# INVESTIGATION OF THE RELATIONSHIP BETWEEN PERCEIVED ORGANIZATIONAL CLIMATE AND TEACHERS' LEVELS OF ORGANIZATIONAL CREATIVITY AND ORGANIZATIONAL CYNICISM[i, ii]

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**Abstract:**

This study was conducted to investigate the relationship between perceived organizational climate and teachers' levels of organizational creativity and organizational cynicism. In the research, a relational screening model was used. The population of the study consists of 1974 teachers working in 65 secondary schools in Batman city centre during the 2017-2018 academic year. The sample of the study consists of 756 teachers working in 24 secondary schools selected via the cluster sampling method. In this research, the "Organizational Climate Scale", "Organizational Creativity Scale", and "Organizational Cynicism Scale" were used. It was determined that the perceptions of the teachers of organizational climate, organizational creativity, and organizational cynicism were statistically significant differences in some of the independent variables used in the research. As a result of the correlation analysis, supportive principal behaviors, intimate teacher behaviors and engaged teacher behaviors were found to be positive and moderate in terms of organizational creativity levels of organizational climate. There was a positive and low-level relationship between the behaviors of directive principals and organizational creativity of teachers, a negative and low-level relationship between careless teacher behaviors and organizational creativity levels of teachers. There was a negative and moderate relationship between supportive principal

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behaviors and organizational cynicism levels of teachers, a negative and low-level relationship between intimate teacher behaviors and engaged teacher behaviors and teachers' organizational cynicism levels; a positive and low-level relationship between directive principal behaviours and frustrated principals and organizational cynicism levels of teachers, and a positive and moderate relationship between careless teacher behaviors and teachers' organizational cynicism levels. There was a negative and moderate relationship between organizational creativity and organizational cynicism levels of teachers. As a result of the regression analysis, it was determined that perceived organizational climate is a significant predictor of teachers' organizational creativity and organizational cynicism levels.

**Keywords:** organizational climate, organizational creativity, cynicism, teacher, middle school

## 1. Introduction

A positive school climate is expected to positively affect school employees. It can be argued that school employees have effective communication and feel safe, and teachers satisfied with the environment tend to be more successful in their work, strive to develop professionally, and affect and are affected by the environment (Akbaba & Erdogan, 2014). Organizational climate refers to the features that distinguish an organization from other organizations, the factors affecting the behaviour of employees within the organization, and in short, the general atmosphere of the organization (Ertekin, 1978; Hoy & Miskel, 2010). Balcı and Aydın (2003) defined organizational climate as the psychological environment of the organization. Litwin and Stringer (1968, 29) defined organizational climate as environmental factors, motivations, and expectations perceived directly or indirectly by the people of the organization that affect their behaviour. According to Memduhoglu and Seker (2011), organizational climate reflects the properties that encompass the overall structure and functioning of the schools, the dispositions of administrators, teachers, students, and other employees in schools, the planning and implementation of the training program. The effect of organizational climate on employees was first studied by Hawthorne research. As a result of the study, positive organizational climate perceptions of employees were found to positively affect job performance (Tutar and Altınöz, 2010).

Organizations differ in terms of various characteristics. Some of these characteristics are the purpose of the organization, different characteristics of employees in the organization, and the managerial understanding and behaviour of the managers. Today, employees play a crucial role in ensuring that organizations achieve their goals. Employees produce different solutions for the problems within the organization and offer original ideas. Creativity ensures the progress and survival of the organization in such a gradually increasing competitive environment and makes a difference to the organization, allowing employees to come up with different, original, and new ideas

(Cavusoğlu, 2007). Creativity is primarily individual. For the development of organizational creativity, various managerial arrangements should be provided to set the ground for employees to show creativity and to unearth creativity (Cekmecelioglu, 2002). The prerequisite for ensuring organizational creativity in educational institutions is a democratic manner of rule by school administrators. In this context, it is essential that school administrators make decisions together with school employees, support employees with appropriate behaviours, encourage creative ideas, and possess an innovative perspective. Teachers who want to ensure creativity in schools, on the other hand, should have different perspectives and work with determination and patience, and exhibit compatible attitudes and behaviors (Yılmaz & Izgar, 2009). One of the elements needed in ensuring organizational creativity is a healthy organizational climate. Organizational climate is also shaped by the leadership style, organizational culture, structure, and subjective characteristics of the employees and directly affects employees' feelings and behaviors about the organization.

