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The effects of depersonalization and organizational cynicism levels on the job satisfaction of educational inspectors

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This study aimed to establish whether depersonalization and organizational cynicism levels of educational inspectors affected their job satisfaction with respect to certain demographic variables. Data were collected from 217 participants by using the Maslach Burnout Inventory's Depersonalization dimension, Brandes' Organizational Cynicism Scale and Minnesota Satisfaction Questionnaire. The results revealed that educational inspectors experienced low depersonalization, moderate organizational cynicism, and were undecided about their job satisfaction levels. While the variables of gender, marital status, title and the city of assignment did not account for a meaningful difference in depersonalization, organizational cynicism and job satisfaction levels, the variables of age, seniority and the region of assignment did. In addition, a negative relationship existed between educational inspectors' job satisfaction and their depersonalization and organizational cynicism levels. Depersonalization and organizational cynicism predicted job satisfaction meaningfully.

Key words: Depersonalization, organizational cynicism, job satisfaction, educational inspectors.

INTRODUCTION

Today's changing environmental conditions, complexity of work life, degeneration of values, gaps between individual and social expectations, and difficulties in time management create tension for employees, which may in the long-term lead to emotional breakdown and burnout. Freudenberger (1974) defines burnout as a state of exhaustion which results from failure, fatigue, loss of energy or power, or unmet demands on one's inner resources. Burnout was defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that occurs exclusively among professionals who deal directly with recipients such as students, pupils, clients, patients, delinquents (Maslach, 1982, ; Gorter, Eijkman and Hoogstraten, 2000; Özdemir and others, 2003; Pines and Keinan, 2005). Emotional exhaustion is regarded as the basic individual stress component of the syndrome that comes close to an orthodox job strain variable (Maslach, 1993), whereas personal accomplishment is akin to the concept of efficacy beliefs (Bandura, 1999).

Depersonalization, on the other hand, includes rigid, disinterested and apathetic employee attitudes and behaviors towards the feelings of people they serve. Employees start to display such behavior when they feel unable to resolve other people's problems. They attempt to alleviate the emotional baggage on them by minimizing relations with people they meet through work and by perceiving them as objects. Eventually, they turn into bureaucrats who only act within rigid rules. As they need to maintain relationships with others at work, they develop a distant and apathetic attitude towards people's feelings, thus starting to display depersonalization. Employees who suffer from depersonalization ignore others' demands, may be condescending or rude, and fail to offer help. Characterized by distance, lack of interest, hostile behavior and negative reactions, depersonalization is considered the most problematic dimension of burnout (Maslach-Jackson, 1981; Maslach, Schaufeli and Leiter, 2001; Brenninkmeijer ve VanYperen, 2003; Budak and Surgevil, 2005; Kim, Shin and Umbreit, 2007).

Reduced personal accomplishment occurs when employees begin to develop negative thoughts about

themselves and others. These employees feel unable to solve problems, perceive themselves as 'unsuccessful', have low morale, conflict with other individuals, have reduced motivation for work, and are unable to cope with problems. If employees do not get recognized for their work and think that their success is not appreciated, they start to display symptoms of stress and depression. If they believe that they will not be able to cause any change through what they do, they stop making an effort altogether (Maslach and Jackson, 1981; Brenninkmeijer and VanYperen, 2003; Grayson and Alvarez, 2007).

One factor that leads people to burnout and organizational distance is cynicism. When faced with change, cynical employees display insecurity towards authority, put down the communication and instructions within the organization, and criticize their managers negatively, thus forming a wall of resistance to change. Employees with a cynical attitude do not only hinder their own development, but that of the organization too.

Depersonalization or cynicism refers to the development of negative, cynical attitudes towards the recipients of one's services or towards work in general (Bakker and Schaufeli, 2000). Reseachers who regarded cynicism as a personality trait or a stable disposition (Guastello and Guastello and Billings, 1992; Kanter and Mirvis, 1989; Mirvis and Kanter, 1991; Reichers et al., 1997) found little evidence in support of their view. Most reseachers nowadays tend to regard cynicism as an attitude and negative expectancy (Tesluk, Farr, Mathieu and Vance, 1995; Andersson, 1996; Andersson and Bateman, 1997; Cole, Brunch and Vogel, 2006; Dean, Brandesand, 1998; Wilkerson, 2002; Wanous, Reichers and Austin, 2004).

