

Investigation of the Effect of Burnout Levels and Organizational Cynicism Attitudes of Teachers Working in Public Schools in the Kyrenia Region on Teacher Performance

Demet Onurlu

*PhD Student, Girne American University, Faculty of Education, Educational Administration, Supervision and Planning
demetgucluer@gmail.com, demetonurlu@gau.edu.tr
0009-0003-1067-1131*

Assoc. Prof. Dr. Olga Pilli

*Girne American University, Faculty of Education, Primary School Teaching Department
olgapilli@gau.edu.tr
0000-0002-4876-397*

ABSTRACT

The aim of this study is to determine the effect of burnout levels and organizational cynicism attitudes of teachers working in public schools in Kyrenia region on teacher performance. The research was conducted using the relational survey model, one of the quantitative research methods. The population of the study consisted of 431 teachers working in the Kyrenia region in the TRNC, while the sample was determined by stratified sampling method. Accordingly, the sample consisted of 320 teachers working in official secondary and high schools in Kyrenia districts in the 2023-2024 academic year. The data were collected using the personal information form created by the researcher, the Occupational Burnout Scale developed by Minaz (2019), the Organizational Cynicism Scale for Teachers developed by Sağır and Oğuz (2012), and the Teacher Job Performance Scale developed by Limon (2019).

According to the results of the study, it was determined that the participants experienced moderate burnout in general and were emotionally and behaviorally distanced from their institutions, the factors that negatively affected their performance were at a moderate level, and the participants had a moderate negative attitude towards the school. While it was determined that the employees showed a moderate level of participation in organizational decision-making processes, it was observed that the dimensions of teacher performance were at a moderate level and overall performance was high. According to the results of the analysis, strong and significant relationships were found between professional burnout and emotional and behavioral distancing from the organization, factors that reduce performance, negative attitudes towards school and organizational cynicism. A negative and significant relationship was found between professional burnout and teacher performance. However, the relationship between organizational cynicism and teacher performance was not significant.

Keywords: Burnout, Occupational burnout, Organizational cynicism, Teacher performance.

1. INTRODUCTION

1.1. Problem

In order for the individual to realize his/her own potential and to engage in behaviors that will benefit the society and himself/herself, it is important to guide the individual and enable him/her to develop various skills as a goal of education. In this context, one of the main purposes of education is to guide individuals on various issues, to offer different solutions to problems, and to contribute to their personal and social development (Duman, Sak, & Sak, 2020).

The teacher is one of the key actors in the educational process, and his/her role in this process, the behaviors he/she exhibits, and his/her interactions greatly affect not only his/her own development, but also the expectations of others around him/her, such as students, parents, administrators, colleagues, and other members of society (Makovec, 2018). The teacher's professional behavior has a direct impact on student achievement and can also contribute to students' social and emotional development. The teacher is expected to not only transfer knowledge to students, but also to guide them and effectively lead the learning process. It is also important for the teacher to work collaboratively by communicating effectively with parents, to work harmoniously with the school administration and to cooperate with colleagues. In this way, the teacher can create a positive learning environment and have a broad impact by taking into account the expectations of a range of stakeholders in the educational process (Can, 2004).

These expectations make a profession with high responsibilities such as teaching even more stressful and increase the level of teacher burnout due to this stress. Teachers are faced with a range of tasks such as not only managing

lessons but also supporting student development, communicating effectively with families, and keeping up with educational policies. This wide range of responsibilities can put intense pressure on teachers (Mahmood & Sak, 2019). The expectations teachers face are not only about academic achievement, but also about supporting students' social, emotional and cognitive development. These multifaceted expectations may require teachers to constantly adapt, be open to innovation and push their personal boundaries. At times, this can lead to feelings of burnout and elevated stress levels. Therefore, measures such as support for teachers, structural adjustments in education systems and solidarity among teachers can help them cope with this stress (Tümkiye & Çavuşoğlu, 2010).

