



A Meta-Analytic Review on the Causes and Consequences of Organizational Cynicism

Research Article

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ABSTRACT

The aim of this study is to address the studies examining the causes and consequences of organizational cynicism conducted between 2000-2018 in educational institutions in Turkey with a holistic approach, synthesize their results, and obtain more comprehensive and valid results. In this regard, this study is a meta-analysis study. First of all, studies carried out in the educational institutions in Turkey were obtained by searching for some keywords in the databases of Google Scholar, ULAKBIM (Turkish National Academic Network and Information Center), National Thesis Center of the Council of Higher Education, ERIC and Web of Science. Afterwards, 68 studies were included in the study taking into consideration the inclusion criteria set by the researcher. Analyses performed to identify the publication bias revealed that publication bias was not the case. Random effects model (REM) was adopted in the analyses. Results are as follows: The effect size of organizational justice, organizational trust, and ethical leadership on the organizational cynicism is large whereas the effect size of organizational support and organizational silence on the organizational cynicism is moderate. In addition, the effect size of mobbing on the organizational cynicism is modest. Whereas the effect size of organizational cynicism on the work alienation is large, its effect size on job satisfaction and organizational identification is moderate. On the other hand, organizational cynicism has a modest effect size on organizational citizenship, organizational commitment, and job performance.

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Keywords:

Cynicism, organizational cynicism, meta-analytic review

Introduction

Origin of the concept of cynicism is based on Cynicism, a school of thought and lifestyle emerged in Ancient Greece in 500s BC (Brandes, 1997). Cynicism is a philosophical movement which lays emphasis on rejecting all mundane desires (Kasalak and Aksu, 2014). Ancient cynicism attached importance to becoming a self-sufficient individual of virtue who is freed from all dependencies. However, today, the concept evolved

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into one which defines individuals as creatures who are choosy, dissatisfied, always critical towards events, self-interested and full of negative thoughts (Torun and Çetin, 2015). In the essence of cynicism lies the dislike for others and the belief that they are untrustworthy, deceitful and selfish (Barefoot, Dodge, Peterson, Dahlstrom and Williams, 1989; Brown and Cregan, 2008). In this regard, cynical individuals consider other people to be self-oriented and self-seeking creatures (Erdost, Karacaoğlu and Reyhanoğlu, 2007), and believe that ethical principles such as justice, integrity, and sincerity are sacrificed for the sake of personal interests (James, 2005). Apart from social life, cynicism affects organizational life as well, which resulted in the emergence of the concept of organizational cynicism. Organizational cynicism studies started to develop in the late 1980s and early 1990s (Kalağan, 2009). It is a significant concept standing for the employees' negative attitude towards their organization or any component thereof (Dean, Brandes and Dharwadkar, 1998). In this respect, such negative attitudes and behaviors of employees as rage, anger, resentment, despair, uneasiness, despise and humiliation towards their organization are mostly evaluated within the scope of cynicism (Dean et al., 1998). Organizational cynicism is grounded on the assumption that the organizations lack the principles of righteousness, integrity, justice, honesty and sincerity (Torun and Üçok, 2014). Employees' belief that the organization lacks integrity causes them to have negative feelings towards the organization and be more inclined to engage in negative attitudes and behaviors (Naus, 2007). Cynical individuals who assess the functioning and values of the organization based on their own standards and values are inclined to despise their organization (Helvacı, 2010). The most distinctive characteristics of cynical individuals are listed as they always complain, treat the organization and colleagues with despise, always adopt a pessimistic discourse, get easily disappointed when they fail, and feel they have been deceived by their organization (Abraham, 2000). In general, organizational cynicism is addressed in three dimensions: cognitive cynicism, affective cynicism, and behavioral cynicism. In cognitive cynicism, the cynical employees think that the organization lacks such principles as integrity, justice, and sincerity. Thus, they believe their organization betrays them with their practices (Dean et al., 1998). Cynical employees are of the opinion that the organization and managers bargain away the principles such as justice, integrity, and sincerity for interests and the choices of the managers are motivated by their personal interests (Kutanis and Çetinel, 2010). Believing that different motives lie behind the behaviors of persons, cynical people think they are likely to encounter deceit rather than honesty (Brandes et al., 1998). In this regard, distrust towards the organization and management is dominant. In affective cynicism, employees have negative feelings about the organization. Such negative feelings include fear, anger, despite, hatred, disgust, despise, and even embarrassment (Kalağan, 2009; Dean et al., 1998). Employees may also ridicule the objectives and values of the organization. In behavioral cynicism, on the other hand, negative beliefs and feelings of employees get embodied in their behaviors. They show sarcastic, insincere, implicit and dishonest behaviors including certain behavioral patterns such as making pessimistic predictions about the future of the organization, posturing, and acting contemptuously and pedantically (Özgener, Öğüt and Kaplan, 2008; Dean et al., 1998).

