The research population was composed of 827 teachers from Istanbul's Bakırköy district for the 2014-2015 school year. There are 23 secondary schools in Bakırköy. Randomly selected from 16 schools, 247 teachers constituted the research group. Of the participants, 40.8% were female (n=101), 59.2% were male (n=146), 27.5% were single (n = 68), and 72% were married (n = 179). Their ages ranged from 30 to 51 ($\bar{x}$ = 38.11, SD = 4.05); their years of work experience from 3 to 36 ($\bar{x}$ = 15.21, SD = 5.12). Measuring instruments were delivered to 297 people, and data was collected from the 247 questionnaires that were returned.

Data Collection Instrument and Data Analysis
Cynicism scale
Perceptions of cynicism were measured by the Organizational Cynicism Scale developed by Brandes, Dharwadkar, and Dean (1999). The scale consists of a total of 14 items and three subscales. The cognitive subscale comprises the first five items, such as "There are very few common aspects between the objectives and practices of the organization's policies that I have worked on." Items six through

nine comprise the emotional subscale, such as "Thinking about the institution I work at gets me angry." The last four items (10-13) comprise the behavioral dimension, such as "I complain to my friends outside of the institution where I work about what is happening at work."

In previous studies, internal consistency had been observed to vary between 0.63 to 0.81 for the cognitive dimension, between 0.75 and 0.80 for the emotional dimension, and between 0.54 and 0.80 for the behavioral dimension (Brandes et al., 1999).
In this study, the internal consistency of the scale was 0.75 for the cognitive dimension, 0.71 for the emotional dimension, and 0.70 for the behavioral dimension. Internal consistency for the overall scale was 0.72.

Burnout scale
Employees' perceptions of burnout were measured by the Maslach Burnout Inventory, which was developed by Maslach and Jackson (1986). The scale consists of 22 items and three subscales. Nine items comprise the emotional exhaustion subscale, such as "I feel my essence drained returning to work." The depersonalization subscale comprises five items, such as "I do not care what happens to the students." Eight items make up the low personal achievement dimension, such as "I'm strong enough to do a lot of things."

In previous studies (Ergin, 1992; Basım & Şeşen, 2005) reliability and validity of the scale's subdimensions were seen to range between 0.65 and 0.85; for the entire scale it was between 0.72 and 0.76. In this study, internal consistency for emotional exhaustion measured 0.78, for depersonalization, 0.67, and for sense of personal achievement, 0.73. Internal consistency for the scale was 0.71.

Organizational commitment scale
Employees' organizational commitment was measured by the Organizational Commitment Questionnaire, developed by Allen and Meyer (1990); reorganized by Meyer, Allen, and Smith (1993); and adopted to Turkish by Wasti (2000). The scale is composed of the dimensions of affective commitment, continuance commitment, and normative commitment with a total of 24 items.

Items for affective commitment take place in the form of "I'd be happy to spend my entire career at this institution." Items for continuance commitment take shape through statements like "There wouldn't be many alternatives were I to leave from this institution." Items related to normative commitment are located in the form of "A person doesn't find ethics that constantly fit from one institution to another."
In this study, the scale's internal consistency was 0.81 for affective commitment, 0.75 for continuance commitment, and 0.73 for normative commitment. Internal consistency for the overall scale was 0.79.

4-FINDINGS

In order to analyze whether or not the variables that were investigated in the scope of the research showed a difference according to the teachers' demographic structures, t-test and ANOVA testing

were performed. Within the scope of demographic characteristics, the participants' age, gender, work experience, and marital status were also used.

A significant difference was observed in employees' organizational commitment through their perceptions of cynicism and burnout according to gender. A notable difference was detected for women's cynical attitudes (2.64) relative to the men's (2.32), and when looking at the burnout scores, a notable difference was detected for women (3.61) just in the affective burnout dimension relative to the men's (2.98). When looking at the scores for organizational commitment, male employees (3.18) were seen to have high levels of organizational commitment relative to female employees (2.87).

No relationships were found with age or work experience for cynicism or burnout. Significant differences were observed with organizational commitment through age and work experience. As age and work experience increased, organizational commitment was found to increase.
 No difference was noted between any of the variables through marital status.

