



**THE RELATIONSHIP BETWEEN THE EMOTION  
MANAGEMENT COMPETENCIES OF SCHOOL PRINCIPALS  
DURING A CHANGE PROCESS AND ORGANIZATIONAL  
CHANGE CYNICISM LEVELS OF TEACHERS<sup>i</sup>**

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**Abstract:**

The purpose of this research is to determine the relationship between the emotion management competencies of school principals during a change process and organizational change cynicism levels of teachers working in primary and elementary schools in Uşak. Moreover, it was investigated whether the emotion management competencies of school principals and organizational change cynicism levels of teachers have statistically significant differences in terms of factors such as gender, seniority, field, and school type. 464 teachers working in primary and elementary schools in Uşak Province in 2018-2019 academic year participated in the study. "Change Cynicism Scale" developed by Helvacı and Çavdar (2017) was used in order to determine the organizational change cynicism levels of teachers and "The Scale of Emotion Management Competencies in Change Process" developed by Helvacı and Öztürk Yüzer (2018) was used in order to determine the emotion management competencies of school principals. The data gathered were analyzed with SPSS v18.0 statistical software. Descriptive statistics, independent samples t-test, ANOVA and Pearson Moment Correlation tests were used in order to analyze the data. According to the results obtained, there is a low negative relationship between the emotion management competencies of school principals during a change process and the teachers' organizational change cynicism levels. According to this; as the school principals' ability to manage emotions in the process of change increases, teachers' perception of change

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cynicism decreases. In addition, it was found that teachers' organizational change cynicism levels were low in total. Organizational change cynicism levels were examined according to teachers' demographic variables; it was reached there is no significant difference according to seniority variable. However, it was found that organizational change cynicism levels partially differentiated according to teachers' gender, school type and branch variables. In the study, it was found that the level of competence of school administrators to manage emotions in the process of organizational change is medium. The school administrators' ability to manage emotions of teachers in the process of change does not differ significantly in terms of gender and seniority variables. However, in terms of school type and branch variables, it is seen that school administrators' ability to manage emotions in the process of change differs significantly.

**Keywords:** organizational change, organizational change cynicism, emotion, emotion management

## 1. Introduction

Some of the concepts and facts that have left their mark on the period with their causes, results and effects have shaped every period of the history of civilization. Change is one of these concepts in today's world, which started with an agricultural society, continued as an industrial society, and is known as an information society. Fast and intensive change creates new institutional and intellectual structures by affecting social systems. This is one of the main features that distinguish modern and traditional society (Yüksel, 2012). Change is, in general terms, doing things more differently (Can et al., 2006). Change is the formation of new relationships between the whole and its elements in terms of quality and quantity (Başaran, 2004). The causes of organizational change are often classified internally and externally. Technological innovations (Tunçer, 2013), globalization, especially economic and social arrangements made by the states, competitive conditions, changes in the social and cultural area, customer expectations (Koçel, 2018) are external reasons that force organizations to change. Workforce structure, economic shocks, world policies (Özkalp and Kirel, 2013), demands to gain power in new markets, facilitation of interpersonal and international communication (Vardar, 2001), standardization of international trade, conscious customer, globalization of competition (Çağlar, 2015), developments in the field of law (Helvacı, 2015) are among the reasons for change that affect the organization externally. According to Koçel (2018), the internal causes of change may arise from any event, problem, development or situation within the organization. Financial problems, growth, contraction, mergers, decreased productivity, damage to the organization, changing the technique of doing business, innovation studies, communication problems between organizational employees, conflicts between groups, misunderstanding are internal causes that force organizations to change.

According to Tunçer (2013), the only way to live for organizations is to adapt to change and manage it. Change management is to make the necessary changes in the organization's structure, culture and policies to adapt to the changing environment and competitive conditions, to be able to remove the resistance caused by these changes and to apply effective strategies and methods (Altındaş and Saylı, 2012). Managers have to manage change by considering many factors. A small change, such as the introduction of a new technological product or a major change, such as structural reforms that concern the entire organization, can have different effects on employees, leading to resistance. Changes in cultural, social, organizational and all other fields at a dizzying pace can cause loneliness, cynicism, future anxiety, uncertainty and emotional dissatisfaction (Öke, 2001). Cynicism is disappointment and negative emotions towards a person, group, ideology, social tradition or organization (Andersson and Bateman, 1997). Organizational cynicism is doubt and mistrust about management (Li and Chen, 2018). Organizational change cynicism is the pessimism and skepticism of employees' belief that the organization can change (Andersson, 1996). For employees who resist change, develop cynical attitudes, and experience loss of motivation, one of the factors that managers should not ignore is their emotions. Because it is important to change the ideas and values as well as change the organizations. However, human psychology does not change as quickly as laws and rules (Akpınar, 2012). Although rational perspective has marked the history of management science, emotions affecting everything about human have become important with the increase in the importance of human relations and the human factor. Emotion is that internal or environmental stimuli create impressions of sorrow or pleasure in the individual (Başaran, 2004). In many studies, it is seen that positive emotions positively affect the job performance, motivation, commitment and job satisfaction of the employees. Therefore, it is of great importance that managers create a positive emotional climate, recognize and manage their emotions (Çoruk, 2012). Emotion management is defined as being able to recognize and direct the feelings of the employees of the organization, to recognize the feelings of the employees and to use them effectively within the organization (Kozak and Genç, 2014). According to Goleman (2005), emotion management is to help employees achieve results by confronting emotions rather than suppressing their emotions.

It is possible for societies to survive by adopting their cultural background by new generations. The most common and effective way to achieve this is education (Kartal, 2009). In addition to raising a good citizen, one of the most important duties of educational organizations is to raise individuals who can contribute to the country's economy and well-being and fulfill the requirements of the information and communication age. Therefore, change and development are the cases that school organizations should focus on primarily (Yıldız, 2012). However, the most important feature that distinguishes the school from other organizations is that its source is human. Human is a social and psychological entity as well as biological. It is usual for members of an organization that are so intertwined with change to experience different emotions,

sometimes positive and negative, in the face of change. Negative emotions can evolve against change and even change cynicism. Employees' resistance to change can result from change cynicism caused by past bad change initiatives. School administrators may not be able to control all the determinants of cynicism, such as cynical personal traits or past change attempts that failed. However, by taking into account the feelings of the employees in the change process, they can prevent the anger, fear and cynical emotions caused by uncertainty and confusion and ensure that the change takes place. In the literature, the common view that most researchers agree is the participation, adaptation and commitment of the members of the organization in a successful change. Because employees can facilitate change as well as prevent it by showing resistance.

