

The Relationship between Solution-Focused School Leadership and Organizational Cynicism, Organizational Commitment and Teachers' Job Satisfaction

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Abstract

The purpose of this study is to examine the relationship between solution-focused school leadership and organizational cynicism, organizational commitment and teachers' job satisfaction. This study was designed in correlational survey model. The sample group was 246 teachers working in different schools. The sample group was determined by using cluster random sampling method. Data were collected via the four scales: Solution-Focused School Leadership Scale, Organizational Cynicism Scale, Organizational Commitment Scale, and short form of the Minnesota Job Satisfaction Scale. The results show that the teachers perceive a high level solution-focused leadership in the schools. The results also show that teachers have low level organizational cynicism, but high level organizational commitment and job satisfaction. It was found a high level statically significant negative correlations between the teachers' organizational cynicism and school principals' solution-focused leadership according to multiple regression analysis results. In addition, a high level statically significant positive correlations were found between the teachers' organizational commitment and school principals' solution-focused leadership. Moreover, a high level statically significant positive correlations were found between the teachers' job satisfaction and school principals' solution-focused leadership. The results also show that solution-focused leadership scores and organizational commitment scores differ statistically in favor of female teachers.

Keywords: Solution-focused leadership, Organizational cynicism, Commitment, Satisfaction, Correlation

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INTRODUCTION

The solution-focused approach was developed by de Shazer and Berg in the first half of the 1980s at the Brief Family Therapy Centre (BFTC) in Millwaukee. This approach is a powerful, practical and proven approach to ensure positive change with people, teams and organizations. The radical simplicity of this approach is to take the direct route forwards, and simply head straight for the solution by sidestepping the often fruitless search for the causes of problems. It is foreseen that solution-oriented leadership will increase the job satisfaction and organizational commitment in schools and reduce organizational burnout.

Solution-Focused School Leadership

Focusing on deficits usually leads to an extensive time-consumption to explore of the problems' causes, etiology and history (Sklare, 2005). The process of creating solutions starts with identifying the differences that individuals desire to be in their lives (DeJong & Berg, 1998). Solution-focused approach is a paradigm that based on the exploring and amplifying strengths and successes, rather than focusing on problems (DeJong & Berg, 2002). In other words, the solution focused approach offers a model which connects people in the process of the moving forward towards jointly identified goals through a range of solution techniques.

In a world changing rapidly, the problems increase inside and outside of the school due to these changings, so the school leaders should have the qualifications to identify and solve these problems (Bridges & Hallinger, 1997). The solution-focused educational leadership is a strength-based approach that offers all administrators the specific skills, fostering teachers' strengths in a solution-building school (Iveson, George, & Ratner, 2012; Roeden, Maaskant, Bannink, & Curfs, 2011). There are numerous ways to practice the solution-focused school leadership, benefitting from the solutions which are already happening in the schools. The reason of the solution-focused approach being so attractive for school administrators is that it emphasises on the basic problems of the school and strong aspects of school management as well as the success of the school and its educational staff (Lueger, 2006). Identifying teachers' strength aspects creates self-confidence, makes possible a solution and empowers teachers to improve their strengths. In addition, it creates positive changes for teachers and keep them away from the focusing on negative conditions (Kelly, Kim, & Franklin, 2008).

Exceptions are important parts of solution building, because the solutions occur when these positive experiences become the rule rather than anomalies (DeShazer, 1988). Thus, interviewing with teachers in times when the things are a little bit better (an exception) remains an important component of the solution building in the school (Smock, McCollum, & Stevenson, 2010). In addition, appreciation is an important part of solution-focused school leadership. Emphasising on the appreciation of the teachers' existing resources, the solution-focused leadership approach ensures to school administrators a wonderful and effective tool, because it provides teachers to notice their own resources (Duclos, 2006). Appreciation is more appropriate when it is open and honest, clear and without reservation as well as relevant to the situation. In some practices, school leaders can extend the praises by asking solution-focused questions. For example, they can ask these questions more frequently: 'how did you do that' or 'how did you come up with that' (Röhrig, 2006).