Occupational burnout can cause serious problems in an individual's life. Addressing these problems, Işıkhan (2016) categorized the consequences of occupational burnout under three main headings: personal, work-related and family-related. Some of the personal consequences include physical fatigue, difficulty in starting the day, decreased sense of achievement and negative feelings about self-esteem. The effects of occupational burnout on working life include a decrease in professional success, absenteeism and the desire to change jobs. This situation may create a feeling of dissatisfaction and dissatisfaction in the individual's work life. In addition, the fact that emotional exhaustion is closely related to occupational burnout may cause these negative effects to spill over into family life. Increased family conflicts and estrangement between family members are among the negative effects of professional burnout on family life (Işıkhan, 2016). In this context, understanding and preventing the effects of occupational burnout is an important step to improve the individual's overall quality of life.

In various recent studies, the concept of organizational cynicism, in which the negative feelings of the individual are not only directed towards his/her colleagues and his/her own person, but also towards the organization or senior managers (Alan & Fidanboy, 2013). Ercan and Kazançoğlu (2019), while explaining the concept of cynicism, emphasized burnout and explained that cynicism tends to feed negative emotions such as pessimistic personality, negative life philosophy, burnout and frustration, and trust problems.

In this study, unlike the literature, burnout levels and organizational cynicism attitudes were evaluated within the scope of their effects on teacher performance. Burnout levels and organizational cynicism attitudes are factors that can significantly affect teacher performance. High burnout can lead to loss of motivation and job satisfaction in teachers, which can negatively affect classroom interactions and student achievement. Organizational cynicism, on the other hand, can weaken employees' commitment to the organization and negatively affect collaboration and performance. These phenomena may increase teachers' thoughts of job change and there may be difficulties in bringing long-term stability to the education system. Therefore, it is important to take supportive measures to help teachers cope with burnout and organizational cynicism in order to improve the quality of education (Erdoğan & İraz, 2019).

Based on this information, the problem statement of the study was determined as "Do burnout levels and organizational cynicism attitudes of teachers working in public schools in Kyrenia region have an effect on teacher performance?".

1.2. Purpose and Importance of the Study

The purpose of this study is to determine the effects of burnout levels and organizational cynicism attitudes of teachers working in public schools in Kyrenia region on teacher performance. The importance of this study is to deeply understand and evaluate the effects of burnout levels and organizational cynicism attitudes of teachers working in public schools in Kyrenia region on teacher performance. This research can make an important contribution to develop strategies to cope with the challenges in the field of education. The main purpose of the study is to determine the effects of teachers' burnout levels and organizational cynicism attitudes on teacher performance. In this context, hypotheses were formulated to examine the potential effects of demographic factors such as gender, age, marital status and professional experience on teachers' burnout and organizational cynicism levels. The results of the study can help us understand how teachers cope with these phenomena and how they affect their performance. The findings may provide important clues on how educational policies and school management can be organized to increase teachers' job satisfaction and productivity. This study can be a valuable resource for decision makers and practitioners in the education sector by providing a basis for understanding the complex relationships between teachers' working conditions, emotional states and performance. This information can provide starting points for developing strategies to ensure that teachers are in a healthier and more motivating work environment.

1.3. Hypotheses of the Study

The research hypotheses are given below:

H1: There is a relationship between teachers' burnout levels and organizational cynicism attitudes and teacher performance.

H2: There is a relationship between teachers' burnout levels and teacher performance.

H3: There is a relationship between teachers' organizational cynicism attitudes and teacher performance.

H4: There is an effect of teachers' burnout levels and organizational cynicism attitudes on teacher performance.

1.4. Definitions

Burnout: It refers to a condition that occurs as a result of continuous stress, excessive workload, emotional exhaustion and negative experiences related to work (Tümkiye, 2016).

Occupational Burnout: It refers to a condition that occurs as a result of stress, excessive workload, emotional exhaustion and negative experiences related to work (Cemaloğlu & Şahin, 2007).

