

## The Relationships between Organizational Cynicism, Teacher Agency and Effective In-Class Communication Skills

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**Abstract:** This study aims to examine the relationship between teachers' organizational cynicism levels, teacher agency, and effective classroom communication skills. Teachers' organizational cynicism levels, teacher agency, and effective classroom communication skills were evaluated according to gender, age, professional seniority, and school type. Employing both descriptive survey and correlational survey models, this research utilized various scales during the data collection process. The data were analyzed using the SPSS software package. The study sample consisted of 368 teachers working in different districts of Zonguldak province. The research findings indicate that teachers in Zonguldak exhibit low levels of organizational cynicism while demonstrating high averages in teacher agency and effective classroom communication skills. A moderate negative correlation was found between overall organizational cynicism scores and overall teacher agency scores. Regarding the relationship between teachers' cynicism levels and effective classroom communication skills, a weak negative correlation was identified. Furthermore, the study revealed that teacher agency predicts organizational cynicism at a rate of 11%, whereas effective classroom communication skills were not found to be a significant predictor of organizational cynicism.

*Keywords: Organizational Cynicism, Teacher Agency, Effective Communication Skills.*

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### 1. INTRODUCTION

Education is a deeply rooted process that lays the foundation for emotional and cognitive development in every individual. Leading global progress, positioning among pioneering nations in production, and equipping youth with 21st-century skills depend on the quality of the generations being nurtured. In this context, cultivating highly qualified individuals who will shape the future is of paramount importance. The key factor in acquiring these competencies is education. Education does not merely involve instructional activities; it also entails the mission of fostering individuals who can elevate a nation's prosperity — a responsibility shouldered by teachers (Altunbay & Alaca, 2021, p. 410).

Teachers' communication skills are critically important in the field of education. These skills directly influence the quality of teacher-student interactions, classroom management, and student achievement. Furthermore, communication proficiency enables teachers to combat

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organizational cynicism and cultivate healthier relationships with colleagues (Hattie, 2009). Effective communication skills are essential for teachers in their interactions with students, peers, and administrators. Such competencies can help reduce teachers' levels of organizational cynicism and foster more constructive student-teacher relationships. Educational institutions can enhance teacher and student satisfaction by implementing programs and support systems aimed at developing these skills.

In any communication process, accurately understanding and expressing another person's emotions and thoughts signifies empathetic comprehension. Body language plays a crucial role in interpersonal communication. Expressed through gestures, facial expressions, and posture, body language helps individuals convey their emotions and thoughts to others. High-quality interactions between administrators and teachers can enhance teacher motivation and facilitate more effective management of educational processes. Therefore, efforts by educational leaders to improve their communication skills can positively influence the institutional climate and elevate the success of educational institutions (Bulut, 2019).

Organizational cynicism generally refers to employees' negative attitudes toward their workplace, supervisors, and professional roles. This phenomenon can adversely affect teachers' motivation and job satisfaction. Conversely, effective communication skills strengthen teacher-student interactions and enhance classroom performance. Teacher agency, on the other hand, represents educators' ability to autonomously manage their instructional methods and student engagements. Agency in education significantly impacts teachers' professional development and student achievement. The effect of organizational cynicism on teacher agency constitutes an important research topic in the field of education. Cynicism may negatively influence teachers' classroom decision-making and student interactions. Teachers can develop various strategies to mitigate cynicism, thereby enhancing their professional agency (Biesta, Priestley & Robinson, 2015; Oolbekkink-Marchand et al., 2017).

## **2. LITERATURE REVIEW**

In contemporary organizational contexts, work motivation is recognized as a crucial element. Various factors within organizations can undermine employee motivation. One such inhibiting factor is organizational cynicism. Employees exhibiting high levels of organizational cynicism tend to demonstrate reduced productivity and motivation, diminished trust and commitment towards their organization, and increased professional burnout. Consequently, sustaining high levels of motivation among employees across different institutions is of considerable importance (Görmen, 2017, p. 364). Cynicism generally refers to a mindset characterized by pervasive distrust, skepticism towards all forms of discourse and practice in one's environment, and emotional exhaustion (Ada & Yarım, 2017, p. 70).

