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Impact of school managers 'altruist behaviors upon organizational cynicism: The case of Kocaeli, Turkey

Tugba Konakli*, Gökçe Özyılmaz and Salih Çörtük

Faculty of Education, Kocaeli University, 41380, Umuttepe Campus, Faculty of Education, Department of Educational Sciences, Kocaeli, Turkey.

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The aim of this research is to determine the impact of school managers' altruist behaviors upon organizational cynicism by examining the relationship between school managers' altruist behaviors according to teachers and teachers' perceptions of organizational cynicism. The research sample consisted of 250 teachers employed in 15 primary schools, which were selected through random sampling among the schools located in Izmit/Kocaeli in Turkey. Data were collected using the "Scale of School Managers' Altruistic Behaviors" developed by the researchers and the "Organizational Cynicism Scale". Analyses in the study were performed using SPSS 15 and Lisrell 8.7 software. Results of Explanatory Factor Analysis and Confirmatory Factor Analysis demonstrated that "Scale of School Managers" consisted of the dimensions of solidarity and empathy. Research findings demonstrated that teachers have perceptions of cynicism at the medium level and that there exists a negative significant correlation between school managers' altruistic behaviors and organizational cynicism. It was determined, in SSMAB, that only the variable of empathy significantly influences organizational cynicism. Future studies may address school managers' skills of empathy in order to decrease organizational cynicism.

Key words: Altruist behavior, organizational cynicism, school manager.

INTRODUCTION

The labor force that is required for organizations to accomplish their objectives is affected by social and global changes. Schools' adaptation to these changes is directly proportional to their ensuring of their employees to have positive attitudes towards the organization by offering better working conditions to them. Negative attitudes that workers develop towards their organization may become organizational in time. One of the most important factors that affect workers' behaviors towards the organization is the managerial and leadership behaviors that they encounter in the organization. Altruistic behaviors, which are defined as voluntary behaviors that are exhibited without expecting personal gain, are among the behaviors that leaders in the field of

education are expected to possess. Altruistic behaviors, which constitute one of the dimensions of organizational citizenship, increase the level of organizational citizenship and thus the level of commitment to the organization (Gautam et al., 2005). In this respect, it can be argued that managers' altruistic behaviors have the potential of decreasing the perception of cynicism, which may cause a performance decline in organizations (Neves, 2012; Hatfield, Turner et al., 2002).

Organizational cynicism

While cynicism has closer meanings with suspicions,

scepticism, mistrust, pessimism, disbelief and negativity, in the modern meaning it defines a person who is captious, queasy and critical (Eaton, 2000). Bateman et al. (1992) define cynicism as negative and insecure attitudes towards authority and institutions. Cynicism has been used in situations in which workers “despise, belittle and dislike” their organizations (Dean et al., 1998). The concept of cynicism, which is defined as workers’ “contemptuous and belittling” attitudes towards the organization (Dean et al., 1998), is also considered to be a state of mind and set of behaviors, which are exhibited by those people “who believe that everyone cares only about their own interests and thus define everyone as self-seeking individuals” (Andersson and Bateman, 1997). However, the meanings attributed to the concept have undergone changes in time. Organizational cynicism, conceptually, refers to the lack, among workers, of the feelings of righteousness, confidence, fairness and sincerity towards the organization where they work (Abraham, 2000). Researches on cynicism started to improve at the end of the 80s and at the beginning of the 90s (James, 2005). Workers’ perceptions of fairness in the organizations where they are employed, their commitment to it, and their managers’ leadership preferences define their attitudes towards their organizations. Cynicism refers to negative attitudes towards the organization. Therefore, cynicism means the attitudes that employees demonstrate towards the organization as a result of their critical judgments about the way the organization operates (Cole et al., 2006). Organizational cynicism is a complex process which culminates in a belief that the organization is not fair, in loss of confidence in the organization, and thus in an increase in negative behaviors towards the organization. Organizational cynicism has been addressed as a multidimensional notion. It consists of three dimensions: the cognitive dimension which refers to beliefs; the emotional dimension which covers reactions that emerge as a result of negative emotions; and the behavioral dimension which refers to negative behaviors towards the organization (Dean et al., 1998).