Organizational cynicism may arise from the differences in intraorganizational practices and behaviors as well as individual differences (Johnson & O'Leary-Kelly, 2003; Bommer et al., 2005). Studies reveal that organizational cynicism experience of educational employees is significantly affected by psychological contract breach (Sarıkaya and Bayrak Kök, 2017; Tarakçı and Akın, 2017), workload (Camgöz, Ekmekçi and Karapınar, 2017), organizational justice (Alkış and Kılınç, 2016; Köybaşı, Uğurlu and Öncel, 2017; Mavibaş and Belli, 2018), organizational support (Emre, 2018; Kasalak and Aksu, 2014), organizational stress (Özer et al., 2014), mobbing (Bedük, Eryeşil and Altınışık, 2017; Cemaloğlu, Kalkan, Dağlı and Çilek, 2014), ethical leadership (Mete, 2013; Akan, Bektaş and Yıldırım, 2014), nepotism (Karademir, 2016), job security (Topluk, 2018), supervision anxiety (Gündüz and Ömür, 2016), political discrimination (Keskinkılıç Kara and Oğuz, 2016), organizational silence (Demirtaş, Özdemir & Küçük, 2016), organizational culture (Şirin, 2011), organizational communication (Ayık, 2015), organizational trust (Akın, 2015), organizational ostracism and

alienation (Abaslı, 2018), and power types adopted by managers and personality traits of employees (Acaray and Yıldırım, 2017). Emergence of organizational cynicism brings about a myriad of problems. Studies reveal that the organizational cynicism level of employees has many negative outcomes both at an individual and organizational level. According to such studies, organizational cynicism affects employees' job performance (Yılmaz and Polatçı, 2018; Uzun, 2018), intention to quit job (Özer et al., 2014), organizational commitment (Özgan, Külekçi & Özkan, 2012; Yıldız, 2013; Çalışkan and Ekici, 2017), job satisfaction (Kılıç, 2013; Arabacı, 2010), burnout (Gün and Baskan, 2017; Yaşar and Özdemir, 2016), work alienation (Yıldız, Akgün and Yıldız, 2013), organizational citizenship behavior (Metem and Serin, 2015; Uzun, 2018), and life satisfaction (Aslan and Yılmaz, 2013).

Based on the results of these studies, it can be claimed that negative cognitive, affective, and behavioral attitude of employees towards their organization and any component thereof will have many negative outcomes with respect to both the employee and the organization. Positive attitudes and behaviors of employees towards their organization is of importance with regard to facilitating their acceptance of objectives and values of the organization as well as ensuring that they will exert efforts more than what is expected from them and make maximum use of their potential especially in organizations such as educational organizations the input and output of which are humans, which require more effort and devotion to attain their national and international goals, and, thus, where making up for mistakes is quite difficult. The nature of employees' attitudes towards their organization may stem from not only the employee him/herself but also some organizational experiences. In this regard, organizational cynicism referring to the negative attitudes of employees towards their organization (Dean et al., 1998) has been among the subject topics attracting a great deal of attention from the researchers in recent years on which articles and theses have been produced. Such studies focus on causes and consequences of organizational cynicism in particular. Increasing number of studies carried out in different regions of the country with limited number of participants and educational employees necessitates addressing such studies with a holistic approach, synthesizing the research results and generalizing them to a wider area and more people and, thus, obtaining more comprehensive and valid results, which is the motive behind this study. This study tries to put forth the factors causing educational employees to experience organizational cynicism and the consequences of organizational cynicism by way of synthesizing the results of primary studies conducted previously. Results are expected to guide the managers and other authorities in preventing educational employees from experiencing organizational cynicism. Two basic questions raised in this study are as follows:

1. What is the effect size of educational employees' perception of organizational justice, organizational support, organizational silence, organizational trust, ethical leadership and mobbing on their perception of organizational cynicism?
2. What is the effect size of the organizational cynicism level experienced by educational employees on their perception of work alienation, job satisfaction, organizational citizenship, organizational commitment, organizational identification, and job performance?

