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The Role of School Managers' Toxic Leader Behaviors in the Effect of Teachers' Core Self-evaluations on Job Satisfaction, Organizational Cynicism and Burnout*

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Article Information	ABSTRACT
Received: 15.10.2020	The aim of this study is to test the mediating role of the toxic leader behaviors of school managers in the effect of the core self-evaluations of teachers on job satisfaction, organizational cynicism and burnout. The data in the study have been collected via survey method from 437 teachers working in various schools in different regions of Turkey. Confirmatory factor analyses have been conducted to test the construct validity of the scales used in this study. Correlation and regression analyses have been conducted to detect the relationships among variables and the mediation effects. As a result of the analyses; partial mediating role of the toxic leader behaviors of the school managers has been found in the relationship between the core self-evaluation of teachers and organizational cynicism, emotional exhaustion and depersonalization. And in addition, it has been found that toxic leadership does not have any mediator effect on the relationships between core self-evaluation and job satisfaction and between core self-evaluation and reduced personal accomplishment. These obtained results indicate that the teachers with high core self-evaluation will be less exposed to the toxic behaviors of managers and they will also experience less cynicism and burnout due to their positive evaluations towards themselves.
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1. INTRODUCTION

The positive effects of the leaders for organizations and employees are specified in many studies in literature (Hogan ve Kaiser, 2005; Padilla, Hogan and Kaiser, 2007; Thoroughgood, Hunter and Sawyer, 2011; Yukl, 1999). However; the active role of leaders in various scandals and failures occurring in business world has also shown that leadership may have negative consequences (Mehta and Maheshwari, 2013). Besides; how hard it is to work with some leaders is an undeniable fact when business life is assessed (Pelletier, 2010). This negative perception of leadership has also revealed a requirement for examining the different aspects of the leadership (Ashforth, 1997; Kellerman, 2008; Schmidt, 2008; Schmidt, 2014; Padilla et al., 2007; Pelletier, 2010; Tierney ve Tepper, 2007). It is stated that examining only the good sides of leadership will not be sufficient to fully understand the issue of leadership, and that not examining bad leadership will be similar to the behavior of a medical school claiming that it will teach health by ignoring the disease (Kellerman, 2008). In addition, it is stated that why bad leaders are still eagerly followed by their followers despite their negative images must be examined (Kellerman, 2008; Lipman-Blumen, 2005; Padilla et al., 2007; Pelletier, 2010). In the studies conducted on negative leadership styles, toxic leadership which covers many non-functional characteristics, is peculiar to itself and is a sneaky way of leadership is seen to come to the forefront (Flynn, 1999; Goldman, 2006; Heppel, 2011; Lipman-Blumen, 2005; Reed, 2004; Schmidt, 2008).

As in all organizations; it is also possible to see toxic leader behaviors in educational institutions. Many factors such as the personal traits, life styles, beliefs and value judgments of managers affect the attitudes and behaviors in educational institutions (Kalağan and Güzeller, 2010). Sometimes involuntarily, managers may cause to the occurrence of a toxic school culture (Kırbaç, 2013). Toxic behaviors shown by managers in schools may form negative results mainly on teachers, students, parents,

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administrative personnel and all other educational shareholders. It has also been determined in the studies conducted in the issue that the toxic leader behaviors of the managers affect the organizational silence, organizational trust, job satisfaction, organizational loyalty and burnout of teachers (Bozkurt, Çoban and Çolakoğlu, 2018; Çetinkaya and Ordu, 2018; Demirtaş and Küçük, 2019; Kahveci, Bahadır and Kandemir, 2019).