Cognitive dimension

This is the dimension that refers to employees’ disbelief in their organizations. They believe that the practices and behaviors in the organization lack certain values such as fairness and sincerity (Urbany, 2005). Due to these beliefs, they think that the organizational practices betray them (Dean et al., 1998)

Emotional dimension

Along with a disbelief in the organization, emotions

concerning it are among the components of organizational cynicism. This dimension consists of emotional reactions such as anxiety, shame, anger, disappointment (O’Leary, 2003) or rage/pessimism (Brandes, 1999). Organizational cynicisms of emotional dimension contains some powerful emotional reactions like disrespect, anger, boredom and shame (Abraham, 2000).

Behavioral dimension

It is the dimension that covers employees’ fierce criticisms of the organization such as condescension, denigration and belittlement (Turner and Valentine, 2001). In this dimension, the employee may get alienated from or sever her ties with the organization (O’Brien et al., 2004). Linked with the emotional dimension, most behaviors exhibited under this dimension involve expressions of lack of sincerity and fairness that are thought to be inherent in the organization. Besides, employees exhibit cynical attitudes towards the organization that include pessimistic estimations and ridicule (Dean et al., 1998). Employees glancing meaningfully at each other, mocking, laughing and smiling with scorn manners can be an examples of cynical behaviors (Brandes and Das, 2006).

Studies in the literature on organizational cynicism are concentrated on two different fields. In studies on professional cynicism, it was found that employees develop cynical attitudes and negative feelings towards the organization after their initial experiences. Secondly, studies have been carried out on that cynicism that is caused by various organizational reasons. In this type of cynicism, too, a failure to meet employees’ expectations and needs is prevalent due to organizational parameters and policies (Naus, 2007). The relationship between leadership and cynicism has been addressed at varying dimensions in the literature; and cynicism has been found to be positively correlated with poor leadership skills, an exploitative belief system and over-skepticism (Bommer et al., 2005). Studies on organizational cynicism have addressed its relations with organizational support (Bryne and Hochwarter, 2007), organizational fairness (Bernierth et al 2007), organizational loyalty (Turner and Valentine, 2004), emotional burnout, organizational citizenship (Anderson and Bateman, 1997; Francis and Barling, 2005:251) and job satisfaction (Chrobot - Mason, 2003). It has been demonstrated that organizational cynicism negatively affects individual and organizational processes, employees’ performances, and managers due to psychological affinity (Neves, 2012). Besides, organizational cynicism has been found to be negatively correlated with organizational citizenship behavior, organizational loyalty, forming organizational change and job satisfaction (Rubin et al., 2009).

Altruism and organizational cynicism

Altruism, which is defined as employees' attitudes and behaviors which contribute to other members' endeavors to resolve problems by voluntarily helping them (Moorman et al., 1993: 214; Diefendorff, 2002), is addressed as a dimension of organizational citizenship. It refers to socially- and organizationally-oriented helpful behaviors that are exhibited voluntarily and without expecting any returns (Organ, 1988). Among examples of altruistic behaviors are; an individual's conduct of her behaviors and decisions by putting herself in her colleagues' shoes, asking people's opinions in decision making processes that will affect those people and the organization, or encouraging solidarity among members by organizing activities to meet their needs. In this respect, organizational cynicism contradicts with organizational citizenship behaviors in which individuals contribute voluntarily to the accomplishment of organizational goals (Andersson and Bateman, 1997; Abraham, 2000). Helping, cooperation, philanthropy caring and striking the balance are the characteristics shared by altruistic leaders (Kanungo and Mendonca, 1996), and these altruistic behaviors are significant sources of motivation for leaders. Altruistic behaviors are of importance for the organization's health and for employees' confidence in and commitment to the leader. In education, whose primary interest is humans; employees are expected by the society to bear the characteristics of "good human-role model". Altruistic behaviors in educational organizations are voluntary behaviors through which an employee assists other organization members in problems or tasks pertaining to the organization. Examples are covering for the absence of another teacher, helping out newcomers, or supporting others who experience difficulties (Podsakoff et al., 2000). Although the number of studies in the literature on altruism is limited (Singh and Krishnan, 2008; Healy, 2004), it was determined that studies carried out in Turkey focus primarily on measuring altruistic behaviors of students and teachers (Yavuzer et al., 2006). In studies on organizational citizenship and organizational cynicism, altruism is addressed as a dimension of the former and its relations with cynicism's dimensions are examined. In a limited number of studies that tackle the relationship between altruism and cynicism, a negative correlation was found between altruistic behaviors and perception of cynicism (Roche et al., 2003, Hatfield et al., 2002). In the studies carried out in Turkey on organizational citizenship behavior and organizational cynicism (Yetim and Ceylan ,2011; İçerli and Yıldırım, 2012), the relationship between their dimensions was addressed. According to research findings, there exists a negative and low significant correlation between cognitive cynicism and altruism. On the other hand, altruism was found to be significantly (low-level) correlated with the