Solution-focused conversation techniques are quite effective in terms of solution-focused school leadership. The interactions should focus on (1) platform building, (2) future perfect, (3) discovering what works, (4) affirming, (5) small next steps (signs), and (6) experiments, either or all of them or a selected subset (Godat, 2013). The appropriate praises and resourceful questioning can be usefully integrated to school principals' everyday conversations (Cavanagh, 2008). Moreover, a school principal can better assist to the teachers by empowering and supporting them to believe in a future success and encouraging them about to use of their own resources. In other words, since the appreciation builds a bridge from social level to the self-esteem, a school principal can better motivate the teachers by appreciating (Jackson & McKergow, 2007). It is clear that, if the teachers' self-esteem is satisfied appropriately they begin to feel that they are useful and have some effects on the school

environment. Consequently, the school administrators should believe that to praise teachers' strengths, appropriately is more effective than to criticize their weaknesses (Grant & Spence, 2010; Kashdan & Rottenberg, 2010; Peterson, 2006).

Organizational Cynicism

Cynicism has been defined and studied in various perspectives such as a personality trait, a belief, an emotion, as both a global and specific trait (Scott & Zweig, 2008). Cynicism is described as a mind-set characterized by hopelessness, disappointment, and disillusionment, and is also associated with scorn, disgust, and suspicion (Andersson, 1996). In another words, cynicism is defined as the individuals' negative emotions such as mistrust, anger, disappointment, hopelessness towards their organizations (Steinmüller, 2014; Tayfun & Çatır, 2014). Similarly, organizational cynicism is defined as a member's negative attitudes toward organization that comprises three dimensions: (1) lack of organizational integrity, (2) negative attitude toward the organization, and (3) tendency to disparaging and critical behaviours toward the organization (Dean, Brandes, & Dharwadkar, 1998).

According to Özler, Atalay and Şahin (2010), the first dimension of the organizational cynicism is lack of honesty which emerges with negative feelings such as anger, contempt and condemnation. The second dimension of organizational cynicism is emotional reaction to an object, and the third dimension is the tendency of negative behaviour. Organizational cynicism can also be stemmed from burnout of the employees (Özler & Atalay, 2011), and low organizational commitment (Türköz, Polat, & Coşar, 2013). James (2005), specified that the organizational cynicism increases depending on teachers' job tension, burnout, counterproductive work behaviour, and complaint. In addition, the factors decreasing teachers' performance, the negative attitudes toward the school, organizational alienation, and non- participation in decision-making process cause to the organizational cynicism (Sağır & Oğuz, 2012).

Social cynicism have a negative effect on job satisfaction (Leung, Ip, & Leung, 2010). Cynical hostility in work settings affects organizational citizenship behaviour and organizational commitment, negatively (Turner & Valentine, 2001). Cynical individuals more likely avoid to organizational trust and cooperation or tend to protection against to monitor, control, and other means of potential responsibility (Stavrova & Ehlebracht, 2016). According to Uysal and Yıldız (2014), organizational cynicism affects negatively the relationships between teachers, and minimizes school's performance. Moreover, organizational cynicism reduces teachers' job satisfaction and organizational commitment (Fındık & Eryeşil, 2012; Kılıç, 2011; Özgan, Külekçi, & Özkan, 2012), on the other hand, organizational trust decreases organisational cynicism (Akın, 2015). In addition, ethical leadership behaviours of principals (Doğan & Uğurlu, 2014), and teachers' life satisfaction (Aslan & Yılmaz, 2013) decreases organizational cynicism level. Therefore, understanding the causes and consequences of organizational cynicism can help school administrators to control or reduce the negative impact of the organizational cynicism, because, the sceptic teachers with destructive beliefs and negative emotions watch for an opportunity to display disruptive behaviours (Firoozi, Mokhtari, & Mokhtari, 2016).

Organizational Commitment

Organizational commitment is defined in general, as the psychological relationship of an employee with the organization (Mowday, Steers, & Porter, 1979). Organizational commitment, in a broader sense can be specified as a psychological marriage with the organization of an employee which continue to work in same organization throughout her/his work life (Singh, Gupta, & Venugopal, 2008). Balay (2000), deals with organizational commitment in three dimensions: cohesion, identification and internalization.