Within educational institutions, it has been observed that novice teachers tend to develop increasingly negative attitudes over time, which results in diminished effort and negatively impacts institutional success. A primary underlying cause of such motivational deficiencies and divergent attitudes and behaviors towards the organization is the concept of organizational

cynicism. Perceptions of injustice, poor communication, and distrust within the organization are among the primary causes of cynicism. Employees who find that their expectations remain unmet may experience disappointment and perceive themselves as being treated unfairly. This often leads to disengagement from their institution, growing distrust, and elevated levels of organizational cynicism (Can & Özsu, 2021, p. 1511). Individuals experiencing such cynicism are termed “cynical individuals.” These individuals typically cannot trust their organization, believe that those around them are not honest, and assume that their work environment lacks justice, thereby reinforcing negative behaviors.

A range of studies has been conducted on organizational cynicism. Dean, Brandes and Dharwadkar (1998) identified five dimensions of organizational cynicism in their pioneering work: institutional cynicism, occupational cynicism, employee cynicism, personality cynicism, and organizational cynicism. Andersson and Bateman (1997) focused on the role of management in shaping cynicism and concluded that excessive managerial compensation and underperformance significantly influence employees’ levels of organizational cynicism. Similarly, Khan (2006) found that job insecurity, layoffs, and compensation structures significantly affect cynicism levels through an examination of organizational climate. Brandes, Dharwadkar and James (1999), in a study involving 129 participants, suggested that employee participation and organizational commitment are influential factors in the development of organizational cynicism. Aziz, Noranee and Razak (2020), exploring the relationship among organizational culture, organizational citizenship behavior, and organizational cynicism in a study with 100 Malaysian academics, found that teachers experience nearly twice the level of cynicism compared to other professions. Their study also concluded that fair treatment, protection of employee rights, and recognition of employee efforts can reduce levels of cynicism. Soomro, Saraih and Ahmad (2022), in a study of 325 individuals in Pakistan, discovered a correlation between certain personality traits and levels of cynicism, identifying that individuals who are extroverted and open to new experiences display higher levels of cynicism. Overall, the findings of this study suggest that personality traits—agreeableness, extroversion, conscientiousness, and openness to experience—have a positive and significant impact on organizational cynicism.

Kranabetter and Niesen (2017) conducted research on two groups—one of 247 employees and another of 206 managers—examining employee levels of cynicism and burnout, as well as the managers' health awareness. The findings suggest that the health awareness of transformational leaders moderates the relationship between burnout and cynicism among employees. Employees were found to experience lower levels of burnout and cynicism when their transformational leaders demonstrated awareness of their own health. Cherni (2022) investigated the impact of positive psychological capital on organizational cynicism in a study involving 350 employees and managers from four private software companies in Tunisia. The research identified a strong, negative, and statistically significant relationship between components of positive psychological capital—particularly hope and self-efficacy—and organizational cynicism. These findings emphasize the importance for organizations to invest in strategies that enhance the psychological capacities of their human capital.

The concept of the teacher is continually being redefined and acquiring new meanings. With the emergence of the notion of the “agentic teacher,” new responsibilities are increasingly assigned to educators. The literature indicates that the concept of “agency” is relatively novel and still evolving. Given global and systemic transformations in education, schools and teachers are expected to adapt to new conditions and redefine their roles accordingly (Acar, 2021, p. 197).

Educational organizations aim to improve their defined objectives and functions, which entails enhancing overall performance and creating more effective learning environments. These organizations are also tasked with helping educational staff adapt to new circumstances and supporting their development. As a result, it has been observed that well-trained and developed individuals tend to work in more effective and suitable schools (Can, 2004, p. 107). The ability to adapt to changing times is a critical skill expected of teachers. The 21st century is an era that demands effective utilization of information, which requires teachers to continually renew themselves and adapt to contemporary changes. Teaching involves not only knowledge transmission but also facilitating behavioral change in students. Therefore, teachers must remain updated with evolving teaching methods, maintain subject mastery, expand their general knowledge, and share their expertise with students—all of which are fundamental to enhancing the quality of educational services. In this regard, it is especially important for university lecturers to continually improve themselves in order to instill these qualities in prospective teachers (Şen & Erişen, 2002, p. 115).