In such a situation, the ability of managers to manage emotions can help overcome many problems that may be encountered during the acceptance, implementation or settlement of change.

## 2. Literature Review

### 2.1. Organizational Change Cynicism

Cynicism is a philosophical movement that originated in Ancient Greece as a school of thought and a way of life whose roots date back to the 4th century BC. The term takes its name from the town where there is a school of cynics near Athens called "Cynosarges" or the Greek word 'dog' (kyon). In the Oxford English dictionary (1989), the cynics are defined as follows: "*one who shows a disposition to disbelieve in the sincerity or goodness of human motives and actions, and is wont to express this by sneers and sarcasms; a sneering fault-finder*" (Dean et al., 1998). Andersson (1996) defined cynicism as "*hatred and insecurity towards a person, institution, group, ideology or social traditions with feelings of hopelessness, frustration and nervousness*". Organizational cynicism is employees' anger, hatred and insecurity towards the organization (Andersson and Bateman, 1997). Employees who are under the obligation to change constantly can develop cynical attitudes to the changes planned in their organizations. Organizational change cynicism is an attitude shaped by the frustration and negative experiences created by change attempts that have not been achieved before (Klein and Sorra, 1996). According to Wanous et al. (2000), organizational change cynicism is a pessimistic view that change efforts will fail because the people responsible for change are unmotivated and inadequate. Stanley et al. (2005) defines organizational change cynicism as the history of change attempts and administrative inadequacy that cannot be implemented. Organizational change cynicism is the belief that emerging as a reaction to unsuccessful change initiatives, embodying pessimism that future change attempts will fail, and that change agents are lazy and inadequate (Grama, 2013).

Factors affecting the emergence of cynical attitudes towards organizational change are insufficiency of people responsible for change, a past attempt of change that failed, lack of sufficient information about change, complete disbelief towards those responsible

for change, and employees' tendency towards cynicism (Reichers et al., 1997). Similarly, Wanous et al. (2000) states that organizational change cynicism is caused by previous change efforts, ineffective leadership practices and lack of participation in the decision.

If change cynicism is common in an organization, even the most sincere change attempts can be prevented by the spread of cynicism (Wanous et al., 2000). Cynical attitudes and behavior contrary to social order can prevent positive change (Awey et al., 2008). In addition, employees who are cynical about change may find it worthless, meaningless and futile to participate in the organization's change efforts. This reduces their commitment to their organizations because they know that it is not possible even though they see that their organizations need change (Wanberg and Banas, 2000). Organizational change cynicism can spread to other components of organizational life; it has negative effects on motivation, commitment, job satisfaction and may cause absences, complaints. Possible effects of organizational change cynicism are lower level of organizational commitment, low job satisfaction, lack of motivation in employees, reluctance to participate in possible future change initiatives, distrust of the leader (Reichers et al., 1997). Watt and Piotrowski (2008) stated that there is a negative relationship between organizational change cynicism and employee participation. Wanous et al. (2000) suggests that organizational change cynicism has negative behavioral consequences such as high absenteeism, employee circulation, dissatisfaction and poor performance.

Many of the ways to prevent organizational change cynicism are strategies to strengthen communication between the employee and the manager. Allowing participation in decisions affecting employees, informing employees about when, why and how ongoing changes, minimizing surprise changes, accepting mistakes, apologizing and taking hearts, announcing successful changes, providing employees with opportunities to express their feelings are methods that administrators can use (Reichers et al., 1997). It can also be effective to announce past change attempts that have completed successfully (Wanous et al., 2000), to give information and make announcements about change in an environment that will create positive emotions for employees (Fox and Hamburger, 2001), to reward employees (Cooper and Sawaf, 1997), to have transformational leadership skills (Bommer et al., 2018) and to have communication skills in reducing organizational change cynicism (Oreg, 2006).

## 2.2 Emotion Management

The study of the concept of emotion extends to Charles Robert Darwin, who laid the foundations of the theory of evolution. Darwin argues that every emotion that drives people has a different purpose and meaning. "Principles of Psychology" published by William James in 1890 and "Descartes' Error" published by Antonio R. Damasio in 1994 enabled a better understanding of emotions and have allowed organizational psychologists and managers to start their research on emotions (Keskin et al., 2013). The emotion in Latin with "*motus anima*" is defined as the force that activates the individual

(Cooper and Sawaf, 1997). Emotions are regularly organized psychobiological responses that combine psychological, cognitive and motivational systems (Salovey and Mayer, 1990). According to Keltner and Ekman (2000), emotions are short and rapid responses that include psychological, experience-based, behavioral actions that help people respond to survival problems and opportunities. Emotion is a series of inferential, complex responses to a stimulus, including cognitive assessment, subjective changes, autonomic and neurological arousal (Plutchik, 1984). According to Acar (2007) as cited in Çoruk's (2012) research, emotions have some common aspects;

- In all emotions, some are essential;
- Emotions have a biological feature;
- Feelings are subjective structures;
- Each individual can feel differently and intensely;
- Emotions are short-lived;
- The same feeling cannot exist for a long time;
- Emotions show their effect on the body first.

Scientists who study emotions often base their theories on biological, cognitive and behavioral basis. In biological based theories, emotions are defined as instinctive and physical reactions that activate nerves (Barutçugil, 2004). Explanation of emotions on a cognitive basis is based on Lazarus (1991)'s theory. According to this view, emotions are not found in the body in a meaningful way without undergoing a cognitive assessment of what is seen or heard. Emotions arise in the interaction between the individual and the social environment and it is a product of the assessment of environmental events perceived in relation to the goals and interests of the individual. Theories of behaviorally looking emotions are based on Sigmund Freud's psychodynamic approach. Emotions are defined as expressive, revealing reactions (Barutçugil, 2004; Fineman, 1997).

