

## Examining the Relationship Between Teachers' Organizational Ostracism and Organizational Cynicism Perceptions

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### Abstract

In this quantitative study which aims to reveal the relationship between teachers' perceptions of organizational cynicism and organizational ostracism, the relational survey model was used. 260 teachers randomly selected with disproportionate cluster sampling from the teachers working in official secondary schools in Karabağlar district of Izmir province in the 2019-2020 academic year constituted the sample of the research. "Organizational Cynicism" scale and adapted into Turkish by Kalağan and Güzeller (2008) and "Organizational Ostracism" scale adapted into Turkish by Keklik et al. (2013) were used as data collection tools. As a result of the study, it was revealed that teachers were frequently experienced both the cynicism and ostracism in their schools. Also, it was found out that female and married teachers were more exposed to organizational cynicism and ostracism compared to male and single teachers and school administrators. Lastly, a positive and moderate relationship between teachers' perceptions of organizational cynicism and ostracism was identified and teachers' perceptions of organizational cynicism were found to be a significant predictor of their perceptions of organizational ostracism. Considering the results of the research, such suggestions as organizing in-school and out-of-school activities, attaching more importance to communication and building a more democratic and interactive school climate, etc were put forward.

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## 1. Introduction

People spend a significant part of their lives in organizations and the ability of organizations to survive and achieve their goals depends on the quality of their human resources. One of the main factors determining the quality of human resources is the happiness and well-being of employees. As a matter of fact, it has been observed that if people enjoy their work life, they reflect this primarily to the increase of their own life energy, but also to their family and business life positively (Örücü, Yumuşak, & Bozkır, 2006). Therefore, meeting the emotional, spiritual and social needs of employees constitutes a serious importance for organizational management (Başaran, 2000). However, it is possible that organizations include the weaknesses as well as the strengths of their employees and that these weaknesses may lead to various conflicts (Baltaş, 2006). In the work environment, manager-managed relationships are sometimes squeezed between personal expectations and interests, and this situation may cause employees to exhibit negative behaviors (Asunakutlu & Safran, 2006).

The number of studies on the negative behaviors that employees exhibit towards each other in organizations is increasing day by day. Behaviors such as humiliation, name-calling, and nickname-calling towards or among employees in organizations, which reduce self-confidence and decrease work performance, have become an area of interest for unions, organizations, and researchers in many countries (Cowie, Rivers, Naylor, Pereira, & Smith, 2002, p.34).

Since the work motivation and job satisfaction levels of employees are very important in terms of organizational efficiency, they are increasingly taken into consideration by organizational managers. Any situation that prevents the work motivation and job satisfaction of organizational employees poses a threat to the organization. Among these threats, organizational ostracism and organizational cynicism have an important place. The situations of ostracism and cynicism that can be experienced by employees within the organization pose serious risks for the organization at both individual and organizational levels.

Educational organizations are organizations whose subject and object are human beings and where human relations are vital for the existence of the organization. The school is the smallest unit of the educational organization and is an organization formed by educational members united for the same purpose. The education system and schools are too comprehensive and complex to be realized by a single person alone and require cooperation (Başaran & Çinkır, 2011). Such cooperation is only possible in school

cultures where students, teachers and administrators can come together in harmony and minimize negative feelings and experiences such as cynicism and ostracism.

The development and enlightenment of societies is largely possible through the education of the individuals who make up the society. Educational organizations can be considered as important structures in this respect. Teachers and educational administrators are of great importance for educational organizations to achieve their goals. It is very important for teachers and administrators to work as a team to realize the aims of the school and to feel a sense of belonging to the school where they work. Therefore, the negative situations they may expose in terms of their need for collaborative social relations with their colleagues may lead to undesirable experiences in their social lives and organizational lives. In this context, it is thought that examining the cynicism and ostracism situations that may negatively affect the effectiveness and efficiency of the school organization is important for both school organizations and the administrators, teachers and students working in these schools.

## 2. Literature Review

### 2.1. Organizational cynicism

As a human concept, cynicism has a multidimensional structure and constitutes the subjects of different disciplines such as philosophy, sociology, political sciences, religion, management and psychology. The concepts of cynic and cynicism have been reproduced in different meanings from cynicism teachings over many years (Dean, Brandes, & Dharwadkar, 1998) and conceptualized in the sense used today. In its simplest form, cynicism is defined as “dislike and distrust of others” (Brandes et al. 2008).