There are different types of cynicism such as social cynicism, employee cynicism, civil servant cynicism, work cynicism and organizational cynicism (Dean et al., 1998; Abraham, 2004). General cynicism is an inborn and determined personality trait which reflects generally negative perceptions about human behavior (Abraham, 2000). Organizational cynicism, on the other hand, is a negative attitude towards the organization where one works, which has cognitive, affective and behavioral dimensions (Dean, Brandes and Dharwadkar, 1998).

Brandes (1997) defines organizational cynicism as a negative attitude with three dimensions towards the organization where one works. These dimensions are (1) a belief that the organization lacks unity, (2) a negative feeling towards the organization, and accordingly (3) humiliating and critical behaviors towards the organization (Tokgöz and Yılmaz, 2008). Burnout and, naturally, cynicism partially lead to the breach of the psychological contract regarding work-related attitudes" such as work satisfaction and organizational loyalty" (Byrne and Hochwarter 2007).

Work satisfaction is the contentment or positive emotional state achieved as a result of an evaluation of one's work or work life (Lawler, 1976). There is a sensitive balance between organizational success and individual and organizational satisfaction. If this balance is disrupted, soon it negatively affects both organizational success and individual performance (Özdemir, 2000).

Work satisfaction may be affected by individual or organizational factors. Individual factors include gender, age, marital status, educational level, status, seniority, intelligence and talent, socio-cultural environmental and personal characteristics (Ardıç and Türker, 2001; Bektaş, 2003; Demir,2001; Silah, 1997) while organizational factors are the work itself, opportunities for promotion, the supervision process, salary, social rights, relationships within the organization, workmates, and relationships with administrators (Ağan, 2002; Applewhite, 1965; Luthans, 1992; Reitz, 1977; Demir, 2001). The relationships between work satisfaction and efficiency, performance and loyalty are important in behavioral sciences (Moorhead and Griffin, 1989). High work satisfaction may lead to intrinsic motivation in some employees and condition particularly those at the stage of self-actualization for high efficiency (Carroll and Tosi, 1977). However, low job satisfaction may force employees to search for other sources or options of satisfaction. This may result in absenteeism or resignation.

Employees in certain professions may experience high levels of stress due to the structure of their organizations as well as their work conditions. Those who work in the field of inspection are also included in this group. Turkish National Education system is supervised by supervisors who do not have any connection with each others. These are; Ministry Supervision Board, Internal supervision unit and supervisors of education. In the Turkish education system, there are 300 Ministry supervisors, 10 internal supervisors and 3100 supervisors of education (http://icden.meb.gov.tr/İcdenetcilerimiz). Supervisors of Education supervise pre-school and primary school teachers. The number of teachers supervised by supervisors of education is 528.289 (http://sgb.meb.gov.tr/istatistik/). The number of teachers per supervisor is 1/170.

Educational inspectors are responsible for "inspecting primary schools, special education institutions and courses; conducting investigations and studies; advising and training the personnel to be inspected" (MEB,1999). There are many previous studies about the work conditions of educational inspectors, their employee rights, salary, job satisfaction and burnout levels (Balay and Engin, 2007; Bucak and Yılmaz, 2009; Tanrıverdi, 2008). It is therefore known that inspectors have recently been experiencing problems with their employee rights (Arabacı, 2009; www.temsen.org.tr; www.mufettisler.net). Such problems may leave them hopeless, defenseless, weak, and faced with a paradox which may drain them of their energy and reduce their job satisfaction levels.

This study aims to (1) examine educational inspectors' depersonalization, organizational cynicism and job satisfaction levels with respect to the variables of age; educational status (In-service course program, 2+2 and

3+1 undergraduate programs, EMS graduates, MA and doctoral degree), region of assignment, title (inspector candidate, inspector, head of educational inspectors, assistant head of educational inspectors), and seniority in inspection, and (2) determine the effects of depersonalization and organizational cynicism levels on job satisfaction. With this aim in mind, the study seeks to answer the following questions:

1. What are the depersonalization, cynicism and job satisfaction levels of educational inspectors?
2. Do the depersonalization, cynicism and job satisfaction levels of educational inspectors vary with age, title, seniority, educational level, population of the city of assignment, and the region of assignment?
3. Is there a relationship between the depersonalization, cynicism and job satisfaction levels of educational inspectors?
4. Do the depersonalization and cynicism levels of educational inspectors meaningfully predict their job satisfaction?