The feelings, thoughts, and attitudes of employees toward the organization are the most important factors for organizations to achieve their goals. Such negative feelings, thoughts, and attitudes of employees reduce their work productivity in the organization. For this reason, organizations have to struggle with situations that adversely affect employees (Pelit & Pelit, 2014). Therefore, one of the priority issues of educational organizations, as in all organizations, is to know the perceptions of employees about organizational cynicism and to take various measures to prevent the problems that may be caused by these perceptions. Organizational cynicism is thought to badly affect the communication between employees in the organization, their motivation, job satisfaction, trust, and creativity. It is stated that reasons such as the competitive environment that has emerged with the technological developments experienced today, low wages, economic crises, and longer working hours lead to negative attitudes toward the organization, and as a result, to organizational cynicism (Kılıc, 2013). Organizational cynicism is defined as the belief that an organization lacks integrity, which leads to negative emotional reactions, feelings, and thoughts as well as critical behaviors toward an organization. In other words, organizational cynicism is the cognitive, affective, and behavioural negative attitudes of employees toward the organization as a result of pessimism and disappointment (Dean, Brandes, & Dharwadkar, 1998).

There is a myriad of studies on organizational climate in Turkey (Aydin, 2011; Ayık & Savaş, 2014, Akbaba & Erdoğan, 2014, Dis, 2015; Dogan & Üngören, 2009; Onoye, 2004; Selamat, Samsu & Kamalu, 2013; Şahin, 2004; Şentürk, 2010; Tahaoğlu, 2007; Pomroy, 2005; Putter, 2010). However, it is noteworthy that although there are studies examining the relationship between organizational climate and organizational creativity (Balay, 2010; Özdemir, 2013; Yurter, 2016; Yahşi, 2014) and organizational climate and organizational cynicism (Işık, 2017; Özden, 2013), it is not at the desired level. For this reason, the research subject has been studied.

A review of research on organizational climate, employees working in organizations that support their creativity and initiative in organizations have higher

levels of job satisfaction, less negative attitudes toward work, lower intentions to leave, and higher levels of organizational commitment and performance (Shalley, Gilson & Blum, 2000, 217). It can be claimed that in schools with a positive climate, teachers offer original and creative ideas, produce solutions to school problems, have positive feelings and thoughts about the school, and see themselves as a part of the school. This enhances the quality of education and training in schools and student success. In this context, the main problem of the study is to determine the relationship between the perceptions of teachers working in public secondary schools located in the city centre of Batman about organizational climate and their organizational creativity and organizational cynicism levels.

## 2. Research Objective

The objective of this research is to determine the relationship between perceived organizational climate and teachers' organizational creativity and organizational cynicism levels. For this purpose, the following questions were addressed:

1) At which level is organizational climate perceived by secondary school teachers?
2) At which level is organizational creativity perceived by secondary school teachers?
3) At which level is organizational cynicism perceived by secondary school teachers?
4) Is there a significant relationship between perceived organizational climate and teachers' organizational cynicism and organizational creativity levels?
5) Is perceived organizational climate a significant predictor of teachers' organizational cynicism and organizational creativity?

## 3. Material and Methods

### 3.1. Research Model
The research was conducted in the relational survey model because the research is to find out the relationship between perceived organizational climate and teachers' organizational creativity and organizational cynicism levels. The relational survey model is applied to determine the existence and degree of change between two or more variables and to obtain clues about cause and effect (Büyüköztürk, Akgün, Karadeniz, Demirel & Kılıç Çakmak, 2016; Karasar, 2010). In this research, there are three variables, one of which are independent and two of which is dependent. Organizational climate is the independent variable of the research. However, teachers' organizational creativity and organizational cynicism is the dependent variable.