Cynicism is a very new subject area in the organizational behavior literature and has attracted the attention of researchers working in different fields such as human resources management, business ethics, public relations, business management since the 1990s (James, 2005; cited in Tinaztepe, 2012). Brandes et al. (1999) saw organizational cynicism as the suspicion and distrust that employees feel towards the organizational order and listed the causes of cynicism as employees' contempt for each other, accusing each other of selfishness, and underestimating the management, and argued that these attitudes cause employees to dislike the organization. Similarly, Dean et al. (1998) defined organizational cynicism as the negative attitudes of organizational employees towards the organization they work for and discussed these attitudes in three dimensions: cognitive,

affective and behavioral. In the cognitive dimension of organizational cynicism, individuals are seen as lacking organizational principles and rules, disregarding official affairs and rules, exhibiting inconsistent, cheating and lying behaviors, having problems in trusting other people, and exhibiting characteristics that prioritize personal interests (Brandes, et al., 1999; Dean et al, 1998); in the emotional dimension, they are seen as individuals who not only have beliefs about the organization, but also have emotions such as anger, shame, resentment, hatred, self-righteousness, disappointment and distrust towards the organization (Abraham, 2000; Dean et al., 1998, p.346; Kalağan, 2009). Similarly, in the behavioral dimension, employees who exhibit cynical behavior in their organizations are seen as individuals who have pessimistic predictions about future ideas, events or situations, cynical humor and attitudes, hopeless approaches and strong critical expressions (Kutanış & Çetinel, 2010; Özgan et al. 2012; Özgener et al., 2008).

Cynicism in the organization may arise from various factors such as mismanagement of change efforts, wrong role burden and excessive stress, failure to meet organizational and personal expectations, insufficient social support, promotion problems, goal conflict, organizational complexity, deficiencies in decision-making processes, communication problems, psychological pressure, etc. (Andersson, 1996; Reichers, Austin, and Wanous, 1997; Wanous, Reichers, and Austin, 1994; as cited in Çöp, Altınöz, and Sığınıgın, 1994) and may lead to low performance (Byrne & Hochwarter, 2008) with feelings of frustration, hopelessness, frustration and insecurity (Andersson & Bateman, 1997).

In educational organizations, factors such as the complex structure of education systems, bureaucratic processes, institutional difficulties, teachers' inadequacies, educational policies that do not support teachers and students, low motivation and interest of students towards school are effective in teachers' having cynical attitudes and behaviors (Akar, 2018; Akpolat & Oğuz, 2021; Dağyar & Kasalak, 2018). Cynicism in educational organizations can have serious consequences on employee motivation, job satisfaction and overall performance. Research has shown that teachers with high levels of cynicism may be less committed to their jobs, experience more burnout, have lower job satisfaction, and feel more feelings of alienation and exclusion (Çelik & Demirtaş, 2021; Korkmaz & Karabulut, 2021; Yıldız, Akgün, & Yıldız, 2013).

## 2.2. Organizational Ostracism

There are various discourses in the literature on the definition of the concept of ostracism, which is thought to have existed since the moment people started living together, and the common features of all these definitions are expressed as “ignoring, abandonment, exclusion, rejection, disregard, ignoring, exclusion, disregard” (Greenberg & Edwards, 2009; Mlika, Khelil, & Salem, 2017; O’Reilly et al. 2014).

Ostracism is manifested everywhere in various social situations and has negative consequences for individuals (Ramsey & Jones, 2016). For this reason, it can become a part of individuals’ lives, with the possibility of being constantly confronted throughout their lives. Individuals have the potential to be the source of ostracism throughout their lives, but they also have the potential to exclude throughout their lives (Williams, Cheung, & Choi, 2000). Ostracism can occur not only in the form of direct or indirect prevention or reduction of one’s social relations, but also in the form of virtual isolation (removal from virtual games, not responding to one’s e-mails) and physical isolation (Williams & Sommer, 1997).

Since ostracism is a situation that has existed and is likely to exist since primitive societies, it is usual to be exposed to ostracism or to resort to ostracism in organizations as a social system. It is possible to say that the reasons for the development of ostracism in the organizational context are the consequences of modern life (social reason), the processes brought about by organizational policies (organizational reason) and the characteristics of the people who are subjected to ostracism (individual reason).

Foster (2012) considers ostracism as the process of displaying negative attitudes towards the organization when an individual does not feel part of the organization. The severity and content of ostracism in organizations also differ. In some cases, ostracization may take the form of rejecting the person, sometimes trying to ignore the person and communicating with the person as limited as possible (Scott, 2007).

Perceiving, measuring and documenting organizational ostracism is not possible in all cases. Because it is not easy to determine the exact boundaries of organizational ostracism (Williams, 2001). Moreover, in some cases, an individual may feel excluded even though he/she is not excluded or may not realize that he/she is excluded (Zhao et al. 2013). The person may think that he/she is ostracized when in fact he/she is not ostracized due to his/her timid or sensitive nature. In some cases, the fact that ostracism is based on subjective judgments and creates a basis for misperceptions

makes it complex (Williams, 2001). In this context, it is possible to argue that there may not be a rational reason for ostracism in all cases (Wang, 2014). Ostracism, which also has a perceptual dimension, may not give a linear reason in every case (Williams & Sommer, 1997). In this context, while some researchers attribute the causes of ostracism to internal (reasons originating from the individual) and external (group dynamics, formal or informal structure within the organization and social culture) reasons (Banki, 2012); some researchers have examined ostracism in the dimensions of purposeful (overly bureaucratic organizational structure, interpersonal conflict of interest) and purposeless (momentary fatigue of the individual, private and family problems, distance of settlement, weak organizational culture) reasons (Robinson et al., 2013).