Organizational cynicism: It refers to an individual's negative, distrustful and critical attitude towards the organization (Aslan & Terzi, 2023).

Performance: It refers to how effectively an individual, group or organization performs a specific task or function (Aydoğmuş, 2023).

Teacher Performance: It is a concept that evaluates a teacher's effectiveness in the educational process, his/her teaching skills, classroom management skills and overall contribution to student achievement (Biçer & Tahtaloğlu, 2023).

2. CONCEPTUAL FRAMEWORK

2.1. Burnout and Occupational Burnout

Burnout is a condition that generally results from a combination of factors such as overwork, stress and emotional exhaustion. This condition is characterized by a person's physical, emotional and mental energy feeling depleted. Especially factors such as intense work pace, being under constant pressure, work imbalances, incompatibility of personal expectations and job requirements can cause burnout syndrome. Occupational burnout, on the other hand, usually occurs as a result of prolonged exposure to work or occupational stress and pressures. Symptoms such as poor performance at work, lack of motivation, lack of enjoyment at work, and a constant feeling of fatigue are signs of occupational burnout. Occupational burnout not only affects an individual's own work productivity, but can also negatively affect their overall quality of life. Ways to reduce the risk of occupational burnout include balancing work and personal life, learning stress coping techniques, building support systems, exercising regularly and taking up hobbies. Employers improving the workload and working conditions of employees and providing a supportive working environment can also reduce the risk of occupational burnout (Battal, 2022).

Occupational burnout is recognized by the World Health Organization as an occupational disease that has detrimental effects on physical and mental health and can manifest itself through emotional, behavioral and psychosomatic symptoms. Occupational Burnout Syndrome can show physical, emotional and mental symptoms. Symptoms of physical burnout include chronic fatigue, weakness, loss of energy, wear and tear, increased susceptibility to illness, frequent headaches, nausea, muscle cramps, back pain, and sleep disturbances. These symptoms may occur as a result of work stress and overwork and may negatively affect work performance, personal life and general health (Seyyar & Öz, 2007).

2.2. Organizational Cynicism

Organizational cynicism is a concept that refers to employees' feelings of distrust, hopelessness and indifference towards the organization and the work environment. It is used to describe situations in which employees develop negative perceptions about the leadership, policies, functioning or culture of the organization. Organizational cynicism is usually caused by a combination of many different factors. These factors may include lack of communication in the organization, injustice, constantly changing goals or management style. The competitive atmosphere in the organization, stress and pressures in the workplace can also trigger organizational cynicism. Organizational cynicism can reduce employees' commitment to their jobs, decrease their motivation and negatively affect their job performance. It can also lead to the formation of negative relationships between employees by weakening cooperation within the organization. Ways to reduce organizational cynicism can include open and effective communication, fairness and transparency, encouraging employee participation, leadership reliability and dedication. Organizations can develop various strategies to understand and meet the emotional and psychological needs of employees. This can help employees develop a more positive attitude towards the organization and create a more positive work environment in the organization (Torun, 2016).

Considering that cynicism affects individuals' perceptions, expressions, evaluations and expectations towards other

people and shapes their behaviors, it is understood that this phenomenon can affect not only individual and social life but also organizational life. Organizational cynicism is important for human-oriented organizations in terms of achieving their goals and regulating human relations. In order to adapt to increasing competition conditions and rapidly changing internal and external environmental conditions, it is necessary to make the best use of human resources, it is a fact that organizations have to understand and manage individuals, and in this context, cynicism is an important issue for organizations. Organizations can develop various strategies to understand and manage employee cynicism. The first step is to encourage open and effective communication within the organization. An environment where employees can express their feelings, share their concerns and make suggestions should be created. Applying the principles of fairness and transparency can increase employees' trust in the organization and reduce cynicism. Organizations can develop various programs and policies to increase employee motivation, job satisfaction and emotional well-being. This can increase employee commitment to the organization and reduce cynicism (Kesen et al., 2019).