1.1. Statement of the Problem

Making one of the first definitions regarding toxic leadership, Whicker (1996) has defined toxic leaders as those who are maladjusted, discontented, vindictive, evil-minded and focusing on selfish values. Leaders who create significant harmful situations for individuals, organizations and even the whole society due to their destructive behaviors and dysfunctional personality traits are also defined as toxic (Lipman-Blumen, 2005). Moreover; there are reservations as to how bad leaders can be differentiated from toxic leaders and according to which criteria can leaders be evaluated as toxic. At this point, Pelletier (2010) suggests considering the follower. If the follower experiences physiological or psychological harm as a result of the negative behaviors of the leader, that leader should be evaluated as toxic. According to Lipman-Blumen (2005), in order to qualify the leader as toxic, it should be checked whether the behavior is done intentionally or not. Furthermore; it is specified that toxic leadership does not contain some certain and peculiar behaviors, but contains a wide range of negative behavior from the behaviors such as scorning and looking down on their subordinates to the behaviors such as torture or killing (Pelletier, 2010; Reed, 2004). Toxic leadership is generally considered with the dimensions of self-promotion, abusive supervision, unpredictability, narcissism and authoritarian leadership (Schmidt, 2008). In a study, in which the toxic leadership scale was developed in Turkey according to the perceptions of the teachers, inappreciativeness, self-interest, selfishness and negative spiritual state have been determined as the dimensions of toxic leadership (Çelebi, Güner and Yıldız, 2015). Inappreciativeness contains the behaviors such as not giving any value to the employees, reminding them of their mistakes in an inconsiderate way, giving them the feeling of insufficiency and humiliation (Çelebi et al., 2015; Schmidt, 2008). Self-interest is the motivation of the leaders only for their own interests without considering subordinates (Özer, Uğurluoğlu, Kahraman and Avcı, 2017; Reed, 2004; Schmidt, 2008). Selfishness contains the leaders to become haughty about their own images, insufficiency in empathy and looking down on the abilities and efforts of others (Çelebi et al., 2015; Özer et al., 2017; Schmidt, 2008). Negative spiritual state is the reflection of sudden changes in the leader's spiritual state to his behaviors (Çelebi et al., 2015; Schmidt, 2008).

Examining the factors causing to the occurrence of negative leadership forms such as toxic leadership in organizations, it is seen that this situation does not only stem from the behaviors of the leaders, but also the personal traits of the employee's also contribute to this. One of the new approaches regarding personal traits is core self-evaluation. The core self-evaluation defined as the fundamental evaluations of the person towards himself, world and others, consists of the combination of four personal traits as self-esteem, generalized self-efficacy, emotional stability (neuroticism) and focus of control (Judge, Locke and Durham, 1997). Self-esteem represents the one's to see himself/herself valuable and important; generalized self-efficacy is refer to one's believe in his/her skills; focus of control is about his/her perception regarding who controls the events s/he lives and the emotional stability (neuroticism) represents to be prone to living the emotions such as fear, worry and depression (Bandura, 1977; Bono and Judge, 2003; Judge, Erez, Bono and Thoresen, 2003; Rotter, 1966). It is stated in various studies that the core self-evaluation of the employee plays a significant role in the emergence of the abusive administrative styles such as toxic leadership (Neves, 2014; Wu and Hu, 2009; Yan, Wang, Su and Luo, 2017). It is stated that the employee's with high core self-evaluation have the personal traits that could struggle better with the toxic behaviors and those with low core self-evaluation are more vulnerable to disrespectful behaviors and abuses due to having insufficient cognitive resources (Aquino, 2000; Judge and Bono, 2001; Kluemper et al., 2019; Luthans, Peterson and Ibrayeva, 1998; Neves, 2014; Nevicka, De Hoogh, Den Hartog and Belschak, 2018; Padilla et al., 2007; Schmidt, 2008; Wu and Hu, 2009; Yan, Wang, Su and Luo, 2017).

Considering the results of the toxic leader behaviors on employees, it is seen that toxic leader or similar negative leadership styles affect the job satisfaction, organizational cynicism and burnout levels of the employees (Akbaş, Durak, Çetin and Karkın, 2018; Chi and Liang, 2013; Dawis and Gardner, 2004; Diebig, Poethke and Rowold, 2017; Dobbs and Do, 2019; Erkutlu and Chafra, 2017; Gkorezis, Petridou and Krouklidou, 2015; Greaves, Parker, Zacher and Jimmieson, 2017; Jiang, Chen, Sun and Yang, 2017; Jiang, Chen, Sun, and Li, 2017; Johnson and O'Leary-Kelly, 2003; Lok and Crawford, 1999; Mehta and Maheshwari, 2013; Molino, Cortese and Ghislieri, 2019; Peng et al., 2016; Rizi, Azadi, Farsani and Aroufzadi, 2013; Schyns and Schilling, 2013; Skogstad et al., 2014; Tepper, 2000; Tepper, 2007; Voon, Lo, Ngui and Ayob, 2011; Vullings, De Hoogh, Den Hartog and Boon 2018; Wu and Hu, 2009).