Ostracism may cause negative emotions such as low self-esteem, depression, suspiciousness, communication problems, aggressiveness, decreased life energy and feeling worthless (Foster, 2012; Robinson et al., 2013), as well as causing negative effects on job performance, organizational citizenship behaviors and job satisfaction and increasing job stress in individuals, which may lead to turnover and pose a risk for organizations (Ferris et al., 2008; Haq, 2014). Organizational ostracism can be included among mobbing attitudes such as intimidation, fear, humiliation which are based on separating individuals at workplaces (Estévez & Serlin, 2013) and can be considered as a form of workplace bullying (Einarsen, Hoel, & Notelaers, 2009). Leung, Wu, Cheng and Young (2011) state that there is a negative relationship between ostracism in the workplace and service performance and that excluded individuals have low work engagement. Similarly, Wu, Wei, and Hui (2011) found a negative relationship between workplace ostracism and employee performance.

Educational organizations are organizations that derive their power largely from their social structures and interactions and achieving their goals largely depends on the effectiveness of these interactions. In this context, focusing on the causes and consequences of ostracism in educational organizations that threaten the social development of organizational members such as administrators, teachers and students is important in terms of service quality in education. Once the issue of ostracism in educational organizations is examined, it is seen that the studies mostly focus on students (Genç, Taylan, & Barış, 2015; Gürler, 2017). However, it is thought that the ostracism of teachers is at least as important as the ostracism of students and should be emphasized. As a matter of fact, it has been revealed in various studies that teachers' feelings of organizational ostracism negatively affect their organizational adaptation (Yılmaz, 2018), increase their alienation (Abaslı,

2018), burnout levels (Naz et al., 2017, pp. 488-502), decrease their organizational commitment (Eickholt & Goodboy, 2017, pp. 139-157) and performance (O'Reilly & Robinson, 2009, pp. 1-7). In this context, the purpose of this study is to reveal the relationship between teachers' perceptions of organizational cynicism and organizational ostracism. In this context, it is aimed to answer the following questions:

- 1). What are teachers' perceptions of organizational cynicism?
- 2). Do teachers' perceptions of organizational cynicism show a significant difference in terms of gender, age, marital status, professional seniority, educational background, status at the school?
- 3). What are teachers' perceptions of organizational ostracism?
- 4). Do teachers' perceptions of organizational ostracism show a significant difference in terms of gender, age, marital status, professional seniority, educational background, status at the school?
- 5). What is the relationship between teachers' perceptions of organizational cynicism and organizational ostracism?
- 6). Do teachers' perceptions of organizational cynicism significantly predict their perceptions of organizational ostracism?

### **3. Method**

#### **3.1. Research Design**

In this quantitative study aiming to reveal the relationship between teachers' perceptions of organizational cynicism and organizational ostracism, the relational survey model was used. Relational survey model is a research model that aims to determine the degree of change between two or more variables (Karasar, 2016).

#### **3.2. Population and Sample of the Study**

The population of the study consists of teachers working in official secondary schools in Karabağlar district of Izmir province in the 2019-2020 academic year. The sample of the study consists of 260 teachers randomly selected from the population through disproportionate cluster sampling.

The distribution of the participants according to their demographic characteristics; gender, age, educational status, marital status, length of service in the organization and position in the organization is given in Table 1.

Variable	F	%
<i>Gender</i>		
Female	166	%63.8
Male	94	%36.2
<i>Age</i>		
25 and below	28	%10.7
26-35	128	%49.2
36-45	60	%23.1
46 and above	44	%16.9
<i>Marital Status</i>		
Married	178	%68.4
Single	82	%31.6
<i>Educational Background</i>		
Bachelor	219	%84.2
Postgraduate	41	%15.8
<i>Position at school</i>		
Teacher	231	%88.8
Administrator	29	%11.2
<i>Professional seniority</i>		
1-10	204	%78.4
11-20	39	%15
21 and above	17	%6.6

Once Table 1 is examined, it is seen that 63.8% of the participants are female (n=166) and 36.2% are male (n=94); while 10.7% of them are 25 and below years old (n=28), 49.2% of them are 26-35 age range (n=128), 23.1% of them are 36-45 age range (n=60), and 16.9% of them are 46 and above years old (n=44). In addition, it is revealed that while 68.4% of the participants are married (n=178), 31.6% (n=82) of them are single; 84.2% of them (n= 219) have bachelor's degrees, 15.8% of them (n=41) have postgraduate degrees; 88.8% (n=231) work as teachers at their schools, 11, 2 % of them (n=29) work as administrators; 78.4% of them (n=204) have a professional seniority of 1-10 years, 15% of them (n=39) have 11-20 years of professional seniority and 6.6% of them (n=17) have 21 years and above professional seniority.