### 3.2. Population and Sample
The population of the study consists of 1974 teachers working in 65 secondary schools in the city centre of Batman during the academic year of 2017-2018. The sample of the study consists of 756 teachers working in 24 secondary schools randomly selected via the cluster

sampling method. 354 (% 46.8) of teachers are female while 402 (53.2%) are male. Considering the education levels of the teachers, 677 people (89.6%) have an undergraduate degree and 79 (10.4%) have a graduate degree. According to the seniority, 418 teachers (55.3%) have a seniority of 1 to 5 years, 260 (34.4%) have a seniority of 6 to 10 years, and 78 teachers (10.3%) have a seniority of 11 years and over. According to their term of office in schools, 472 teachers (62.4 %) have been working for 1 to 3 years and 284 teachers (37.6%) have been working for over 4 years.

## 3.3. Data Collection Tools

Three scales were used to reveal the relationships between perceived organizational climate and organizational creativity and organizational cynicism levels of teachers. The first of these scales is the "Organizational Climate Scale" developed by Hoy & Tarter (1997) and adapted into Turkish by Yılmaz & Altınkurt (2013). The scale is composed of six dimensions: supportive principal behaviour (9 items), directive principal behaviour (6 items), frustrated principal behaviour (5 items), intimate teacher behaviour (7 items), engaged teacher behaviour (7 items), and careless teacher behaviour (4 items). The scale is composed of a total of 39 items. A four-point Likert-type response scale was used in the organizational climate scale. The options, scores, and limits of the scale are as follows: "rarely occurs" (1.00-1.74), "sometimes occurs" (1.75-2.49), "often occurs" (2.50-3.24), and "very frequently occurs" (3.25-4.00).

The second scale used in the study is the "Organizational Creativity Scale" developed by Balay (2010), which consists of 39 items and three dimensions, which are individual (16 items), administrative (12 items), and social (11 items). The five-point Likert-type rating scale was used in the organizational creativity scale. The options, scores, and limits of the scale are as follows: Strongly Disagree (1.00-1.79), Slightly Agree (1.80-2.59), Moderately Agree (2.60-3.39), Agree (3.40-4.19) and Strongly Agree (4.20-5.00).

The third scale used in the study is the "Organizational Cynicism Scale" developed by Brandes et al (1999) and adapted into Turkish by Kalagan (2009). The "Organizational Cynicism Scale" consists of 13 items and 3 dimensions: cognitive (5 items), affective (4 items), and behavioural (4 items). In the organizational cynicism scale, a five- point Likert t- rope rating scale was used. Table 1 shows the Cronbach's alpha reliability coefficients of organizational climate, organizational creativity, and organizational cynicism scales.

**Table 1:** Cronbach's alpha reliability coefficients of
organizational climate, organizational creativity, and organizational cynicism scales

|  | Number of Items | Cronbach's Alpha Coefficient |
|---|---|---|
| Supportive principal behaviour | 9 | .95 |
| Directive principal behaviour | 7 | .81 |
| Frustrated principal behaviour | 5 | .70 |
| Intimate teacher behaviour | 7 | .92 |
| Engaged teacher behaviour | 7 | .78 |

| | | |
|---|---|---|
| Careless teacher behaviour | 4 | .87 |
| Individual | 16 | .95 |
| Administrative | 12 | .93 |
| Social | 11 | .95 |
| Cognitive | 5 | .94 |
| Affective | 4 | .92 |
| Behavioural | 4 | .88 |

As seen in Table 1 above, the Cronbach alpha internal consistency coefficients calculated on the reliability of the sub-dimensions of the scales ranged between .70 and .95 values. According to the findings above, all three scales used as data tools are thought to be reliable.

## 3.4. Data Analysis
Standard deviation and arithmetic means of the dimensions of the scales used in the study were calculated. Correlation analysis was used to determine the relationship between the dependent and independent variables, and regression analysis was used to determine the predictive effect of the independent variable. SPSS 21 package program was used in the analysis of the research. The findings were evaluated at a 95% confidence interval and a 5% significance level.

## 4. Results and Discussion

## 4.1. Results Regarding Perceived Organizational Climate and Teachers' Perceptions of Organizational Creativity and Organizational Cynicism Behaviors
Table 2 gives information about descriptive statistics regarding organizational climate, organizational creativity, and organizational cynicism based on the perceptions of secondary school teachers.