Organizational cynicism is often associated with employees' experiences at work and can take various forms. These can manifest in different forms, reflecting employees' attitudes towards the organization, their colleagues and working conditions. For example, one type of organizational cynicism, "institutional cynicism", is associated with employees' distrust and hopelessness towards their organization and its institutional structures. In this case, employees may believe that there are hidden agendas lying behind the real intentions and goals of their organizations. Another type of "occupational cynicism" refers to the hopeless and negative attitude of employees towards their profession, sectors or jobs. In this case, employees may question the value of their jobs and despair of changes in their sectors or professions. A type called "colleague cynicism" refers to a negative attitude that employees have towards their coworkers, colleagues or other people in the workplace. In this case, employees may perceive their coworkers as untrustworthy, selfish or indifferent and may avoid cooperation. Each of these types reflects different aspects of organizational cynicism and employees' negative perceptions of their work environment. Therefore, it is important for organizations to identify and understand these types of cynicism and develop appropriate strategies to reduce their negative effects (Alhas, 2022).

2.3. Performance and Teacher Performance

Performance refers to how effectively an individual or an organization performs its work or tasks over a given period of time. Performance is usually assessed as the ability to achieve certain goals, meet expected standards or accomplish a specific task. Teacher performance, on the other hand, refers to the level of effectiveness and efficiency demonstrated by teachers in educational institutions to increase student achievement and improve learning environments. Teacher performance is influenced by a combination of factors such as lesson planning, use of teaching methods, assessment of student progress, classroom management skills, student support and communication. The evaluation of teacher performance can include a range of criteria such as student achievement, classroom observations, review of lesson plans and materials. This evaluation process can be used to identify teachers' strengths, identify areas for improvement and support their professional development (Kesen et al., 2019).

The concept of performance refers to the degree to which an activity or work achieves set objectives. This concept is usually associated with measurable results and is considered as the best result achieved in a given period of time. Performance includes the quality and quantity of activities performed to achieve predetermined goals. As Torrington and Hall note, performance is often associated with the concepts of effectiveness, efficiency and output. That is, how effectively a job or activity is done, how efficient it is, and what quantity or quality of output is achieved are important factors determining performance. Another definition of performance is the applicability of predetermined criteria to achieve a specific objective. According to this definition, performance is evaluated as the totality of the activities necessary to achieve certain objectives. To summarize, the concept of performance refers to the quality, quantity and effectiveness of the activities performed to achieve the set objectives. Performance is an indicator of the behaviors and efforts required to achieve the set goal and is usually assessed by measurable results. Factors affecting performance are important in determining the success of an employee in fulfilling his/her duties in an institution or organization (Battal, 2022).

Knowledge-skills, motivation and work environment are among the main factors that determine teacher performance. It is stated that when these elements are lacking, teacher performance can be negatively affected. Therefore, it is important to maximize these three elements in order to achieve high levels of performance. Knowledge-skill refers to the level of competence determined depending on the qualifications of the teacher. This includes the teacher's expertise in his/her subject, his/her ability to convey the right information to students, and his/her ability to manage the teaching process effectively. Motivation determines the teacher's ownership of the job and the effort he/she will exhibit. The teacher's enthusiasm for his/her job, his/her ability to motivate students to succeed, and his/her openness to continuous development and learning are among the important elements of motivation. The work environment provides the teacher with the working conditions and

organizational supports necessary for him/her to do his/her job. Providing elements such as tools, equipment, materials, environment and information that the teacher needs positively affects the teacher's performance. In addition to these elements, teacher competencies are also important. The teacher competencies identified by the Ministry of National Education were determined as a result of workshops organized with the participation of various experts, academics and teachers. These competencies include the teacher's possession of professional and pedagogical knowledge, student-centered teaching, taking into account the individual differences of students, and continuous professional development. These competencies are considered to play an important role in evaluating teacher performance (Dedebali & Süral, 2022).