### **3.3. Data Collection Tools**

“Organizational Cynicism” scale developed by Dharwadkar, Brandes and Dean (1999) and adapted into Turkish by Kalağan and Güzeller (2008) and “Organizational Ostracism” scale developed by Ferris et al. (2008) and adapted into Turkish by Keklik et al. were used as data collection tools. Kalağan and Güzeller (2008) presented findings on the construct validity of the scale with exploratory and confirmatory factor analysis. Within the scope of exploratory factor analysis, it was revealed that the scale consisted of three dimensions as “cognitive, affective and behavioral” and 13 items, and the factor loadings of the items ranged between 0.668 and 0.895 and the variance explained by the dimensions was 22.398%. In addition, the three-factor structure of the scale was confirmed by confirmatory factor analysis. Within the scope of reliability analysis, the Cronbach Alpha Internal Consistency Coefficient of the scale was found to be 0.931 for the whole scale, while it was calculated as 0.913, 0.948 and 0.866 on the basis of dimensions respectively (Kalağan & Güzeller, 2008). For the current study, the reliability analysis of the scale was repeated and the reliability coefficient of the scale was found to be 0.725 for the cognitive dimension, 0.933 for the affective dimension, 0.925 for the behavioral dimension and 0.918 for the whole scale, indicating that the scale in question is highly reliable.

In a study involving the Turkish version of the organizational ostracism scale, the reliability coefficient of the scale was found to be 0.92 (Keklik, et al, 2013). The reliability analysis of the scale was repeated for the current study and the reliability coefficient of the scale was found to be 0.83, indicating that the scale in question is quite reliable.

### **3.4. Data Analysis**

In this part of the study, the data obtained from the scales were checked and uploaded to the SPSS 26.0 (Statistics Program for Social Sciences) program. In this process, .05 was taken into consideration as the upper limit of the margin of error. First of all, descriptive statistics (frequency, percentage, arithmetic mean, standard deviation, etc.) were made in line with the research questions, and then it was tested whether the data showed normal distribution in order to determine the type of analysis to be performed. As a result of the analysis, it was determined that the skewness and kurtosis values of the data were not between -1 - +1 and that the data did not show normal distribution, and in this context, Mann Whitney U test was used to compare the difference between averages for independent variables with two groups, and Kruskal Wallis test was used to compare the

difference between averages for independent variables with more than two groups. Pearson Correlation analysis was used to determine the relationships between variables. In addition, simple linear regression analysis was used to test the level of teachers' perceptions of organizational cynicism predicting their perceptions of organizational ostracism.

#### 4. Findings

The findings regarding teachers' perceptions of organizational cynicism are given in Table 1.

*Table 1. Teachers' perceptions of organizational cynicism*

Sub Dimensions	N	$\bar{X}$	Level	Ss	Items
Cognitive	260	3,65	I agree.	,91	5
Affective	260	3,24	Partially Agree	,84	4
Behavioral	260	3,61	I agree.	,88	4
Organizational Cynicism Scale	260	3,49	I agree.	.80	13

Once Table 1 is examined, it is identified that teachers' perception levels of organizational cynicism is  $\bar{X}$  = 3.65 for the cognitive dimension;  $\bar{X}$  = 3.24 for the affective dimension;  $\bar{X}$  = 3.61 for the behavioral dimension and  $\bar{X}$  = 3.49 for the whole scale and is at the "Agree" level. In this context, it can be argued that teachers are often exposed to cynicism in their schools.

The analysis of teachers' organizational cynicism perceptions according to their genders is given in Table 2.

**Table 2. Teachers' organizational cynicism perceptions according to their genders**

Sub Dimensions	Gender	N	Average	Row Total	U	P
Cognitive	Female	166	100,95	16455,00	2779,00	,62
	Male	94	95,69	3445,00		
Affective	Female	166	102,61	16726,00	2508,00	,02*
	Male	94	88,17	3174,00		
Behavioral	Female	166	101,63	16565,50	2668,50	,40
	Male	94	92,63	3334,50		
Organizational Cynicism Scale	Female	166	101,95	16618,50	2615,50	,31
	Male	94	91,15	3281,50		

\* $p < ,05$

In order to determine whether teachers' perceptions of organizational cynicism differed according to their genders, Mann Whitney U test was conducted. As a result of this analysis, it was found that teachers' perceptions differed in terms of their genders only in the affective sub-dimension. Accordingly, it was found that the perceptions of females were higher than males for the affective sub-dimension ( $U = 2508.00$ ;  $p < .05$ ). In this context, it can be argued that female teachers feel organizational cynicism more intensely than male teachers.

The analysis of teachers' perceptions of organizational cynicism according to their marital status is given in Table 3.

*Table 3. Teachers' organizational cynicism perceptions according to their marital status*

Sub Dimensions	Marital Status	N	Average	Row Total	U	p
Cognitive	Married	178	98,59	13310,00	4130,00	,02*
	Single	82	102,97	6590,00		
Affective	Married	178	97,94	13222,50	4042,50	,46
	Single	82	104,34	6677,50		
Behavioral	Married	178	101,86	13751,50	4068,50	,01*
	Single	82	96,07	6148,50		
Organizational Cynicism Scale	Married	178	99,07	13375,00	4195,00	,74
	Single	82	101,95	6525,00		

\* $p < ,05$

In order to determine whether teachers' perceptions of organizational cynicism differed according to their marital status, Mann Whitney U test was conducted. As a result of this analysis, it was determined that teachers' perceptions differed in terms of marital status only in cognitive and behavioral sub-dimensions. Accordingly, it was found that the perceptions of married teachers were higher than single teachers for the cognitive ( $U = 4130.00$ ;  $p < .05$ ) and behavioral ( $U = 4068.50$ ;  $p < .05$ ) sub-dimensions ( $U = 2508.00$ ;  $p < .05$ ). In this context, it can be argued that married teachers perceive cognitive and behavioral organizational cynicism more intensely than single teachers.