**Table 2:** Descriptive statistics regarding organizational climate,
organizational creativity, and organizational cynicism variables

| | N | X | SS | Perceived level |
|---|---|---|---|---|
| Supportive principal behaviour | 756 | 2.71 | .81 | Moderate |
| Directive principal behaviour | 756 | 2.35 | .62 | Low |
| Frustrated principal behaviour | 756 | 2.36 | .59 | Low |
| Intimate teacher behaviour | 756 | 2.58 | .76 | Moderate |
| Engaged teacher behaviour | 756 | 2.66 | .58 | Moderate |
| Careless teacher behaviour | 756 | 2.32 | .75 | Low |
| Individual | 756 | 3.57 | .72 | High |
| Administrative | 756 | 3.3 | .89 | Moderate |
| Social | 756 | 3.37 | .83 | Moderate |
| Organizational Creativity (Total) | 756 | 3.43 | **.67** | High |
| Cognitive | 756 | 2.69 | .93 | Moderate |
| Affective | 756 | 2.42 | .05 | Low |
| Behavioural | 756 | 2.76 | .91 | Moderate |
| Organizational Cynicism (Total) | 756 | 2.63 | .83 | Moderate |

As seen in Table 2, according to the perceptions of teachers, school administrators exhibit mostly supportive principal behaviours ($\overline{X}$ = 2.71, S = .81-Moderately Agree), frustrated principal behaviours ($\overline{X}$ = 2.36, S = .59-Slightly agree), and directive principal behaviours ($\overline{X}$ = 2.35, S = .62-Slightly Agree). The arithmetic mean order of teacher behaviors are as follows: Engaged teacher behaviour ($\overline{X}$ = 2.66, S = .58-Moderately Agree), intimate teacher behaviour ($\overline{X}$ = 2.58, S = .76-Moderately Agree), and careless teacher behaviour (= 2.32, S = .75-Slightly Agree).

As seen in Table 2, among the dimensions of organizational creativity, individual creativity is high ($\overline{X}$ = 3.57), administrative creativity is moderate ($\overline{X}$ = 3.30), social creativity is moderate ($\overline{X}$ = 3.37), and general creativity is high ($\overline{X}$ = 3.43).

Perceived organizational cynicism of teachers is moderate in terms of the cognitive dimension ($\overline{X}$ =2.69), low in terms of the affective dimension ($\overline{X}$ =2.42), moderate in terms of the behavioural dimension ($\overline{X}$ =2.76), and moderate in terms of general cynicism ($\overline{X}$ =2.63).

## 4.2. Results Regarding the Correlation Analysis among the Variables of Organizational Climate, Organizational Creativity, and Organizational Cynicism

Results regarding the correlation analysis among perceived organizational climate and organizational creativity and organizational cynicism based on teachers' perceptions are presented in Table 3.

**Table 3:** Findings regarding the correlation analysis among perceived organizational climate and 'organizational creativity and organizational cynicism based on teachers' perceptions

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| 1. Supportive principal behaviour | - | | | | | | | |
| 2. Directive principal behaviour | .18** | - | | | | | | |
| 3. Frustrated principal behaviour | .04 | .46** | - | | | | | |
| 4. Intimate teacher behaviour | .45** | .12** | .14** | - | | | | |
| 5. Engaged teacher behaviour | .43** | .10** | .13** | .67** | - | | | |
| 6. Careless teacher behaviour | -.41** | .19** | .25** | -.30** | -.24** | - | | |
| 7. Organizational Creativity | .61** | .10** | .03 | .53** | .54** | -.33** | - | |
| 8. Organizational Cynicism | -.42** | .11** | .15** | -.24** | -.27** | .42** | -.29** | - |

**p<0.1

According to the results in Table 3, there was a significant relationship between organizational creativity and other dimensions, except for the frustrated principal behaviour dimension, which is one of the dimensions of organizational climate. There was a positive, moderate, and significant relationship between supportive principal behaviors and organizational creativity behaviors (r = .61, p <.01), a positive, low-level, and significant relationship between directive principal behaviors and organizational creativity behaviors (r = .10, p <.01), a positive, moderate, and significant relationship

between intimate teacher behaviors and organizational creativity behaviors (r=.53, p <.01), a positive, moderate, and significant relationship between engaged teacher behaviors and organizational creativity behaviors (r = .54, p <.01), and a negative, moderate, and significant relationship between careless teacher behaviors and organizational creativity behaviors (r=.33, p <.01). No significant relationship was found between frustrated principal behaviors and organizational creativity behaviors.