behavioral dimension of organizational cynicism. Studies conducted in educational organizations demonstrate that organizational cynicism is perceived by teachers at medium and low levels (Helvacı and Çetin, 2012). Contrary to cynicism, altruistic behaviors oriented towards improving colleagues' performances contribute to the accomplishment of organizational goals and group activities by strengthening cooperation (Findık and Eryeşil, 2012). As it can be seen there are previous studies about cynicism in the literature. But researches which review the cynicism and altruistic behavior do not exist. That is what makes our study unique. The primary aim of this study, departing from these findings, is to determine teachers' opinions on school managers' altruistic behaviors, to collect their opinions on organizational cynicism, and to investigate the relationship between altruism and cynicism. In this respect, the problem sentence of the research is the following: "Do school managers' altruistic behaviors significantly affect organizational cynicism?"

METHODOLOGY

This research was designed according to the relational screening model. The research universe consisted of 922 teachers working at 55 primary schools in the central district of Kocaeli. The researchers administered questionnaires with a total of 250 teachers employed at 15 primary schools, which were selected through simple random sampling. The sample size was determined using the formula developed by Krejcie and Morgan (1970). At the scale development process, on the other hand, draft scales were administered to 171 teachers working at 9 schools in the same district, and this way the scale's validity and reliability studies were carried out.

Collection of Data

Data regarding school managers' altruistic behaviors were collected through the "Scale of School Managers' Altruistic Behaviors (SSMAB)", which was developed by the researchers, and the "Organizational Cynicism Scale", which was developed by Brandes et al. (1999) and whose validity and reliability in Turkish was confirmed by Yetim and Ceylan (2011). These instruments were administered to 250 primary school teachers in the second semester of 2012-2013. A total of 238 questionnaire forms were found suitable for analysis. Required permissions were obtained before the application. Questionnaires were administered to teachers out of class hours. The "Organizational Cynicism Scale" consists of 13 items, which fall under three main sub-dimensions: cognitive (five items), emotional (four items) and behavioral (four items). For the purpose of collecting research data, the assessment instruments described in the relevant literature for measuring altruistic behaviors were reviewed. At this stage, the scales developed by London and Bower (1968), Rushto et al. (1981), Aşkın and Akbaba (1991) and Yavuzer et al. (2006) were examined. After examining these relevant scales, a pool was formed with items that are oriented towards measuring school managers' altruistic behaviors. The draft scale initially consisted of 35 items. Content validity of this draft scale was calculated using the Lawshe technique (Lawshe, 1975). Since in this technique opinions of 5 to 40 experts are required, the draft scale was presented to 8 experts specializing on the field of Instructional

Table 1. Results of explanatory factor analysis on the scale of school managers' altruistic behaviors.

Item	\bar{X}	sd	r _{jx}
I1	3.488	1.2187	.796
I2	3.412	1.1355	.812
I3	3.588	1.0878	.686
I4	3.241	1.1558	.750
I5	3.402	1.0755	.686
I6	3.396	1.0695	.699
I7	3.083	1.0869	.608
I8	3.286	1.0241	.660
I9	3.399	1.1639	.654
I10	3.405	1.1943	.826
I11	3.574	1.1815	.694

Sciences. Content validity rate (CVR) of each item was calculated, by subtracting 1 from the number obtained by dividing the number of experts who said "appropriate" for an item into the total number of experts who presented an opinion on that item. In line with experts' opinions, 10 items that had negative values were removed from the scale, whereas 5 items were rectified. Significances of items with positive values were tested using statistical measures. In the study in which the number of experts was 8, and at the $p=0,05$ level of significance; the minimum value for CVR was found 0.78 and the CVR values for the remaining 25 items were calculated to be 0.81. Following these operations, the draft altruism scale was formed with 25 items.