Meyer and Allen (1997), identifies three types of organizational commitment: emotional, continuance, and normative. The emotional commitment occurs when the individuals fully embrace

the goals and values of the organization. These individuals are in strong emotional commitment with the organization, and usually demonstrate high level performance, positive attitudes, and a desire to remain with the organization. The continuance commitment occurs when the individuals continue their relationship with the organization based on the acquirements which they receive in return for their efforts and the things which they will lose if they leave the work. These individuals demonstrate their best effort only when the rewards match their expectations. The normative commitment occurs when the individuals' expectations such as organizational behaviour standards or social norms were met in the organization. These individuals give value to the obedience, cautiousness, and the formality.

Organizational commitment is the most important factor that holds the school as a strong institution and can catalyze the efforts of the school to transform as an effective organization (Nartgün & Menep, 2010). It is clear that when the teachers attached themselves sincerely to the school aims, they will more willing to remain in the school they work. In addition, the organizational commitment contributes to minimize the problems such as dislike of work, lack of satisfaction, late to work and separation from organization (Aydın, 1993; Bayram, 2005). Organizational commitment enables organizational durability by transforming teachers into the individuals who solve problem rather than create problems in school, and so gives opportunity to the principals' effective utilization of human resources (Bozkurt & Yurt, 2013). To apply contemporary managerial techniques such as team work, system approach, problem solving, as well as the methods promoting creativity and participative management increases the teachers' organizational commitment (Gören & Yengin-Sarpkaya, 2014).

Job Satisfaction

Lambert, Hogan and Barton (2002), describe job satisfaction as the subjective feelings of the individual about whether their occupation meets the needs of them. Moynihan and Pandey (2007) discuss the effects of individual qualifications, job characteristics and organizational variables on three main factors, job satisfaction, organizational commitment and job involvement. According to Güney (2011), job satisfaction is the meeting degree of the expectations of employees according to the psychological contract between them and their job. Moreover, job satisfaction has been viewed an important concept for two reasons. The first, job satisfaction is perceived as an indicator of psychological well-being or mental health in terms of employees (Arnold, Randall, & Patterson, 2010). Second, it is an assumption namely, the attitudes affect the behaviours and so to promote job satisfaction motivates employees, and influences their performance positively (Pratkanis & Turner, 1996; Spector, 1997).

According to De Witte and Buitendach (2005), job satisfaction is a complex construct and it is influenced from the environmental factors as well as innate characteristics of an individual. These factors have been tackled in two dimensions, namely, extrinsic and intrinsic factors. The extrinsic factors include the aspects such as wage, promotion opportunities, colleagues, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 2005). It is expressed that extrinsic and intrinsic factors are often in function together to influence job satisfaction (Spector, 1997). Similarly, Ololube (2006) refers that job satisfaction of teachers is influenced from various factors such as the relationships with school principal, the physical quality of school environment, and the fulfilment degree of school aims.

Job satisfaction should be regarded as an important factor by the managers for three reasons: (1) the employee with less job satisfaction is reluctant to work, and looks for another job, (2) the employee with high level job satisfaction is healthier, and (3) the employees who satisfied high level are happy and carry the happiness in their whole life and continue a happy life (Özkalp & Kirel, 2001). Moreover, the school principals should regard that the teachers with low level job satisfaction and low life quality have the less contribution to the school life (Taşdan & Tiryaki, 2008). In addition, the teacher performance has a vital role to achieve school goals, and the most important factors influencing teachers' performance are job satisfaction and job stress. Consequently, to increase teachers' performance in school, the principals should know the factors affecting teachers' job satisfaction and job stress (Günbayı & Tokel, 2012).