MATERIALS AND METHODS

Participants

The study population comprises educational inspectors throughout Turkey. The number of supervisors of education is 3100 in Turkey. Therefore, appropriate sampling methods were selected. To begin with, information about the study was given to inspectors via the website www.mufettisler.net (a forum for educational inspectors across Turkey) and volunteering educational inspectors were included in the sample. A total of 240 instruments were returned. Of those that were returned, 23 were excluded for errors in completion, thus reducing the number of analyzed instruments to 217. Of the participants, 2.30% were female and 97.70% were female. 95.40% of the participants were married, 3.70% were single and 0.90% were divorced. For this reason gender and marital status variables were left out of analysis. The rate of inspectors under the age of 30 to the entire sample was 0.90%. Therefore, the inspectors in this group were added to the age group 31-40. The proportion of inspectors over the age of 51 was 44.30%, showing that the majority were middle aged. With regard to title, the majority of participants were educational inspectors (63.50%). Educational assistant inspectors constituted 20.50% of the sample, suggesting that a big number of inspectors had been hired recently. As for seniority, the largest groups were those with inspection experience of 11-15 years (24.20%), followed by 16-20 years (15.10%) and 21 years or more (24.20%). With respect to educational status, those who were educated with a 2+2 or 3+1 undergraduate program and in-service training constituted 52,50% of the sample. Those who were assigned as supervisor after being trained with 3+1 (3 and plus 1) program were graduated from 3-year education institution training branch teachers and were appointed as supervisor after completing bachelor degree in one-year education management and supervision field. Those who were assigned as supervisor after being trained with 2+2 program were graduated from 2-year education school training 2-year primary school teachers and were appointed as supervisor after completing bachelor degree in one-year education management and supervision field. EMS graduates received education in 4-year education management and supervision field. A study by Arabacı (1999) showed that between1982 and 1993, the rate of educational inspectors educated with in- service training and courses was 80%, therefore

revealing that the Ministry of Education largely preferred this method in the preparation of inspectors. Among educational inspectors, the rate of those with an MA degree also seemed significant (19.20%). This may suggest that a big group of educatonal inspectors value self-development. Ten percent of the participants were assigned to work in cities with a population below 100.000, while 49.80% were working in cities with a higher population than 500.000. The features of participants shown in Table 1.

Research instruments

Data about depersonalization were gathered by using the Maslach Burnout Inventory (MBI), data about organizational cynicism were gathered by using the "Organizational Cynicism Scale" developed by Brandes, and data about job satisfaction were gathered by using the Minnesota Satisfaction Questionnaire (MSQ). These are the most widely known and used scales in the literature.

Maslach and Jackson jointly developed the MBI, the most popular instrument of burnout. There are three dimensions and 22 items in MBI scale. These are; E*motional Exhaustion* was measured by 9 items, (e.g., "I feel emotionally drained by my work"), *depersonalization* was measured by 5 items (e.g., "I deal with people with whom I work like objects"), and P*ersonal Accomplishment* was measured by 8 items (e.g., "In my opinion, I am good at my job"). It was adapted for Turkish by Ergin in 1993. Validity and reliability studies of the MBI were conducted by Çam (2001), and the reliability coefficient for the depersonalization dimension was identified as $\alpha= 0.71$.

In order to measure organizational cynicism, the instrument developed by Brandes and Dharwadkar and Dean (1999) was used. The original instrument and its Turkish version (Tokgöz and Yılmaz, 2008) were contrasted, and validity and reliability studies were undertaken by the researcher. Three out of 14 items were removed from the instrument as their factor loadings were below .30. The suitability of the data set for factor analysis was analyzed with the KMO sample suitability coefficient and the Bartlett Global Test. The results (0.903, p< 0.001) indicated that the data set was suitable for factor analysis. The reliability coefficient of the instrument was $\alpha=.921$, the amount of variance explained by a single factor was 58.798%, and the factor loadings of the items ranged between 0.579 and 0.804. The instrument was a Likert type scale, with the responses ranging from 1 (Never) to 5 (Always).