The evaluation of teachers' perceptions of organizational cynicism according to their educational backgrounds is given in Table 4.

*Table 4. Teachers' organizational cynicism perceptions according to their educational background*

Sub Dimensions	Educational background	N	Average	Row Total	U	p
Cognitive	Bachelor	219	96,55	15010,00	4200,00	,59
	Postgraduate	41	100,05	6600,00		
Affective	Bachelor	219	96,85	1258,50	4140,50	,52
	Postgraduate	41	101,30	6594,50		
Behavioral	Bachelor	219	102,36	14188,50	4050,50	,49
	Postgraduate	41	96,05	6148,50		
Organizational Cynicism Scale	Bachelor	219	93,90	14476,00	4160,00	,72
	Postgraduate	41	100,94	6628,00		

In order to determine whether teachers' perceptions of organizational cynicism differed according to their educational backgrounds, Mann Whitney U test was conducted. As a result of this analysis, it was determined that teachers' perceptions of cynicism did not differ in terms of educational backgrounds ( $U = 4160,00$ ;  $p > .05$ ). In this context, it can be argued that teachers perceive organizational cynicism similarly regardless of their educational backgrounds.

The analysis of teachers' perceptions of organizational cynicism according to their ages is given in Table 5.

*Table 5. Teachers' organizational cynicism perceptions according to their ages*

Sub Dimensions	Age	N	$\bar{X}$	$\chi^2$	Sd	P
Cognitive	25 years and below	28	100,91	1,27	3	,74
	26-35 years old	128	101,73			
	36-45 years	60	93,32			
	46 years and above	44	108,63			
Affective	25 years and below	28	80,88	7,07	3	,08
	26-35 years old	128	105,40			
	36-45 years	60	88,30			
	46 years and above	44	119,00			

<b>Behavioral</b>	25 years and below	28	82,91	3,20	3	,36
	26-35 years old	128	100,29			
	36-45 years	60	98,37			
	46 years and above	44	117,42			
<b>Organizational Cynicism Scale</b>	25 years and below	28	89,22	3,01	3	,40
	26-35 years old	128	102,28			
	36-45 years	60	93,07			
	46 years and above	44	116,08			

In order to determine whether teachers' perceptions of organizational cynicism differed according to their ages, Kruskal-Wallis test was conducted. As a result of this analysis, it was found that teachers' perceptions of cynicism did not differ in terms of their ages ( $\chi^2=3,01$ ;  $p > .05$ ). In this context, it can be argued that teachers' age does not play a determining role in their perceptions of organizational cynicism.

The analysis of teachers' perceptions of organizational cynicism according to their professional seniority is given in Table 6.

*Table 6. Teachers' organizational cynicism perceptions according to their professional seniority*

Sub Dimensions	Professional Seniority	N	$\bar{X}$	$\chi^2$	Sd	p
<b>Cognitive</b>	1-10 years	204	93,15	4,09	2	,25
	11-20 years	39	112,08			
	21 years and over	17	93,29			
<b>Affective</b>	1-10 years	204	97,38	3,12	2	,37
	11-20 years	39	111,73			
	21 years and over	17	93,50			
<b>Behavioral</b>	1-10 years	204	88,34	4,64	2	,20
	11-20 years	39	110,52			
	21 years and over	17	103,55			
<b>Organizational Cynicism Scale</b>	1-10 years	204	92,91	3,43	2	,33
	11-20 years	39	111,80			
	21 years and over	17	96,22			

In order to determine whether teachers' perceptions of organizational cynicism differed according to their professional seniority, Kruskal-Wallis test was conducted. As a result of this analysis, it was found that teachers' perceptions of cynicism did not differ in terms of their professional seniority ( $\chi^2=3,43$ ;  $p > .05$ ). In this context, it can be argued that teachers' professional seniority does not play a determining role in their perceptions of organizational cynicism.

The analysis of teachers' perceptions of organizational cynicism according to their status at school is given in Table 7.