In recent years, the researchers focused on teachers' organizational behaviors such as cynicism, organizational commitment, and job satisfaction. Many studies focused on organizational cynicism (e.g. Akın, 2015; Demirtaş, Özdemir, & Küçük, 2016; Kalağan & Güzeller, 2010; Sezgin-Nartgün & Kartal, 2013). Some of them focused on organisational commitment (e.g. Ayele, 2014; Bağrıyanık, 2016; Bozkurt & Yurt, 2013; Gören, 2012; Karataş & Güleş, 2010; Özdem, 2012). It was also focused on teachers' job satisfaction (e.g. Alemi, 2014; Büyükgöze & Özdemir, 2017; Ghenghesh, 2013; Günbayı & Tokel, 2012; Kumah & Boachie, 2017; Karademir, 2016; Msuya, 2016; Okeke & Mtyuda, 2017; Sonmezer & Eryaman, 2008; Şahin, 2013; Yıldırım, Akan, & Yalçın, 2017). In some studies it was focused on the relationships between principals' leadership styles and organizational commitment (e.g. Buluç, 2009; Serin & Buluç, 2012). In some studies it was focused on leadership styles and organizational cynicism (e.g. Altinkurt, Yılmaz, Erol, & Salalı, 2014; Doğan & Uğurlu, 2014; Mete & Serin, 2015; Uzun & Ayık, 2016). In addition, it was focused on the leadership behaviour and job satisfaction (e.g. Ereş & Akyürek, 2016; Yılmaz & Boğa-Ceylan, 2011; Yüksel-Şahin & Sarıdemir, 2017). The studies focusing on the correlation between solution-focused school leadership and organizational cynicism, organizational commitment, and job satisfaction of teachers are limited. Therefore, in this study it is focused on the relationship between solution-focused school leadership and organizational cynicism, organizational commitment, and job satisfaction of teachers. For this purpose the following questions were sought:

1. What are the teachers' perceptions on solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction in their schools?
2. Is there a significant relationship between the scores of solution-focused school leadership and organizational cynicism, organizational commitment, and job satisfaction?
3. Do the teachers' perceptions on solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction statistically vary based on their gender, professional seniority, school type?

METHOD

This study was designed in correlational survey model. Survey models provide quantitative or numerical description of trends, attitudes or views in a universe through studies on a sample selected from within a universe (Creswell, 2014, p. 155). The current study aims to describe the predictive relationships between solution-focused school leadership on organizational cynicism, organizational commitment, and job satisfaction of teachers. A correlational research is concerned with the establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod, 2010). In a correlational study the relation degree is described between two or more quantitative variables, and to do this it is used a correlation coefficient. Correlational research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables (Freankel & Wallen, 2009, p. 328).

Study Group

The target population of the study was 5.790 teachers working in Giresun in 2017-2018 academic year. The sample group was 246 teachers working in schools in Giresun city center. The sample group was determined by using cluster sampling method. Cluster random sampling is a technique which certain subgroups, or strata are selected for the sample in the same proportion as they exist in the population (Freankel & Wallen, 2009, p. 93). The demographic qualifications of sample group are given in Table 1.

Table 1. Demographic Characteristics of the Participants (N=246)

Variables	1	2	3	4	5	Total
Gender	Female	Male				-
<i>f</i>	111	135				246
<i>%</i>	45.1	54.9				100
Job Seniority	1-5 Years	6-10 Years	11-15 Years	16-20 Years	Over Years	21-
<i>f</i>	82	61	36	35	32	246
<i>%</i>	33.3	24.8	14.6	14.2	13.1	100
School Type	Primary School	Secondary School	Academic High School	Vocational High School		-
<i>f</i>	48	94	34	70		246
<i>%</i>	19.5	38.2	13.8	28.5		100

Data Collection Tools

(1) **Solution-Focused School Leadership Scale:** The scale was developed by Sezer (2017). The scale with quintet Likert-type rating scale and 11 items consists two sub-dimensions: ‘exemplifying’ and ‘encouragement’. The previously calculated Cronbach's alpha reliability coefficient of the scale is $\alpha = .90$. In this study, the Cronbach's alpha reliability coefficient of the scale was recalculated. In ‘exemplifying’ sub-dimension Cronbach's alpha reliability coefficient was $\alpha = .85$, in ‘encouragement’ sub-dimension was $\alpha = .98$, and for whole scale was $\alpha = .97$.