Job satisfaction is generally defined as the positive feelings generally emerging as a result of the evaluations of the individuals towards their jobs (Locke, 1976; Vroom, 1964). Core self-evaluation is specified as a strong predictor of job satisfaction in many studies examining the psychological bases of the job satisfaction (Bono and Judge, 2003; Bowling, Hendricks and Wagner, 2008; Chang, Ferris, Johnson, Rosen and Tan, 2012; Judge et al., 1997, Judge et al., 2003; Judge, Bono, Erez and Locke, 2005; Piccolo, Judge, Takahashi, Watanabe and Locke, 2005; Stumpp, Muck, Hülshager, Judge and Maier, 2010). The employees with high core self-evaluation are specified to have been more persistent against the hardships in their work places due to being emotionally more controlled and to have satisfied more from their jobs due to the fact that they see the hardships as an opportunity (Attiq, Wahid, Javaid, Kanwal and Shah, 2017; Judge and Bono, 2001). It has been cited in various studies that as well as the personal traits of the employees, the way leaders use their powers and the behaviors they display at the work place significantly affect the job satisfaction of the employees (Lok and Crawford, 1999; Mehta and Maheshwari, 2013; Rizi et al., 2013; Schyns and

Schilling, 2013; Tepper, 2000; Tepper, 2007; Voon et al., 2011). When the factors affecting the job satisfactions of teachers are examined, the factors related to the administrative patterns of the managers such as role ambiguity and conflict, excessive work load, stress, positive feedback, personal development opportunities and autonomy come to the forefront (Billingsley and Cross, 1992; Cockburn, 2000; Demirel and Erdamar, 2009; Ma and MacMillan, 1999; Karşı and İskender, 2009; Nguni, Slegers and Denessen, 2006; Perrachione, Rosser and Petersen, 2008; Şeşen, Tabak and Arlı, 2017; Yavuz and Karadeniz, 2009).

Organizational cynicism means that the employee is having negative attitudes towards his/her organization due to the belief occurring regarding the lack of honesty and integrity of the organization (Dean, Brandes and Dharwadkar, 1998). The events experienced by the employees within the organization affect organizational cynicism. However; some employees have less or more cynical attitudes than others independent of these events (Scott and Zweig, 2016). As well as the organizational factors and interorganizational experiences, the personal differences such as psychological resilience, positive or negative affectivity, self-efficacy and focus of control are stated to cause to the occurrence of organizational cynicism at various levels (Acaray and Yıldırım, 2017; Cole, Bruch and Vogel, 2006). At this point, the employees with low core self-evaluation are specified to reflect the negative perspectives towards themselves to their organizations and managers and therefore, to experience more cynicism (Scott and Zweig, 2016). However; it should not be forgotten that the experiences lived in the organizations are an important reason for organizational cynicism. The behaviors of the leaders being the focus point of the activities sustained in the organization importantly affect the cynicism levels of the employees (Akbaş, Durak, Çetin and Karkın, 2018; Dawis and Gardner, 2004; Johnson and O'Leary-Kelly, 2003). The negative behaviors of the leaders identified with the organization contribute to the employees to develop negative feelings towards their organizations (Burris, Detert and Chiaburu, 2008). The belief as to the fact that the organization does not protect their employees against these negative behaviors of the leaders forms an important resource of organizational cynicism (Dobbs and Do, 2019). In various studies investigating the cynicism levels of teachers, it is stated that the leadership behavior of school managers is an effective factor in experiencing cynicism in schools (Argon, Uylas and Yerlikaya, 2015; Demirçelik and Korkmaz, 2017; Helvacı and Çetin, 2012; Polatcan and Titrek, 2014; Şenses, 2018).

Burnout is defined as emotional exhaustion, depersonalization and a decrease in personal accomplishment in those who work in jobs that serve other individuals and where interaction is intense (Maslach and Jackson, 1981). Emotional exhaustion refers to the depletion of the energies of the individuals and reduced emotional resources; depersonalization is about the individual to lose his/her positive feelings towards other people and to be inconsiderate and reduced personal accomplishment is related to the general tendency of the individual towards evaluating himself/herself negatively (Cordes and Dougherty, 1993; Çetin, Şeşen and Basım, 2013; Maslach and Jackson, 1981; Maslach, Schaufeli and Leiter, 2001; Meydan, Basım and Çetin, 2011). One of the most important factors causing to burnout is the personal traits of the employees (Alarcon, Eschleman and Bowling, 2009; Maslach et al., 2001). It is stated that the employees with positive evaluations towards themselves and their environments and with high core self-evaluation are more resilient to pressure and hardships, experience less stress and therefore, experience less burnout (Greaves et al., 2017; Peng et al., 2016; Zhou, Lu, Liu, Zhang and Chen, 2014). As well as the personal traits, the negative experiences of the employees with especially their managers affect their burnout (Harms, Credé, Tynan, Leon, and Jeung, 2017). The employees constantly abused by their managers have more stress, spend more resources to be able to withstand this stress and at the end, their burnout levels increase (Chi and Liang, 2013; Wu and Hu, 2009). It is also stated that as a requirement of their job; the teachers in constant interaction with students, parents and managers could also experience burnout at various levels (Baltaş and Baltaş, 1999; Taris, Van Horn, Schaufeli and Schreurs, 2004). Age, gender, location of work and job tenure are specified to be the individual factors causing to burnout in teachers and the assigned school type, physical conditions of the school, excessiveness of lesson hours and student numbers in classrooms and the conflicts experienced with students, parents and managers are specified to be the environmental factors causing to burnout in teachers (Budak and Sürgevil, 2005; Byrne, 1994; Friedman, 1991; Friedman and Farber, 1992; Gündüz, 2005).