Table 3 also reveals that there was a negative, moderate, and significant relationship between supportive principal behaviours and organizational cynicism (r= -.42, p<.01), a negative, low-level, and significant relationship between directive principal behaviours and organizational cynicism (r=.11, p<.01), a negative, moderate, and significant relationship between frustrated principal behaviours and organizational cynicism (r=.15, p<.01), a negative, low-level, and significant relationship between intimate teacher behaviours and organizational cynicism (r=-.24, p<.01), a negative, low-level, and significant relationship between engaged teacher behaviours and organizational cynicism (r=-.27, p<.01), and a positive, moderate, and significant relationship between careless teacher behaviours and organizational cynicism (r=.42, p<.01). According to the perceptions of teachers, there was a negative, close to a moderate level, and significant relationship between organizational creativity behaviors and organizational cynicism levels (r = -. 29, p <.01).

## 4.3. Regression Analysis of Organizational Climate, Organizational Creativity, and Organizational Cynicism Variables

Regression analysis of organizational climate, organizational creativity, and organizational cynicism based on the perceptions of teachers is given in Table 4.

**Table 4:** Results of the regression analysis of organizational climate,
organizational creativity, and organizational cynicism variables

| | Predictor Variable (Organizational Climate) | | | |
|---|---|---|---|---|
| **Dimensions** | | β | t | p |
| | Supportive principal behaviour | .400 | 12.343 | **.000\*** |
| | Directive principal behaviour | .024 | 0.796 | .426 |
| Predicted Variable | Frustrated principal behaviour | .007 | 0.221 | .825 |
| (Organizational Creativity) | Intimate teacher behaviour | .180 | 4.868 | **.000\*** |
| | Engaged teacher behaviour | .223 | 6.187 | **.000\*** |
| | Careless teacher behaviour | -,007 | -2.256 | **.025\*** |
| | R²=.486 R=.697 F=117,917 | | | |
| | Supportive principal behaviour | -.302 | -7.850 | **.000\*** |
| | Directive principal behaviour | .087 | 2.403 | **.016\*** |
| Predicted Variable | Frustrated principal behaviour | .065 | 1.802 | .072 |
| (Organizational Cynicism) | Intimate teacher behaviour | .004 | 0.905 | .366 |
| | Engaged teacher behaviour | -.123 | -2.885 | **.004\*** |
| | Careless teacher behaviour | .252 | 6.816 | **.000\*** |
| | R²=.276 R=.525 F=47,593 | | | |

The analysis results reveal that there was a significant relationship between supportive principal behaviors, intimate teacher behaviors, engaged teacher behaviors, and careless teacher behaviors and organizational creativity levels of teachers (R=.697, R²=.486, p ≤ .01). All dimensions of organizational climate explain approximately 49% of the total variance in teachers' perceptions of organizational creativity. According to the standardized regression coefficients, the relative order of importance of organizational climate dimensions on organizational creativity was found to be as supportive principal behaviors (β= .400), engaged teacher behaviors (β= .223), intimate teacher behaviors (β= .180), directive principal behaviors (β) = .024), frustrated principal behaviors (β= .007), and careless teacher behaviors (β = -. 007). T-test results for the significance of regression coefficients reveal that supportive principal behaviors (t= 12,343, p≤.01), intimate teacher behaviors (t = 4.868, p≤ .01), engaged teacher behaviors (t = 6,187, p ≤ . 01), and careless teacher behaviors (t= -2.256, p ≤ .01 ) are significant predictors of teachers' organizational creativity levels.