(2) **Organizational Cynicism Scale:** The scale was developed by Brandes, Dharwadkar and Dean (1999), and adapted to Turkish by Kalağan (2009). The scale with quintet Likert-type 13 items, consists three dimensions: ‘cognitive cynicism’, ‘affective cynicism’, and ‘behavioural cynicism’. Cronbach's alpha coefficient of the scale was calculated by Karacaoğlu and İnce (2012). The previously calculated Cronbach's alpha coefficient of the scale in emotional cynicism dimension was $\alpha = .94$, in cognitive cynicism dimension was $\alpha = .87$, and in behavioral cynicism dimension was $\alpha = .82$. In this study, Cronbach's alpha reliability coefficient of scale was recalculated. Cronbach's alpha reliability coefficient in cognitive cynicism sub-dimension was $\alpha = .93$, in affective cynicism sub-dimension was $\alpha = .90$, in behavioural cynicism sub-dimension was $\alpha = .92$, and for whole scale was $\alpha = .92$.

(3) **Organizational Commitment Scale:** The scale was developed by Allen and Meyer (1990), and adapted to Turkish by Çöl and Gül (2005). The scale with quintet Likert-type 14 items, consists three sub-dimensions: ‘emotional commitment’, ‘continuance commitment’, and ‘normative commitment’. The previously calculated Cronbach's alpha coefficient of the scale in emotional commitment dimension was $\alpha = .83$, in continuity commitment dimension was $\alpha = .75$ and in normative commitment dimension was $\alpha = .74$. In this study, Cronbach's alpha reliability coefficient of the scale was recalculated. Cronbach's alpha reliability coefficient in emotional commitment sub-dimension was $\alpha = .96$, in continuance commitment sub-dimension was $\alpha = .96$, in normative commitment sub-dimension was $\alpha = .95$, and for whole scale $\alpha = .96$.

(4) **Minnesota Job Satisfaction Scale Short Form:** The scale was developed by Weiss, Davis, England and Loftquist (1967). The scale was adapted to Turkish by Baycan (1985), and validity and reliability studies were performed. The Minnesota Job Satisfaction Scale with quintet Likert-type 20 items, consists two sub-dimensions: ‘internal satisfaction’, and ‘external satisfaction’. Cronbach's alpha reliability coefficient of the scale was calculated by Çavuş and Abdıldaev (2014). Cronbach's alpha coefficient in intrinsic satisfaction dimension was $\alpha = .84$, and in extrinsic satisfaction dimension was $\alpha = .82$ and for whole scale was $\alpha = .91$. In this study, Cronbach's alpha reliability coefficient of the scale was recalculated. Cronbach's alpha reliability coefficient in internal satisfaction sub-

dimension was $\alpha = .96$, in external satisfaction sub-dimension was $\alpha = .98$, and for whole scale was $\alpha = .96$.

Data Collection and Analysis

Data were collected via the four scales: Solution-Focused School Leadership Scale, Organizational Commitment Scale, Organizational Commitment Scale, and Minnesota Job Satisfaction Scale Short Form. Data were analyzed by using SPSS 22. Descriptive statistical techniques were used in the overall evaluation of the participants' views. The multiple regression analysis technique was used to determine the effects of the school principals' solution-focused school leadership skills on teachers' organizational cynicism behaviours, organizational commitment attitudes, and job satisfaction. Independent t-test was used to compare mean scores in terms of gender variable, and the MANOVA was used in comparison of scores in terms of professional seniority and school type variables.

RESULTS

The first problem of the study is to determine the level of the teachers' perceptions on solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction in their schools. The mean scores and standard deviations of the participants' responses to the solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction were calculated based on the scores revealed from the scales and the sub-dimensions, and the results are presented in Table 2.

Table 2. The Scores of Descriptive Statics (N=246)

Variables	Sub-dimensions	\bar{X}	Sd
(1) Solution-focused leadership	Exemplifying	3.94	.85
	Encouragement	3.87	.86
	Overall solution-focused leadership	3.54	.75
(2) Organizational cynicism	Cognitive cynicism	1.91	.86
	Affective cynicism	2.32	.91
	Behavioral cynicism	2.19	.96
	Overall organizational cynicism	2.12	.79
(3) Organizational commitment	Emotional commitment	3.43	.93
	Continuance commitment	3.39	.96
	Normative commitment	3.47	.91
	Overall organizational commitment	3.43	.87
(4) Job satisfaction	Internal satisfaction	3.87	.72
	External satisfaction	3.50	.82
	Overall job satisfaction	3.72	.72

