



## AN INVESTIGATION OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL CHANGE CYNICISM AND ORGANIZATIONAL DEPRESSION IN THE SCHOOL DIMENSION

Ahmet AFACAN

Ministry of National Education, Çanakkale, Turkey

ORCID: <https://orcid.org/0000-0001-8531-3468>

[a.afacan@hotmail.com](mailto:a.afacan@hotmail.com)

Nejat İRA

Prof. Dr. Çanakkale Onsekiz Mart University, Education Faculty, Çanakkale, Turkey

ORCID: <https://orcid.org/0000-0002-2271-9353>

[nejat.ira@gmail.com](mailto:nejat.ira@gmail.com)

**Received:** February 28, 2023

**Accepted:** May 17, 2023

**Published:** June 30, 2023

### Suggested Citation:

Afacan, A., & İra, İ. (2023). An investigation of the relationship between organizational change cynicism and organizational depression in the school dimension. *Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG)*, 12(1), 58-71.



This is an open access article under the [CC BY 4.0 license](https://creativecommons.org/licenses/by/4.0/).

### Abstract

This study aims to determine the relationship between organizational depression and organizational change cynicism. It also aims to examine how much the teachers' perceived organizational depression level explains the perceived organizational change cynicism. The fact that the relationship between organizational depression and organizational change cynicism, which is shown as the cause or result of each other in the literature, has not been sufficiently examined so far, increases the importance of this research. A relational screening model uses in the research. The sample of the study consists of a total of 329 teachers, 214 female (65%) and 115 male (35%) working in 28 secondary schools in Balıkesir Körfez (Edremit, Havran, Burhaniye, Gömeç, and Ayvalık) districts in the 2021-2022 academic year. The sample was selected by simple random sampling. It constitutes 81.58% of the participant group between the ages of 30-49. The collected data were processed into the SPSS 26.0 program and analyzed. As a result of the research, significant and strong positive relationship was found between organizational depression and organizational change cynicism. Another significant aspect of the study is the findings of the number of teachers in schools regarding the perceptions of organizational depression and organizational change cynicism.

**Keywords:** Organizational depression, cynicism, cynicism of change, hopelessness, burnout.

### INTRODUCTION

Today's world is in intense and rapid change due to globalization, digitalization, and technological developments. There is an age in which an event that has a last-minute value in the morning loses its news value before evening. A quality that was sought after a few years ago can turn into a feature that is not needed today. Moreover, this change process has not only been limited to the qualities of products such as goods, products, and materials but has also affected the quality of the service sector and human resources in organizations. Since 2000, the rapid change in information and communication technologies in the last 20 years continues to affect the way the sectors do business and human life (Yavuzarslan & Kurt, 2020). Occupations that cannot renew themselves, and cannot keep their raw materials, workforce, design, customers, and technology up-to-date are disappearing over time (Çolakoğlu, 2018, p. 47). It is very difficult to predict which professions will come to the fore in the next 10 years, as well as the qualifications sought in these professions. For this reason, the knowledge and skills that the human resources should acquire after entering the organization and their entry qualifications should be compatible with the changing conditions and should not constitute an obstacle to change. Training the personnel in a way that they can follow the change and see the future is significant for the continuity of the organization (Paşaoğlu, 2013). The phenomenon of change has become a characteristic feature in many organizations as well as in our lives today (Lewis, 2019).



With increasing globalization, competition, and market volatility, today's organizations must be more proactive and agile than organizations of the past; Organizations need to adapt quickly to changes in their environment in order not to face any devastating consequences such as company bankruptcy or extinction (Hay et al., 2021).

Organizations sensitivity to change, quick reaction, and appropriate reaction to time and situation have gained more importance today. Organizations that are managed with an ongoing understanding and approach and a status quo understanding cannot show progress and development. Especially in the last pandemic period, this situation has come to light once again. While the organizations and sectors that fit the conditions of the day continue to live and grow, the organizations that continue their traditions have had difficulty adapting to the changing conditions and lag behind the sector. Organizations are structures that affect and are affected by their environment, and if they cannot adapt to the developing order of the world, they take on a static structure. Education is one of the sectors that are most affected by these changes, especially in communication and information technologies, and which is expected to go ahead of the era.

Schools can react to the current rate of change with the interventions to be made. However, these interventions may not always yield positive results. Although there are different reasons for the failure of change interventions in schools, the human factor and the resistance associated with this factor are the most common reasons for the failure of change interventions (Beycioglu & Kondakci, 2021). How to manage the change process in educational organizations and teachers' attitudes toward change are among the issues that have been emphasized by researchers in recent years. The effective realization of a change in the organization is related to the attitudes and perceptions of the employees as well as the characteristics of the leader (Çalık & Er, 2014). From the point of view of the person being studied, the first and most important thing that a person needs to change is his attitude towards the factors that affect him in his working life (Koçel, 2013: 682). An important issue that hinders the realization of change in the organization is the organizational change cynicism that can develop in the working personnel.

Organizational cynicism is defined as a negative attitude towards new change efforts due to unsuccessful change experiences in the past, and the belief and pessimism that develops in employees that organizational changes will not be successful due to the perception of the inadequacies of the people who manage the change (Wanous et al. 1994). Setting realistic expectations, fulfilling responsibilities, and directing aspirations are three ways an organization can prevent cynicism (Mirvis & Kanter, 1989). Involving the employees in the change process makes them aware of the actions of the management; In addition, accepting past unsuccessful management mistakes, if any, reduces the tendency of employees to blame the manager (Wanous et al., 2000). Information sharing and participation in the decision-making process will prevent organizational change cynicism (Brown & Cregan, 2008). It is necessary to manage the support and justice perceptions of the employees well and to ensure that the employees are aware of the change as much as possible (Thundiyil et al., 2015). Unless there is a clear climate in the organization, change and development efforts will be difficult (Appelbaum, 1977). Making as few changes as possible, informing the employees, and increasing the change capacity will increase the effectiveness of the change in the organization (Stensaker et al., 2002). Recognizing why change is important and celebrating small victories along the way is very important (Stobierski, 2020). Cynicism is likely to occur when successes are not communicated to employees and they assume that they are unsuccessful (Wanous et al. 1994). Cynicism causes a general distrust of the administration and disregard for its instructions (Mirvis & Kanter, 1989). Employees who develop change cynicism show low commitment, satisfaction, and motivation to work in the organization (Reichers et al., 1997).