Participants were asked to respond to the draft scale in the 5-point Likert type: "Strongly Disagree", "Disagree", "Partially Agree", "Agree", "Strongly Agree". In order to determine the structural validity of the "Scale of School Managers' Altruistic Behaviors" (SSMAB), explanatory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed. To determine the scale's structural validity, EFA was performed using Varimax vertical rotation and principal components analysis. The factor load threshold value for a limited number of items in practice in EFA can be determined to be .30 (Büyükoztürk, 2007). In this study, this value for factor loads was determined to be .40. Reliability values of the sub-dimensions and of the entire scale were calculated through Cronbach's Alpha internal reliability coefficients. Analyses in the research were performed using SPSS 15 and Lisrell 8.7 software. Kaiser-Meyer-Olkin (KMO) coefficient and Barlett's test were used to check whether the data in SSMAB were suitable for factor analysis or not. Data are deemed suitable for factor analysis if KMO coefficient is at least 0,60 and Barlett's test is found significant (Büyükoztürk, 2007). In this study, KMO coefficient was found at 0,944 and Barlett's test value was found at 5563,130 ($p<0,001$). It could thus be concluded that data are suitable for factor analysis. In order to determine the number of factors that items fall under, primarily the eigenvalues and proportions of variance explained were considered. Initial results of the factor analysis suggested that items fell under 5 factors, that these 5 factors explained 73, 066% of variance, and that the common variance explained in items varied between 0,536 and 0.849. When factor rotation results were addressed, it was seen that some items did not fall under any factor and exhibited overlapping. 14 items that had these features were removed from the scale, and factor analysis was repeated for the

Table 2. Arithmetic mean, standard deviation and corrected item total correlation coefficients of scale of school managers' altruistic behaviors.

Item	Common Factor Variance	Factor 1	Factor 2
I1	.813	.857	
I2	.786	.841	
I3	.804	.835	
I4	.691	.826	
I5	.714	.802	
I6	.646	.773	
I7	.589	.707	
I8	.833		.896
I9	.831		.861
I10	.815		.855
I11	.775		.838

remaining 11 items. In EFA results, it was seen that items fell under 2 factors with eigenvalues higher than 2. On the other hand, total variance explained by the factors was 75,425%. Table 1 shows the EFA results regarding SSMAB. It was determined that the first factor, obtained as a result of EFA, consisted of 7 items (I1, I2, I3, I4, I5, I6, I7), whereas the second factor consisted of 4 items (I8, I9, I10, I11). The first factor was given the title "Empathy" as its items were related to it. It is seen that these items are the ones in which the school manager does not exhibit any behaviors but she thinks about how employees would get affected by her behaviors' consequences. On the other hand, the second factor was given the name "Solidarity". This factor includes voluntary behaviors. The common variance that these two factors explain in items ranges between 0,589 and 0,833. While the first factor (empathy) explains 44% of the scale's total variance, the second one (solidarity) explains 31.4% (Table 1).

The items' arithmetic mean, standard deviation and item total correlation values were examined. Table 2 shows relevant results on SSMAB. It was observed that arithmetic means of items range between 3.08 and 3.58; and it was seen through Pearson correlation analysis that item-total correlation values were significant at the level of $p<.001$. Confirmatory factor analysis (CFA) was performed in order to test the correctness of the structure presented by EFA. The margin of error was defined as .05. CFA is an effective, powerful and advanced statistical technique which is used in testing whether the previously selected factor model or the theoretical structure is in line with data or not, and in determining the structural validity of assessment instruments in social sciences (Çokluk et al., 2010). The model's goodness of fit values were assessed according to the criteria of reasonable and good fit (Schermelech-Engel-Moosbrugger, 2003) of χ^2/sd $0\leq\chi^2\leq 3sd$; *The Root Mean Square Error of Approximation* (RMSEA) $0,00\leq RMSEA\leq 0,08$; *Goodness of Fit Index* (GFI) $0,90\leq GFI\leq 1,00$; *Adjusted Goodness of Fit Index* (AGFI) $0,85\leq AGFI\leq 1,00$; *Normed Fit Index* (NFI) $0,90\leq NFI\leq 1,00$; *Non-Normed Fit Index* (NNFI) $0,95\leq NNFI\leq 1,00$; *Comparative Fit Index* (CFI) $0,95\leq CFI\leq 1,00$ and *Standardized Root Mean Square Residual* (SRMR) $0,00\leq SRMR\leq 1,00$. In the CFA, the goodness of fit values obtained without considering any suggestion for modification are as follows; $\chi^2/sd = 2,60$; $p=0,00$; RMSEA= 0,099; GFI = 0,89; AGFI= 0,83; NFI = 0,93; NNFI = 0,94; CFI = 0,96 ve SRMR = 0,043. Since these values do not point to reasonable and good fit, suggestions for modification