A study involving 390 teachers found that job satisfaction and optimism significantly influenced teacher effectiveness, emphasizing the importance of addressing teachers’ personal challenges (Duckworth, Quinn & Seligman, 2017, p. 540). The study revealed that certain teachers are more effective than others and that individual hardships, along with personal strengths that protect against adversity, contribute positively to teacher effectiveness. Grit and life satisfaction were found to be important determinants of teacher efficacy, suggesting that such positive attributes should be considered in teacher recruitment and training processes. Eteläpelto, Vähäsantanen and Hökkä (2015), in a study conducted in 13 high-quality schools in Finland, investigated the agency of novice teachers during their early years. The findings indicated that new teachers displayed strong agency in implementing and developing pedagogical practices but relatively low agency in managing the social dynamics of the classroom. This study is significant in offering insights into the challenges, constraints, and supporting resources that influence teacher agency. Imants, Wubbels and Vermunt (2013) examined teacher agency through interviews with 18 secondary school teachers, concluding that teachers perceive schools as complex and multifaceted environments. The findings underscore the importance of cultivating a positive and collaborative school culture to foster a sense of professional community and highlight that workplace conditions influence attitudes towards innovation.

Every individual seeks to understand and be understood. In social structures, individuals strive to regulate their relationships and adapt to their environments, largely through communication

skills. Thus, communication emerges as a key means to a quality life. Communication is a learnable skill that integrates both technique and practice. In the context of education, communication is deeply interwoven with teaching and learning processes (Elkatmış & Ünal, 2014, p. 109). Schools, through their educational activities, not only influence their surroundings but are also inherently shaped by interactions with their environments. Harmonious interaction between schools and their communities facilitates the achievement of institutional goals and contributes to a healthy communication climate among administrators, parents, teachers, and students (Adıgüzel, 2020, p. 3).

Various studies have been conducted on effective communication skills. Algburi (2022) investigated the relationship between managerial communication skills and job satisfaction among 200 employees in an electricity generation company in Babylon, Iraq. The study found no statistically significant differences in communication skills and job satisfaction based on age, qualifications, job title, or work experience. However, statistically significant differences were observed in relation to gender. Khan (2017) explored the role of teachers' communication skills in students' academic achievement, conducting research with 418 participants from 14 universities in Pakistan. The empirical data, collected through surveys, confirmed that teachers' communication skills play a significant role in student achievement. Volkert et al. (2009) emphasized that communication training reduces problem behaviors and asserted that the lack of effective communication may lead to an increase in such behaviors, thus highlighting the significance of communication education.

A review of the literature reveals that studies integrating the concepts of organizational cynicism, teacher agency, and effective classroom communication skills are limited. This study aims to identify the relationships among these variables across teachers serving at different educational levels. It is expected that raising awareness through this research may contribute to improved school performance, enhanced motivation among teachers, better interpersonal relationships among staff, and the establishment of a high-quality educational environment. Therefore, the study is anticipated to contribute to the field by identifying the interrelations among these variables and determining the extent to which teachers possess these attributes. In line with this, the purpose of this study is to examine the relationships among teachers' levels of organizational cynicism, teacher agency, and effective classroom communication skills. The research addresses the following questions:

- 1- What are the levels of organizational cynicism, teacher agency, and effective classroom communication skills among teachers?
- 2- Is there a significant relationship among organizational cynicism, teacher agency, and effective classroom communication skills?
- 3- Do teacher agency and effective classroom communication skills predict levels of organizational cynicism?

### 3. METHODOLOGY

This study employs a general survey model. The general survey model is a common research method used to obtain information from a population or a sample of the population for the purpose of describing attributes, opinions, attitudes, or behaviors (Creswell & Creswell, 2018). The model is mostly linked with descriptive research and is meant to provide quantitative data that will be subjected to statistical analysis and generalization to larger populations (Fraenkel, Wallen & Hyun, 2012).

#### 3.1. *Sample*

The population of the study consists of 368 teachers from various disciplines working in the province of Zonguldak during the 2023–2024 academic year. The teachers who participated in the study were selected using the “convenience sampling” method. Convenience sampling is defined as the collection of data from a sample that is easily accessible to the researcher (Büyüköztürk, Çokluk & Köklü, 2013, p. 95). Within this study group, it was determined that 241 teachers (65.5%) were female, while 127 teachers (34.5%) were male.