As a result of the regression analysis, there was a significant relationship between all dimensions of organizational climate and the organizational cynicism levels of teachers (R = .525, R² = .276, p .01). These predictor variables explain about 28% of the variance of organizational cynicism. According to the standardized regression coefficient (β), the relative order of importance of the predictor variables on the cognitive cynicism level was found to be as careless teacher behaviors (β = .252), directive principal behaviors (β = .087), frustrated principal behaviors (β = .065), intimate teacher behaviors (β = .004), engaged teacher behaviors (β = -. 123), and supportive principal behaviors (β = -302). T-test results for the significance of regression coefficients reveal that organizational climate significantly predicted careless teacher behaviours (t = 6816. P≤.01), supportive principal behaviors (t = -7,850 p.≤01), directive principal behaviors (t = 2.403 p ≤.01), and engaged teacher behaviors (t = -2.885 p≤.01). It was also seen that other organizational climate dimensions were not meaningful predictors of organizational cynicism.

## 5. Results and Discussion

As a result of the study, it was determined that organizational climate generally perceived by teachers was at a moderate level. There are studies that support the finding (Atakan, 2012; Dis, 2015; Yurter 2016; Memduhoğlu & Seker, 2011). As a result of the study, perceived organizational climate had the highest mean score in supportive principal behaviour, and the lowest mean score in careless teacher behaviour. Colak & Altınkurt (2017), Ayık & Savas (2014), Senel & Buluc (2016) support these findings. High scores in supportive principal behaviour are because school administrators keep the communication channel with teachers constantly open, stay at an equal distance to teachers, treat all employees in the school fairly, try to help teachers at any time, and explain teachers the reasons for criticism.

Results showed that organizational creativity of teachers is at a high level. The highest average in terms of organizational creativity was found in "individual creativity"

and the lowest average in "administrative creativity". Say (2015) found that the highest average in individual creativity followed by social creativity and administrative creativity. In the study conducted by Balay (2010), individual creativity was found to be at a high level, while the social and administrative creativity were found to be at a moderate level. Celep (2004) obtained similar results. The reasons for the high average in '"individual creativity" may be a high curiosity of teachers, who perceive themselves as versatile and dynamic, willingness to learn new and different information, multidimensional and different reactions to various situations, openness to original and new ideas, and entrepreneurial potential. The reasons for the low average in "administrative creativity" may be that the school administration does not support teachers at a sufficient level and take into account the different opinions, while it resists changes and innovations and imposes standard patterns on teachers.

It was determined that perceived organizational cynicism was moderate. The highest average was found to be in "behavioural cynicism" and the lowest average in "affective cynicism". The reason for the high average of behavioural cynicism may be that teachers jointly evaluate the functioning and order in their institution with colleagues, make critical evaluations of the functioning, and attempt to show it with various manners of conversation when they feel dissatisfied with practices. Yıldırım (2015), Kalağan & Güzeller (2010), Okçu, Sahin & Sahin (2015), Okcu, Korkmaz & Ucar (2018) suggest that teachers' organizational cynicism levels are moderate. These results support the results of this research.

As a result of the correlation analysis, supportive principal behaviors, intimate teacher behaviors, and engaged teacher behaviors had a positive, moderate relationship with teachers' organizational creativity levels; directive principal behaviors and teachers' organizational creativity levels had a positive and a very low-level relationship, and; there was a negative and moderate relationship between careless teacher behaviors and teachers' organizational creativity levels. No significant relationship was found between frustrated principal behaviour and teachers' organizational creativity levels. Directive principal behaviors affect teachers' organizational creativity positively and at a very low level. Directive principals, who strive to keep teachers under their constant supervision, inspect the arrival and departure times of teachers as well in-class activities. It can be said that teachers who have just started working in schools where such principals work are afraid of the administrators due to the period of candidacy, do their best to finish tasks quickly and thus, enhance the creativity of the teachers, albeit at a minimum level. Yurter (2016) found that there was a positive, low-level, and significant relationship between directive principal behaviors and administrative and social creativity dimensions. This finding supports the result of this research. On the other hand, Yahsi (2014) determined that there was a positive and moderate relationship between organizational climate and organizational creativity.