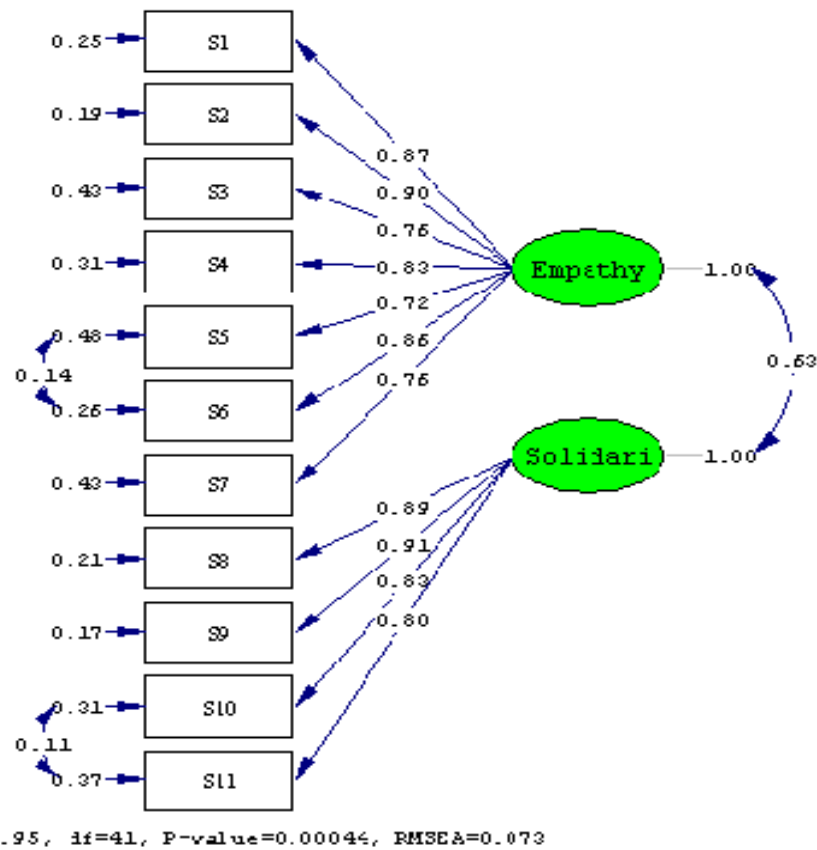


Figure 1. CFA Results of on SSMAB.

Table 3. Scale of school managers' altruistic behaviors confirmatory factor analysis results.

Item	Factor 1 t values	Item	Factor 2 t values
11	14.06	18	14.33
12	15.01	19	14.83
13	11.45	110	13.75
14	13.06	111	13.07
15	10.70		
16	13.93		
17	11.44		

were taken into consideration, which were in between the following items: 6th-5th; 11th-10th 6th-3rd; 4th-2nd.

By considering their contributions to χ^2/sd ; the modifications between the items 6-5 and 11-10 were exactly executed. The goodness of fit values obtained after these modifications are the following: $\chi^2 = 223,32$, $p=0,00$; $sd= 84$; $\chi^2/sd 1,90$; $RMSEA=0,073$; $GFI=0,92$; $AGFI =0,88$; $NFI =0,95$, $NNFI =0,97$ $CFI =0,98$ ve $S-RMR = 0,037$. These values fall within the reasonable goodness of fit borders. Then, the analysis was finalized as it was seen that the suggested modifications would not significantly contribute to χ^2/sd . Figure 1 shows CFA results on SSMAB. When the t values

obtained in CFA were above 1.96, the level of significance was taken at .05; and when they were above 2.56, then the level of significance was taken at .01 (Çokluk et al., 2010). At the end of the analysis, it was observed that the t values were significant at the level of .05. Table 3 shows the t values obtained from SSMAB confirmatory factor analysis. Cronbach's Alpha was used in measuring the reliability of SSMAB, and the coefficient for the entire scale was found to be $\alpha=0.93$. On the other hand, the Cronbach's Alpha coefficient was $\alpha=0.93$ for the dimension of "empathy" and was $\alpha=0.92$ for the dimension of "helping".