Emotions in the field of biology and psychology disciplines are classified in different ways. According to Darwin, anger, sadness, joy and disgust are universal emotions (Fineman, 2003). According to Plutchik (1984), emotions are classified as eight basic emotions and emotions derived from these basic ones. The basic emotions are fear, anger, joy, sadness, disgust, acceptance, surprise and curiosity. Some emotions come together to create new emotions. The basic emotions Ekman (1999) classifies on the basis of evolutionary foundations are anger, fear, confusion, satisfaction, disgust, excitement, relaxation, sadness, contempt, shame, embarrassment and pride. These basic emotions cause different complex emotions to emerge in the social interaction process. Damasio (1994) classifies emotions as primary and secondary emotions. Primary emotions are happiness, sadness, anger, fear, disgust, disdain, surprise, joy, distress, guilt and shame. Secondary emotions are emotions acquired as a result of environmental factors, individual experiences, social and cultural interactions. Larsen and Diner (1992), on the other hand, classify eight bipolar emotion categories called circular models. In the first component, emotions are classified as pleasant (positive) and unpleasant (negative), while in the second component, the intensity of emotions is taken into account. Pleasant

and intense emotions are desire and excitement, pleasant but not intense emotions are calmness and comfort. Unpleasant, intense emotions are anger and fear, unpleasant and intense emotions are disappointment, shame, sadness and boredom (Huy, 2002; Ericksson, 2004).

Working is an emotional experience. It is the source of anger, shame, sadness, as well as pride, belonging, satisfaction and excitement. According to Ashkanasy (2003) positive emotions in the workplace are pleasure, happiness, pride, excitement, desire, relaxation, optimism, love and strength. The negative emotions that can be experienced are anger, anxiety, disappointment, discomfort, unhappiness, shame, sadness, disgust and fear. These emotions arise with feelings that the individual has at work and brings from outside the work environment (Kaplan et al., 2014). The people who are affected by their emotions are the main source of organizations. Emotions activate individuals and individuals activate organizations. For this reason, managers should recognize, understand, direct and manage their employees' emotions in order to keep things running healthier in their organizations (Barutçugil, 2004). Emotion management is the process and behavior that involves helping leaders organize employees' emotions to achieve organizational goals. (Kaplan et al., 2014). Emotion management is not about suppressing emotions and feelings of individuals and managers in the process of opinion and decision-making but facing emotions in order to reach the result (Goleman, 2005).

According to Kieffer (2002), emotions emerge in the process of change and have an important role in accepting change. Organizational change causes stress, depression, uncertainty and distrust (Aslam et al., 2015, Oreg, 2006), irritability, anger, fear and frustration (Liu and Perrewe, 2005), sadness and regret (Fineman, 2003). New behaviors expected at the end of change often cause annoying reactions such as denial, rejection, stress, cynicism and decreased organizational commitment (Fox ve Hamburger, 2001).

Emotions affect how different groups interpret and make sense of a change and their behavior. A leader who manages the change process, taking into account the current emotional movements in the organization and knowing that their actions will have an impact on all employees and the organization, will reduce the possibility of negative emotions to dominate the organization in the organizational change process and will be able to show the change as an excitement and opportunity (Çoruk, 2012). The cynicism against change is an attitude that many leaders have to face. Therefore, leaders have to rely on interpersonal skills to deal with or reduce cynicism under the influence of environmental pressures (Schmidt, 1997). Emotional intelligence, including recognizing, recognizing and managing the emotions of leaders, themselves and others, is at the top of these skills (Mayer and Salovey, 1997; Goleman, 1995, 1998).

According to Schmidt (1997), leaders who have difficulties in recognizing their own feelings and empathizing with others' feelings are unlikely to successfully implement major changes. Thanks to their emotional intelligence, leaders who can manage their own emotions can adapt to different and changing demands more easily (Abraham, 2000) and they can solve the problems encountered in the change process

more easily with a low stress (George, 2000). During periods of change, leaders may need some sensitive skills in emotion management. According to Connell (1998), these skills are to be flexible, to work in a team, to solve problems, to manage general, social and interpersonal relationships (Cooper and Sawaf, 1997). Managers should strive for the emergence of positive personal feelings to prevent the cynicism of change that has arisen as a problem in change processes (Ashkanasy, 2003). In times of change, leaders must create an environment of cooperation and trust to manage emotions. Considering the needs of others is another component in emotional use and management. Managers should continue to work with them, primarily accepting change cynicism and resistance to change. Considering the needs of its members and the organization in the long term, it should align the objectives of the organization with those of the employees. Including employees in the decision-making process, using the language of emotional expression while communicating the vision, trying to gain commitment to change without complying with change can prevent change cynicism by increasing managers' ability to manage emotions in change processes (Schmidt, 1997).

### **3. Research Objective**

Education is one of the most important institutions of social life. The domain of educational organizations shows the feature of spreading to the whole society in terms of the quality of its members. It is almost impossible for an organization whose purpose is to raise qualified individuals to survive and achieve its purpose without changing or adapting to today's conditions. Teachers, students, parents, and even school administrators, who are constantly and under intense change, can resist change for various reasons and develop cynical emotions. Although cynicism caused by change has positive aspects to correct or review the mistake, it is generally seen as an obstacle to change. It is equally effective for a school principle to be aware of the feelings of teachers working in the organization, just as it is important, necessary and effective for a teacher to consider the feelings of her students in the classroom. The aim of this study is to reveal the relationship between school administrators' ability to manage emotions during change process and teachers' organizational change cynicism levels. In this study, answers to the following sub-problems were sought.

- 1) What is the level of teachers' cognitive, affective and behavioral change cynicism?
- 2) Cognitive, affective and behavioral change cynicism levels of teachers; Does it show a significant difference according to gender, school type, seniority and branch?
- 3) According to the teachers' views, what is the level of school administrators' ability to manage emotions during the change process?
- 4) Teachers' opinions about the school administrators' ability to manage emotions during the change process; Does it differ significantly by gender, school type, branch and seniority?



- 5) Is there a relationship between the school administrators' level of competence in managing emotions and the level of change cynicism of teachers? If so, in which direction and at what level?

#### **4. Material and Methods**

In this section, material about the research model, population and sample selection, data collection tool and data analysis of the research are given.