*Table 7. Teachers' organizational cynicism perceptions according to their status at school*

Sub Dimensions	Status at school	N	Average	Row Total	U	p
Cognitive	Teacher	231	102,54	15210,00	4290,000	,72
	Administrator	29	93,45	6650,00		
Affective	Teacher	231	103,76	14232,50	4052,500	,33
	Administrator	29	94,15	6897,50		
Behavioral	Teacher	231	102,54	14441,50	4148,500	,40
	Administrator	29	98,08	6268,50		
Organizational Cynicism Scale	Teacher	231	103,98	12985,00	4265,00	,03*
	Administrator	29	96,09	6595,00		

*\*p < ,05*

In order to determine whether teachers' perceptions of organizational cynicism differed according to their status at school, Mann Whitney U test was conducted. As a result of this analysis, it was found that teachers' perceptions of cynicism did not differ in terms of their status at school in the sub-dimensions, but it showed significant difference in the whole scale in favor of teachers ( $U= 4265,00$ ;  $p < .05$ ). In this context, it can be argued that teachers feel organizational cynicism less than administrators.

The findings regarding teachers' perception levels of organizational ostracism are given in Table 8.

*Table 8. Teachers' perception levels of organizational ostracism*

	N	$\bar{X}$	Ss	Level
<b>Organizational ostracism</b>	260	3,42	.72	Frequently

Once Table 1 is examined, it is identified that the mean of teachers' perceptions of organizational ostracism is  $\bar{X} = 3.42$  and at the level of "Frequently". In that regard, it can be argued that teachers experience organizational ostracism frequently at their schools.

The analysis of teachers' perceptions of organizational ostracism according to their genders is given in Table 9.

*Table 9. Teachers' perceptions of organizational ostracism according to their genders*

	Gender	N	Average	Row Total	U	p
<b>Organizational ostracism scale</b>	Female	166	103,95	17218,50	2526,50	,03*
	Male	94	90,20	3301,50		

\* $p < ,05$

In order to determine whether teachers' perceptions of organizational ostracism differed according to their genders, Mann Whitney U test was conducted. This analysis revealed that teachers' perceptions differed according to their genders. Accordingly, it was found that female teachers' perceptions were higher than male teachers ( $U = 2526,50$ ;  $p < .05$ ). In this context, it can be argued that female teachers experience organizational ostracism more intensely than male teachers.

The analysis of teachers' perceptions of organizational ostracism according to their marital status is given in Table 10.

*Table 10. Teachers' perceptions of organizational ostracism according to their marital status*

	Marital Status	N	Average	Row Total	U	p
<b>Organizational Exclusion Scale</b>	Married	178	111,85	12895,00	4275,00	,03*
	Single	82	97,11	6625,00		

\* $p < ,05$

In order to determine whether teachers' perceptions of organizational ostracism differed according to their marital status, Mann Whitney U test was conducted. As a result of this analysis, it was found that teachers' perceptions differed according to their marital status. Accordingly, it was found that the perceptions of married teachers were higher than single teachers ( $U = 4275,00$ ;  $p < .05$ ). In this direction, it can be argued that married teachers feel organizational ostracism more intensely than single teachers.

The analysis of teachers' perceptions of organizational ostracism according to their educational background is given in Table 11.

*Table 11. Teachers' perceptions of organizational ostracism according to their educational background*

	Educational Background	N	Average	Row Total	U	p
<b>Organizational Ostracism</b>	Bachelor	219	96,07	11185,00	3990,00	,72
	Postgraduate	41	120,95	7005,00		

In order to determine whether teachers' perceptions of organizational ostracism differed according to their educational backgrounds, Mann Whitney U test was conducted. As a result of this analysis, it was determined that teachers' perceptions did not differ according to their educational background ( $U = 3990,00$ ;  $p > .05$ ). In this context, it can be argued that teachers' educational background does not play a determining role in their perception of organizational ostracism.

The analysis of teachers' perceptions of organizational ostracism according to their ages is given in Table 12.

*Table 12. Teachers' perceptions of organizational ostracism according to their ages*

	Age	N	$\bar{X}$	$\chi^2$	Sd	p
<b>Organizational ostracism scale</b>	25 years and below	28	90,31	3,13	3	,70
	26-35 years old	128	122,19			
	36-45 years	60	95,10			
	46 years and older	44	122,13			
	Total	260				



In order to determine whether teachers' perceptions of organizational exclusion differed according to teachers' ages, Kruskal-Wallis test was conducted. As a result of this analysis, teachers' perceptions of organizational ostracism did not differ in terms of age ( $\chi^2=3,13$ ;  $p > .05$ ) was found. In this context, it can be argued that teachers' age does not play a determining role in their perception of organizational ostracism.

The analysis of teachers' perceptions of organizational ostracism according to their professional seniority is given in Table 13.

*Table 13. Teachers' organizational ostracism perceptions according to their professional seniority*

	Professional Seniority	N	$\bar{X}_{\text{Row rows}}$	$\chi^2$	Sd	p
<b>Organizational Ostracism Scale</b>	1-10 years	204	89,63	3,60	2	,45
	11-20 years	39	100,91			
	21 years and over	17	95,33			
	Total	260				

To determine whether teachers' perceptions of organizational ostracism differed according to their professional seniority, Kruskal-Wallis test was conducted. As a result of this analysis, it was found that teachers' perceptions of organizational ostracism did not differ in terms of their Professional seniority ( $\chi^2=3,60$ ;  $p > .05$ ). In this context, it can be argued that teachers' professional seniority does not play a determining role in their perception of organizational exclusion.