The averages for each dimension as a result of the analysis are provided in Table 1. When analyzing the results, the average scores for the cognitive and behavioral dimensions from the scores for the perceptions of cynicism were seen to be high compared to the emotional dimension, whose score was seen to be low (cognitive, $\bar{x}$ = 2.82, SD = 0.70; emotional, $\bar{x}$ = 1.94, SD = 0.69; behavioral, $\bar{x}$ = 2.54, SD = 0.98). When examining employee burnout levels, the scores in the dimensions of emotional exhaustion ($\bar{x}$ = 3.52 SD = 1.12) and low personal achievement ($\bar{x}$ = 2.83, SD = 0.85) were relatively high; in the dimension of depersonalization ($\bar{x}$ = 2.11, SD = 0.81) the scores were seen to be relatively low. When looking at the scores for commitment levels, the scores were seen to also be high in all three dimensions: affective commitment ($\bar{x}$ = 3.10, SD = 0.92), normative commitment ($\bar{x}$ = 3.25, SD = 1.09), and continuance commitment ($\bar{x}$ = 2.82, SD = 0.84).

Variable	Cognitive	Emotional	Behavioral	Emotional burnout	Depersonalization	Low personal achievement	Affective commitment	Normative commitment	Continuance commitment
Ort.	2,82	1,94	2,54	3,52	2,11	2,83	3,10	3,25	2,82
ss.	0,70	0,69	0,98	1,12	0,81	0,85	0,92	1,09	0,84

Table **1:**

Averages for dimensions

While calculating the correlations among the dimensions, a relationship among the scales was found. Correlation values obtained from the subdimensions are shown in Table 2. When examining the relationships of cognitive cynicism with the dimensions of employee burnout within the scope of the research, a significant negative relationship with affective commitment (r = -0.41, p < 0.01) and a significant positive relationship with depersonalization (r = 0.41, p < 0.01) were noted to be high. For

depersonalization as a sub-dimension of burnout, a significant negative relationship with affective commitment (r = -0.59, p < 0.01) and a significant negative relationship with continuance commitment (r = -0.45, p < 0.01) drew attention. Affective commitment's relationship with emotional cynicism was noted as significant and negative (r = -0.55, p < 0.01), and with emotional exhaustion it was also noted as significant and negative (r = -0.59, p < 0.01). Again, continuance commitment's relationship with behavioral cynicism drew attention as having high negative significance (r = -0.56, p < 0.01).

Additionally, the dimensions of cynicism, burnout, and organizational commitment were observed to have significant positive relationships within themselves.

Variable	1	2	3	4	5	6	7	8	9
Cognitive	-	-	-	-	-	-	-	-	-
Emotional	0,32*	-	-	-	-	-	-	-	-
Behavioral	0,37*	0,21	-	-	-	-	-	-	-
Emotional burnout	0,38*	0,42*	0,38*	-	-	-	-	-	-
Depersonalization	0,41*	0,27	0,31*	0,15	-	-	-	-	-
Low personal achievement	0,31*	0,36*	0,33*	0,13	0,21	-	-	-	-
Affective commitment	-0,41*	-0,55*	-0,43*	-0,59*	-0,36*	-0,33*	-	-	-
Normative commitment	-0,35*	-0,34*	-0,58*	-0,41*	-0,26	-0,31*	0,33*	-	-
Continuance commitment	-0,31*	-0,36*	-0,56*	-0,45*	-0,31*	-0,28	0,32*	0,41*	-

Table 2: Correlation values

5-DISCUSSION AND CONCLUSION

In the scope of the research, the relationship between the mentioned variables was investigated over teachers through their levels of organizational commitment, cynicism, and burnout.

When examining the results between scales, a negative relationship was found for cynicism and burnout with organizational commitment, and a positive relationship was found between the perceptions of cynicism and burnout. Burnout and cynicism, which were discussed as problematic in the research and also envisaged in the conceptual framework, were observed to have a negative effect on organizational commitment. The findings in the research are consistent with the previous findings in the literature (Wanous et al., 1997; Johnson & O'Leary-Kelly, 2003; Eaton, 2003; Turner & Valentine, 2004; Wei, Wang, & Macdonald, 2015). Teachers' cynicism, burnout, and commitment levels are discussed below.

Of the socio-demographic variables which were obtained in the scope of the research findings, gender was observed to significantly affect organizational commitment through the perceptions of cynicism and burnout; similarly, age and work experience were observed to only affect

organizational commitment. In particular, gender's persistant effect on burnout and cynicism was seen to be significant. These mentioned effects overlap similar findings from other studies in this field (Abraham, 2000; Kalliath et al., 1998; Low et al., 2001; Altınöz et al., 2011).