##### **4.1. Research Model**

This research aims to reveal the relationship between the school administrators' ability to manage emotions during the change process and the levels of teachers' change cynicism according to the opinions of the teachers. To achieve this goal, a descriptive survey model is used. It is a method used by surveys or interview protocols with a sample selected from the targeted universe to investigate the inside face of a particular situation that occurs at a specified time, as well as changes over time (Christensen, Johnson and Turner, 2015). In the relational model, the relationship between the variables is determined (Karasar, 2002).

##### **4.2. Population and Sample**

The population of this research consists of teachers working in primary and secondary schools affiliated to the Ministry of Education in the city center of Uşak in the 2018-2019 academic year. The sample of the study consists of 464 participants in total. In sample selection, theoretical sample size chart was used. Balcı (2011) stated that the sample size required for 95% confidence level,  $\alpha=.05$  significance level and 5% tolerance level will be at least 300 in the studies with 5000-10000 population. Thus, the sample of the research consists of 364 teachers selected with simple random sampling model.

##### **4.3. Data Collection Instruments**

In order to reveal the relationship between school administrators' ability to manage emotions in the process of change and teachers' level of change cynicism, two different measurement tools consisting of 38 items were used. The scale consists of three parts. In the first part, there are six multiple-choice questions to determine the personal information of the participants such as gender, school level, branch, professional seniority, educational background. The second part is the scale of organizational change cynicism, which is used to measure teachers' levels of organizational change cynicism. In the third part, there is a scale of school administrators' ability to manage emotions during periods of change.

The "Organizational Change Cynicism Scale" developed by Helvaci and Çavdar (2017) was used to determine the level of teachers' organizational change cynicism. The scale, which has three sub-dimensions: cognitive, affective and behavioral, consists of 17

items. Six of these items are intended to measure cognitive dimension, 5 of them affective dimension and 6 of them behavioral dimension. Each item on the scale of organizational change cynicism prepared in a 5-point Likert type is “1 = Never Agree; 2 = I Agree Little; 3 = Agree Moderately; 4 = I quite agree; 5 = Totally Agree”.

In order to investigate the competence of school administrators to manage emotions during the periods of change, the “Scale for Managing Emotions in the Change Process” developed by Helvacı and Öztürk Yüzer (2018) was used. The scale has three sub-dimensions called 'preparation for change', 'implementing change' and 'institutionalization of change' and consists of a total of 21 items of 5-point Likert type

#### 4.4. Data Analysis

SPSS 18.0 package program was used to analyze the data obtained in this research. Descriptive statistics for percentage, frequency, arithmetic average of data and Pearson Moments Product Correlation Analysis Technique were applied to reveal the relationship between organizational change cynicism and competencies to manage emotions in the process of change. Independent samples t-test was used to determine whether teachers 'organizational change cynicism levels and school administrators' ability to manage emotions in the change process differed by gender, area and school level. ANOVA test was used to determine whether it differentiated according to the seniority

#### 5. Findings

In this section, the findings obtained from the last research are included.

**Table 1:** Statistical Distribution and Descriptive Analysis of Teachers' Demographic Information (N=464)

Variables		f	%
Gender	Female	284	61,2
	Male	180	38,8
	Total	464	100,0
School Level	Primary School	271	58,4
	Secondary School	193	41,6
	Total	464	100,0
Year of Seniority	1-10 Year	103	22,2
	11-20 Year	100	21,6
	21 years and above	261	56,3
	Total	464	100
Branch	Classroom Teacher	239	51,5
	Branch Teacher	225	48,5
	Total	464	100

When Table 1 is analyzed, it is seen that 61.2% of the participants are female and 38.8% are male teachers. In terms of school level, 58.4% of the participants are primary school

teachers and 41.6% are secondary school teachers. Considering the seniority factor, 22.2% of the participants have 1-10 years, 21.6 have 11-20 years, 56.3 have 21 years or more. It is seen that 51.5% of the teachers participating in the research are classroom teachers, 48% and 5% are branch teachers. Female teachers in terms of gender variable, primary school teachers in terms of school level, teachers with seniority of 21 years or more in terms of seniority, and classroom teachers in terms of area make up the majority of the participants.

**Table 2: Descriptive Statistics of Teachers' Change Cynicism Levels**

Dimensions	Organizational Change Cynicism Items	$\bar{x}$	SD
Cognitive Dimension	1. We are not allowed to participate intentionally in the change process in schools.	2,12	1,02
	2. Those responsible for the change in the Turkish Education System refrain from consciously coordinating change efforts.	2,54	1,02
	3. Internal and External pressures that force schools to change are not deliberately told to school stakeholders.	2,48	,980
	4. The process of change at school is not sincerely supported by top management.	2,34	,974
	5. Effective participation in the process of planning change at school is not consciously provided by top management.	2,29	,928
	6. In schools, changes are deliberately carried out from the top to harm the school.	2,29	1,10
Total		2,35	,809
Affective Dimension	7. It is annoying that those responsible for making change at school act as if they were trying.	2,32	1,15
	8. It is concerned not to deliberately be informed about the difficulties that may be encountered at each stage of the change process in the school.	2,62	1,09
	9. It makes me angry that the results of the change in schools are not deliberately investigated.	2,69	1,15
	10. It makes me uneasy that the changes in the Turkish Education System are not made in line with the needs.	3,30	1,19
	11. Instead of system-based change in schools, making changes based on interest worries me.	3,14	1,21
Total		2,87	0,94
Behavioral Dimension	12. I do not take the change programs prepared at school seriously.	1,98	,889
	13. Significant discussions are experienced when any subject related to school management comes to the agenda.	2,51	1,01
	14. I do not want to take any new duties, roles and responsibilities to be assigned during the change process at school.	1,99	,856
	15. In the process of change, I find myself making fun of new practices at school.	1,87	,866
	16. Mocking attitudes are displayed whenever there is a desire for change at school.	2,14	,943
	17. I underestimate every effort made in the process of change at school.	1,66	,745
Total		2,02	0,645

When Table 2 is analyzed, the average of teachers' perceptions about the "cognitive" dimension of the cynicism scale of change is 2.35 and the standard deviation value is .809, which shows that the teachers' perception of cynicism about the affective dimension is "Low". Scale item 'Those responsible for making the change in the Turkish Education System refrain from consciously coordinating change efforts.' has the highest average value. The average of teachers' perceptions about the "affective" dimension of the cynicism scale of change is 2.87 and the standard deviation value is 0.94, which shows that the teachers' perception of cynicism about the affective dimension is "Moderate". Scale items 'It makes me uneasy that the changes in the Turkish Education System are not made in line with the needs.' and 'Instead of system-based change in schools, making changes based on interest worries me.' have the highest average value. The average of teachers' perceptions about the "behavioral" dimension of the change cynicism scale is 2.02 and the standard deviation value is 0.64, which indicates that the teachers' perception of cynicism regarding the behavioral dimension is "low". Scale item 'Implied looks are experienced when any issue related to school management comes to the agenda' has the highest average value.