A teacher experiencing organizational cynicism; may feel that their efforts to improve their school are ignored by other employees. The teacher may feel that his suggestions to improve the quality of his school are not taken into account, and he may cut off his suggestions to improve his school. They may believe that their colleagues are not doing their best. By assuming that there will be no fair



administration, he may think that undeserving people and behaviors will be appreciated. He may have a pessimistic attitude toward the future of the school (Kalağan & Güzeller, 2010).

Studies have listed the negative effects of cynicism as emotional burnout and burnout, absenteeism, insecurity, decreased job satisfaction, and lower commitment (Sguera et al., 2022). While some claim that cynicism is the first stage of burnout, followed by inadequacy and finally exhaustion, there are also studies stating that exhaustion will occur first, this will cause the development of cynicism and then inadequacy will emerge. In general, however, research on burnout has established a sequential link from burnout to cynicism (Maslach et al., 2001). Beginning with feelings of disappointment, burnout ranges from mild frustration, anxiety, and depression to more severe emotional responses, often described as emotional exhaustion or depletion of emotional resources. The feeling of depersonalization, which is defined as the development of negative and cynical attitudes toward service recipients, is also a symptom. (Lewandowski, 2003). In addition, cynicism and emotional exhaustion meet at a common denominator in terms of their effects on depression (Capone et al., 2019).

Having difficulty keeping up with the developing technology and the rapidly advancing time; Individuals who are insufficient to provide solutions to daily stresses and troubles are at risk of developing depression (Karadağ, 2019). Depression; Symptoms such as hopelessness, pessimism, inadequacy, self-confidence, helplessness, feelings of worthlessness, guilt or self-blame for unimportant reasons, withdrawal from social life, and no longer enjoying things that are normally enjoyed; It is a state of depression that is considered as a mood disorder in psychology if it lasts for a long time and has a significant negative impact on the social, individual or professional life of the person (Budak, 2009: 196). Depression can severely affect a person's ability to perform routine activities at work. U.S. companies lose an estimated \$30 to \$44 billion a year due to employee depression, whose ratio varies by occupation and industry, negatively impacting the U.S. industry due to loss of productivity, employee absenteeism, and low morale (Sutton, 2012:174). The depressive mood of the teachers working in the schools may prevent the investments made and the realization of the goals of the school. This situation may cause students not to gain the skills they need to acquire in various aspects (Akman & Abaslı, 2016). Depression is one of the most common and costly health problems affecting the workforce. Despite well-established research showing the relationship between employee depression and decreased productivity at work, increased absenteeism, and higher healthcare use, most employers remain largely unresponsive to the phenomenon of company-based depression (Putnam & McKibbin, 2004). However, contrary to what is commonly known, depression can turn into a situation that can spread not only in the individual dimension but also in the organization. Seymour Epstein, professor of psychology at the University of Massachusetts at Amherst, says that people are affected by the moods of those around them through "emotional contagion" (Bird & Clendenin, 1992).

Organizational depression, which tends to spread from the leaders in the organization to the employees, is defined as the beginning of lifelessness and fatigue in the organization, the indifference, and lethargy, the absence of any meaningful action, the inability to see the future, the avoidance of risks and initiatives. (Bilchik, 2000). The low performance or ineffective behavior of employees, collectively or individually, distinguishes such organizations from others (Gray, 2008). Organizational depression can cause a decrease in trust in the organization, a deterioration in communication, a decrease in motivation in employees, and an increase in absenteeism (Kilpatrick, 1998). Organizational depression may occur due to the decrease in employees' commitment to the organization, the negative atmosphere of the organization, and a closed culture against change (Atasoy, 2018). Organizational depression can develop in cases of downsizing (Gray, 2008), loss of employee motivation and decrease in organizational potential (Avetyan, 2006), ambiguous and closed communication in the organization (Betof & Betof, 2010), inconsistencies in the process (Brunsson, 1986), and failure as a result of unattainable expectations (Appelbaum, 1977). In such a situation, policy and organizational values should be expressed more clearly and it should be accepted that the



mental health of the employees is an important condition (Gray, 2008). Focusing on success instead of emphasising failures and making use of employees in line with their strengths are important for the healthy functioning of the organisation. (DeTienne et al., 2020). Effective leaders know how to manage group influence by understanding the collective response of the group (Barsade & Gibson, 2012). Focusing on a different place, carrying out studies that will make the organization feel good, and giving victory to the organization can help the organization gain confidence and get away from depression (Cohen & Cohen, 1993).

Depression, on which there is little research on Human Resource Management; while increasing the cost in the organization, minimizes the overall performance of the organization (Khan & Sultan, 2020). While it is widely accepted that some degree of failure is common and ultimately inevitable in organizations, critical scientific interest; continues to focus on common questions and themes about managing and surviving failure, particularly in the context of organizational change, or questioning the consequences of failure (Schwarz et al., 2021). The interaction of employees' cognitive processes and emotional evaluations during organizational change has received great attention in recent years (Helpap & Bekmeier-Feuerhahn, 2016). Rahi et al. (2021) state that for the successful implementation of change, it is important to first examine the attitude of the employee about being ready for change, and this significantly affects the implementation of the change. General findings (Moosa et al., 2021) show the growing interest of researchers around the world in the subject of change management, and one of the most repeated keywords in change management is organizational change. Although organizational change is one of the most researched topics in the fields of organizational and educational sciences, discussions continue conceptualizing and implementing change in organizations, since most of the organizational change initiatives fail and each failure brings financial and psychological costs to the organization (Beycioglu & Kondakci, 2021:801).

### **Purpose of the research**

This study aims to try to prove the relationship between "organizational depression" and "organizational change cynicism" and to determine to what extent these two phenomena predict each other. The belief in change or resistance to change in schools where the visibility and implementation of education policies are ensured is extremely important. This research, which aims to examine the relationship between organizational depression and organizational change cynicism under the school structure, from the perspective of teachers working in schools, aims to develop suggestions for practitioners and researchers in the light of the information it has obtained. The fact that the relationship between organizational change cynicism and organizational depression has not been sufficiently emphasized until now increases the importance of the research.

### **Problem Status**

- 1) Is there significant relationship between teachers' perceptions of organizational depression and organizational change cynicism?
- 2) Do teachers perceptions of organizational depression predict their organizational change cynicism?

### **METHOD**

Under this heading, there are research models, participants, data collection tools, and data analysis.