Leadership is a concept that has been studied extensively in the literature for a long time, yet most of these studies focused on the positive and effective aspects of leadership (Thoroughgood, Hunter, and Sawyer, 2011). However, recent global business scandals such as "Lehman Brothers, Enron, World Com., Satyam Computer Services Limited," have demonstrated that leadership does not always have constructive and positive effects but can also have negative effects at the individual and organizational levels (Mehta and Maheshwari, 2013). Researchers argue that studies on destructive leadership behaviors are just as important and valuable as studies on positive leadership behaviors (Einarsen, Aasland and Skogstad, 2007). Studies on toxic leadership conducted in the US military claim that toxic leadership can be avoided, and its negative effects can be reduced with a better definition of toxic leadership and research on the subject. Besides, it is also underlined that it may contribute to an increase in the level of awareness about the subject (Reed, 2004). In this context, it is considered that conducting empirical research on the issue of toxic leadership in Turkey will contribute significantly to the literature and managerial practices. Furthermore, there are many studies in literature revealing that the employees bearing some personal traits experience more job satisfaction or less cynicism, or the subordinates exposed to the abusive behaviors of his/her manager are in more cynicism or burnout. However; the real situation may be more different than these results in business life. For instance; a worker with high self-efficacy may satisfy less or some subordinates working with negative leaders may experience less cynicism when compared to others. At this point, it is thought that the examination of these relationships within the framework of three-way relationships which have been previously examined in a two-dimensional way will contribute to the better understanding of the mutual effects of the mentioned variables.

1.2. Purpose of the Study

The aim of this study is to test the mediating role of the toxic leader behaviors of school managers in the effect of the core self-evaluations of teachers on job satisfaction, organizational cynicism and burnout. Sub-problems of this research are as follows:

1. Is there a significant correlation between teachers' core self-evaluation with toxic leader behaviors of school managers?
2. Is there a significant correlation between teachers' core self-evaluation with job satisfaction, organizational cynicism and burnout?
3. Is there a significant correlation between toxic leader behaviors of school managers with teachers' job satisfaction, organizational cynicism and burnout?
4. Do toxic leader behaviors of school managers play a mediating role in the correlation between teachers' core self-evaluation and job satisfaction, organizational cynicism and burnout?

1.3. Model and Hypotheses of the Study

The research model and the tested hypotheses formed upon the theoretical relationships among toxic leadership, core self-evaluation, organizational cynicism, job satisfaction and burnout variables are given below.