**Table 3:** Teachers' Levels in Organizational Change Cynicism Sub-dimensions (n = 464)

Organizational Change Cynicism Scale Total and Sub-dimensions	$\bar{x}$	SS	Level
Cognitive Dimension	2,35	,8096	Low
Affective Dimension	2,87	0,948	Medium
Behavioral Dimension	2,02	0,645	Low
Total Organizational Change Cynicism Scale	2,39	,666	Low

According to Table 3, teachers' cognitive ( $\bar{x} = 2.35$ ) and behavioral dimension level of organizational change cynicism was low ( $\bar{x} = 2.02$ ); affective dimension level is seen as medium ( $\bar{x} = 2.87$ ). When the sum of organizational change cynicism is examined, it is seen that this level is low ( $\bar{x} = 2.39$ ).

**Table 4:** Independent Samples T-Test Results Regarding Teachers' Level of Organizational Change Cynicism by Gender (n=464)

Dimension	Gender	n	$\bar{x}$	Ss	t	p
Cognitive Dimension	Female	284	2,30	,73687	-1,594	,112
	Male	180	2,42	,888994		
Affective Dimension	Female	284	2,84	,92253	-1,013	,311
	Male	180	2,93	,98884		
Behavioral Dimension	Female	284	1,94	,59089	-3,458	,001
	Male	180	2,15	,70464		
Total Change Cynicism Level	Female	284	2,33	0,6184	-2,279	0,023
	Male	180	2,48	0,7269		

Independent t-test analysis was applied to determine whether there is a significant difference according to the change cynicism and sub-dimensions levels of teachers and

the gender independent variable. Findings show that in cognitive [ $t(464) = -1.59, p > .05$ ] and affective [ $t(464) = -1.01, p > .05$ ] sub-dimensions, there is no statistically difference. However, in behavioral dimension [ $t(464) = -2.27, p < .05$ ], the difference is statistically significant. These findings show that organizational change cynicism in behavioral dimension is significantly higher in males than females in terms of gender variable.

**Table 5:** Independent Samples T-Test Results Regarding Teachers' Level of Organizational Change Cynicism According to School Level (n=464)

Dimension	School Level	n	$\bar{x}$	Ss	t	p
Cognitive Dimension	Primary	271	2,26	,78595	-2,880	0,004
	Secondary	193	2,47	,80846		
Affective Dimension	Primary	271	2,77	,96905	-2,759	0,005
	Secondary	193	3,02	,90341		
Behavioral Dimension	Primary	271	1,96	,66381	-2,523	0,011
	Secondary	193	2,11	,60908		
Total Change Cynicism Level	Primary	271	2,30	,66822	-3,251	0,001
	Secondary	193	2,51	,64738		

According to the table 5, In terms of cognitive and affective dimensions, the level of organizational change is higher in secondary school teachers than primary school teachers. In the behavioral dimension [ $t(465) = -2.52, p > .05$ ], the opinions of the participants do not differ significantly.

**Table 6:** Independent Samples T-Test Results Regarding Teachers' Level of Organizational Change Cynicism According to Field Variable (n=464)

Dimension	Field	N	$\bar{x}$	Ss	t	p
Cognitive Dimension	Classroom Teacher	239	2,29	,789	-1,57	,116
	Branch Teacher	225	2,24	,812		
Affective Dimension	Classroom Teacher	239	2,77	,947	-2,42	,016
	Branch Teacher	225	2,98	,940		
Behavioral Dimension	Classroom Teacher	239	1,99	,673	-1,24	,215
	Branch Teacher	225	2,06	,612		
Total Change Cynicism Level	Classroom Teacher	239	2,33	,665	-2,10	,035
	Branch Teacher	225	2,46	,662		

According to Table 6, it is seen that the total organizational change cynicism level is higher in branch teachers ( $\bar{x} = 2.46$ ) compared to classroom teachers ( $\bar{x} = 2.33$ ). In terms of organizational change cynicism sub-dimensions, in cognitive dimension classroom teachers ( $\bar{x} = 2.29$ ); in the affective ( $\bar{x} = 2.98$ ) and behavioral ( $\bar{x} = 2.06$ ) branch teachers, the change cynicism is higher.

**Table 7:** Distribution of Teachers' Change Cynicism Levels in Terms of Seniority Variables

Dimension	Seniority	N	$\bar{x}$	Ss	Level
Cognitive Dimension	1-10 Years	103	2.40	.80184	Low
	11-20 Years	100	2.37	.75596	Low
	21 Years and above	261	2.32	.82010	Low
	Total	464	2.35	.80163	Low
Affective Dimension	1-10 Years	103	2.94	.92703	Medium
	11-20 Years	100	2.87	.89917	Medium
	21 Years and above	261	2.85	.97792	Medium
	Total	464	2.87	.94904	Medium
Behavioral Dimension	1-10 Years	103	2.00	.66578	Low
	11-20 Years	100	2.07	.60965	Low
	21 Years and above	261	2.01	.65207	Low
	Total	464	2.02	.64534	Low
Total Change Cynicism Level	1-10 Years	103	2.42	.64130	Low
	11-20 Years	100	2.41	.63258	Low
	21 Years and above	261	2.37	.69006	Low
	Total	464	2.39	.66642	Low

According to Table 7, the ones with seniority of 21 years and above ( $\bar{x} = 2.32$ ) have the lowest average, whereas those with seniority of 1-10 years ( $\bar{x} = 2.40$ ) have the highest average. Those with seniority of 21 years and above in the affective dimension ( $\bar{x} = 2.85$ ) have the lowest average, while those with seniority between 1-10 years ( $\bar{x} = 2.94$ ) have the highest average. In the behavioral dimension, those with 1-10 years of seniority ( $\bar{x} = 2.00$ ) have the lowest average, while those with 11-20 years of seniority ( $\bar{x} = 2.07$ ) have the highest average. In the sum of organizational change cynicism, those with seniority of 21 years and above ( $\bar{x} = 2.37$ ) have the lowest average, while those with 1-10 years seniority ( $\bar{x} = 2.42$ ) have the highest average.