Method

The aim of this study is to address the studies carried out by various researchers at different times and in different places with different sample groups to identify causes and consequences of organizational cynicism in educational institutions with a holistic approach and achieving more general and more valid results by way of combining the results obtained from such studies. To this end, the meta-analysis method is adopted. Meta-analysis is a method enabling to combine the results of different studies conducted independently of each other on a specific topic and perform a statistical analysis on the results (Littel, Corcoran & Pillai, 2008). This method allows creating a sample group consisting of more people from a wider geographical area by way of

combining the studies conducted on a specific topic in smaller geographical areas and with limited number of people. Therefore, more valid and generalizable results can be obtained.

Literature Review, Inclusion Criteria

An extensive literature review was performed by searching for the key words "cynicism", "organizational cynicism", "cynicism in educational institutions" both in Turkish and English in databases of Google Scholar, ULAKBIM, and National Thesis Center of the Council of Higher Education, ERIC and Web of Science. When deciding which studies to include in this study, the inclusion criteria determined by the researcher were adopted. These criteria are as follows:

- ✓ The studies should be conducted between 2000-2018,
- ✓ The studies should be carried out in formal or private educational institutions and have a sample group of educational employees therein,
- ✓ The studies should be carried out in Turkey,
- ✓ The studies should include such values as sample number (n), correlation coefficient (r) or regression coefficient (R²) which are required for a correlational meta-analysis,
- ✓ The studies should be articles, theses, and dissertations,
- ✓ The theses and dissertations should be open access (Full-text versions of those that are not will be tried to reach).
- ✓ In order for a variable about organizational cynicism to be included in the study, there have to be at least three studies on the said variable (This criterion was determined due to the fact that the examination of publication bias requires at least 3 studies).

149 studies examining organizational cynicism in educational institutions in Turkey were reached through literature review. Examination of these studies based on the aforementioned criteria revealed that some of them were carried out based on general survey model, some of them were based on qualitative method, some theses and dissertations were not open access, that there was not a sufficient number of studies conducted with certain variables considered to be causes and consequences of organizational cynicism, and some studies examined the relations at a sub-dimensional level. Thus, such studies are not included in this meta-analysis. As a result, 68 studies were deemed appropriate to include in the study. Descriptive statistics of these studies are as shown in Table 1.

Table 1. Descriptive statistics

Relations	Number	Number	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
	of Studies	of sample											
OJ- OCy	15	4928					1	3		1	6	4	
OT- OCy	3	2901					1		2				
EL- OCy	4	1278					1	2			1		
OS- OCy	6	990	1					1	1			3	
OSi-OCy	4	1020					1	1		1		1	
M- OCy	7	2128				1		3		1	2		
OCy-WA	6	3761					1	1	2	1		1	
OCy- JS	5	1152		1			1		1		1	1	
OCy- OI	3	969						1		2			
OCy- OCB	8	3041			1			1	2	1	1	2	
OCy- JP	6	2036								1	2	3	
OCy- OC	14	5120			1	1	1	4	1	2	3	1	
Type of study			Sample group				Scale (cynicism)						
Article	41		Teacher				42	Brandes et al. (1999)					38

Thesis	23	Academician	23	Brandes (1997)	15
Dissertation	4	Teacher+ Manager	1	Sağır & Oğuz (2012)	7
		Manager	1	Vance et al. (1997)	7
		Inspector	1	Luczywek (2007)	1

OJ: Organizational Justice, OT: Organizational trust, EL: Ethical leadership, OS: Organizational support, OSi: Organizational silence, M: Mobbing, WA: Work alienation, JS: Job satisfaction, OI: Organizational identification, OCB: Organizational citizenship behavior, JP: Job performance, OC: Organizational commitment, OCy: Organizational cynicism

Table 1 show that organizational justice and organizational commitment are the variables the relation to organizational cynicism of which is mostly examined. Between 2000 and 2018, no articles or theses and dissertations were conducted on organizational cynicism in educational institutions in Turkey. The first one was conducted in 2009 and a significant number of studies were produced in the last 5 years. In addition, the studies were mostly produced in the form of article followed by theses and dissertations, respectively, their sample groups are mostly consisting of teachers, and mainly adopt the Organizational Cynicism Scale developed by Brandes et al. (1999) to collect data regarding organizational cynicism.