According to the analysis results, the Cronbach's Alpha coefficient for the entire scale is $\alpha=0.92$, whereas it is $\alpha=0.88$ for the cognitive dimension, $\alpha=0.88$ for the emotional dimension, and $\alpha=0.76$ for the behavioral dimension. These values indicate that the scale is reliable.

Analysis of data

With the purpose of developing a scale for school managers' altruistic behaviors, firstly, SPSS 17 and Lisrell 8.7 statistics software were employed. Descriptive statistics were used along with arithmetic mean, standard deviation, frequency and percentage values in order to determine the participants' perceptions regarding school managers' altruistic behaviors and organizational cynicism. Correlation analysis was performed in order to test the significance of the relationship between the two

Table 4. Participants' opinions regarding school managers' altruistic behaviors (N=171).

Empathy	\bar{X}	sd
1. Before exhibiting a behavior to employees, s/he considers whether it would upset them or not.	3.49	1.22
2. Before making a decision that concerns employees, s/he considers how they would be affected by it.	3.41	1.14
3. S/he encourages other managers and teachers to make common decisions on issues related to school management.	3.40	1.20
4. S/he tries to distribute class hours to teachers by considering their demands.	3.40	1.74
5. S/he can put himself/herself in employees' shoes while listening to their criticisms about the school management.	3.24	1.16
6. S/he pays attention to the equal distribution of responsibilities among employees.	3.57	1.19
7. S/he considers how students would be affected by a decision before taking that decision.	3.59	1.10
Solidarity		
8. S/he organizes school-wide charity campaigns to support health and education.	3.08	1.10
9. She participates in various voluntary activities with students and teachers.	3.40	1.07
10. S/he assumes responsibility in charity campaigns related to education.	3.40	1.08
11. S/he encourages employees to take part in charity campaigns.	3.29	1.03

Table 5. Correlation Matrix related to the Dimensions of Organizational Cynicism and School Managers' Altruistic Behaviors.

Dimensions		Cognitive cynicism	Behavioral cynicism	Emotional cynicism
Solidarity	r	-.460	-.313	-.371
	p	.000(**)	.000(**)	.000(**)
Empathy	r	-.661	-.410	-.584
	p	.000(**)	.000(**)	.000(**)

** p < 0.01.

scales' dimensions. Finally, multiple linear regression analyses were performed on whether the dimensions of empathy and helping predict cognitive, emotional and behavioral cynicism.

RESULTS

When teachers' opinions regarding school managers' altruistic behaviors are examined, it is seen that the items with highest arithmetic means fall under the dimension of empathy. Table 4 demonstrates the extents to which the participants agreed on items along with arithmetic means and standard deviations.

The items that the participant teachers agreed on most under this dimension are the following: "S/he considers how students would be affected by a decision before taking that decision" and "S/he pays attention to the equal distribution of responsibilities among employees". On the other hand, the items with lowest arithmetic means in the scale are the following: "S/he can put himself/herself in employees' shoes while listening to their criticisms about the school management" and "S/he organizes school-wide charity campaigns to support health and education".

Correlation analysis was performed in order to exa-

mine the correlation between the Organizational Cynicism Scale and the dimensions of the Scale of School Managers' Altruistic behaviors. The analysis yielded negative significant correlations between the dimensions of the two scales. The correlation matrix is given in Table 5. According to Table 5, SSMAB's dimension of helping is negatively correlated with cognitive cynicism ($r = -.460$; $p = .000$), emotional cynicism ($r = -.371$; $p = .000$) and behavioral cynicism ($r = -.313$, $p = .000$). On the other hand, the dimension of empathy is also negatively correlated with cognitive cynicism ($r = -.661$; $p = .000$), emotional cynicism ($r = -.584$; $p = .000$) and behavioral cynicism ($r = -.410$; $p = .000$).

Results of multiple regression, conducted in order to determine the impact of school managers' altruistic behaviors upon organizational cynicism are given in Table 6. According to Table 6, the variables of helping and empathy together exhibited a significant correlation: $R = .670$ and $R^2 = .450$; $F(2, 168) = 68.310$, $p < .01$. These two variables together explain 45% of the total variance in organizational cynicism's cognitive dimension. The following is the relative order of importance between the predictive variables upon cognitive cynicism, according to

Table 6. Results of regression analysis on the prediction of organizational cynicism's cognitive dimension.