As a result of the correlation analysis, supportive principal behaviors and organizational cynicism had a negative and moderate relationship; intimate teacher behaviors and engaged behaviors and teachers' organizational cynicism levels had a

negative and low-level relationship; directive principal behaviors and frustrated principal behaviors and teachers' organizational cynicism levels had a positive and low-level relationship, and; careless teacher behaviors and teachers' organizational cynicism levels had a positive and moderate relationship. Teachers may develop negative attitudes and behaviours toward the school if a disagreement occurs between what is said and done in their schools or if there is distrust and doubt against what is said and done, or in case of autocratic understanding, constant inspection, and negative criticisms against teachers. Özden (2013) found that administrative behaviour and intimate behaviours and organizational cynicism had a negative and low-level relationship, while the frustration and organizational cynicism levels of teachers had a positive and moderate level relationship. These findings are consistent with our research results. Bodur (2019) found a positive and moderate relationship between a creative school and supportive principal behaviors and a negative and low-level relationship between a creative school and frustrated principal behaviors. As a result of the correlation analysis, there was a negative and low-level relationship between organizational creativity and organizational cynicism. The low level of organizational cynicism of teachers in educational institutions where organizational creativity is high may be because teachers mainly adopt institutions where they can express themselves freely. Raza (2010) found that an open climate in a school positively affects the performance of teachers, while a closed climate negatively affects the performance of teachers. Arslan and Yengin Sarpkaya (2020) found that there were positive and significant relationships between perceived organizational climate and perceived performance. Balay, Kaya & Melik (2010) suggested that organizational creativity is a significant predictor of the administrative effectiveness of teachers.

As a result of the regression analysis, all dimensions of organizational climate significantly predicted organizational creativity, in other words, supportive principal behaviour, intimate teacher behaviour, engaged teacher behaviour, and careless teacher behaviors significantly predicted teachers' organizational creativity levels. Supportive principal behaviors, intimate teacher behaviors and engaged teacher behaviors enhance teachers' organizational creativity, while careless teacher behaviors negatively affect organizational creativity. School principals' positive attitudes and behaviors positively affect organizational creativity, while their negative attitudes and behaviors negatively affect organizational creativity. In other words, it is suggested that organizational creativity of teachers may be enhanced if school principals become constructive in criticism, truly appreciate teachers and if teachers establish close relationships with their colleagues, provide social support for their colleagues, and become proud of their schools. Too many tasks outside of the classroom, bureaucratic tasks assigned by the school administration as well as burnout due to such workload can reduce teachers' organizational creativity within the school.

It was determined that all dimensions of organizational climate significantly predicted teachers' organizational cynicism levels, in other words, supportive principal behaviour, directive principal behaviour, engaged teacher behaviour, and careless teacher behaviors significantly predicted teachers' organizational cynicism levels.

Accordingly, supportive principal behaviors and engaged teacher behaviors reduce organizational cynicism, while careless teacher behaviors and directive principal behaviors increase organizational cynicism. Cynic behaviours are increased if teachers think that meetings held at school are useless, school administrators display frustrated and restrictive behaviors and want to keep teachers under constant supervision, or if school meetings deviate from the main aim, while cynic behaviours are decreased if school principals display supportive behaviors towards teachers, pay attention to teachers' opinions, and help teachers.

## 6. Recommendations

1) In this study, since a positive organizational climate perceived by teachers had a positive effect on teachers' organizational creativity, various practices and techniques and in-service trainings can be used to increase the knowledge and skills of school principals about creating a healthy organizational climate.

2) In the study, it can be said that a positive organizational climate perceived by teachers decreased the organizational cynicism levels of the teachers. In this context, school principals have a great role in creating a healthy organizational climate. For this reason, more attention can be paid to ensure that a more sensitive approach is embraced in selecting, training, and appointing principals and making appointments based on merit.

3) It was concluded that directive principal behaviour, frustrated principal behaviour, and careless teacher behaviors increased organizational cynicism and negatively affected teachers' creativity. Therefore, awareness-raising activities can be carried out in schools to draw attention to the consequences of these negative principal and teacher behaviors.

4) As perceptions of teachers on organizational cynicism are at a moderate level and this finding is remarkable, it may be recommended that a comprehensive study be conducted to use different methods and techniques on the reasons for teachers' organizational cynicism in schools.

5) Similar research can be done in secondary and higher education institutions using mixed methods (qualitative and quantitative).

**Conflict of Interest Statement**
The authors declare no conflicts of interests.

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