Coding of Data and Analysis Process

Once the studies to include in this study were decided, relevant necessary data were coded by certain categories (*author, publication year, sample group, etc.*) by means of an Excel spreadsheet. Afterwards, the data were entered in CMA 2.0 (Comprehensive Meta-Analysis 2.0) packaged software using this spreadsheet and analyzed via this software. The study utilized the meta-analysis method which uses correlational coefficient in the calculation of the effect size. In the meta-analysis method, the data are analyzed based on two models: fixed effects model (FEM) and random effects model (REM). Which of these models to be used depends on the aim of the study? In this study, random effects model is adopted because the studies included in the meta-analysis are not thought to be functionally equal. In addition, the effect sizes to be obtained at the end of the analysis are planned to be generalized to a wider population (Borenstein, Hedges, Higgins & Rothstein, 2013). In the interpretation of effect sizes, the classification suggested for correlational meta-analysis by Cohen, Manion and Morrison (2013) was adopted [".00-.10" weak, ".10-.30" modest, ".30-.50" moderate, ".50-.80" large, ".80≤" very large].

Publication Bias

Publication Bias is a type of bias resulting in failure to publish all studies carried out on a certain topic. In general, researchers are inclined to publish the studies revealing a significant difference or a significant relationship between variables. This results in publication bias in meta-analysis studies (Borenstein et al., 2013). Presence of publication bias in meta-analysis studies may cause deviations in the calculated effect size (Field & Gillett, 2010). In this regard, publication bias is an important matter for meta-analysis studies. There are many methods to examine the publication bias. Funnel Plots, Classic Fail-Safe N and Egger's Test were adopted in this study for such examination. At the beginning, funnel plot was used in order to determine whether publication bias is the case in the studies. Examination of the funnel plots in Table 1 reveals that the effect sizes of the studies included in this study are distributed almost symmetrically to both sides of the general effect size, which can be interpreted as the absence of a publication bias. However, it is striking that the effect sizes are distributed asymmetrically in the funnel plot of the studies examining the relationship between mobbing and organizational cynicism. Funnel plot is of importance in that it provides preliminary insight concerning publication bias to researchers. However, other methods also need to be utilized before a final judgment. To this end, Classic Fail-Safe N Test and Egger's Test were performed. The analysis results are as indicated in Table 2.