The analysis of teachers' perceptions of organizational ostracism according to their status at school is given in Table 14.

*Table 14. Teachers' organizational ostracism perceptions according to their status at school*

	Title	N	Average	Row Total	U	p
<b>Organizational ostracism Scale</b>	Teacher	231	103,07	15215,00	5155,00	,02*
	Administrator	29	90,95	7005,00		

\* $p < ,05$

To determine whether teachers' perceptions of organizational ostracism differed according to their status at school, Mann Whitney U test was conducted. As a result of this analysis, it was found that teachers' perceptions of organizational ostracism differed in favor of teachers ( $U = 5155.00$ ;  $p < .05$ ) in terms of their status at school. In this context, it can be argued that administrators feel ostracism more than teachers.

In order to determine whether there is a relationship between teachers' perceptions of organizational cynicism and ostracism, Pearson Correlation test conducted and the results of the test are shown in Table 15.

*Table 15. The relationship between teachers' organizational cynicism and organizational ostracism perceptions*

	Cognitive Dimension	Affective Dimension	Behavioral Dimension	Organizational Cynicism	Organizational Exclusion
Cognitive Dimension	1				
Affective Dimension	,750	1			
Behavioral Dimension	,567	,574	1		
Organizational Cynicism	,589	,623	,642	1	
Organizational ostracism	,452	,401	,398	,503	1

*\*  $p < ,05$*

The correlation analysis in Table 15 shows that there is a positive and moderate relationship between teachers' perceptions of organizational cynicism and organizational ostracism ( $r = ,503$ ;  $p < .05$ ).

Lastly, in order to determine predictive power of teachers' organizational cynicism perceptions on organizational ostracism, simple regression analysis was carried out and the analysis results are given in Table 16.

*Table 16. The predictive power of teachers' organizational cynicism perceptions on organizational ostracism perceptions*

Independent Variable	Dependent Variable	R	Standard Error	Beta	T	p	R <sup>2</sup>
Organizational Cynicism	Organizational Ostracism	,390	,418	,227	6,802	,000	,152

\*  $p < .05$

As seen in Table 16, teachers' perceptions of organizational cynicism were found to be a significant predictor of their perceptions of organizational ostracism ( $R = .390$ ;  $R^2 = .152$ ;  $p < .01$ ). According to the findings, teachers' perceptions of organizational cynicism explained 15% of their perceptions of organizational ostracism.

## 5. Discussion, Conclusions, and Recommendations

As a result of this research, which aims to reveal the relationship between teachers' perceptions of organizational cynicism and ostracism, it is found out that teachers' perceptions of organizational cynicism are at the level of "Agree" and teachers are often exposed to cognitive, affective and behavioral cynicism in their schools and feel frequently ostracised. Educational organizations are organizations with a dominant relationship orientation and need. In this context, it is possible to argue that the fact that teachers, who are seen as the most important actors of educational organizations, have a negative situation such as cynicism in cognitive, affective and behavioral dimensions and feel the feeling of ostracism so intensely constitutes an important problem for both educational organizations and social development. Once other studies aiming to reveal teachers' organizational cynicism levels in the literature are examined, it is seen that there are studies revealing that teachers' perceptions of organizational cynicism are at a lower level (Gökçe & Levent, 2022; İpek & Erdem, 2021; Kahveci & Demirtaş, 2015; Özgenel & Hıdıroğlu, 2019; Yıldız, Akgün, & Yıldız, 2013). Similarly, when other studies examining teachers' perceptions of organizational ostracism were examined, it was found that teachers' organizational ostracism levels were low (Ayyıldız & Kahveci, 2022; Dönmez & Mete, 2019; Yılmaz, 2018). This can be explained by the difference in the sample. Once teachers' perceptions of organizational cynicism and ostracism are examined in terms of their genders, it is found that female teachers' perceptions of organizational cynicism and ostracism were higher in the affective sub-dimension of organizational cynicism and the overall ostracism scale compared to male teachers. In this context,

it can be argued that female teachers feel organizational cynicism and exclusion more intensely within the school. This finding of the study can be explained by the dominant gender perception in society and the way women perceive their jobs and organizations. It is known that women and men attribute different meanings to the same work conditions due to gender differences. As a matter of fact, while women's view of work and working life is more relationship-centered, men's view is generally achievement-centered (Lambert, 1991). In this direction, it is expected that processes that negatively affect the communication process such as cynicism and ostracism will cause female teachers to have negative feelings. Once the studies aiming to determine whether teachers' perceptions of organizational cynicism differ according to gender variable are examined, it is seen that there are studies paralleling the results of this study (Çanak, 2014; Polatcan, 2012). On the other hand, some studies have concluded that gender variable has no effect on teachers' perceptions of organizational cynicism (Erdost et al. 2007; Helvacı & Çetin, 2012; Nartgün & Kartal, 2013). Similarly, once the studies aiming to determine whether teachers' perceptions of organizational ostracism differ according to gender variable are examined, it is seen that there are studies that are in parallel with the results of the current research (Keklik et al., 2013;). However, while some studies did not find any difference between men and women's perceptions of ostracism (Abaslı, 2018; Ayyıldız & Helvacı, 2022; Kumral, 2017; Öz, 2019); there are also studies in the literature that reveal that male teachers and faculty members have higher perceptions of organizational ostracism (Koşar, 2014; Halis & Demirel, 2016; Soyulu, 2010; Türkmen et al. 2016).