3. METHOD

3.1. Methodology of the Study

This study was conducted with the relational survey model, one of the quantitative research methods. The relational survey model is a quantitative research method used to understand the relationships between variables. This model enables the researcher to collect and analyze data to evaluate the relationships between variables and to examine the effect of a particular variable on another variable (Yıldırım & Şimşek, 2016).

3.2. Population and Sample

The population of the study consists of 431 teachers working in Kyrenia region in TRNC. The sample of the study was determined by stratified sampling method. Stratified sampling method is a sampling method based on the principle of dividing a population into different subgroups (strata) and taking samples from each stratum. This method aims to make sample selection more representative and effective by taking into account the heterogeneous structure of the population. Accordingly, the sample consists of 320 teachers working in official middle and high schools in Girne districts in the 2023-2024 academic year.

3.3. Data Collection Tools

The data were collected using the personal information form created by the researcher, the Occupational Burnout Scale developed by Minaz (2019), the Organizational Cynicism Scale for Teachers developed by Sağır and Oğuz (2012), and the Teacher Job Performance Scale developed by Limon (2019).

The Occupational Burnout Scale developed by Minaz (2019) uses a Likert-type rating from 1 to 5 to assess the participants' level of occupational burnout, with 1 meaning "never" and 5 meaning "always". For item analysis, corrected item-total correlation coefficients were calculated. The construct validity was examined by exploratory factor analysis. As a result of this analysis, it was determined that the scale was unidimensional and consisted of 22 items. In addition, it was determined that the scale explained 32.24% of the total variance and had an eigenvalue of 7.09. The KMO sampling adequacy coefficient was also found to be .90. The reliability of the scale was evaluated with Cronbach's alpha internal consistency reliability coefficient. This coefficient measures the internal consistency of the scale and was found to be .89. The corrected item-total correlation coefficients of the scale ranged between .37 and .67.

The "Organizational Cynicism Scale for Teachers" developed by Sağır and Oğuz (2012) has 25 items in total and has a four-factor structure. Each factor represents the dimensions of organizational cynicism measured in different fields. Factors and item numbers of the scale: Distancing from the Organization: 7 items; Factors Reducing Performance: 9 items; Negative Attitude Towards School: 5 items; Employee Participation in Decisions and Practices: 4 items. For each item, the participants made a five-point Likert-type evaluation as "1 = Strongly Disagree", "2 = Disagree", "3 = Undecided", "4 = Agree", "5 = Strongly Agree". Reliability and validity studies of the scale were conducted by Sağır and Oğuz. The reliability coefficients were determined as ".86" for the first factor, ".88" for the second factor, ".85" for the third factor and ".68" for the fourth factor. These results show that the scale is a reliable and valid measurement tool.

The Teacher Job Performance Scale (TJPS), developed by Limon (2019) to measure teachers' performance, is designed to assess teachers' performance through self-report and consists of three dimensions and 37 items in total. The scale is graded on a 5-point Likert scale. The dimensions of the scale are as follows: Task Performance: 16 items; Contextual Performance: 9 items; Adaptive Performance: 12 items. The Cronbach's alpha reliability coefficient of the scale was calculated as .94, which indicates that the scale has a high reliability. The correlation coefficients calculated for the internal consistency of the scale ranged between $r=.55$ and $r=.86$. These results led Limon to conclude that the OCBQ is a valid and reliable measurement tool.

In this study, the Cronbach's Alpha value for the Organizational Cynicism Scale was 0.932, for the Occupational Burnout Scale was 0.876, and for the Teacher Job Performance Scale was 0.971. These results show that all three scales were designed in a reliable and consistent manner and can be used.

3.4. Data Analysis

The study data were analyzed using the SPSS 28.00 program. The results of the normality test confirmed that the data were normally distributed. Therefore, it was deemed appropriate to use parametric tests. One of the analysis methods used in the study was correlation analysis, which examined the relationships between variables. In addition, regression analysis was used to measure the effect of one variable on other variables and the degree of this effect. These analyses were conducted in accordance with the purpose and hypotheses of the study and the findings obtained were interpreted.