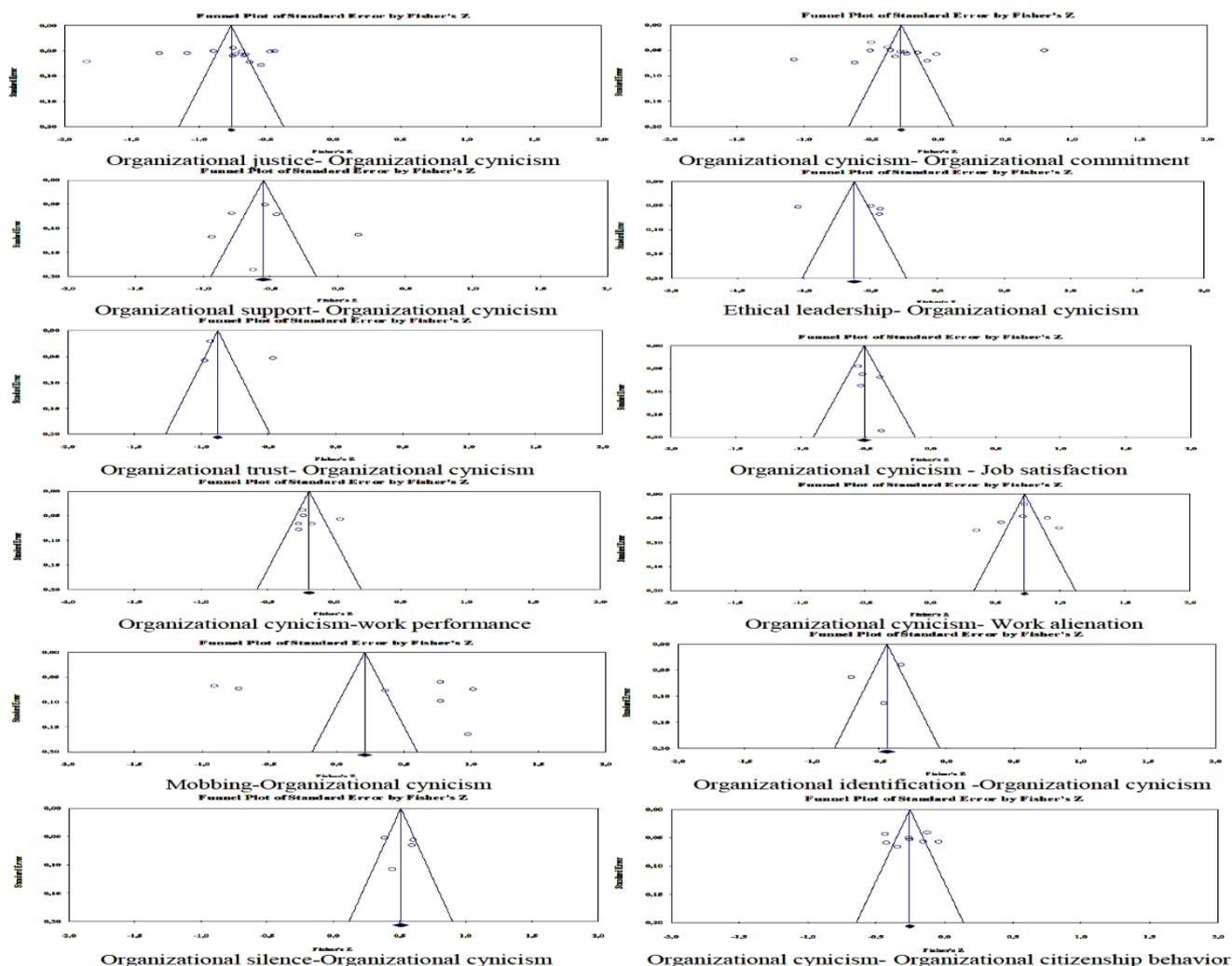


Figure 1. Funnel plots

Table 2. Results of Classic Fail-Safe N Test and Egger's Test

Relations	Number of Studies	Classic Fail Safe - N	Egger Test
Organizational Justice-Organizational cynicism	15	1113	p= .32 > .05
Organizational trust- Organizational cynicism	3	1260	p= .62 > .05
Ethical leadership- Organizational cynicism	4	487	p= .61 > .05
Organizational support- Organizational cynicism	6	378	p= .84 > .05
Organizational silence- Organizational cynicism	4	255	p= .95 > .05
Mobbing- Organizational cynicism	7	119	p= .67 > .05
Organizational cynicism - Work alienation	6	2382	p= .85 > .05
Organizational cynicism - Job satisfaction	5	311	p= .36 > .05
Organizational cynicism - Organizational identification	3	144	p= .65 > .05
Organizational cynicism - Organizational citizenship	8	387	p= .92 > .05
Organizational cynicism - Job performance	6	95	p= .83 > .05
Organizational cynicism - Organizational commitment	14	1329	p= .96 > .05

Classic Fail-Safe N is a test providing the number of studies to include in a study in order to avoid publication bias. Examining the values given in Classic Fail-Safe N column it can be seen that these values are really high. Considering the fact that there are 149 studies examining organizational cynicism in educational institutions in Turkey conducted in the last 18 years, it is not possible to reach the number of studies as suggested by Classic Fail-Safe N test to be able to avoid publication bias. In other words, increase in the difference between the number of studies reached and the number of studies required to avoid publication bias can be interpreted as the absence of publication bias. The second test performed to avoid publication bias is Egger's Test. What needs to be taken into account in Egger's Test is the p value. If p value is greater than .05, it can be said that publication bias is not the case. Egger's Test results show that p values are greater than .05. This result can be interpreted as the absence of publication bias.

Findings

The results of meta-analyses concerning the studies carried out in educational institutions and examining the causes of organizational cynicism experienced by educational employees are as shown in Table 3.

Table 3. Meta-analysis results regarding the causes of organizational cynicism

Variables	k	N	ES (r)	95% Confidence Interval		Heterogeneity			
				Lower Limit	Upper Limit	Q	P	I ²	
Causes of organizational cynicism	Organizational justice	15	4928	-.66	-.74	-.55	506.12	.00	97.23
	Organizational trust	3	2901	-.66	-.79	-.46	72.44	.00	97.24
	Ethical leadership	4	1278	-.54	-.72	-.29	89.20	.00	96.64
	Organizational support	6	990	-.49	-.65	-.28	62.70	.00	92.02
	Organizational silence	4	1020	.47	.37	.56	10.33	.00	70.95
	Mobbing	7	2128	.21	.15	.26	702.74	.00	99.15