Once teachers' perceptions of organizational cynicism and ostracism were examined in terms of marital status, it was found that married teachers' perceptions of organizational ostracism and cognitive and behavioral cynicism were higher than single teachers. In this context, it is possible to argue that married teachers feel cynicism and ostracism processes more intensely than single teachers. This can be explained by the variety of roles that married teachers have and the role conflict that these roles may make married teachers feel. Indeed, Arslan and Üngüren (2017) found that role conflict and role ambiguity were effective on organizational alienation. Similarly, in Kalağan's (2009) study conducted with research assistants, no significant difference was found in the cognitive and affective dimensions of organizational cynicism according to marital status variable, while a significant difference was found in the behavioral dimension. When the significant difference was examined, it was seen that the arithmetic averages of married research assistants were calculated higher than the averages of single ones. This situation can be

explained by the excessive roles and responsibilities of married teachers. However, while there are studies marital status variable does not create a significant difference on teachers' perceptions of organizational cynicism and ostracism (Abaslı, 2018; Ağırđan, 2016; Akman, 2013; Boyalı, 2011; Çalbay, 2016; Çalışkan 2016; Ergen, 2015; Kanar, 2015; Karacaođlan, 2014; Kılıç 2011; Kılıç, 2018; Koşar, 2014; Yarmacı, 2018; Özcan, 2013; Turan, 2011; Yıldırım, 2015) in the literature, there are also studies revealing that single teachers have higher perceptions of organizational cynicism and ostracism (Dönmez & Mete, 2019; Korkut & Aslan, 2016; Saygılı, 2022).

Once teachers' perceptions of organizational cynicism and ostracism are examined in terms of their status as teachers or administrators, it is found that teachers' perceptions of organizational cynicism and ostracism are higher than administrators. This may be related to the fact that teachers feel powerless, ineffective and isolated in school processes. As a matter of fact, Kılıç (2011) argued in his study that teachers' inability to participate in decision-making processes within the organization sufficiently leads to powerlessness and alienation from work. Similarly, Yalçın Şengül (2018), in his study on the effect of organizational policy perception on organizational cynicism, concluded that the cynicism level of organizational employees was higher than that of organizational managers. However, it is also possible to come across different research results in the literature. In their studies, Koşar (2014) and Dönmez (2018) found that the participants' positions within the organization did not make any difference in their perceptions of ostracism.

Once the relationship between teachers' perceptions of organizational cynicism and ostracism is examined, it is found that there is a positive and moderate relationship between teachers' organizational cynicism and ostracism perceptions and teachers' organizational cynicism perceptions are a significant predictor of organizational ostracism perceptions, and teachers' organizational cynicism perceptions explain 15% of their organizational ostracism perceptions. In other words, it can be argued that as teachers' organizational cynicism levels increase, their organizational ostracism levels also increase. In this context, it is expected that organizational ostracism will bring isolation and alienation. As a matter of fact, exclusion and isolation are also a dimension of job alienation (Seeman, 1959), and as the level of organizational exclusion of teachers increases, their level of job alienation increases (Abaslı, 2018). Similarly, various studies have shown that exclusion causes an increase in teachers' burnout levels (Naz et al., 2017, pp. 488-502) and decreases their organizational adaptation levels (Yılmaz, 2018). In addition, when teachers and administrators face long-term exclusion, their

performance for their jobs decreases. The care and importance they give to their work decreases (O'Reilly & Robinson, 2009, pp. 1-7).

Considering the results of the research as a whole, several suggestions for practitioners and researchers can be put forward:

1. In-school and out-of-school activities (collective meals, participation in training seminars, school trips, school picnics, special days, etc.) should be organized by the school administration to prevent teachers from having feelings of cynicism and ostracism and to make them feel more belonging to the school.

2. In order for the communication in the school environment to be based on trust, especially administrators should act fairly, be as transparent as possible about the functioning of the school, and make teachers active in the decisions taken in the school and make them feel it in practice by evaluating internal proposals and complaints.

3. With the view that miscommunication can be a source of organizational ostracism and organizational cynicism, school administrators should attach importance to communication and try to build a more democratic and interactive school climate.

This study is a descriptive quantitative study that aims to reveal the participants' perceptions of organizational cynicism and ostracism based on the views of teachers and administrators. Therefore, it cannot reveal the reasons for teachers' perceptions of cynicism and ostracism. In this context, there is a need for qualitative or mixed-method studies that reveal the reasons for teachers' and administrators' perceptions of organizational cynicism and exclusion in detail. In addition, this study is limited to the opinions of teachers and administrators working in Karabağlar district of Izmir province. The study can be repeated with larger samples and different groups (such as students, parents, etc.).

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