### **Research Model**

The relational screening model is used in studies conducted to determine the existence and/or degree of change in two or more variables. Although the relationship found cannot be considered a real cause-effect relationship, it can provide some clues in that direction and enable the estimation of the other by learning the situation in one variable. Because the scanning model is economical, practical, and ethical compared to the trial model, the relationships found with scanning can be interpreted accordingly. In the comparative scanning model, since the researcher can find the opportunity to work in a natural environment, the results obtained are more likely to be suitable for real life (Karasar, 2020). This



study, it is aimed to determine the relationship between organizational change cynicism level and organizational depression level in terms of teachers' perceptions with the relational screening model.

### Universe and Sample

In the formal education system of the Ministry of National Education, secondary schools constitute an important stage in the placement of students in secondary education institutions of various types and qualities. It is the first stage where the academic success and statistics of students and schools can be determined by the central exam. Moreover; Secondary school students or students who have just finished secondary school participate in exams such as PISA and TIMSS, in which international rankings and comparisons are made. Due to the mentioned importance of the secondary school level, the schools included in the research were limited to the secondary school level and focused on secondary schools. The group of the research consists of a total of 329 teachers, 214 female (65%) and 115 male (35%) working in public secondary schools in Balıkesir Körfez (Edremit, Havran, Burhaniye, Gömeç, and Ayvalık) districts in the 2021-2022 academic year. The sample was selected by simple random sampling. 329 teachers working in 28 secondary schools from 5 different districts, which differ in terms of the average central exam scores, service areas, and teacher numbers, participated in the research. The number of teachers working in official secondary schools in the Körfez districts of Balıkesir province is 1,126, and 329 participants in the sample correspond to a 95% confidence level and a confidence interval of 4.55. (<https://surveysystem.com/sscalc.htm>) It constitutes 81.58% of the participant group between the ages of 30-49.

### Data Collection and Analysis

**Organizational Depression Scale:** The “Organizational Depression Scale” developed by Sezer (2011) was used to determine the organizational depression level of teachers. Consisting of 42 items and one dimension, the scale is Likert type and is scored between 1 and 5. In the scale in which negative statements are scored in reverse, the most positive answer has the highest score. The range of points that can be taken from the scale is 42-210. A high score on the scale indicates a low level of organizational depression (Sezer, 2011). The Cronbach-Alpha reliability coefficient of the organizational depression scale was .941 (Sezer, 2011), and the Cronbach-Alpha reliability coefficient recalculated in this study was .965. The KMO value of the organizational depression scale was found to be .961, thus sufficient sampling was achieved, and the Sig. (.000) value was found to be significant and was found suitable for factor analysis. The organizational depression scale is grouped under a single factor, and the factor load values of the items vary between .301 and .816 (Sezer, 2011). In our study, the recalculated values vary between .347 and .825. In the Organizational Depression Scale collected in a single factor, the variance explained by the factor alone was 38.384% (Sezer, 2011), and the recalculated value in this study was 42.991.

**Organizational Change Cynicism Scale:** Determining organizational change cynicism level of teachers, Tolay et al. (2017), and the validity and reliability analyses of the “Organizational Change Cynicism Scale” were used. The scale, which consists of 15 items and three dimensions called managerial, experiential, and acquired cynicism, is Likert type and is scored between 1 and 5 (Tolay et al., 2017). Like the organizational depression scale, negative statements were scored in reverse on this scale and the most positive answer was analyzed with the highest score. The range of points that can be taken from the scale is 15-75. A high score on the scale indicates that organizational change cynicism is low. The Cronbach Alpha value for all of the items in the Organizational Change Cynicism Scale was determined as .939 (Tolay et al. 2017). In this study, the reliability coefficient (Cronbach Alpha value) calculated for Organizational Change Cynicism, consisting of 15 items, was found to be .939. When the intra-dimensional reliability analysis of the organizational change cynicism scale is examined, the reliability of the managerial change cynicism dimension is .893, the reliability of the experiential change cynicism dimension is .822, and the reliability of the acquisitional change cynicism dimension is .854 (Tolay et al., 2017). In this study, the recalculated reliability coefficient of the three factors in the Organizational Change Cynicism scale was found to be YDS (.938) DDS (.850) EDS (.904), and the reliability of the dimensions was found to be high. The KMO



value of the organizational change cynicism scale was found to be .930, thus sufficient sampling was achieved, and the Sig. (.000) value was found to be significant and suitable for factor analysis. The Organizational Change Cynicism Scale was used in this study by Tolay et al. (2017) “Managemental change cynicism (YDS)” “Acquisitive change cynicism (EDS)” and “Experiential change cynicism (DDS)” It was determined that they were grouped under three factors. In this study, the percentage explaining the total variance of the three dimensions was determined as 72.21. Tolay et al. (2017) also found this rate to be 64.91% in the study.

In this study, which consists of 57 items in total, the general reliability coefficient of the scale is .973. For the Corrected Item-Total Correlation Organizational Depression Scale, which provides a clearer decision on the contribution of the items in the measurement tool to the reliability and is recommended to exclude items less than .30 from the measurement tool as a general rule (Bursal, 2019, p. 230), It varies between .313 and .777. (Sezer, 2011: 47). In the organizational change cynicism scale, the correlation of all dimensions with the items was between .615 and .873 (Tolay et al., 2017: 108). As a result of the recalculation in this study, the items ranged between .335-.796 in the organizational depression scale and .482-.810 in the organizational change cynicism scale. ( $r > .30$  is sufficient.)

### Analysis of data

The collected data were processed into the SPSS 26.0 program and analyzed. The relationships between the two scales used in the study were determined using the Spearman Rank Differences Correlation coefficient. In addition, regression analysis was conducted to determine whether teachers' organizational depression levels predict organizational change cynicism levels.

## RESULTS

An answer to the question "Is there a significant relationship between teachers' perceptions of organisational depression and organisational change cynicism?" was sought. In the solution of this sub-problem, the correlation between the scores of organisational depression scale (Sezer, 2011) and organisational change cynicism scale (Tolay et al., 2017) was calculated. Although there are different classifications in the literature, it is accepted that there is a weak relationship ( $|r| \leq .30$ ) and a strong relationship ( $|r| > .70$ ) (Bursal, 2019, p. 131).