Examining the meta-analysis results in Table 3 concerning the causes of organizational cynicism, it is seen that the effect sizes of educational employees' perception levels of organizational trust, organizational justice and ethical leadership on the perception level of organizational cynicism are [-.66], [-.66] and [-.54], respectively. These values are indicative of the fact that the effect size of the perception level of organizational trust, organizational justice, and ethical leadership on the perception level of organizational cynicism is "large" (Cohen et al., 2013). In addition, effect sizes of educational employees' perception levels of organizational support and organizational silence on the perception level of organizational cynicism are [-.49] and [.47], respectively. These values are indicative of the fact that the effect size of educational employees' perception levels of organizational support and organizational silence on the perception level of organizational cynicism is "moderate" (Cohen et al., 2013). On the other hand, the effect size of educational employees' perception level of mobbing on the perception level of organizational cynicism is calculated to be [.21]. This value means that the effect size of the perception level of mobbing on the organizational cynicism is "modest" (Cohen et al., 2013). Examination of the heterogeneity of the effect sizes of the studies included in this study on the causes of organizational cynicism revealed that the effect sizes of the studies examining the relationship between organizational cynicism and organizational justice (Q=506.12; p<.05), and organizational support (Q=62.70; p<.05), and mobbing (Q=702.74; p<.05), and ethical leadership (Q=89.20; p<.05), and organizational silence (Q=10.33; p<.05) and organizational trust (Q=72.44; p<.05) are distributed heterogeneously.

Table 3 shows that there are medium-level negative significant relationships between organizational cynicism and organizational justice ($r=-.66$; $p<.05$), and organizational support ($r=-.49$; $p<.05$), and organizational trust ($r=-.66$; $p<.05$), and ethical leadership ($r=-.54$; $p<.05$) whereas there is a medium-level positive significant relationship between organizational cynicism and organizational silence ($r=.47$; $p<.05$). On the other hand, the relationship between organizational cynicism and mobbing ($r=.21$; $p<.05$) was found to be a low-level positive significant relationship.

Results of meta-analyses concerning the studies carried out in educational institutions and examining the consequences of organizational cynicism experienced by educational employees are as shown in Table 4.

Table 4. Meta-analysis results regarding the consequences of organizational cynicism

Variables	k	N	ES (r)	95% Confidence Interval		Heterogeneity			
				Lower Limit	Upper Limit	Q	p	I ²	
Consequences of organizational cynicism	Work alienation	6	3761	.61	.52	.69	60.36	.00	91.72
	Job satisfaction	5	1152	-.47	-.52	-.41	4.93	.29	18.80
	Organizational identification	3	969	-.46	-.65	-.23	25.03	.00	92.01
	Organizational citizenship	8	3041	-.25	-.34	-.15	54.63	.00	87.19
	Job performance	6	2036	-.18	-.27	-.09	22.14	.00	77.42
	Organizational commitment	14	5120	-.28	-.45	-.08	719.99	.00	98.19

The meta-analysis results in Table 4 concerning the consequences of organizational cynicism show that the effect size of educational employees' perception of organizational cynicism on the effect size of their perception of work alienation is [.61]. This value indicates that the effect size of the perception level of organizational cynicism on the perception levels of work alienation and organizational identification is "large" (Cohen et al., 2013). In addition, the effect sizes of the perception level of organizational cynicism on the perception levels of job satisfaction and organizational identification are [-.47] and [-.46], respectively. These values indicate that the effect size of the perception level of organizational cynicism on the perception levels of job satisfaction and organizational identification is "moderate" (Cohen et al., 2013). On the other hand, the effect sizes of the perception level of organizational cynicism on the perception levels of organizational citizenship, job performance, and organizational commitment are found to be [-.25], [-.18], and [-.28], respectively. These values are indicative of the fact that the effect size of the perception level of organizational cynicism on the perception levels of organizational citizenship, job performance, and organizational commitment is "modest" (Cohen et al., 2013). Examination of the heterogeneity of the effect sizes of the studies included in this study on the consequences of organizational cynicism revealed that the effect sizes of the studies examining the relationship between organizational cynicism and work alienation ($Q=60.36$; $p<.05$), and organizational citizenship ($Q=54.63$; $p<.05$), and job performance ($Q=22.14$; $p<.05$), and organizational identification ($Q=25.03$; $p<.05$), and organizational commitment ($Q=719.99$; $p<.05$) are distributed heterogeneously. On the contrary, the effect sizes in the studies examining the relationship between organizational cynicism and job satisfaction ($Q=4.93$; $p>.05$) have a homogeneous distribution.

In Table 4, there are medium-level negative significant relationships between organizational cynicism and job satisfaction ($r=-.47$; $p<.05$) and organizational identification ($r=-.46$; $p<.05$) whereas the relationship between organizational cynicism and work alienation ($r=.61$; $p<.05$) is a medium-level positive significant relationship. On the other hand, there are low-level negative significant relationships between organizational

cynicism and organizational citizenship ($r=-.25$; $p<.05$), and job performance ($r=-.18$; $p<.05$), and organizational commitment ($r=-.28$; $p<.05$).