4. FINDINGS

Table 1. Demographic Information

		n	%
Gender	Woman	194	60,6
	Male	126	39,4
Age	30 years and below	57	17,8
	31-35 years old	74	23,1
	36-40 years old	46	14,4
	41-45 years old	58	18,1
	46 and above	85	26,6
Marital status	Married	183	57,2
	Single	137	42,8
Type of school	Middle School	119	37,2
	High School	201	62,8
Duration of work at current school	0-3 years	99	30,9
	4-7 years	99	30,9
	8-11 years	10	3,1
	Over 12 years	112	35,0
Occupational seniority	0-5 years	84	26,3
	6-10 years	51	15,9
	11-15 years	49	15,3
	16-20 years	69	21,6
	21 years and above	67	20,9
	Total	320	100,0

According to demographic information, women (60.6%) are slightly more represented than men (39.4%) in the gender distribution of the sample of 320 people participating in the study. Looking at the age distribution, it is observed that the majority of the participants are 31 years and older. The largest age group is the age group of 46 and over (26.6%), while the smallest age group is the age group of 30 years and younger with 17.8%. In marital status, it is seen that the majority of the participants are married (57.2%) and those who are single are 42.8%. According to the type of school studied, 62.8% of the participants work at the high school level, while 37.2% work at the secondary school level. According to the duration of study in the current school, the majority (35.0%) have been working for 12 years or more. The least amount of time is 3.1% of employees who work between 8-11 years. Looking at the professional seniority, it is seen that the majority (63.5%) have 16 years or less seniority, while those with the highest seniority are 21 years or more with 20.9%.

Table 2. Minimum, Maximum, Mean and Standard Deviation Values of Scales and Sub-Dimensions

Scale dimensions	Min.	Max.	Ort.	Ss.
Professional burnout (General)	27,00	105,00	58,1219	13,71134
Moving Away from the Institution (Affective and Behavioral)	7,00	33,00	19,0406	6,81380
Factors That Reduce Performance	9,00	42,00	24,7813	8,93598
Negative attitude towards school	5,00	23,00	11,5031	4,75084
Participation of Employees in Decisions and Implementations	4,00	20,00	13,5469	3,91577
Organizational cynicism (General)	25,00	107,00	68,8719	19,20666
Task Performance	41,00	80,00	66,0594	10,54352
Contextual Performance	13,00	45,00	30,7531	7,63047
Adaptive Performance	25,00	60,00	46,9219	8,32058

Performance (General)	79,00	185,00	143,7344	24,57555
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Participants generally demonstrate a level of burnout ranging from 27.00 to 105.00 on the Professional Burnout Scale. The mean value represents the average level of burnout among participants, calculated as 58.1219. The standard deviation measures the variability of burnout levels; in this example, it is calculated as 13.71134. A higher standard deviation value indicates that data points are more dispersed around the mean, suggesting greater variability in burnout levels.

Participants demonstrate a moderate level of emotional and behavioral detachment from their organizations. The average detachment score is calculated as 19.0406, with a standard deviation of 6.81380. This may indicate issues such as low job satisfaction, lack of motivation, or distrust in the organization. Factors negatively affecting participants' job performance are found to be at a moderate level. The average performance-reducing factor score is 24.7813, with a standard deviation of 8.93598. Elements such as workload, communication deficiencies, or management problems may be among the potential factors affecting participants' performance. It is observed that participants exhibit a moderate level of negative attitude towards the organization. The average negative attitude score is measured as 11.5031, with a standard deviation of 4.75084. This could be associated with dissatisfaction with the organization, perceptions of unfair treatment, or workplace stress. Participants are observed to have a moderate level of involvement in organizational decision-making processes. The average participation score is 13.5469, with a standard deviation of 3.91577. Employee involvement in decision-making processes can be an important factor in organizational commitment and job satisfaction. This association may be attributed to employees being knowledgeable about institutional decisions and actively participating in the process.