**Table 1.** The relationship between organisational depression and organisational change cynicism (correlations)

	Organizational Change Cynicism
Organizational Depression	.752(**)

\*\*p<.05

In order to determine the relationship between average depression score and average change cynicism, Spearman Rank Difference Correlation coefficient was preferred since one of the variables did not show normal distribution (Kilmen, 2020, p. 128). The correlation coefficient for the data on organisational depression and organisational change cynicism perceived by teachers is .752 (Table 1) and expresses a strong positive relationship. (Bursal, 2019, p. 131) Since the significance value is  $p = .000$  ( $\text{Sig} < .01$ ), there is a significant relationship between the two variables. Since the coefficient of determination  $r^2 = .57$ , it can be said that approximately 57% of the variability in organisational depression can be explained by organisational change cynicism or approximately 57% of the variability in organisational change cynicism can be explained by organisational depression, although there is no cause-effect relationship. In other words, the variance explained by organisational depression and organisational change cynicism is 57%. Coefficient of determination ( $r^2$ ) expresses the variance explained by the variables. ( $r_s = .752$ ;  $n = 329$ ;  $p = .000$ )

**Table 2.** The relationship between organisational depression and organisational change cynicism sub-factors (correlations)

	Managerial Change Cynicism	Acquisitional Change Cynicism	Experiential Change Cynicism
<b>Organizational Depression</b>	.679(**)	.452(**)	.760(**)

\*\*p&lt;.05

The relationship between organisational depression and organisational change cynicism sub-factors is shown in Table 2 accordingly, .679 (p<.01) correlation was found between organisational depression and managerial change cynicism, .452 (p<.01) correlation between organisational depression and acquisition change cynicism, .760 (p<.01) correlation between organisational depression and experiential change cynicism.

**Table 3.** The predictive power of organisational depression variable on organisational change cynicism and its sub-dimensions

Variable	B	Standard Error B	β	t	p	R <sup>2</sup>
<b>Still</b>	1.199	.123	-----	9.745	.000	-----
<b>Organizational Change Cynicism</b>	.763	.034	.777	22.288	.000	.603
<b>Still</b>	.804	.179	-----	4.495	.000	-----
Managerial Change Cynicism	.904	.050	.709	18.167	.000	.502
<b>Still</b>	2.120	.190	-----	11.157	.000	-----
Acquisitional Change Cynicism	.542	.053	.493	10.255	.000	.243
<b>Still</b>	.914	.120	-----	7.628	.000	-----
Experiential Change Cynicism	.792	.033	.796	23.773	.000	.633

Organizational Depression: Predictive variable

Organizational Change Cynicism and its sub-dimensions: Predicted variable

As can be understood from Table 3, we can say that the predictor variable "organisational depression" explains 60 percent of the predicted variable "organizational change cynicism". It can be said that a 1-unit change in organisational depression variable will cause a change of .76 in organizational change cynicism. t value is significant and positive (directly proportional). As a result of the regression analysis, it can be said that organisational depression has a high and significant relationship with organisational change cynicism (R=.78 R<sup>2</sup> =.60, p<.01).

**Table 4.** The Durbin-Watson Value of Predicting Organizational Change Cynicism

	R	R Square	F	p	Durbin-Watson
<b>Örgütsel depresyon</b>	.817 <sup>a</sup>	.667	217.097	.000*	1.871

\*p&lt;.05

**Table 5.** The predictive power of organisational change cynicism sub-dimensions on organisational depression

Variable	B	Standard Error B	β	t	p	VIF
<b>Still</b>	.539	.133	-----	4.041	.000	-----
Managerial Change Cynicism	.220	.038	.280	5.731	.000	2.332
Acquisitional Change Cynicism	-.051	.038	-.056	-1.324	.186	1.715
Experiential Change Cynicism	.626	.051	.623	12.289	.000	2.511

Organizational Change Cynicism sub-dimensions: Predictive variable

Organizational Depression: Predicted variable



DDS, YDS, and EDS; explain 66% of the change in organizational depression. Since the significance value calculated for the Multicorrelation Coefficient ( $R=0.817$ ;  $p=.000$ ) between the predictive independent variables YDS, EDS, and DDS and the dependent variable organizational depression is  $p<.01$ , there is a significant relationship between these variables (Table 4). Since the Durbin-Watson value takes a value between 1-3, it has met the condition of being independent of the errors. (Seçer, 2015: 150) As a result of regression analysis, it was found that managerial change cynicism and experiential change cynicism have a high level and significant relationship with organizational depression ( $R=.82$ ,  $R^2=.64$ ,  $p<.01$ ). YDS and DDS have a positive and significant effect on organizational depression. The change in the 1-unit YDS variable causes a change in the 0.220-unit organizational depression variable. In addition, the change in the 1-unit DDS variable causes a change in the .626-unit organizational depression variable (Table 5). When the standardized ( $\beta$ ) coefficient and t values are examined, it can be said that DSS and YDS, respectively, are significant predictors of organizational depression in terms of relative importance (Seçer, 2015). Increasing organizational depression significantly increases organizational change cynicism. In addition, managerial change cynicism and experiential change cynicism predict organizational depression significantly.

## DISCUSSION, CONCLUSION, and RECOMMENDATIONS

This research aims to determine teachers' organizational depression levels and organizational change cynicism perceptions, the relationship between these two variables, and organizational depression's organizational change. It aims to determine whether it predicts change cynicism. The attitudes of teachers working in educational institutions, which are the pioneers of change, to change and their positive-negative perceptions about the organization are very important for the future of the society they live in as well as the development of the organization they are in.

It is not easy to abandon or change the works and processes from the past, which have become a habit, turned into a routine, do not require any additional effort in practice, and have been mastered. Employees may develop a bias and resist change for a variety of reasons. Resistance to change is an important factor to consider in any change process. Employees who aim to protect the current situation by resisting change and hindering the process at the beginning or in its development may exist in the organization. While avoiding resistance to change is not universal advice, managers need to pay particular attention to certain issues (Pardo del Val & Martínez Fuentes, 2003).

Since it is an important indicator of the employee's intention to leave the organization, the resistance developed against change has led to the development of supportive and regulatory measures that reduce the feeling of stress and burnout by developing welfare policies in business life in this period when organizations are frequently going through a change process by managers who care about stability (Srivastava & Agrawal, 2020). Resistance to change can be positive, even necessary, for organizations in small doses because it encourages levels of critical reflection; Another factor in front of change is change fatigue, which can settle in employees, whose benefits have not been found in studies, however, because the behaviors are not rooted, it is easier to eliminate and alleviate. Change fatigue, which is a different phenomenon from resistance to change, has been defined as overwhelming feelings of stress, exhaustion, and burnout fueled by the feelings of indecision and powerlessness associated with rapid and continuous change in the workplace. Change fatigue; It causes personnel to feel powerless and disappointed and increases the rates of sickness and absenteeism in employees. When attempts to change are in vain, a direct response to staff exhaustion is that while silent opposition develops; high organizational change rates increase the risk of personnel experiencing stress, burnout, and/or potential change fatigue (McMillan, 2018).