#### 3.2. *Data Collection Tools*

To obtain demographic information about the teachers who participated in the study, a “Personal Information Form” was completed by the participants. Additionally, three instruments were employed for data collection: the “Organizational Cynicism Scale,” the “Teacher Agency Scale,” and the “Perceived Effective Classroom Communication Skills Scale.”

##### 3.2.1. *Organizational Cynicism Scale*

The “Organizational Cynicism Scale” (OCS), used as a data collection instrument in the study, was originally developed by Brandes et al. (1999). The Turkish adaptation of the scale was conducted by Kalağan (2009). The scale consists of 13 positively worded items and employs a five-point Likert-type rating system ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale comprises three subdimensions: cognitive (items 1–5), affective (items 6–9), and behavioral (items 10–13). In reliability analyses, Cronbach’s alpha coefficients were calculated as .91 for the cognitive, .94 for the affective, and .86 for the behavioral subdimensions, with an overall reliability coefficient of .93, indicating high internal consistency.

##### 3.2.2. *Teacher Agency Scale*

The Teacher Agency Scale, originally developed by Liu et al. (2016), was adapted into Turkish by Bellibaş, Karadağ and Gümüş (2019). The items are rated on a five-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale consists of 24 items divided into four subdimensions: Learning Effectiveness (items 1–6), Teaching Effectiveness (items 7–13), Optimism (items 14–18), and Constructive Participation (items 19–24). The reliability coefficients for these subdimensions were found to be .72, .76, .78, and .83, respectively, with an overall scale reliability of .76.

### 3.2.3. *Perceived Effective Classroom Communication Skills Scale*

Developed by Gülbahar and Aksungur (2018), this scale comprises 23 items grouped under four subdimensions identified through factor analysis: “Effective Speaking” (items 1–9), “Active Listening” (items 10–15), “Empathy” (items 16–20), and “Effective Use of Body Language” (items 21–23). Each item is rated using a five-point Likert scale: 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often), and 5 (Always). The reliability coefficients for the subdimensions were calculated as .87 (Effective Speaking), .85 (Active Listening), .82 (Empathy), and .80 (Effective Use of Body Language). No items were reverse-coded. The overall internal consistency of the scale was determined to be very high, with a Cronbach’s alpha value of .91.

### 3.4. *Data Analysis*

Data were analyzed using the SPSS software package. Descriptive statistical methods such as mean, standard deviation, and percentage were employed. The study included parametric analyses as the data presented a normal distribution (Table 1). To examine the relationships among organizational cynicism, teacher agency, and effective classroom communication skills, Pearson correlation analysis was conducted. Furthermore, multiple regression analysis was utilized to determine the predictive relationships between the variables. The strength of the correlations was interpreted as follows: a coefficient between 0.30 and 0.70 indicates a moderate relationship; greater than 0.70, a strong relationship; and below 0.30, a weak relationship (Büyüköztürk, Çokluk & Köklü, 2013, p. 92).

**Table 1. Normal Distribution of the Data**

Dependant Variables	Skewness	Kurtosis
Organizational Cynicism	,555	-,277
Teacher Agency	-,546	,366
Communication Skills	-1,027	,648

## 4. FINDINGS

The question “What are the levels of teachers’ organizational cynicism, teacher agency, and effective classroom communication skills?” was addressed as the first sub-problem of the research. Findings related to this research question were analyzed using descriptive statistics, specifically standard deviation (SD) and arithmetic mean ( $\bar{x}$ ) values, which are presented in Table 2.

**Table 2. Mean Values related to the Organizational Cynicism Variable**

Group	N	Min	Max	Mean	Standard Deviation
Cynicism Total	368	1	4,69	2,15	0,84
Cognitive	368	1	5	2,32	0,95
Affective	368	1	5	1,8	1
Behavioral	368	1	5	2,29	0,96

When Table 2 is examined, the overall score for the "general cynicism" variable is  $\bar{x} = 2.15$ , with a standard deviation of 0.84. This indicates that the majority of teachers responded at the "disagree" level. In addition, based on teachers' perceptions, the mean score for the "cognitive" sub-dimension is  $\bar{x} = 2.32$ , for the "affective" sub-dimension  $\bar{x} = 1.80$ , and for the "behavioral" sub-dimension  $\bar{x} = 2.29$ . Among the sub-dimensions, the affective dimension has the lowest mean score. These findings suggest that teachers exhibit lower levels of cynicism in the affective dimension.