Female teachers' cynical behaviors and levels of emotional burnout were found to be higher than men's, while women's organizational commitment was found to be relatively lower.
From the other demographic variables, while age and work experience created no difference in the perceptions of cynicism and burnout, they did give rise to a positive difference in the level of organizational commitment. While this finding is supported by some studies (Bernerth, Armenakis, Feild, & Walker, 2007; Hale & Fidanboy, 2013), it can encounter cynical attitudes and behavioral burnout at any age.
Increases of age and work experience also saw increases in teachers' positive perceptions of the organization they worked in; this can be said to decrease their negative attitudes while making them more loyal.

Looking at the averages of cynical attitudes, the greatest average was seen to be in the cognitive dimension. Behavioral and affective dimensions follow this attitude. Employees can be said to lack organizational integrity, bear their beliefs, and reflect their attitudes onto their behaviors to a certain extent; however, they can be said to exhibit their attitude in the dimension of hate for the organization.

When the organizational commitment scores were sorted from high to low, they appeared in the order of normative, affective, and continuance commitment. From this finding, the concept of morality can be inferred to also be the primary source of employees' desire to remain in an organization, as displayed in normative commitment.

When looking at burnout scores, the dimension of emotional exhaustion was seen to be significantly higher in relation to the other dimensions of depersonalization and sense of low personal achievement. This also revealed that employees were frayed emotionally and physically in the work environment. Employees, from feeling physically and emotionally exhausted, could be said to tend to see themselves at this stage as inadequate, which was also seen from their high scores of low personal achievement. According to Maslach's (2003) model, the stages of burnout can be caused by a cascade of feelings of emotional exhaustion, depersonalization, and low personal achievement. Emotional exhaustion is considered to be a cause of depersonalization, as well as depersonalization a cause of feeling lowered personal success.

In analyzing the relationships among the variables, the attitude which was observed to have the most significant negative effect on emotional commitment was the emotional, cynical, attitudinal behaviors from emotional burnout. This shows that emotional commitment in particular decreases in employees who doubt the honesty and credibility of their organization. The variables that had the greatest relationship with cynical attitude (in the behavioral dimension) emerged as continuance and normative commitment (commitment variables).

6-SUGGESTIONS

In organizational commitment, knowing the outcomes and relationships among the concepts of cynicism, burnout, and organizational commitment can contribute to an easier understanding of the behavior of an organization's employees in modern times, and these can furthermore bring

administrative rules and definitions. At the same time, these variables have been evaluated as useful in assessing individual performance and suitability for team work.

Emotionally burnt-out workers can be found to engage less in useful activities and more in harmful activities over time (Banks, Whelpley, Oh, & Shin, 2012). Employees, while entering a bi-directional interaction through the inclusive structure (Chiaburu, Lorinkova, & Van, 2013), are affected by it and at the same time affect it. Burnout and cynical behavior have negative consequences (which are the attitudes that have been evaluated in this scope) in terms of the group and society the person is found in and in terms of the organization that is responsible for it (Karfakis & Kokkinidis, 2011; Seo, Park, & Kim, 2011). A person who has these kinds of attitudes and behaviors is in a damaging situation instead of contributing to the circles they are involved in. Identifying and removing these attitudes and behaviors in their beginning stages has earned importance.

Considered in terms of the organization, these results demonstrate the need for organizational employees to give importance to decisions and attitudes that will contribute positively to their physical and emotional behavior, the need for determining the causes of burnout and cynical attitudes, and the need for relief measures taken for these. The research results' findings show that it is necessary to consider who the responsible party is, from both school administrators and personnel.

In the direction of the findings in the scope of gender, it is worth noting why the levels of burnout and cynicism were higher for women than for men. While identifying the reasons for these differences, reducing women's perceptions of cynicism and burnout, as well as raising their organizational commitment, is seen to be important for finding solutions.
Lastly, it should not be forgotten that the results of the study are limited to the sample from which they were received. With the thought that there are geographical issues, an increase in the amount of similar qualitative and quantitative studies for each organization could be provided to generalize results while investigating the indigenous reasons.

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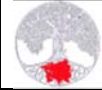
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