The first finding of this study is that the level of organizational depression, which is claimed to be related to exhaustion, fatigue, and burnout, is perceived by teachers as below average, and teachers' perceptions of organizational change cynicism are at a low level. With this research, it can be said that teachers working in public schools have developed a low negative attitude towards change, and they also experience low levels of feelings such as hopelessness and exhaustion. It is seen that the negative





attitude towards the change that may develop in the employees due to the intense change initiatives, which is the subject of criticism in various institutions and organizations, has little place in the teachers. The levels of each of the factors such as Administrative Change Cynicism (YDS), Experiential Change Cynicism (DDS), and Acquired Change Cynicism (EDS), which constitute the organizational change cynicism and sub-dimensions of teachers, were found to be "low". In the sub-dimensions of the organizational change cynicism scale, it can be said that experiential change cynicism is experienced more intensely by teachers compared to other dimensions, and therefore, teachers' negative attitudes towards change mostly stem from negative results in the past. This research, it is aimed to determine the expectations of teachers at the end of the change process. It has emerged that the perception that it will not happen and will result in failure and the thoughts that it will bring many problems should be prevented. The implementation of the management's opinion, the avoidance of employees from taking additional responsibilities, bureaucratic reasons, and unsuitable physical conditions are other issues that should be emphasized. It may be beneficial for managers to accept the unsuccessful change attempts in the past, implement practices based on employee expectations, ensure that employees have a sense of trust, and introduce a personnel management system that will prevent employees from being trapped within the limits of their job descriptions.

The second finding of the study is that there is a positive, strong, and statistically significant relationship between organizational depression and organizational change cynicism. ( $r_s=.752$ ;  $r^2=.57$ ;  $n=329$ ;  $p=.000$ ) We can say that the predictor variable "organizational depression" explains 60 percent of the predicted variable "Organizational change cynicism". ( $R^2=.603$ ) As a result of simple linear regression analysis, it can be said that organizational depression has a high and significant relationship with organizational change cynicism. ( $R=.78$   $R^2=.60$ ,  $p<.01$ ) It can be said that a 1-unit change in the Organizational Depression variable will cause a .76 change in organizational change cynicism. As a result of multiple linear regression analysis, it was found that managerial change cynicism and experiential change cynicism had a high and significant relationship with organizational depression. ( $R=.82$ ,  $R^2=.64$ ,  $p<.01$ ) YDS and DDS have a positive and significant effect on organizational depression. The change in the 1-unit YDS variable causes a change in the .220-unit organizational depression variable. In addition, the change in the 1-unit DDS variable causes a change in the 0.626-unit organizational depression variable. In terms of relative importance, it can be said that DSS and YDS are significant predictors of organizational depression, respectively. Increasing organizational depression significantly increases organizational change cynicism. In addition, managerial change cynicism and experiential change cynicism predict organizational depression significantly. The highlight of the study is that there is a strong relationship between organizational depression and organizational change cynicism. However, this research has also revealed that organizational depression is a strong predictor of organizational change cynicism. Therefore, managers who want to combat organizational change cynicism should also consider organizational depression; employees may need to take into account feelings of hopelessness, exhaustion, fatigue, and pessimism.

In support of our research, a strong relationship was found between burnout and cynicism (depersonalization), which represents the interpersonal context of burnout and expresses a negative, emotionless, and extremely independent response (Maslach et al. 2001). Törnroos et al. (2015) determined that cynicism mediated a significant portion (21.5%) of the effect of workload on depression. In the research called "High workload can increase cynical attitudes and insecure feelings towards others, which can increase depressive mood", it was recommended that cynicism increases the perceived relationship between work tension and depression, and therefore this relationship should be taken into account. Zheng et al. (2022) state that burnout and cynicism partially mediate the effects of work-family conflict on depression, and fully mediate the effects of organizational role conflict on depression. Kiraz and Bakioğlu (2016) Hunter cynicism scale; with depression, anxiety, and stress scales they state that they have low positive and significant correlation values. Wu and Wu (2019) state that the positive or negative emotions that the managers will show in response to the events in the workplace will affect the emotional reactions of the employees, and the positive emotional reactions of the managers will lead the employees to show a high level of commitment to the work and



subsequently affect the innovative behaviors. Abeltina et al. (2021) stated that the most effective predictor of cynicism was depression (38%) in a study they conducted with 394 people who work in various sectors such as education, health, informatics, construction, wholesale-retail and finance in Latvia, with a balanced distribution of private enterprises and state institutions. Rahi et al. (2021), the results of their research revealed that perceived competence, perceived kinship, perceived autonomy, coding strategy, and personalization strategy explained 76.8% of the variance in employee readiness for change. Koutsimani and Montgomery (2021) state that burnout and cynicism are positively related to depression and anxiety. Kachel et al. (2020) state that high cynicism is associated with low optimism. The change itself can cause a reaction such as depression as well as reactions such as denial, anger, bargaining, and acceptance that follow the grief model (Gibbons, 2015). Setting hard-to-reach goals in change initiatives can put the organization in danger. Unrealistic expectations and eventual failure; causes a shattered ego and ideal, low self-image, self-directed aggression, guilt, and ultimately depression (Appelbaum, 2020). As organizational depression increases in teachers, professional burnout increases, and as organizational depression decreases, professional burnout decreases (Sagir, 2015).

The last finding of our study is the findings of the teacher presence in schools regarding the perception of organizational depression and change cynicism. With this research, it can be said that organizational depression and organizational change cynicism may develop more in schools with 20 or more teachers than in schools with less than 20 teachers. The fact that the level of organizational trust, which is an important factor in reducing change cynicism (Mirvis & Kanter, 1989, p. 380; Sguera et al., 2022, p. 96) and preventing organizational depression (Kilpatrick, 1998; Cohen & Cohen, 1993, p. 42), is higher in schools where the number of teachers is between 11-20 (Yılmaz, 2006) is a finding that supports our research. In addition, there are various studies stating that the increase in the number of teachers reduces the level of trust in colleagues (Ekinci, 2018; Özer et al., 2006) and organizational trust (Memduhoğlu & Zengin, 2011; Bökeoğlu & Yılmaz, 2008). Teachers working in schools with a low number of teachers have a higher perception of school culture than teachers in schools with a large number of teachers (Berk, 2020). The communication skills of administrators who have more teachers in their schools are perceived more negatively by teachers (Çaybaş, 2021; Güngör, 2022). The high number of teachers in the school will reduce the possibility of teachers interacting with each other or with the administrators. As the number of teachers increases, the probability of distorting the information transferred from one person to another will increase, and the interpersonal effect based on cohesion will decrease (Bidwell et al., 1997). As the number of teachers in a school increases, it is more difficult for teachers to get to know and interact with other teachers, and therefore the sense of connection and cooperation opportunities with these other teachers decreases (Weathers, 2011). As the number of teachers working in the school increases, it is seen that school administrators meet the needs of teachers less within the framework of self-determination theory (Kahraman et al., 2021). As the number of teachers exceeds 10, it becomes less possible for staff to be equally involved in the decision-making process (Wallace & Huckman, 1996). It can be said that in schools with a low number of teachers, principals expect higher performance from teachers (Ağaoğlu & Kara, 2021). As the number of teachers increases, the performance of teacher communities decreases (Sun et al., 2020), and their contributions and initiatives decrease (Li, 2017). Therefore, in the fight against organizational depression and organizational change cynicism in organizations, especially in schools, the consideration of the number of employees, especially by the decision makers and planners, who are above the management level, can contribute to the organization.