Turnipseed (1991) contended that, when establishing burnout levels, scores which fall within 1/3 of the distribution (between 0 and 1.33) indicate "low" burnout levels, the next 1/3 (between 1.34 and 2.66) "moderate" burnout levels, and the last 1/3 (between 2.67 and 4.00) "high" burnout levels (cited in Örmen, 1993). The Minnesota Satisfaction Questionnaire was developed in 1967 by Weiss, Dawis, England and Lofquist. Internal factors were analyzed with 12 items, and external factors with 8 items. The questionnaire was translated into Turkish by Baycan (1985) and tested for validity and reliability (Cronbach Alpha=0,77). The tool consisted of 20 items in total. The instrument was a Likert type scale, with the responses ranging from (1) Very Dissatisfied to (5) Very Satisfied.

Data analyses

The data were analyzed by running Statistical Package for Social Sciences (SPSS 12.0) program. Quantitative data were analyzed by descriptive statistic; percentages, means and Standard devi-atons. In two group comparisons such as gender or marital status, parametric data were analyzed by using t-test, and nonparametric data by the Mann Whitney U test. Multiple comparisons used One Way ANOVA and the LSD test to identify the source of the difference, Kruskall Wallis-H (KWH) in nonparametric data, and the

and the MWU test to identify the source of the meaningful difference among combinations of groups.

Relationships between depersonalization, cynicism and job satisfaction were tested by using Pearson Moments two tailed correlation coefficient analysis, and the effect of dependent variables on each other was tested by using multiple regression analysis.

RESULTS

The depersonalization levels of educational inspectors were low ($\overline{X}$ = 1.67, SD = 0.63), organizational cynicism levels were moderate ($\overline{X}$ = 2.60; SD = 0.78), their intrinsic satisfaction was at the level "Satisfied" ($\overline{X}$ = 3.63; SD = 0.58), their extrinsic satisfaction was at the level "Undecided" ($\overline{X}$ = 2.84; SD = 0.68), and their general satisfaction was at the level "Undecided" ($\overline{X}$ = 3.33; SD = 0.60). With respect to age, One Way ANOVA which was conducted to reveal the meaningful differences between educational inspectors' depersonalization, cynicism and job satisfaction levels indicated a meaningful difference in the depersonalization dimension [$F_{2,214}$ = 5.00, $p < 0.05$]. In order to find the source of this difference, the LSD test was conducted and a difference was found between inspectors aged 41-50 and 51 and above, in favor of the former. Age did not create a meaningful difference in educational inspectors' cynicism and job satisfaction [$F_{(2,214)}$ = 2.73, $p > 0.05$], [$F_{(2,214)}$ = 1.55, $p > 0.05$]. Results are shown in Table 2.

Age did not create a meaningful difference in educational inspectors' cynicism and job satisfaction [$F_{(2,214)}$ = 2.73, $p > 0.05$], [$F_{(2,214)}$ = 1.55, $p > 0.05$]. Non-parametric analysis techniques were used since data concerning marital status and title variables do not show a homogenous distribution. The variable of title did not create a meaningful difference in educational inspectors' depersonalization, organizational cynicism and job satisfaction levels [$KWH_{(4)}$ = 0.23, $p > 0.05$], [$KWH_{(42)}$ = 1.44, $p > 0.05$], [$KWH_{(4)}$ = 1.37, $p > 0.05$].

With respect to the variable of seniority, One Way ANOVA which was conducted to reveal the meaningful differences between educational inspectors' depersonalization, cynicism and job satisfaction levels showed a meaningful difference in the depersonalization dimension [$F_{4,212}$ = 2.83, $p < 0.05$]. The LSD test which was conducted to reveal the source of the difference showed that a meaningful difference was present among those with a seniority level of 11-15 years, those with a seniority level of 16 - 20 years, and 21 years and more. Cynicism and job satisfaction levels did not contain any meaningful difference [$F_{4,212}$ = 1.03, $p > 0.05$], [$F_{4,212}$ = 0.03, $p > 0.05$].