**Table 3.** *Mean Values related to the Agency Variable*

Group	N	Min	Max	Mean	Standard Deviation
Agency Total	368	3	5	4,15	0,49
Learning Effectiveness	368	1,3	5	3,95	0,7
Teaching Effectiveness	368	2	5	4,24	0,56
Optimism	368	1,8	5	4,04	0,72
Constructive Participation	368	2,5	5	4,33	0,56

When the table regarding teacher agency means is examined, the overall score for the "general agency" variable is  $\bar{x} = 4.15$ , with a standard deviation of 0.49. Accordingly, it can be stated that teachers generally responded with "agree," and that the overall mean is relatively high. Moreover, the highest score was observed in the "constructive participation" sub-dimension ( $\bar{x} = 4.33$ ), with high scores recorded across all sub-dimensions. These findings indicate that teachers exhibit a high level of teacher agency.

**Table 4.** *Mean Values related to In-Class Effective Communication Skills*

Group	N	Min	Max	Mean	Standard Deviation
Communication Total	368	3,4	5	4,64	0,35
Effective Speaking	368	2,6	5	4,6	0,41
Active Listening	368	2,7	5	4,66	0,42
Empathy	368	2,8	5	4,62	0,44
Body Language	368	3,3	5	4,76	0,38

Upon examining Table 4, it is observed that the overall score for the "general communication" variable is  $\bar{x} = 4.64$ , with a standard deviation of 0.35. Among the sub-dimensions, the score for the "effective speaking" dimension is the lowest (4.60), while the "body language" dimension has the highest score (4.76). These findings suggest that teachers' average levels of in-class effective communication skills are high.

To examine the relationship among organizational cynicism, teacher agency, and in-class effective communication skills, a correlation analysis was conducted. The results of the Pearson correlation test are presented in Table 5.



**Table 5.** *The Results of Pearson Correlation Analysis*

Variables	Cynicism Total	Agency Total	Communication Total
Cynicism Total	1		
Agency Total	-,329**	1	
Communication Total	-,110**	0,401	1

Not: \*\*p<0.01

The analysis results reveal a moderate negative and statistically significant relationship between the overall cynicism score and the overall efficacy score ( $r=-0.329$ ;  $p<0.01$ ). Regarding the relationship between teachers' cynicism levels and communication skills, a weak negative and statistically significant relationship ( $r=-0.110$ ,  $p<0.01$ ) was found. However, no statistically significant relationship was observed between teacher efficacy and in-class effective communication skills.

The findings related to the sub-problem "To what extent do teachers' efficacy and in-class effective communication skills influence organizational cynicism?" were obtained through regression analysis. The results are presented in Table 6.

**Table 6.** *Results of Regression Analysis*

Variables	B	SE	Beta	t	p
Constant	4,3	0,57	-	7,531	0
Agency Total	-0,59	0,09	-0,34	-6,3	0
Communication Total	0,062	0,13	0,03	0,479	0,63

Not. F= 22,319; P= 0,000; R<sup>2</sup>=,109.

As seen in Table 6, a regression test was conducted to investigate the extent to which teacher efficacy and in-class effective communication skills influence organizational cynicism. Upon examining the findings, it was determined that teacher efficacy predicted organizational cynicism ( $\beta=-0.340$ ;  $p<0.05$ ), whereas communication skills did not predict organizational cynicism. Based on this significant finding, it was observed that teacher efficacy could explain up to 11% of the variance in organizational cynicism levels.

## 5. RESULTS AND DISCUSSION

The first sub-problem of the research aimed at determining the levels of organizational cynicism, teacher self-efficacy, and effective in-class communication skills among the teachers. The results indicated that participants tended to report relatively low levels of organizational cynicism, meaning they disagreed with statements representing cynical attitudes toward their institutions. This implies a comparatively healthy organizational climate and lower levels of distrust or disillusionment among the teaching staff. Similar results were seen in earlier research by Nartgün and Kartal (2013), Afat and Arslan (2019), both of which found similarly low levels of organizational cynicism among teachers in different educational institutions. These studies highlight that, in some contexts, educators can retain a positive outlook toward their professional environment despite systemic or institutional problems. Yet,

contradictory findings have been reported in some other empirical studies. For example, Gedik and Üstüner (2019), Duman, Sak and Sak (2020) found greater degrees of organizational cynicism in their samples. Such differences could be due to situational factors such as organizational climate, administrative procedures, intensity of workload, or perceived absence of professional autonomy, which can affect the attitude of teachers towards their organizations. As such, these conflicting results highlight the role that situational and institutional factors play in employees' attitudes and experiences in educational institutions.