**Table 8:** Descriptive Statistics of School Administrators' Levels of Managing Emotions and their Sub-Dimensions in Organizational Change Process (n=464)

Dimension	$\bar{x}$	SS	Level
Preparation for Change	3,30	,756	Medium
Implementing Change	3,52	,778	High
Institutionalization of Change	3,34	,849	Medium
Total	3,38	,736	Medium

According to Table 8, it is seen that the level of managing emotions in the organizational change process of school administrators is medium in the total scale dimension ( $\bar{x} = 3.38$ ). When it is analyzed in terms of sub-dimensions, it is observed that it is high in the dimension of managing emotions ( $\bar{x} = 3.52$ ) in the process of change, and it is observed that it is medium in terms of preparation for change and institutionalization of change.

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**Table 9:** Descriptive Statistics of School Administrators' Levels of Managing Emotions in the Process of Organizational Change

Dimensions	Items for Competence Managing Emotions in the Process of Change	$\bar{x}$	SD
Preparation for Change	1. Before starting the change, school manager takes the necessary precautions to prevent the change resistance reactions	3,16	,986
	2. Before starting the change, school manager follows a path that will not allow personal habits to increase tension in the school.	3,30	,933
	3. Before starting the change, school manager shows behaviors to increase our enthusiasm for change.	3,50	,896
	4. School manager creates a positive mood so that we can adapt to change before we begin to change.	3,54	,895
	5. School manager stimulates our emotions to maximize all our energy before we begin to change.	3,37	,930
	6. Before starting the change, school manager prepares various surprises to get our emotions ready for change.	2,92	1,02
	7. School manager strives to make our existing negative feelings positive before we begin to change.	3,30	,962
	8. School manager strives to make the change exciting before beginning it.	3,28	,960
Total		3,30	,756
Implementing Change	9. School manager highlights the positive aspects of events that occur during the change process.	3,53	,914
	10. In the process of change, school manager prepares environments where we can easily express our feelings.	3,49	,941
	11. School manager organizes activities that will make us happy during the change process.	3,28	,938
	12. When we are concerned about a task assigned during the change process, school manager tries to calm us down.	3,47	,910
	13. School manager creates an open communication channel through which we can convey the emotional problems	3,46	,931
	14. While helping us in the process of change, school manager shows sincere behavior.	3,64	,914
	15. School manager shows sensitivity to our beliefs in the process of change	3,71	,906
Total		3,52	,778
Institutionalization of Change	16. School manager rewards us for developing new skills that we've created after the new situation with change.	3,71	,906
	17. School manager develops a sense of commitment to the new situation caused by change.	3,19	1,03
	18. School manager appreciates those who strive to take root in the new situation that comes with change.	3,31	,947
	19. School manager constantly gives morale on the sustainability of the new situation that comes with the change process.	3,48	,954
	20. School manager provides emotional support to eliminate possible anxiety and worries that may arise in the face of the new situation that comes with change.	3,41	,962

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21. School manager creates a sense of victory in the face of the new situation created at the end of change.	3,33	,973
Total	3,38	,736

The average perception of teachers about school administrators' emotion management competencies in the preparation process of change is 3.30 and standard deviation is .75. This indicates that teachers' perceptions of school administrators' emotion management competence in the preparation process of change are at a medium level. According to the table 9, Scale item 'Before starting the change, school manager shows behaviors to increase our enthusiasm for change.' has the highest average value. In terms of implementing change, teachers agree highly that school administrators prepare environments where emotions can be expressed comfortably, create communication channels to reduce anxiety, display sincere behaviors, and show sensitivity to beliefs. However, "It organizes activities that will make us happy in the process of change." (Avg. = 3.28, SS = .93), they agree with the item at a medium level. Regarding the sub-dimension of institutionalization of change, teachers state that they find school administrators to be highly qualified in rewarding those who acquire new skills and in giving emotional support and morale.

**Table 10:** Independent Samples T-Test Results of Teachers' Opinions about Managing Emotions in Change Process by School Level

Dimension	School Level	N	$\bar{x}$	Ss	t	p
Preparation for Change	Primary	271	3,35	,75672	1,964	,050
	Secondary	193	3,22	,75103		
Implementing Change	Primary	271	3,58	,78473	2,399	,017
	Secondary	193	3,41	,76069		
Institutionalization of Change	Primary	271	3,43	,83381	2,730	,007
	Secondary	193	3,21	,85741		
Total Emotion Management	Primary	271	3,45	,72837	2,514	,012
	Secondary	193	3,28	,73888		

There is a significant difference in teachers' opinions in implementing change [ $t(462) = 2,399, p < .05$ ]; the institutionalization of change [ $t(462) = 2.730 p < .05$ ] and in total [ $t(462) = 2.514 p < .05$ ]. These findings show that primary school teachers perceive school administrators significantly higher in terms of managing emotions in the process of change in terms of implementing change, institutionalization of change, and total emotion management.



**Table 11:** Distribution of School Administrators' Levels of Managing Emotions in the Process of Organizational Change in Terms of Field Status Variable

Dimension	Field Status	N	$\bar{x}$	SS	Level
Preparation for Change	Classroom Teacher	239	3,34	,73452	Medium
	Branch Teacher	225	3,25	,77884	Medium
Implementing Change	Classroom Teacher	239	3,57	,77815	High
	Branch Teacher	225	3,45	,77589	High
Institutionalization of Change	Classroom Teacher	239	3,42	,84125	High
	Branch Teacher	225	3,25	,85202	Medium
Total Emotion Management	Classroom Teacher	239	3,44	,72330	High
	Branch Teacher	225	3,32	,74774	Medium

It is seen that the school administrators' level of competence to manage the emotions of teachers in the process of change corresponds to the average level in terms of field status. However, it is noteworthy that the classroom teachers perceive the level of competence in managing emotions higher than the branch teachers in all sub-dimensions. In addition, it has been determined that the teachers and branch teachers perceive the school administrators' ability to manage their emotions at a high level in terms of applying change.