With respect to educational status, the most depersonalized and cynical groups were those with a graduate degree and the graduates of Educational Management and Supervision (EMS) department (depersonalization level $\overline{X}$ = 1.79; SD = 0.65 and cynicism level $\overline{X}$ = 2.82; SD = 0.83), and the least depersonalized and cynical groups were those educated

with the 2+2 undergraduate program (depersonalization level $\overline{X}$ = 1,50; SD = 0.61 and cynicism level $\overline{X}$ = 2.44; SD = 0.78) and 3+1 undergraduate program (depersonali-zation level $\overline{X}$ = 1.60; SD = 0.53 and cynicism level $\overline{X}$ = 2.46; SD = 0.78). They also constituted the group with the highest job satisfaction ($\overline{X}$ = 3.37; SD = 0.63 and $\overline{X}$ = 3.35; SD = 0.73) whereas EMS graduates were the one with the least job satisfaction ($\overline{X}$ = 3.15; SD = 0.60). One way ANOVA results showed no meaningful difference in the depersonalization and organizational cynicism dimensions [$F_{4,212}$ = 1.31, $p > 0.05$] [$F_{4,212}$ = 1.63, $p > 0.05$], but it showed a meaningful difference in the job satisfaction dimension [$F_{4,212}$ = 2.65, $p < 0.05$]. The LSD test conducted to find the source of the difference showed that it existed between those who came from the 3+1 undergraduate program and EMS graduates. The KWH test conducted to see whether a meaningful difference existed between educational inspectors' depersonalization, organizational cynicism and job satisfaction levels with respect to the population of the city of assignment showed that no such difference [$KWH_{(4)}$ = 2.108, $p > 0.05$] , [$KWH_{(4)}$ = 9.096, $p > 0.05$], [$KWH_{(4)}$ = 4.294, $p > 0.05$].

The One Way ANOVA conducted to determine whether a meaningful difference existed between levels with respect to the region of assignment showed no such difference in the depersonalization and organizational cynicism dimensions [$F_{6,210}$ = 1.82, $p > 0.05$], [$F_{6,210}$ = 0.27, $p > 0.05$], but in job satisfaction [$F_{6,210}$ = 3.39, $p < 0.05$]. The LSD test showed that the difference existed between inspectors from the Aegean ($\overline{X}$ = 3.53; SD = 0.70) and Central Anatolian ($\overline{X}$ = 2.92; SD = 0.59) regions. Table 3 shows the results of the two tailed correlation coefficient analysis conducted to discover whether there was a mutual relationship between educational inspectors' depersonalization, organizational cynicism and job satisfaction.

Table 3 shows a relationship between depersonali-zation and organizational cynicism (r = 0.36, $p < 0.01$), and a reverse relationship between depersonalization and job satisfaction (r = - 0.21, $p < 0.01$) and cynicism and job satisfaction (r = -.37, $p < 0.01$). Table 4 presents the multiple regression analysis results about whether educational inspectors' depersonalization and organizational cynicism levels meaningfully predicted their job satisfaction.

As can be seen from Table 4, depersonalization and organizational cynicism meaningfully seemed to predict job satisfaction (R = 0.384, R^2 = 0.147, $p < .000$). Depersonalization and organizational cynicism accounted for 14.7% of the variance in job satisfaction. When the effects of organizational cynicism were analyzed due to the relationship between organizational cynicism and depersonalization, the effects of depersonalization on job satisfaction seemed to be not meaningful (B = -0.088, $p > 0.05$). However, the effects of cynicism on job satisfaction

Table 1. Participants' demografic features.

Features		f	%
Gender	Female	5	2.3
	Male	214	97.7
Age	30 and below	2	0. 90
	31-40	52	23.70
	41-50	68	31.10
	51 and more	97	44.30
Marital status	Married	209	95.40
	Single	8	3.70
	Divorced	2	0.90
Title	Head of inspectors	5	2.30
	Deputy of inspectors' head	7	3.20
	Head of Group	23	10.50
	Inspector	139	63.50
	Inspector candidate	45	20.50
Seniority in supervising	1-5 years	50	22.90
	6-10 years	30	13.70
	11-15 years	53	24.20
	16-20 years	33	15.10
	21 and more years	53	24.20
	In-service course program	39	17.80
	2+2 undergraduate prog.	39	17.80
	3+1 undergraduate prog.	37	16.90
Educational status	EMS graduates	59	26.90
	MA degree	42	19.20
	Doctoral degree	1	0.50
Population of the city of duty	100.000 and below	22	10.00
	101.000-200.000	35	16.00
	201.000-300.000	8	3,70
	301.000-400.000	42	19.20
	401.000-500.000	3	1.40
	501.000 and more	109	49.80
Region of duty	Marmara	47	21.50
	Aegean	31	14.20
	Mediterranean	42	19.20
	Inner Anatolia	32	14.60
	Blacksea	15	6.80
	East Anatolia	22	10.00
	Southeast Anatolia	30	13.70
N	219		