In the conducted study, it was found that teachers' teacher efficacy averages were high, with the highest score being in the "constructive participation" sub-dimension, while the lowest score was in the "learning effectiveness" dimension. Similar results were found in studies by Vural (2022) and Çetin (2023), where the highest score was in the "constructive participation" dimension and the lowest in the "learning effectiveness" dimension. The "constructive participation" dimension includes behaviors such as setting goals, striving to achieve them, and self-improvement. Teachers perceiving themselves as adequate in this dimension is a positive finding. The lower "learning effectiveness" dimension includes behaviors like continuing to be active even when feeling bad or completing tasks without external support.

When examining teachers' in-class effective communication skills, it was found that their communication skill averages were high. However, the score for the "effective speaking" sub-dimension was the lowest, while the score for the "body language" dimension was the highest. In studies by Bulut (2019) and Deniz (2021) conducted with teachers in different samples, it was also found that teachers' effective communication levels were high, with non-verbal communication emerging as the highest, which is noteworthy. In this context, it can be inferred that teachers are aware of the importance of non-verbal communication in the educational environment.

When examining the relationship between organizational cynicism, teacher efficacy, and in-class effective communication skills, a moderate negative relationship was found between the general score of organizational cynicism and the general score of teacher efficacy. A weak negative relationship was found between teachers' cynicism levels and in-class effective communication skills. Finally, no significant relationship was found between teacher efficacy and in-class effective communication skills. In his study, Bulut (2019) found a moderate negative relationship between organizational cynicism levels and communication skills of teachers working in middle schools. In a study by Kadioğlu Ateş and Bulut (2019), a significant and moderate negative relationship between teachers' in-class effective communication skills and organizational cynicism levels was found.

Finally, when examining the extent to which teachers' teacher efficacy and in-class effective communication skills influence organizational cynicism, it was found that teacher efficacy predicted organizational cynicism by 11%, while in-class effective communication skills did not predict organizational cynicism. In this regard, it can be concluded that teachers who are active in their profession have more predictable attitudes towards the institutions they work

for, and their levels of cynicism are influenced by this active engagement. Conversely, it can be said that communication skills of teachers with advanced communication skills lead to variability in their negative attitudes towards institutions, making them unpredictable. Bulut (2019), in a study with middle school teachers, found that the communication skills of teachers explained 3% of the variance in organizational cynicism levels, and this relationship was significant.

## 6. RECOMMENDATIONS

Based on the results obtained from this study, various recommendations can be made. Activities that strengthen cooperation and enhance communication among teachers could be organized. It would be beneficial for school management to involve teachers in decision-making processes, treat them fairly, and organize event days that strengthen communication and promote team cohesion among the staff. In-service training programs aimed at reducing organizational cynicism and increasing motivation can be arranged. Practices that support teachers' personal development and keep them informed about innovations should be increased to enhance teacher efficacy. In the development of curricula, it would be beneficial to involve a broader group of teachers rather than a selected commission, which would positively contribute to teacher efficacy. Communication skills courses can be offered as part of the training for students at faculties of education, helping prepare teachers for their professional lives. Considering the relationship between the variables in the study and age, training programs that motivate newly hired teachers and help them follow new developments while improving their communication skills can be organized. Given that preschool teachers tend to have higher levels of cynicism, it might be necessary to introduce changes in working conditions, reduce workloads, and make adjustments that enhance teachers' motivation, especially for those working at this level. For teachers in high school and beyond, training programs focusing on teacher efficacy and in-class effective communication skills can be expanded. Considering that teachers with less time in the school environment generally have higher levels of organizational cynicism and lower levels of teacher efficacy and in-class effective communication skills, it might be useful to organize adaptation programs with different topics for newly appointed teachers to facilitate their integration into the school environment.

## 7. ABOUT THE AUTHORS

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