**Table 12:** Distribution of School Administrators' Levels of Managing Emotions in the Process of Organizational Change in Terms of Seniority

Dimension	Seniority	N	$\bar{x}$	SS	Level
Preparation for Change	1-10 Years	103	3,28	,76776	Medium
	11-20 years	100	3,31	,70072	Medium
	21 Years and above	261	3,30	,77538	Medium
	Total	464	3,30	,75669	Medium
Implementing Change	1-10 Years	103	3,51	,7615	High
	11-20 Years	100	3,48	,73985	High
	21 Years and above	261	3,53	,80215	High
	Total	464	3,51	,77880	High
Institutionalization of Change	1-10 Years	103	3,27	,84979	Medium
	11-20 Years	100	3,32	,88981	Medium
	21 Years and above	261	3,37	,83521	Medium
	Total	464	3,34	,84956	Medium
Total Emotion Management	1-10 Years	103	3,35	,73999	Medium
	11-20 Years	100	3,37	,71562	Medium
	21 Years and above	261	3,39	,74615	Medium
	Total	464	3,38	,73696	Medium

When Table 12 is analyzed, it is seen that the perceptions of teachers on school administrators' emotion management competencies in terms of implementing change are high in all seniority, in terms of preparation for change, institutionalization of change and in total are medium level. Teachers with a seniority of 11-20 years have perceived the school administrators' ability to manage emotions at a high level in preparation for

change. it is determined that the teachers who have 21 years and above perceive the school administrators' ability to manage emotions in the process of change higher than the teachers in other seniorities in implementing the change, institutionalization of change and in total.

**Table 13:** Correlation between School Administrators' Level of Competence in Managing Emotions in the Organizational Change Process and the Level of Change Cynicism

Dimensions	$\bar{X}$	Ss	1	2	3	4	5	6
Cognitive Change Cynicism	2,35	,801	-					
Affective Change Cynicism	2,87	,949	,659**	-				
Behavioral Change Cynicism	2,02	,645	,546**	,471**	-			
Managing Emotions in the Process of Change Preparation	3,30	,756	-,353**	-,284**	-,282**	-		
Managing Emotions in the Process of Implementing Change	3,51	,778	-,371**	-,302**	-,366**	,832**	-	
Managing Emotions in the Process of Institutionalizing Change	3,34	,849	-,363**	-,311**	-,267**	,760**	,816**	-

When table 13 is analyzed, it is seen that there is a negative low relation between the school administrators' levels of managing emotions in the organizational change process (preparation for change, implementation of change and institutionalization of change sub-dimensions) and the sub-dimensions of change cynicism compared according to the Pearson correlation test results. In this context, among the sub-dimensions of managing emotions and perceived sub-dimensions of cynicism, [(r = -, 353, p <.01); (r = -, 371, p <.01); (r = -, 363, p <.01)] it is striking that the relatively highest relationships are cognitive. In addition, the lowest relationship is between behavioral cynicism ((r = -, 282, p <.01) and the preparation of change and the institutionalization of change [(r = -, 282, p <.01); (r = -, 267, p <.01)].

## 6. Results and Discussion

The results obtained from the research conducted in order to determine the relationship between the school administrators' ability to manage emotions in the process of change and the levels of organizational change cynicism of teachers were discussed by comparing them with other research results in the literature. According to the research findings, the levels of organizational change cynicism of teachers working in primary and secondary schools under the Ministry of National Education in the city center of Uşak were found to be low in terms of overall average. Organizational change cynicism; cognitive, affective and behavioral dimensions were examined and teachers' perception of cynicism related to cognitive and behavioral dimension was low, and perceptions of cynicism related to affective dimension were moderate. In the affective sub-dimension, teachers feel uneasy that the changes are not made in line with the needs and they are worried that the changes are based on interest rather than need. When we look at the other studies examining the organizational change cynicism levels of teachers, similar results are found. In the study in which Kılıçoğlu (2018) examined the relationship between organizational commitment and organizational change cynicism, it was seen

that teachers' organizational change cynicism levels were low. Similarly, in the study where Baş (2018) examined the relationship between school administrators' ability to manage change and organizational change cynicism, teachers' perception of organizational change cynicism was low. Aslan (2019) investigated the effect of organizational change cynicism levels of school administrators and teachers' job satisfaction and concluded that teachers' level of change cynicism is low. Another point that is similar in this research results and in the study of Çavdar (2017) is that the level of change cynicism seen in teachers experience the organizational change cynicism in the most affective dimension. In contrast to the study results above, there are also studies that examine organizational change cynicism with its cognitive, affective and behavioral sub-dimensions, and the level of organizational change cynicism of the participants is moderate (Çavdar, 2017; Özgan, Külekçi and Özkan, 2012; Arslan, 2012; Tokgöz and Yılmaz, 2008; Tükeltürk et al., 2009; Kahraman, 2019; Ergen, 2015; Kuşcu, 2020).

According to the results obtained from the data, the levels of change cynicism of teachers do not show a significant difference in terms of gender in the cognitive and affective sub-dimensions of organizational change cynicism. However, in the behavioral dimension, organizational change cynicism levels of men are significantly higher than women. The behavioral dimension of cynicism can lead to the failure to fulfill the duties and responsibilities related to change in school and necessary effort for change. In Kılıçoğlu's (2018) research, the levels of organizational change cynicism are higher in women in the affective dimension and men in the behavioral dimension. In Çavdar's (2017) research, women in the affective dimension are significantly more cynical than men. Şamdan (2019) and Şevik (2019) reached the conclusion that female teachers are more cynical in all sub-dimensions of organizational cynicism. Unlike our research, when the literature is scanned, the level of organizational change cynicism generally does not differ significantly by gender. (Aslan, 2019; Kalağan and Güzeller, 2010; Helvacı and Çetin, 2012; Nartgün and Kartal, 2013; Yetim and Ceylan, 2011; Yılmaz, 2019; Andersson and Bateman, 1997; Tink, 2019; Sucu, 2019; Tiryaki, 2020; Kuşcu, 2020; Kahraman, 2019; Hıdıroğlu, 2018; Gökçe, 2020).