In Table 2, it is seen that the scores are high [$\bar{X} = 3.54$, Sd= .75] for solution-focused leadership, in overall. Besides, the mean scores [$\bar{X} = 3.94$, Sd= .85] for the exemplifying sub-dimension are higher, relatively. In addition, the mean scores are low [$\bar{X} = 2.12$, Sd= .79] for the organizational cynicism, in overall. The lowest mean scores [$\bar{X} = 1.91$, Sd= .86] are seen in cognitive cynicism sub-dimension. It is seen that the mean scores are moderate level [$\bar{X} = 3.43$, Sd= .87] in organizational commitment, in overall. Furthermore, the mean scores [$\bar{X} = 3.47$, Sd= .91] in the normative commitment sub-dimension are higher, relatively. In addition, the mean scores are high [$\bar{X} = 3.72$, Sd= .72] in job satisfaction, in overall. The mean scores [$\bar{X} = 3.87$, Sd= .72] for internal satisfaction sub-theme are higher, relatively. In addition, the mean scores are moderate level [$\bar{X} = 3.50$, Sd= .82] in the external satisfaction sub-theme. These results show that the skills of school principals' solution-focused leadership were evaluated by the teachers as 'high level'. In Table 2, it is seen that the teachers notify low organizational cynicism, but high organizational commitment and job

satisfaction. These results show that solution-focused school leadership predicts organizational cynicism, organizational commitment, and job satisfaction of the teachers.

The second problem of the study was whether there was a significant relationship between the solution-focused school leadership and organizational cynicism, organizational commitment, and job satisfaction. When the correlation coefficient score is smaller than .30, it indicates the ‘low level’ relation, between .30 and .59 ‘average level’ relation, and when it is higher than .60, it indicates a ‘high level’ relation (Büyüköztürk, 2009).

The correlation matrix scores are presented in Table 3.

Table 3. The Scores of Correlation Matrix

Variables	1	2	3	4	5	6	7	8	9
1. Solution-focused leadership	1.00								
2. Cognitive cynicism	-.61**	1.00							
3. Affective cynicism	-.69**	.65**	1.00						
4. Behavioral cynicism	-.55**	.56**	.71**	1.00					
5. Emotional commitment	.73**	-.50**	-.65**	-.52**	1.00				
6. Continuance commitment	.73**	-.56**	-.66**	-.54**	.76**	1.00			
7. Normative commitment	.71**	-.54**	-.62**	-.50**	.80**	.84**	1.00		
8. Internal satisfaction	.59**	-.48**	-.49**	-.45**	.65**	.59**	.62**	1.00	
9. External satisfaction	.74**	-.58**	-.62**	-.54**	.75**	.76**	.74**	.81**	1.00

N=246, ** p< .01

In Table 3, a high level statistically significant negative relationship was seen between solution-focused leadership and sub-dimensions of organizational cynicism. The correlation score between solution-focused leadership and cognitive cynicism sub-dimension was [r=-.61, p< .01], in affective cynicism sub-dimension the score was [r= -.69, p< .01], and in behavioral cynicism sub-dimension the score was [r= -.55, p< .01]. In addition, a high level statistically significant positive relationship was seen between solution-focused leadership and organizational commitment. The correlation score between solution-focused leadership and emotional commitment was [r=.73, p< .01], in continuance commitment the score was [r=.73, p< .01], and in normative commitment the score was [r=.71, p< .01]. Moreover, a statistically significant high level positive relationship was seen between solution-focused leadership and job satisfaction. The correlation score between solution-focused leadership and internal satisfaction was [r=.59, p< .01], and in external satisfaction sub-dimension the score was [r=.74, p< .01].

The multiple regression coefficients related to the solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction are presented in Table 4.