The average task performance score is 66.0594, with a standard deviation of 10.54352. This suggests that participants' ability to complete specific tasks is at a moderate level. Task performance reflects employees' ability to complete their work in accordance with established standards. The average contextual performance score is 30.7531, with a standard deviation of 7.63047. This indicates that participants' contextual skills, such as adapting to workplace culture and collaboration, are at a moderate level. Contextual performance evaluates relationships and teamwork in the workplace. The average adaptive performance score is 46.9219, with a standard deviation of 8.32058. This suggests that participants' ability to adapt to the organization's goals and contribute is at a moderate level. Adaptive performance reflects how well employees adapt to the organization's culture and values. The average overall performance score is 143.7344, with a standard deviation of 24.57555. This indicates that participants' overall performance is high.

Table 3. The Relationship Between Teachers' Burnout Levels and Organizational Cynicism Attitudes

		Moving Away from the Institution (Affective and Behavioral)	Factors That Reduce Performance	Negative attitude towards school	Participation of Employees in Decisions and Implementations	Organizational cynicism (General)
Professional	r	,661**	,600**	,655**	-0,064	,663**
Burnout	p.	0,000	0,000	0,000	0,253	0,000

According to the results of the analysis;

- It is observed that there is a strong relationship between occupational burnout and emotional and behavioral distancing from the institution ($r = 0.661$). This indicates that as occupational burnout increases, so does the level of emotional and behavioral distancing.
- In addition, there is a strong correlation between occupational burnout and factors that reduce performance ($r = 0.600$). It shows that as occupational burnout increases, the factors that reduce performance tend to increase.
- There is also a strong correlation between professional burnout and negative attitudes towards school ($r = 0.655$). It shows that as professional burnout increases, so do negative attitudes towards school.
- However, there was no significant relationship between occupational burnout and employees' participation in decision-making processes ($r = -0.064$). This indicates that there is no direct relationship between the level of professional burnout and participation in decision-making processes.
- Finally, it is observed that there is a strong relationship between occupational burnout and organizational cynicism ($r = 0.663$). It shows that as professional burnout increases, the level of organizational cynicism also increases.

Table 4. The Relationship Between Teachers' Burnout Levels and Teacher Performance

		Task Performance	Contextual Performance	Adaptive Performance	Performance (General)
Professional Burnout	r.	-.577**	-.612**	-.574**	-.632**
	p.	0,000	0,000	0,000	0,000

According to the results of the analysis;

- There is a strong and negative correlation between occupational burnout and task performance ($r = -0.577$). This indicates that task performance decreases as occupational burnout increases.
- Likewise, there is a strong and negative relationship between occupational burnout and contextual performance ($r = -0.612$). It indicates that contextual performance decreases as the level of professional burnout increases.
- A strong and negative relationship is also observed between occupational burnout and adaptive performance ($r = -0.574$). That is, it indicates that adaptive performance decreases as occupational burnout increases.
- Finally, there is a strong and negative correlation between occupational burnout and overall performance ($r = -0.632$). It indicates that as occupational burnout increases, overall performance decreases.

Table 5. The Relationship Between Teachers' Organizational Cynicism Attitudes and Teacher Performance

		Task Performance	Contextual Performance	Adaptive Performance	Performance (Overall)
Moving Away from the Institution (Affective and Behavioral)	r	-.293**	-.551**	-.311**	-.402**
	p.	0,000	0,000	0,000	0,000
Factors That Reduce Performance	r	-.303**	-.531**	-.374**	-.421**
	p.	0,000	0,000	0,000	0,000
Negative attitude towards school	r	-.435**	-.587**	-.473**	-.529**
	p.	0,000	0,000	0,000	0,000
Participation of Employees in Decisions and Implementations	r	.134*	0,088	0,001	0,085
	p.	0,016	0,118	0,991	0,130
Organizational cynicism (General)	r	-.325**	-.570**	-.401**	-.452**
	p.	0,000	0,000	0,000	0,000