According to the research results, secondary school teachers have a higher level of organizational change cynicism than primary school teachers. Teachers' workload, organizational commitment, psychological capital level, school culture, emotional climate at school affect organizational change cynicism. (Karadal, 2020; Kahraman, 2019; Elçiçek Boyalı, 2019; Ergen, 2015; Çillik, 2019; Kılıçoğlu, 2018; Sucu, 2019; Vakola and Nikolaou, 2005). The fact that secondary school teachers' students are older, their exam anxiety with their students, the continuity and frequency of changes can affect the emotional climate in the school and decrease the psychological capital of teachers and increase the levels of organizational change cynicism.

According to the results obtained, branch teachers perceive change cynicism at a higher level than classroom teachers, both in the total of organizational change cynicism and in its affective and behavioral sub-dimensions. Classroom teachers usually work

longer in their institutions. In addition, although they have various duties at school, they are basically responsible for their own classes. However, branch teachers work with students at different levels in many different classes. In addition, working time in their institutions is generally shorter than classroom teachers. Such elements can cause stress in branch teachers. The possibility of increasing workload with the change may increase the level of cynicism of teachers.

When teachers' organizational change cynicism levels are evaluated in terms of seniority variable, teachers with seniority of 21 years and above have the lowest perception of organizational change cynicism, and teachers with seniority between 1-10 years have the highest average. In addition, considering the general average, the levels of organizational change cynicism in the affective sub-dimension of teachers are higher than the cognitive and behavioral dimension. There can be different factors in the higher levels of organizational change cynicism of teachers in the early years of their profession compared to more experienced teachers. After a long studentship period, teachers who have just stepped into the work life may have difficulty in keeping up with the fast pace of work life, their students and also changes. Even if they are more advantageous compared to experienced teachers in technological innovations, they may experience the disadvantages of inexperience in changes made in other areas. For young teachers who are trying to establish their system in classroom management, material development, student-parent communication and similar issues yet, change initiatives can be perceived as processes that make adaptation difficult.

It is observed that the school administrators' level of competence in managing emotions in the organizational change process is medium in total scale. In the sub-dimension of implementing the change, the adequacy of school administrators to manage emotions has been determined at a high level. In general, teachers think that school administrators do not give the necessary importance to activities aimed at managing emotions in the process of change. According to Fox and Amichai-Hamburger (2001), the whole process should take place in a positive environment in order to increase positive feelings towards change. When the literature is analyzed, emotion management researches are mostly handled in terms of management processes rather than change processes. Öztürk Yüzer (2018), who deals with emotion management in terms of change processes found that school administrators' ability to manage emotions of teachers in the process of change were at a medium level with all sub-dimensions. In the research that Çoruk (2016) aims to reveal the emotion management behaviors of managers in terms of management processes, it has been revealed that the instructors working in higher education institutions find the managers' emotion management skills insufficient.

According to the results obtained, the gender variable does not play a significant role in the preparation, implementation and institutionalization dimensions of change. Similarly, Çoruk (2012), Öztürk Yüzer (2018) and Berber Abaka (2018) conclude that the gender variable does not make a significant difference in their studies on emotion management. When the school administrators' competencies to manage emotions during

periods of change are analyzed according to the variable of the school level, it is seen that primary school teachers evaluate the school administrators more positively in terms of emotion management competencies than the secondary school teachers. According to the results in terms of branch, classroom teachers perceive the emotional management skills of school administrators at a higher level than the branch teachers in total and in all sub-dimensions of organizational change. Considering the level of competence in managing emotions in terms of seniority variable, it is seen that the school administrators' emotion management competencies are highly perceived in terms of implementing change. It is observed that there is a low negative relationship between school administrators' ability to manage emotions in organizational change process and sub-dimensions of change cynicism.

## 7. Recommendations

- 1) Organizational change cynicism levels of teachers were generally found to be low. However, perceived change cynicism in the affective sub-dimension is at a medium level. For this reason, it may be beneficial to reduce the cynicism of change in the planned change initiatives by creating environments where teachers can easily express their positive and negative feelings about the change process.
- 2) Teachers mostly agree on the fact that changes are focused on interests and that changes are not system-based. For this reason, the people responsible for change inform the teachers in detail about the reason, method and time of the change, and the transparent management of the entire change process from the planning stage to the institutionalization stage can change the idea that the changes are made focused on interest.
- 3) Secondary school teachers have a higher level of organizational change cynicism than primary school teachers. For this reason, school administrators can strengthen their communication with teachers by using various methods such as meeting, face-to-face interview, psychological support.
- 4) In the sum of organizational change cynicism, affective and behavioral sub-dimensions, branch teachers experience change cynicism at a higher level than their class teachers. Therefore, training of administrators working in secondary schools on managing the change process can allow them to know and plan possible problems and solutions. Thus, the levels of organizational change cynicism can be reduced by reducing teachers' frustrations and hopelessness about change.
- 5) It is seen that teachers who have seniority of 21 years or more have the lowest change cynicism both in the total of organizational change cynicism and in their cognitive and affective sub-dimension. Therefore, in-service trainings, seminars, courses and social activities can be effective in reducing the level of organizational change cynicism of teachers, who are at the beginning of the profession that

experienced teachers transfer and guide their experiences of change process to young teachers.

- 6) There are studies showing that rewarding increases the psychological capital of teachers and psychological capital decreases organizational cynicism. (Yılmaz, 2019; Kahraman, 2019; Elçiçek Boyalı, 2019). For this reason, a carefully planned reward system in educational organizations can increase teachers' motivation, psychological capital, commitment to the organization, and increase their energies for future changes.
- 7) It is observed that the school administrators' ability to manage emotions in the organizational change process is at a medium level in terms of total scale. If the school managers recognize emotions and know the emotions that may arise during the change process by receiving in-service training opportunities and emotion management trainings, it can be beneficial for both the successful completion of the change process and other management processes in the school.
- 8) According to the results of the research, branch teachers perceive the school administrators' ability to manage emotions at a lower level than the classroom teachers. For this reason, teachers' hopes for change can be increased by providing information about successful change initiatives.
- 9) This research examines the relationship between emotion management competencies and the level of change cynicism of teachers in the process of change. In order to generalize and generate ideas, more research can be done in this field in the literature of change.
- 10) The research was carried out with the contributions of 464 teachers working in primary and secondary schools in the city center of Uşak. In other provinces of the country, researches with larger sampling, which will include private and public schools from all educational levels, can provide more general data.

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