Table 4. The Multiple Regression Coefficients

Variables	B	SE _B	β	t	p	r
Solution-focused leadership	2.18	.28	-	7.85	.00	-
Organizational Cynicism	-.28	.05	-.29	-5.55	.00	-.71
Organizational Commitment	.40	.05	.46	7.35	.00	.78
Job Satisfaction	.15	.06	.15	2.55	.01	.69

R= .82, R² = .67, Adj.R² = .67, F=164.30, p< .01

In Table 4, it is seen that the solution-focused leadership predicts the organizational cynicism, organizational commitment, and job satisfaction [R= .82, R² = .67, F= 164.30, p< .01]. In addition, a high level statistically significant negative relationship is seen between solution-focused leadership and organizational cynicism [r= -.71, p< .01]. It is seen a high level statistically significant positive relationship between solution-focused leadership and organizational commitment [r= .78, p< .01].

Moreover, a high level statistically significant positive relationship between solution-focused leadership and job satisfaction [$r = .69, p < .01$]. Based on these result it can be said that depending on the solution-focused leadership skills of school principals organizational cynicism behaviors of teachers decrease, but organizational commitment and job satisfaction levels increase.

The third problem of the study was whether the teachers' perceptions related to the solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction significantly vary based on their gender, professional seniority, school type. Based on the independent t-test results teachers' perceptions related to the solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction vary in terms of gender variable. On the other hand, according to the MANOVA results teachers' perceptions related to solution-focused school leadership, organizational cynicism, organizational commitment, and job satisfaction do not vary statistically in terms of their professional seniority, school type variables. Independent t-test results are given in Table 5.

Table 5. The Independent t-test Scores in terms of Gender Variable (N=246)

Variables	Gender	N	\bar{X}	Sd	t	df	p
Solution-focused leadership	Female	111	3.69	.67	2.776	244	.01*
	Male	135	3.42	.80			
Organizational cynicism	Female	111	2.02	.79	1.800	244	.53
	Male	135	2.20	.78			
Organizational commitment	Female	111	3.62	.78	3.117	244	.00*
	Male	135	3.28	.91			
Job satisfaction	Female	111	3.83	.66	2.013	244	.15
	Male	135	3.64	.76			

$p < .05$

In Table 5, it is seen that solution-focused leadership scores differ statistically in favor of female teachers [$t_{(244)} = 2.776, p < .05$] in terms of gender variable. In addition, the organizational commitment scores differ statistically in favor of female teachers [$t_{(244)} = 3.117, p < .05$] in terms of gender variable. There is no statistically significant difference ($p > .05$) in terms of gender variable in organizational cynicism and job performance scores. The findings show that the female teachers evaluate the solution-focused leadership skills of the school principals [$\bar{X} = 3.69, Sd = .67$] at a higher level than the male teachers [$\bar{X} = 3.42, Sd = .80$]. Moreover, the female teachers have higher level organizational commitment [$\bar{X} = 3.62, Sd = .78$] than the male teachers [$\bar{X} = 3.28, Sd = .91$].

DISCUSSION, CONCLUSION & SUGGESTIONS

In this study, it was aimed to examine the effects of solution-focused school leadership on organizational cynicism, organizational commitment and job satisfaction of teachers. The results show that solution-focused leadership scores, in overall were 'high level'. Based on the results, it can be asserted that the teachers perceive the school principals as the solution-focused school leaders. Similar findings were seen in previous studies. In a study conducted by Franklin, Streeter, Kim and Tripodi (2007), the findings show that the attitudes of the school principals' solution-focused leadership reduce the dropout rates of the adolescents at risk group, enable them to earn high school credits, and graduate from the high school, over time. Besides, the scores in the exemplifying sub-dimension were higher, relatively. These results can be regarded as the meaningful that the school principals demonstrate exemplary attitudes in the problem-solving process. In previous studies conducted by DeJong and Berg (2002), and Godat (2013), the exemplifying was referred as an important component for solution-focused leadership.

The teachers notified low organizational cynicism scores, in overall. The lowest mean scores were seen in cognitive cynicism sub-dimension. Similar results were seen in previous studies. In studies conducted by Akin (2015), Kalağan (2009), Köybaşı, Uğurlu and Öncel (2017), the results

revealed that organizational trust, organizational support and organizational justice reduce the teachers' organizational cynicism level. The teachers reported the 'moderate level' organizational commitment scores, in overall. Moreover, in normative commitment sub-dimension the mean scores were higher, relatively. Based on the results, it can be asserted that teachers' expectations such as behavioral standards and social norms are met in the schools. Meyer and Allen (1997), state that when the individuals' expectations such as behavioural standards or social norms were fulfilled in the organization the normative commitment occurs. In previous studies, conducted by Bozkurt and Yurt (2013), Gören and Yengin-Sarpkaya (2014), Karataş and Güleş (2010) the results show that the teachers notify 'high level' emotional commitment scores, the 'moderate level' continuance, and normative commitment scores.