Conclusion and Discussion

This study aims to address the studies carried out on the causes and consequences of organizational cynicism in educational institutions in Turkey between 2000-2018 with a holistic and systematic approach and achieve more valid results by way of synthesizing the results of the studies conducted by various researchers independently of each other at different times and in different places with different sample groups. To this end, 149 studies carried out between the said years were reached through a literature review using certain key words. 68 of these studies are included in the study taking into consideration the inclusion criteria determined by the researcher. Those which are not included in the study, on the other hand, were analyzed by means of random effects model in meta-analysis. The results of the analysis performed during the selection of the studies included in this study in order to explore publication bias suggest that publication bias is not the case.

Results obtained from the study revealed that educational employees' perception of organizational justice, organizational trust, and organizational support as well as increase in managers' ethical leadership behaviors will decrease the organizational cynicism levels. On the other hand, as the levels of exposure to mobbing and organizational silence increase, the level of organizational cynicism increases as well. These results are consistent with the results of previous studies (Alkış and Kılınc, 2016; Köybaşı et al., 2017; Emre, 2018; Kasalak and Aksu, 2014; Bedük et al., 2017; Cemaloğlu et al., 2014; Mete, 2013; Akan et al., 2014; Demirtaş et al., 2016; Akın, 2015). The large effect of the perceptions of organizational justice and organizational trust as well as managers' ethical leadership behavior on organizational cynicism is especially striking. This result shows similarity with the results of meta-analyses performed by Dağyar and Kasalak (2018) and Akar (2018). The concepts of organizational justice, organizational trust, and ethical leadership are interrelated with one another at a high-level. The meta-analysis performed by Akar (2018) on ethical leadership suggests that the effect size of ethical leadership on organizational justice and organizational trust is large. Another meta-analysis, again, performed by Akar (2018) examining organizational trust revealed that the effect size of organization justice on organizational trust is also large. Based on these results it can be stated that dominance of some ethical principles such as justice, righteousness, impartiality, sincerity and honesty over managerial behaviors of educational managers will enhance educational employees' perception of justice and trust. As long as educational employees know that they will not get harmed by the organization and managers, the organization will treat them fairly, impartially and frankly, and, if needed, they will be supported by the organization, they develop some positive beliefs, feelings and behaviors towards the organization and the components thereof. In this regard, Dean et al. (1998) claims that employees' failure to find their own organization and managers fair, impartial and honest will lead to organizational cynicism. Other determinants of organizational cynicism of educational employees are the perception levels of organizational support and organizational silence. According to obtained data, educational employees' perception level of organizational support and organizational silence has a moderate effect on their perception level of organizational cynicism. According to Eisenberger et al. (1986), the organization's accepting the employees as values, caring for their happiness and showing this to them positively affect the employees' emotional relationship with the organization. In their meta-analysis, Dağyar and Kasalak (2018) found out that the effect of organizational support on organizational cynicism is large. In this regard, it can be said that if educational employees are supported by their organization and managers, this may cause their organizational cynicism experience to decrease. On the other hand, it is seen that organizational silence level of educational employees causes them to experience organizational cynicism. Employees usually and deliberately reject to express their thoughts, suggestions, worries and concerns in order to avoid being ridiculed, perceived as a trouble maker, estranged from colleagues and punished by managers. Such behaviors are known to be stemming from employees'

distrust in their colleagues, managers, and organization (Akar, 2018). In addition, in the meta-analysis examining the organizational silence performed by Akar (2018) it is seen that the perception of organizational trust and level of trust in manager as well as employees' exposure to mobbing cause employees to experience organizational silence. It is unavoidable for an employee who prefers being silent due to aforementioned reasons to develop negative attitudes and behaviors towards his/her organization, in other words, experience organizational cynicism. The study carried out by Nartgün and Kartal (2013) highlights that managers' preference of an authoritarian management approach to a democratic approach and dominance of distrust in organizations will unavoidably result in organizational cynicism. One of the striking results of the study is that level of employees' exposure to mobbing has a modest effect on the organizational cynicism. Mobbing is basically a psychological abuse aiming at dismaying and suppressing the employees and forcing them to obey and quit job. Most common mobbing behaviors include condescending, humiliating, blaming and constantly controlling employees (Yıldırım and Yıldırım, 2006). In this regard, the effect of mobbing on organizational cynicism is expected to be larger. Studies conducted by Cemaloğlu et al. (2014) and Bedük et al. (2017) highlights that mobbing is associated with organizational cynicism at a high level. Although this study suggests that the effect size of the perception level of mobbing on organizational cynicism is modest, this value is still indicative of the fact that mobbing affects organizational cynicism, even if just a bit.