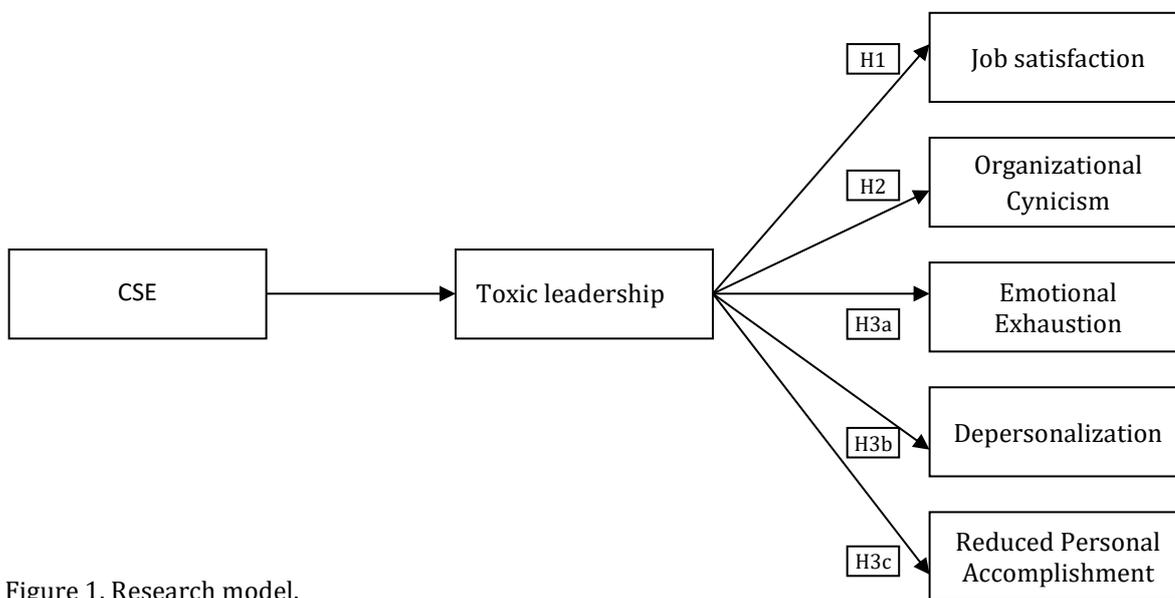


Figure 1. Research model.

Hypothesis 1: Toxic leadership is a mediator in the relationship between CSE and job satisfaction.

Hypothesis 2: Toxic leadership is a mediator in the relationship between CSE and organizational cynicism.

Hypothesis 3a: Toxic leadership is a mediator in the relationship between CSE and emotional exhaustion.

Hypothesis 3b: Toxic leadership is a mediator in the relationship between CSE and depersonalization.

Hypothesis 3c: Toxic leadership is a mediator in the relationship between CSE and reduced personal accomplishment.

2. METHODOLOGY

Correlational survey model in which the relations among dependent, independent and mediator variables are examined has been used in the study. Ethics committee approval was obtained with the decision of Ankara Yıldırım Beyazıt University (AYBÜ) Ethics Committee dated 23/02/2018 and numbered, 2018-12.

2.1. Participants

The study has been conducted on the teachers working in kindergartens, primary schools, middle schools and high schools bound to the Ministry of National Education. The sample consists of 437 teachers. 120 of the sample are males (27.5%) and 317 of them are females (72.5%). 319 (73%) of the sample are within the age group of 31-50 and 347 of them (79.4%) are married. The reason for the teacher number to be excessive within this age group and the high ratio of the married teachers is considered to stem from the lengthiness of the assignment processes of the teacher candidates completing their undergraduate educations.

Data have been collected from all of the 12 regions taking place in the Statistical Regions. Statistical Regions is defined in National Education Statistics, Formal Education 2019/'2020 as follows:

“It is defined according to the SR criteria, the EU regional classification, in order to make the socio-economic analyses of regions and to produce comparable data with the European Union so that the differences in terms of development among the regions will be reduced. It consists of three levels. In the first stage, 81 cities were identified as regional units at the third level due to the administrative structure. After the grouping of similar cities in terms of economic, social, cultural and geographical aspects as well as the population, 26 cities were identified as regional units at the second level. Finally, as a result of grouping the regional units at the second level with the same criteria in mind, 12 regional units were determined.” (p.XXI).

Western Anatolia (28,4%), Aegean (18,5%) and Eastern Marmara (12,4%) are the regions with highest participants. 520 surveys delivered to teachers returned and 83 surveys that left blank answers among them were not taken the evaluation. According to 2019-2020 National Education Statistics; the number of teachers working in Turkey is 1 117 686 (National Education Statistics, Formal Education 2019/'2020). The analyses have been continued with the data obtained from 437 surveys representing the universe of the study with the reliability level of 95% and error margin of 5% (Büyüköztürk, 2019).

2.2. Data Collection Tools

The scales used by taking permissions from related writers in the study are the ones that have been previously adapted to Turkish and used in various studies. Confirmatory factor analyses have been conducted for the purpose of testing the construct validity of the scales used.