According to the results of the analysis;

- There is a negative correlation between emotional and behavioral withdrawal from the institution and teacher performance. Relationships with task performance ($r = -0.293$), contextual performance ($r = -0.551$), adaptive performance ($r = -0.311$), and overall performance ($r = -0.402$) were all statistically significant.
- A negative relationship is also observed between the factors that reduce performance and teacher performance. Relationships with task performance ($r = -0.303$), contextual performance ($r = -0.531$), adaptive performance ($r = -0.374$), and overall performance ($r = -0.421$) were all statistically significant.
- There is also a negative relationship between negative attitudes towards school and teacher performance. Relationships with task performance ($r = -0.435$), contextual performance ($r = -0.587$), adaptive performance ($r = -0.473$), and overall performance ($r = -0.529$) were all statistically significant.
- There is a weak relationship between employee participation in decision-making processes and teacher performance. The association with task performance was statistically significant ($r = 0.134$), but the associations with other performance measures were not statistically significant.
- In general, there is a negative correlation between organizational cynicism (general) and teacher performance. Relationships with task performance ($r = -0.325$), contextual performance ($r = -0.570$), adaptive performance ($r = -0.401$), and overall performance ($r = -0.452$) were all statistically significant.

Table 6. The Effect of Teachers' Burnout Levels and Organizational Cynicism Attitudes on Teacher Performance

	Non-Standardized Coefficients		Standardized Coefficients		
	B	Standard Error	Beta	t	p.
	Constant	210,692	4,782		44,061
Professional burnout	-1,061	0,104	-0,592	-10,203	0,000
Organizational cynicism	-0,077	0,074	-0,060	-1,031	0,304

R	R ²	F
,633 ^a	0,401	106, 179

Dependent Variable: Teacher performance

According to the results of the analysis;

- Occupational burnout (Occupational Burnout): The standardized coefficient (Beta) value is -0.592 and the p-value (p) is 0.000. This indicates that teacher performance decreases as professional burnout increases, and this relationship is statistically significant.
- Organizational cynicism: The standardized coefficient (Beta) value is -0.060 and the p-value (p) is 0.304. This signals that teacher performance decreases as organizational cynicism increases; however, this indicates that the association is not statistically significant.

CONCLUSION AND RECOMMENDATIONS

The study results show that participants generally experienced moderate burnout and became emotionally and behaviorally distant from their institutions. It was observed that the factors that negatively affected their performance were at a moderate level and the participants had a moderate negative attitude towards school. It has been determined that employees have moderate participation in organizational decision-making processes. In the dimension of teacher performance, task performance, contextual performance, and adaptive performance were found to be moderate. It was observed that the overall performance was high. According to the results of the analysis, strong and significant relationships were found between professional burnout and emotional and behavioral distancing from the institution, factors that reduce performance, negative attitudes towards school and organizational cynicism. It was found that there was a negative and significant relationship between professional burnout and teacher performance. However, it was observed that the relationship between organizational cynicism and teacher performance was not significant.

Based on these results, the following recommendations have been prepared:

It is important for organizations to provide emotional and behavioral support to employees. Guidance and counseling services can be provided to employees to deal with problems such as low job satisfaction and lack of motivation.

Factors that reduce performance such as workload, lack of communication and management problems need to be identified and resolved. More effective communication channels can be established and the performance of the employees can be increased by balancing the workload.

It is important to increase the satisfaction levels of teachers in order to reduce negative attitudes towards school. By providing a fair working environment, it can be aimed to reduce factors such as the perception of unfair treatment and workplace stress.

Greater participation of employees in corporate decision-making processes should be encouraged. It can be predicted that organizational commitment and job satisfaction will increase by taking the ideas and opinions of the employees and increasing their participation in decision-making processes.

In order to reduce organizational cynicism, it is important to strengthen internal communication and adopt the principles of open communication and transparency. It should be aimed to increase the confidence of the employees and to strengthen their commitment to the organization.

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