### **Recommendations for Researchers and Practitioners**

For researchers; Developing a scale measuring the level of organizational depression, conducting qualitative research on perceptions of organizational depression, and researching private school employees can be suggested suggestions. For practitioners; introducing a system of additional remuneration and rewarding based on performance, concrete data and evidence, avoiding behaviors that will damage the feelings of trust and justice in the organization, knowing the knowledge, skills and abilities of the employees before the changes to be made in the organization, taking their opinions,



informing them throughout the process and relieving them of their concerns, Instead of in-service trainings that can be seen as drudgery, it can be suggested to focus on in-school and out-of-school social activities that appeal to the emotions and spirits of individuals, to avoid high expectations or workloads above their capacities that may stress employees, and to stay away from change practices that may cause frustration in teachers.

### Limitations of the Research

Although this study revealed several important findings regarding organizational depression and organizational change cynicism, there are some limitations. First of all, this research is limited to the variables measured by the "Organizational Change Cynicism Scale" and the "Organizational Depression Scale". In-depth analysis can be carried out with qualitative research. A second limitation is that this research is limited to teachers working in public secondary schools in the Körfez districts of Balıkesir province (Edremit, Havran, Burhaniye, Gömeç, and Ayvalık). The teachers who participated in the research sincerely answered all questions; reflect their feelings and thoughts; they respond with sincerity; It is assumed that randomly selected schools and teacher sampling represent the universe.

### Ethics and Conflict of Interest

This study was carried out by the recommendations of the Çanakkale 18 Mart University Ethics Committee, with written informed consent from all subjects. The findings reported in this article represent part of the first author's dissertation under the supervision of the second author. İra, in the planning of the study; Afacan played an important role in the conduct of the study. Data analysis Afacan; İra prepared the draft of the article. İra critically reviewed the article for important intellectual content.

The authors received no financial support for the research, authorship, and/or publication of this article. The authors declare that the research was conducted without any commercial or financial relationship that could be construed as a potential conflict of interest.

### REFERENCES

- Abeltina, M., Rascvaska, M., & Stokenberga, I. (2021). Mental health and work engagement as predictors of different burnout conceptualizations in a multi-occupational sample from Latvia. *International Journal of Psychology and Psychological Therapy*, 21(3), 323-345.
- Ağaoğlu, E., & Kara, H. (2021). *Öğretmen algılarına göre meslek lisesi okul müdürlerinin dönüştürücü liderlik özelliklerinin incelenmesi* [The evaluation of vocational school principals transformational leadership qualities based on teacher perceptions] (Unpublished Master's thesis), Anadolu University, Turkey.
- Akman, Y., & Abaslı, K. (2016). Öğretmenlerin depresif okul algılarının çeşitli değişkenler açısından incelenmesi [The investigation of teachers' perceptions of depressive school according to various variables]. *Hitit University Journal of Social Sciences Institute*, 9(2), 1111-1124. DOI: 10.17218/hititsosbil.280833
- Andersson, L. M., & Bateman, T. S. (1997). Cynicism in the workplace: Some causes and effects. *Journal of Organizational Behavior*, 18, 44-469
- Appelbaum, S. (1977). *Conceptualizing organizational diagnosis and development through model building*. Group Processes & Intergroup Relations January.
- Appelbaum, S. H. (2020). Organizational diagnosis and organizational development model: Integration of psychoanalytic determinants. *Universal Journal of Management* 8(4), 181-194. DOI: 10.13189/ujm.2020.080407
- Atasoy, A. (2018). Sağlık çalışanların örgütsel depresyon algılarının çeşitli değişkenler açısından incelenmesi [The investigation of health care workers perceptions of organizational depression according to various variables]. *Sağlıkta Performans ve Kalite Dergisi*, 14(2), 41-56.
- Avetyan, T. (2006). *Leading brain-like organizations: Toward synthesis and practical guidelines*. Honors College Theses. [https://digitalcommons.pace.edu/honorscollege\\_theses/38\\_21.2.2022](https://digitalcommons.pace.edu/honorscollege_theses/38_21.2.2022)
- Barsade, S. G., & Gibson, D. E. (2012). Group affect: Its influence on individual and group outcomes. *Current Directions in Psychological Science*, 21(2), 119–123. <https://doi.org/10.1177/0963721412438352>