Table 2. One-way analysis of variance results of desensitization, organizational cynicism and job satisfaction levels of primary school inspectors according to age variable.

Age	Depersonalization						Cynicism				Job satisfaction			
	N	$\bar{X}$	S.D	F	P	LCD	$\bar{X}$	SD	F	p	$\bar{X}$	SD	F	P
31-40	53	1.68	0.614	5.00	0.00*		2.69	0.71	2.753	0.00	3.38	0.48	1.556	0.00
41-50	68	1.86	0.74			41-50	2.72	0.87			3.22	0.60		
51 and more	96	1.54	0.55			51+	2.46	0.75			3.37	o.66		
	217	1.68	0.64				2.60	0.79			3.33	0.60		

*P < 0.05.

Table 3. Two tailed correlation coefficient analysis results of educational inspectors' depersonalization, organizational cynicism and job satisfaction.

Variable	Depersonalization	Organizatonal cynicism	Job satisfaction
Depersonalization	1		
Organizational cynicism	o.36**	1	
Job satisfaction	-0.21**	-0.37**	1

**p < .01; N = 217.

Table 4. Multiple regression analysis results about whether educational inspectors' depersonalization and organizational cynicism predicted job satisfaction.

Variable	Unstandardized coefficients		Std. coefficient	t	p	Correlations		
	B	Std error	β			Zero-order	Partial	Part
Constant	4.157	0.146		28,496	0,000			
Depersonalization	-0.085	0.066	-0.088	-1.301	0.195	-.211	-0.089	-0.082
Organizational cynicism	-0.265	0.052	-0.343	-5.067	0.000	-0.375	0.328	-0.321
R = 0.384	R^2 = 0.147							
F =18.381	P = 0.000							

were meaningful when the effects of depersonalization were controlled (B = -0.343; p > 0.00). Organizational cynicism seems to negatively predict job satisfaction. It can thus be said that organizational cynicism affects educational inspectors' job satisfaction negatively. The effect of cynicism on job satisfaction can be seen in Figure 1.

In the scatter plot diagram based on the partial relation between dependent variable (Job satisfaction) and predictor variable (cynicism) in the graph of Figure 1, it is seen that there is a linear and negative relation between cynicism and job satisfaction. There is a linear and negative relationship between cynicism and job satisfaction. Thus, It can be said that organizational cynicism affects educational inspectors' job satisfaction negatively.