Dimensions	B	β	t	p
Constant	4.911	-	23.325	.000
Empathy	-.541	-.586	-8.494	.000
Solidarity	-.126	-.133	-1.930	.055
R= .670	R ² = .450			
F (2. 168)= 68.310	p= .000			

Table 7. Results of regression analysis on the prediction of organizational cynicism emotional dimension.

Dimensions	B	β	t	p
Constant	4.219	-	18.293	.000
Empathy	-.507	-.548	-7.872	.000
Solidarity	-.063	-.066	-.880	.380
R= .587	R ² = .345			
F (2. 168)= 44.177	p= .000			

Table 8. Results of regression analysis on the prediction of organizational cynicism emotional dimension.

Dimensions	B	β	t	p
Constant	4. 174	-	18.333	.000
Empathy	-.279	-.342	-4.060	.000
Solidarity	-.103	-.123	-1.457	.147
R= .423	R ² = .180			
F (2.168)= 18.285	p= .000			

standardized regression coefficients: Empathy (β = -.586) and helping (β = -.133). When the significance tests are considered, it is seen that only the variable of empathy ($p < .01$) predicts the cognitive dimension of organization cynicism.

Table 7 demonstrates the results of regression analysis on the prediction of organizational cynicism's emotional dimension. According to Table 7, the variables of helping and empathy together exhibited a significant correlation: $R = .587$ and $R^2 = .345$; $F(2, 168) = 44.177$, $p < .01$. These two variables together explain 34% of the total variance in organizational cynicism's cognitive dimension. The following is the relative order of importance between the predictive variables upon cognitive cynicism, according to standardized regression coefficients: Empathy (β = -.548) and helping (β = -.066).

When the significance tests are considered, it is seen that only the variable of empathy ($p < .01$) predicts the emotional dimension of organization cynicism. Multiple regression analyses on the prediction of organizational cynicism's behavioral dimension by the variables of helping and empathy are presented in Table 8.

According to Table 8, the variables of helping and empathy together exhibited a significant correlation: $R = .423$ and $R^2 = .180$; $F(2, 168) = 18.285$, $p < .01$. These two variables together explain 18% of the total variance in organizational cynicism's cognitive dimension. The following is the relative order of importance between the predictive variables upon cognitive cynicism, according to standardized regression coefficients: Empathy (β = -.342) and helping (β = -.123). When the significance tests are considered, it is seen that only the variable of empathy ($p < .01$) predicts the behavioral dimension of organization cynicism. In conclusion, it was determined that only the variable of empathy in SSMAB significantly affects organizational cynicism's cognitive, emotional and behavioral dimensions.

DISCUSSION AND CONCLUSION

This study was carried out in order to examine the impact of school managers' altruistic behaviors upon teachers' perceptions of organizational cynicism by determining school managers' altruistic behaviors and teachers' perceptions of organizational cynicism in their schools. According to the research findings, teachers' perceptions of organizational cynicism are close to the medium level. A medium-level and negative significant correlation was found in the research between school managers' altruistic behaviors and teachers' cynicism attitudes. Wilkerson et al. (2008) found a negative correlation between organizational cynicism and organizational citizenship, which is the upper dimension of altruistic behaviors. Besides, the finding supports others that suggest that organizational cynicism weakens when employees and organizational leaders define strategies oriented towards altruistic behaviors (Roche et al., 2003, Hatfield et al., 2002). Research findings also suggest that teachers' cognitive, behavioral and emotional cynicism attitudes are negatively affected by managers' empathy-based altruistic behaviors. It could be argued, based on the findings of this study, that school managers' altruistic behaviors have the potential of reducing teachers' negative attitudes towards educational institutions where they are employed. These findings are similar to that of İçerli and Yıldırım (2012) that there exists a low-level significant correlation between organizational cynicism and altruism. Given the negative consequences of organizational cynicism that concern the organization, it could be argued that these consequences can be eliminated when school managers' altruistic behaviors are improved. Therefore, school managers' can be encouraged to receive in-service trainings that support altruistic behaviors. Through these in-service trainings, the empathy dimension of altruistic behaviors can be supported by focusing on improving positive communication skills (language supportive of self-

respect, I language, effective listening, exact message). Furthermore, given the negative impact of empathetic approaches upon organizational cynicism, further studies may address the relationships between school managers' communication skills and the perception of organizational cynicism*.

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