- Berk, N. (2020). *Öğretmen algılarına göre mesleki ve teknik liselerin okul kültürü* [The school culture of vocational and technical high schools according to the teacher perceptions] (Unpublished Master's thesis), Eskişehir Osman Gazi University, Turkey.
- Betof, E., & Betof, N. (2010). *Just promoted, a 12-month road map for success in your new leadership role*, Second Edition, The McGraw-Hill Companies, United States.
- Beycioglu, K., & Kondakci, Y. (2021). Organizational change in schools. *ECNU Review of Education*, 4(4), 788–807. <https://doi.org/10.1177/2096531120932177>
- Bidwell, C. E., Frank, K. A., & Quiroz, P. A. (1997). Teacher types, workplace controls, and the organization of schools. *Sociology of Education*, 285-307.
- Bilchik, G. S. (2000). Organizational depression hospitals & health networks. *Chicago*, 74(2), 34-48.
- Bird, L., & Clendenin, M. (1992). Telegram & Gazette; That thing way down there is Bay State morale: [ALL Edition] Worcester, Mass. [Worcester, Mass]. 20 Aug 1992: A2. Erişim:5 Mart 2022. <https://www.proquest.com/newspapers/that-thing-way-down-there-is-bay-state-morale/docview/268459003/se-2?accountid=15572>
- Bökeoğlu, Ö. Ç., & Yılmaz, K. (2008). İlköğretim okullarında örgütsel güven hakkında öğretmen görüşleri [Teachers' perceptions about the organizational trust in primary school]. *Educational Administration: Theory and Practice*, 54(54), 211-233. Retrieved from <https://dergipark.org.tr/tr/pub/kuey/issue/10343/126707>
- Brown, M., & Cregan, C. (2008). Organizational change cynicism: The role of employee involvement. *Human Resource Management*, 47(4), 667-686. <https://doi.org/10.1002/hrm.20239>
- Brunsson, N. (1986). Organizing for inconsistencies: On organizational conflict, depression and hypocrisy as substitutes for action. *Scandinavian Journal of Management Studies*, 2, 165-185.
- Budak, S. (2009). *Psikoloji sözlüğü* [Dictionary of psychology]. Ankara: Science and Art Publications.
- Bursal, M. (2019). *SPSS ile temel veri analizleri* [Basic data analysis with SPSS] (2<sup>nd</sup> Edition). Ankara: Anı Publishing.
- Capone, V., Joshanloo, M., & Park, M. S. A. (2019). Burnout, depression, efficacy beliefs, and work-related variables among school teachers. *International Journal of Educational Research*, 95, 97-108.
- Cohen, W. A., & Cohen, N. (1993). *Corporate madness: Curing your company*, Management Review. September.
- Çalık, T., & Er, E. (2014). İlköğretim okulu öğretmenlerinin okulun değişime açıklığı ile değişim kapasitesi algıları arasındaki ilişkinin incelenmesi [Examining the relationships between primary school teachers perceptions on school openness to change and school change capacity]. *Educational Administration: Theory and Practice*, 20, 151-172.
- Çaybaş, T. (2021). *Okul yöneticilerinin iletişim becerilerine ilişkin öğretmen görüşleri: Bir karma yöntem araştırması* [Teachers' views on the communication skills of school administrators: A mixed method research] (Unpublished Master's thesis). Pamukkale University, Turkey.
- Çolakoğlu, M. H. (2018). *Rekabetçi değişim modeli* [Competitive exchange model]. Ankara: Pegem Akademi Publishing.
- DeTienne, K. B. Hooley, J. M. Larrocha, C., & Reay, A. (2020). *How to manage an employee with depression* harvard business review, Retrived date: February 27, 2022. <https://hbr.org/2020/01/how-to-manage-an-employee-with-depression>
- Ekinci, H. (2018). İlkokul öğretmenlerinin okula ve yönetime güven duygularını etkileyen yönetici davranışları [in Turkish]. Retrived date: 21.11.2022 <http://acikerisim.pau.edu.tr/xmlui/handle/11499/2498>
- Ercan, Y. (2006). Okullardaki örgütsel güven düzeyinin bazı değişkenler açısından incelenmesi [in Turkish]. The Journal of Selcuk University Social Sciences Institute, (16), 739-756.
- Gibbons, P. (2015) *The science of successful organizational change: How leaders set strategy, change behavior, and create an Agile culture*. Pearson Education LTD. Printed in the United States of America.
- Gray, H. (2008). Work and depression in economic organizations: The need for action. *Development And Learning in Organizations*, 22(3), 9-11.
- Güngör, F. D. (2022). Okul yöneticileri ve öğretmenlerin okul yöneticilerinin iletişim becerilerine yönelik algıları [in Turkish]. Retrived date: 21.11.2022 <http://acikerisim.pau.edu.tr/xmlui/handle/11499/38944>
- Hay, G. J., Parker, S. K., & Luksyte, A. (2021). Making sense of organisational change failure: An identity lens. *Human Relations*, 74(2), 180–207. <https://doi.org/10.1177/0018726720906211>
- Helpap, S., & Bekmeier-Feuerhahn, S. (2016). Employees' emotions in change: advancing the sensemaking approach. *Journal of Organizational Change Management*, 29(6), 903-916.



- Kachel, T., Huber, A., Strecker, C., Höge, T., & Höfer, S. (2020). Development of cynicism in medical students: Exploring the role of signature character strengths and well-being. *Front Psychol.* Feb 27, 11, 328. doi: 10.3389/fpsyg.2020.00328. PMID: 32174874; PMCID: PMC7056910.
- Kahraman, U., Sari, T., & Nayır, F. (2021). Do Manager See Teachers' Needs. *International Online Journal of Educational Sciences*, 13(3), 649-663.
- Kalağan, G., & Güzeller, C. O. (2010). Öğretmenlerin örgütsel sinizm düzeylerinin incelenmesi [The organizational cynicism levels of the teachers]. *Pamukkale University Journal of Education*, 27(27), 83-97.
- Karadağ, C. (2019). *İlkokul öğretmenlerinin depresyon düzeyleri ile psikolojik yardım alma tutumları arasındaki ilişkinin incelenmesi* [An investigation of the relationship between depression levels of primary school teachers and their attitudes to seeking psychological help]. (Unpublished Master's thesis). Yakın Doğu University, North Cyprus.
- Karasar, N. (2020). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler* [Scientific research method: Concepts, principles, techniques]. Ankara: Nobel Publishing.
- Khan, A., & Sultan, F. (2020). Impact of depression on workers' retention and efficiency. *Depression*, 1(2).
- Kilmen, S. (2020). *Eğitim araştırmacıları için SPSS uygulamalı istatistik* [SPSS applied statistics for education researchers] Ankara: Anı Publishing.
- Kilpatrick, A. (Ed.). (1998). *Handbook of Health Administration and Policy* CRC Press.
- Kiraz, Z., & Bakioğlu, F. (2016). Adaptation of hunter cynicism scale to Turkish: Validity and reliability study. *Universal Journal of Educational Research*, 4(11), 2643-2650.
- Koçel, T. (2013). *İşletme yöneticiliği* [Business management]. İstanbul: Beta Publishing.
- Koutsimani, P., & Montgomery, A. (2021) A two-wave study on the associations of burnout with depression and anxiety: The mediating and moderating role of perceived family support. *Psychol Rep.* Nov 28:332941211051263. doi: 10.1177/00332941211051263. Epub ahead of print. PMID: 34841980.
- Lewandowski, C. A. (2003). Organizational factors contributing to worker frustration: The precursor to burnout. *Journal of Sociology & Social Welfare*, 30, 175-185.
- Lewis, L. (2019). *Organizational change: Creating change through strategic communication*. Second Edition. A John Wiley & Sons, Ltd., Publication
- Li, T. (2017). *Approaches to policy advice from multiple teachers in reinforcement learning* (Unpublished Doctoral dissertation). Harvard University.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.
- McMillan, K. (2018). *A critical organizational analysis of frontline nurses' experience of rapid and continuous change*, University of Ottawa Faculty of Health Sciences School of Nursing, Ottawa.
- Memduhoğlu, H. B., & Zengin, M. (2011). İlköğretim okullarında örgütsel güvene ilişkin öğretmen görüşleri [The views of teachers about organizational trust in premier schools]. *Van Yüziüncü Yıl University Journal of Education*, 8(1), 211-228.
- Mirvis, P. H., & Kanter, D. L. (1989). Combatting cynicism in the workplace. *National Productivity Review*, 8(4), 377-394
- Moosa, V., Khalid, A., & Mohamed, A. (2021). Intellectual landscape of research on change management: a bibliometric analysis. *Management Research Review*. ahead-of-print. 10.1108/MRR-04-2021-0256.
- Özer, N., Demirtaş, H., Üstüner, M., & Cömert, M. (2006). Ortaöğretim öğretmenlerinin örgütsel güven algıları [Secondary school teachers' perceptions regarding organizational trust]. *Ege Journal of Education*, 7(1), 103-124.
- Pardo del Val, M., & Martínez Fuentes, C. (2003). Resistance to change: A literature review and empirical study. *Management Decision*, 41(2), 148-155.
- Paşaoğlu, D. (2013). *Yönetim ve yöneticilik* [Management and management] C. Koparal and İ. Özalp (ed.) in *Yönetim ve Organizasyon* [management and organization] (p. 2-21). Anadolu University Publication No: 2944, Eskişehir.
- Putnam, K., McKibbin, L., & Wachs, J. E. (2004). Managing workplace depression: An untapped opportunity for occupational health professionals. *AAOHN Journal*, 52(3), 22-129. doi:10.1177/216507990405200309
- Rahi, S., Alghizzawi, M., Ahmad, S., Munawar Khan, M., & Ngah, A. (2021). Does employee readiness to change impact organization change implementation? Empirical evidence from emerging economy. *International Journal of Ethics and Systems*. ahead-of-print. 10.1108/IJOES-06-2021-0137.