The results regarding the consequences of organizational cynicism indicate that the increase in educational employees' level of organizational cynicism experience can increase their level of work alienation but decrease their level of job satisfaction, organizational citizenship behaviors, job performance, organizational commitment, and organizational identification, which is consistent with the results of previous studies (Yılmaz and Polatçı, 2018; Uzun, 2018; Özgan, Külekçi & Özkan, 2012; Yıldız, 2013; Çalışkan and Ekici, 2017; Kılıç, 2013; Arabacı, 2010; Yıldız, Akgün and Yıldız, 2013; Mete and Serin, 2015; Uzun, 2018). The most striking result of the study is that organizational cynicism has a large effect on employees' alienation to work. This is highly similar with the results of the meta-analysis performed by Dağyar and Kasalak (2018) on organizational cynicism. Dağyar and Kasalak (2018) stress that the level of educational employees' organizational cynicism experience has a large effect on their work alienation. In their study, Yıldız et al. (2013) states that work alienation is one of the most important consequences of organizational cynicism. Work alienation generally refers to employees' indifference towards their work (Hirschfeld, 2002). Alienation not only decreases employees' motivation but also causes them to lose attachment to work and adopt a pragmatic approach towards it psychologically. In this regard, individuals who are alienated from their work avoid being autonomous and undertaking responsibilities and high-level duties and prefer being engaged in irrelevant activities. In addition, they are not interested in attending business processes and focus on external rewards such as money (Banai, Reisel and Probst, 2004). The study carried out by Akar (2018) suggests that teachers' alienation from school decreases their emotional attachment to school as well. Another important result of the study is that educational employees' perception level of organizational cynicism has a moderate level negative effect on their perception level of job satisfaction and organizational identification. Based on this result, it can be claimed that increase in negative attitudes and behaviors of educational employees towards the educational institution they work for may prevent them from being integrated with the institution, internalizing the objectives and values of the organization as well as being satisfied with their job, which is, in a sense, an expected consequence. An individual who engages in negative attitudes towards the work environment is unlikely to become integrated with their organization or be happy in such a work environment. The results of the study carried out by Dağyar and Kasalak (2018) also support this conclusion. The study in question highlights that employees' job satisfaction is affected by organizational cynicism at a moderate level. Emergence of cynicism in educational organizations affects negatively, even if just a smidgen, employees' organizational citizenship behaviors, organizational commitment and job performance. Organizational cynicism's modest effect on these variables is not an expected consequence. However, studies

conducted on this subject reveal a low-level relationship between organizational cynicism and organizational commitment (Atılgan, 2017; Yüksel, 2015), Yorulmaz and Çelik, 2016; Çanak, 2014), and job performance (Akçay, 2017; Bayram et al., 2017; Uzun, 2018), and organizational citizenship (Aydın, 2017; Kılınç, 2014; Yetim and Ceylan, 2011). To make a general assessment based on these results, although educational employees develop a negative attitude towards their organization, this does not affect their organizational commitment, engagement in out-of-role behaviors and job performance to a great extent. This may stem from some unique characteristics of educational institutions. Educational organizations are structures undertaking important tasks in terms of social, cultural and economic development of a nation. Qualified human resource need of the country is met by educational institutions. Educational organizations not only reveal and make effort to develop individuals' potential endowments but also endeavor to make individuals attain certain skills, behaviors, attitudes, values and habits cherished by the society. In other words, educational institutions struggle for raising individuals who are beneficial for both themselves and the society. In this regard, education is not only a process in which national, moral, ethical and humane traits come to the forefront but also an activity usually transcending individuals and institutions. Thus, it can be claimed that negative attitudes of educational employees towards their managers and organization do not affect their performance and out-of-role behaviors.

This meta-analysis plays an important role in terms of emphasizing the causes and consequences of organizational cynicism experienced by educational employees. However, there are some limitations. First of all, this study is limited by relevant articles, theses and dissertations. Thus, other types of studies (conference proceedings, etc.) are not included. In addition, some of the theses and dissertations are not open to access and could not be included in this study. Some of these studies (articles, theses and dissertations) do not contain the data required for a correlational meta-analysis; therefore, they are left outside the scope of this study. Such studies usually do not provide the correlation coefficient between the general scores of the variables, which should be noted by the researchers to perform a meta-analysis. In addition, because of the insufficient number of studies on certain variables that are deemed to be the causes and consequences of organizational cynicism, such variables are not included in this study. Thus, there should be more studies focusing on these matters. Finally, this study is limited by the studies conducted in Turkey. Those who are to perform a meta-analysis on this subject can address it on an international scale.

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