DISCUSSION

The aim of this study was to identify educational inspectors' depersonalization, organizational cynicism and job satisfaction levels with respect to certain variables and reveal the relationship between them. Educational inspectors are the largest and most important group within the Turkish educational system. Depersonalization and organizational cynicism cause a mental distance in employees towards their organization, and adversely affect their organizational efficiency and job satisfaction (Salanova et al., 2005). In some studies, a negative relationship has been revealed between organizational cynicism and organizational justice and loyalty, citizenship and organizational support levels (Abraham, 2000; Bernerth et al., 2007; Byrne and Hochwarter, 2007; Berneth et al., 2007). Therefore, it is important to identify the depersonalization and cynicism levels of educational inspectors and study the effects of these variables on their job satisfaction. The results of this study imply that the depersonalization levels of educational inspectors are low, cynicism levels are moderate, their intrinsic satisfaction was at the level "Satisfied", and extrinsic satisfaction was at the level "Undecided". These are in line with the results obtained by Bucak and Yılmaz (2009), Tanrıverdi (2008), Balay and Engin (2007). It would be expected that employees with a
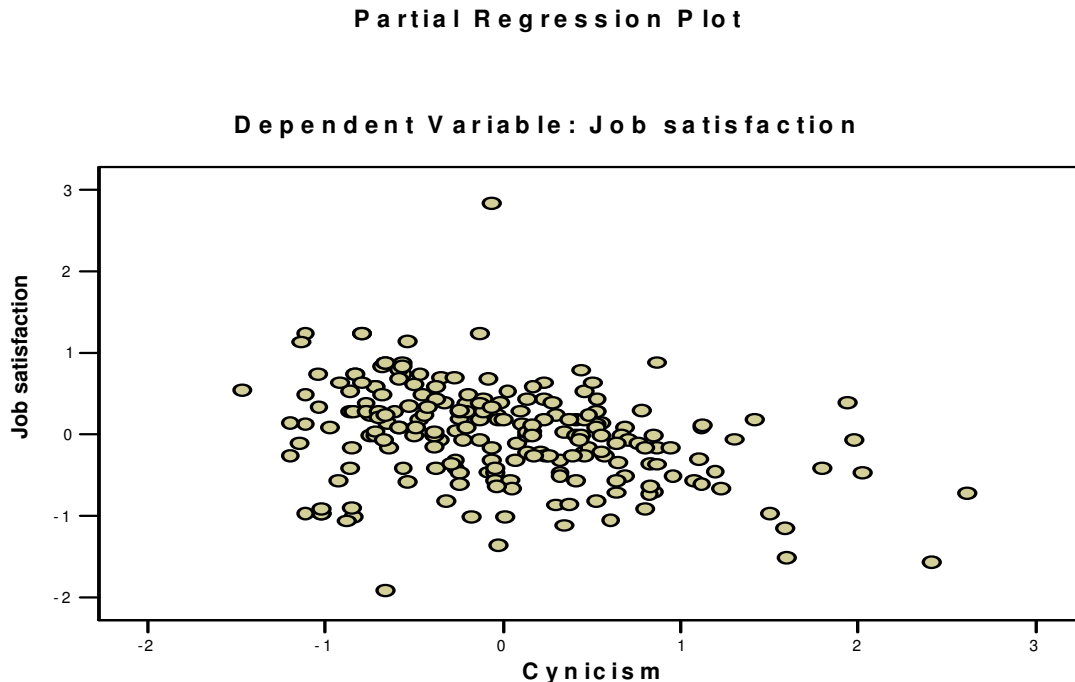
P a r t i a l   R e g r e s s i o n   P l o t

D e p e n d e n t   V a r i a b l e : J o b   s a t i s f a c t i o n

Figure 1. Effect of cynicism on job satisfaction.

low level of organizational depersonalization and cynicism to have high levels of satisfaction. Having enthusiasm for the profession is also an important factor for job satisfaction. A study by Tanrıverdi (2008) reported that 98.70% of educational inspectors were enthusiastic about their profession. Title did not lead to a meaningful difference in educational inspectors' depersonalization, organizational cynicism or job satisfaction. This finding supports the results of Tanrıverdi (2008) and Heller, Clay & Perkins (1993). With respect to age, depersonalization of inspectors aged between 41-50 and those aged 51 or above differed meaningfully, in favor of the former. This may indicate that inspectors aged between 41 and 50 are affected more profoundly by work problems and become more easily depersonalized. The finding that aging brings lower burnout levels corroborates the results of Balay and Engin (2007) and Barutçu and Serinkan (2008). In primary school inspection, young and mature ages seem to be the stages when lower depersonalization levels are experienced. While the initial years of work are seen as a time to become familiarized with the profession, people aged 51 or above may be in the period when retirement is close and when work conditions are more stable. Experiencing less depersonalization and organizational cynicism in this later stage may lead to more job satisfaction. In this study, age did not cause a meaningful difference in the job satisfaction levels of educational inspectors. While this is in line with some other studies conducted in Turkey (Tanrıverdi, 2008; Bucak and Yılmaz 2009) and those conducted outside of Turkey with

employees from various fields (Greenberg and Baron, 1997), it contradicts several others (Glenn and Weaver, 1977; Luthans and Thomas, 1987). This may be due to the nature of the work done and the work conditions in different countries. With respect to seniority, a meaningful difference was observed between the depersonalization levels of educational inspectors with a work experience of 11-15 years and those with a work experience of 16-20 years. The former thus seems to be more depersonalized than their more senior colleagues. The finding that more seniority brings lower depersonalization and cynicism corroborates the results obtained by Barutçu and Serinkan (2008). Becoming an educational inspector is normally only possible after a teaching experience between 8-10 or more years. Work experience of 11-15 years generally corresponds to the 41-50 age group. Therefore, the results about seniority and age support each other. This finding points to the consistency of results. Seniority and rise in age may cause employee evaluate the events more positively, tolerance limit to increase and exhaustion level of employees to decrease. Rise in education status causes organizational expect-ations of employees to increase and their occupational satisfaction to decrease.