- Reichers, A. E., Wanous, J. P., Austin, J. T. (1997). Understanding and managing cynicism about organizational change. *Academy of Management Executive*, 11(1), 48-59.
- Schwarz, G. M., Bouckennooghe, D., & Vakola, M. (2021). Organizational change failure: Framing the process of failing. *Human Relations*, 74(2), 159–179. <https://doi.org/10.1177/0018726720942297>
- Seçer, İ. (2015). *SPSS ve LISREL ile pratik veri analizi analiz ve raporlaştırma* [SPSS ve LISREL ile pratik veri analizi analiz ve raporlaştırma]. Ankara: Anı Publishing.
- Sezer, S. (2011). Örgüt depresyonu ölçeği'nin geliştirilmesi ve psikometrik niteliklerinin belirlenmesi [Development of an organization depression scale and determination of its psychometrical qualifications]. *ISGUC The Journal of Industrial Relations and Human Resources*, 13(1), 39-50
- Sguera, F., Patient, D., Diehl, M. R., & Bobocel, R. (2022). Thank you for the bad news: Reducing cynicism in highly identified employees during adverse organizational change. *Journal of Occupational and Organizational Psychology*, 95(1), 90-130.
- Srivastava, S., & Agrawal, S. (2020). Resistance to change and turnover intention: a moderated mediation model of burnout and perceived organizational support. *Journal of Organizational Change Management*, 33(7), 1431-1447
- Stensaker, I., Falkenberg, J., Meyer, C. B., & Haueng, A. C. (2002). Excessive change: coping mechanisms and consequences, *Organizational Dynamics*, 31(3), 296-312.
- Stobierski, T. (2020). *Organizational change management: What it is & why it's important*. Harvard Business School Online. <https://online.hbs.edu/blog/post/organizational-change-management>
- Sun, L., Zhou, Y., Yu, P. S., & Xiong, C. (2020). Differentially private deep learning with smooth sensitivity. *arXiv preprint arXiv:2003.00505*.
- Sutton, A. L. (Ed.). (2012). *Depression sourcebook*. Omnigraphics, Incorporated.
- Thundiyl, T., Chiaburu, D. S., Banks, G. C., & Peng, A. C. (2014). Cynical about change? A meta-analysis of organizational cynicism correlates. In *Academy of Management Proceedings* (Vol. 2014, No. 1, p. 13106). Briarcliff Manor, NY 10510: Academy of Management.
- Tolay, E., Sezgin, O. B., & Sürgevil Dalkılıç, O. (2017). Örgütsel değişim sinizmi: Ölçek geliştirme, güvenilirlik ve geçerlilik çalışması [Organizational change cynicism: Scale development, validity and reliability]. *Journal of Economics and Administrative Sciences*, 31(1), 101-117.
- Törnroos, M., Elovainio, M., Keltikangas-Järvinen, L., Hintsu, T., Pulkki-Råback, L., Hakulinen, C., Merjonen, P., Theorell, T., Kivimäki, M., Raitakari, O., & Hintsanen, M. (2015). Is there a two-way relationship between cynicism and job strain? Evidence from a prospective population-based study. *Journal of Occupational and Environmental Medicine*. 57, 479-484. 10.1097/JOM.0000000000000430.
- Wallace, M., & Huckman, L. (1996). Senior management teams in large primary schools: a headteacher's solution to the complexities of post-reform management?. *School Organisation*, 16(3), 309-323.
- Wanous, J. P., Reichers, A. E., & Austin, J. T. (1994). Organizational Cynicism: An Initial Study. *Academy of Management Best Papers Proceedings*, p. 269–273.
- Wanous, J. P., Reichers, A. E., & Austin, J. T. (2000). Cynicism about organizational change: Measurement, antecedents, and correlates. *Group & Organization Management*, 25(2), 132–153. <https://doi.org/10.1177/1059601100252003>
- Weathers, J. M. (2011). Teacher community in urban elementary schools: The role of leadership and bureaucratic accountability. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, 19, 1-42.
- Wu, T., & Wu, Y. (2019). Innovative work behaviors, employee engagement, and surface acting. *Management Decision*, 57(11), 3200–3216.
- Zheng, G., Lyu, X., Pan, L., & Chen, A. (2022). The role conflict-burnout-depression link among Chinese female health care and social service providers: the moderating effect of marriage and motherhood. *BMC Public Health*, 22(1), 1-13.