The job satisfaction scores of the teachers were 'moderate level', in overall. In addition, the scores in external satisfaction were moderate, but the scores in internal satisfaction were high, relatively. These results can be interpreted that the intrinsic satisfaction indicators such as personality, education, intelligence and abilities, age and marital status of the teachers are met in high level in the schools. But the extrinsic indicators such as wage, promotion opportunities, colleagues, and supervision of the teachers are met in moderate level in the schools (Mullins, 2005). Similarly, in studies conducted by Ghenghesh (2013), Kumah and Boachie (2017), Kumaş and Deniz (2010) the findings show that the intrinsic factors are more important for teachers in terms of job satisfaction.

The results revealed a high level statistically significant negative relationship between solution-focused leadership and organizational cynicism. The correlation score between solution-focused leadership and affective cynicism sub-dimension is higher than cognitive cynicism and behavioral cynicism. Based on the results, it can be asserted that solution-focused leadership skills of the principals are more effective on the teachers in terms of emotional aspect. It is clear that, if the teachers' self-esteem is satisfied appropriately they begin to feel that they are useful and have some effects on the school environment. Furthermore, to praise teachers' strengths appropriately is more effective than to criticize their weaknesses (Grant & Spence, 2010; Kashdan & Rottenberg, 2010; Peterson, 2006). Similar results were revealed in previous studies conducted by Akın (2015), Doğan and Uğurlu (2014), Mete and Serin (2015). In addition, a high level statistically significant positive relationship was revealed between solution-focused leadership and organizational commitment. These results are consistent with the findings in the study conducted previously by Yılmaz and Boğa-Ceylan (2011). Similarly, in the studies conducted by Buluç (2009), Serin and Buluç (2012), a high level statistically significant positive relationship was revealed between leadership skills and organizational commitment. Based on these findings it can be recommended that to increase the school commitment of the teachers, the school principals should demonstrate effective solution focused school leadership. The solution-focused leadership approach gives school leaders a wonderful and effective tool appreciating teachers' existing resources, because, it provides to the teachers to notice their own resources (Duclos, 2006). Moreover, a statistically significant high level positive relationship is seen between solution-focused leadership and job satisfaction. Kelly, Kim and Franklin (2008) state that identifying teachers' strengths creates self-confidence, makes a solution is possible and empowers teachers to continue the improvement of their strengths. Consequently, solution-focused leadership promotes teachers to create positive changes, and keep them away from to focus on the negative conditions.

The results revealed that solution-focused leadership and organizational commitment scores differ statistically in favor of female teachers in terms of gender variable. It is possible to encounter a number of studies on differences in organizational commitment scores in terms of gender variable. As a matter of fact, in the studies conducted by Alemi (2014), Büyükgöze and Özdemir (2017), Karataş and Güle (2010), the female teachers' organizational commitment scores are low and the studies conducted by Çanak (2014), Kumaş and Deniz (2010), and Msuya (2016) the female teachers' organizational commitment scores are high.

The results show that in schools where the school principals display a solution-focused leadership, the teachers perceive low levels of organizational cynicism, but high level of

organizational commitment and job satisfaction. Based on the results it can be asserted that the school principals should have solution-focused leadership skills. Senior managers should display a special effort to resolve the problems of schools in order to provide teachers' job satisfaction, reduce organizational cynicism and increase school commitment. School principals should be educated on solution-focused leadership skills and the efforts to strengthen the management of educational organizations in the context of solution-focused leadership should be widespread. In this study, it was examined the relationship between solution-focused school leadership and organizational cynicism, organizational commitment, and job satisfaction of teachers. Further research studies can be planned on the relationship between solution-focused leadership and organizational justice, the relationship between solution-focused leadership and organizational trust, organizational ethics or school security, and so on.

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