While education level did not account for a meaningful difference in educational inspectors' depersonalization and cynicism levels, it accounted for a meaningful difference in job satisfaction. A higher education level seemed to decrease job satisfaction. This finding is in line with Maslach and Jacson (1981) and Maslach, Schaufeli

and Leiter (2001). It may be assumed that university and graduate degree holders become more affected by problems and have higher expectations, thus experiencing higher levels of depersonalization and cynicism. Education Management and Supervision (EMS) graduates were the only group that trained to become inspectors at university. Therefore, they may have higher professional expectations and when these are not met, their job satisfaction levels may fall. With respect to job satisfaction, those who became inspectors upon completing the 3+1 undergraduate program and EMS graduates differed meaningfully, in favor of the former. These inspectors are graduates of 3-year institutes of education, and become assigned to work as inspectors after completing 1 year of educational management and supervision studies. EMS graduates, on the other hand, may be assigned as inspectors upon completing a 4-year undergraduate program. Therefore, educational level may have affected inspectors' job satisfaction levels. While the city of assignment did not cause a meaningful difference in educational inspectors' depersonalization, organizational cynicism and job satisfaction levels, the region of assignment caused a meaningful difference in job satisfaction. These differences existed between the inspectors working in the Aegean and Central Anatolian regions. While Central Anatolia is generally rural, Aegean is mainly touristic and agricultural, where the sea and forests lie side by side. Geographical location, natural beauty and a higher level of development may have affected inspectors' job satisfaction levels. Indeed, some previous studies have also pointed to the effects of environmental conditions on job satisfaction (Herzberg, 1968; Demir, 2001). It is known that working conditions are effective among the factors affecting jop satisfaction (Judge et al., 2001; Baysal and Tekarslan, 1996; Erdoğan, 1999). A research conducted by Pelit and Öztürk (2010) on job satisfactions of employees working in five-star hotels in city and country sides revealed that job satisfactions of employees working in city centers are higher. Similarly, in a research conducted on doctors it was revealed that there were significant differences among regions in terms of exhaustion and job satisfaction levels (Musal et al., 1995; Karlıdağ, 2000; Özyurt, 2003). Such results affirm our research findings. Accordingly, we can say that positive environmental conditions are effective in increasing job satisfaction.

In this study, a negative relation was found between educational inspectors' depersonalization, cynicism levels and their job satisfaction. As their depersonalization and cynicism levels increased, their job satisfaction decreased. Wayne et al. (2004) and Tanrıverdi (2008) also reported similar results. Therefore, depersonalization and organizational cynicism together meaningfully predict job satisfaction. However, when cynicism is controlled, depersonalization does not predict job satisfaction (B=-0.088, p>0.05), and the same is true for cynicism when depersonalization is controlled (B=-0.343 p>0.00). Cynicism levels of educational inspectors in this study were

moderate ($\overline{X}$=2.60, SD=0.78), and their depersonalization levels were low ($\overline{X}$=1.67, SD=0.63). Organizational cynicism directly and negatively affected job satisfaction. Many studies have also found that cynicism negatively predicts organizational citizenship, organizational loyalty and job satisfaction in different professions (Abraham, 2000; Anderson and Bateman, 1997; Spence et al., 2009).

In the research carried out by Kavlu and Pınar'ın (2009) on nurses they found they job satisfaction and life quality decreases while desensitization increases. Cynicism, as an extension of desensitization, causes exhaustion levels of employee to increase and their job satisfactions to decrease. This case reveals that it is essential to overemphasize the organizational cynicism because cynicism causes employee to harbor negative feelings against the organization and thereby it decreases job satisfaction of the employee. Performance of those who do not like and enjoy their jobs will be low. This case will affect organizational performance in negative manner.

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