Core self-evaluation (CSE) of teachers has been measured with “Core Self-Evaluation Scale” developed by Judge et.al. (2003) and adapted to Turkish by Kisbu (2006). Judge et.al. (2003) have stated that a general self-evaluation could be conducted by combining self-esteem, generalized self-efficacy, emotional stability (neuroticism) and focus of control and revealed that the core self-evaluation covering these four properties could be measured with a one-dimensional structure. “Core Self-Evaluation Scale” consists of 12 items and six of them indicate negative judgment and have been coded inversely. The high points taken from the data collected with 5-point Likert scale show that the core self-evaluation of the person is high. As a result of the confirmatory factor analysis conducted for the purpose of testing the factor structure of the scale, one-dimensional structure of the scale has been confirmed ($\chi^2/sd=3.672$, CFI=0.95, GFI=0.93, NFI=0.90, RMSEA=0.07) and the reliability value has been found as 0.74.

The exposure levels of the teachers to the toxic leader (TL) behaviors of the managers have been measured with “Toxic Leadership Scale” developed by Schmidt (2008) and adapted to Turkish by Celebi et.al. (2015). There are 30 items in the scale consisting of four dimensions as inappreciativeness, selfishness, self-interest and negative spiritual state. The high points taken from the data collected with 5-point Likert scale show that the exposure level of the person to the toxic behaviors of his/her manager is high. As a result of the confirmatory factor analysis conducted for the purpose of testing the factor structure of the scale, the second level multi-factor structure of the scale has been verified ($\chi^2/sd=2.768$, CFI=0.95, GFI=0.86, NFI=0.92, RMSEA=0.06) and the reliability value of inappreciativeness has been found as 0.96, selfishness as 0.97, self-interest as 0.95, negative spiritual state as 0.94 and total reliability as 0.98.

Job satisfaction (JS) levels of teachers have been measured with “Job Satisfaction Scale” adapted to Turkish by Sesen and Basım (2010) from “Job Characteristics Survey” of Hackman and Oldham (1975). The scale determining the general job satisfaction levels of individuals is one-dimensional and consists of 5 items. The high points taken from the data collected with 5-point Likert scale show that the job satisfaction level of the person is high. As a result of the confirmatory factor analysis conducted for the purpose of testing the factor structure of the scale, one-dimensional structure of the scale has been confirmed ($\chi^2/sd=2.206$, CFI=0.99, GFI=0.99, NFI=0.99, RMSEA=0.05) and reliability value has been found as 0.89.

Organizational cynicism (OC) levels of teachers have been measured with “Organizational Cynicism Scale” developed by Vance, Brooks and Tesluk (1995) and adapted to Turkish by Guzeller and Kalagan (2008). “Organizational Cynicism Scale” is one-dimensional and consists of 9 items; three of the statements indicate positive judgment and have been coded inversely. The high points taken from the data collected with 5-point Likert scale show that the organizational cynicism level of the person is high. As a result of the confirmatory factor analysis conducted for the purpose of testing the factor structure of the scale, one-dimensional structure of the scale has been confirmed ($\chi^2/sd=3.792$, CFI=0.94, GFI=0.96, NFI=0.93, RMSEA=0.08) and the reliability value has been found as 0.74.

The burnout levels of the teachers have been measured with “Maslach Burnout Inventory” developed by Maslach and Jackson (1981) and adapted to Turkish by Ergin (1992). The scale consists of three dimensions as emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (RPA). It is specified that the burnout feeling experienced by the person is a process and therefore, no total score could be attained in the determination of the burnout level and each dimension should be calculated separately (Maslach and Jackson, 1981). “Maslach Burnout Inventory” consists of 22 items. The statements measuring the dimension “Reduced Personal Accomplishment” indicate positive judgment and have been coded inversely. The

high points taken from the data collected with 5-point Likert scale show that the emotional exhaustion, depersonalization and reduced personal accomplishment levels of the person are high. As a result of the confirmatory factor analysis conducted for the purpose of testing the factor structure of the scale, the first level multi-factor structure of the scale has been confirmed ($\chi^2/sd=2.218$, CFI=0.95, GFI=0.92, NFI=0.90, RMSEA=0.05) and the reliability values of emotional exhaustion has been found as 0.89, depersonalization as 0.75 and reduced personal accomplishment as 0.80.

2.3. Data Analysis

Permits necessary for the application of the survey have been taken from the Ministry of National Education and they have been delivered to the teachers upon the online survey portal called "SurveyMonkey". The data obtained from the study have been analyzed using IBM SPSS Statistics Package Program. Correlation analysis has been used to detect the relationships between the dependent and independent variables, four-stage SPSS hierarchical regression analysis (Baron and Kenny, 1986) and sobel test have been used to test the mediating effect of toxic leadership. Whether the collected data have shown normal distribution or not, has been controlled by considering the skewness and kurtosis values and the results of Kolmogorov-Smirnov test. Skewness values have been found between -.780 to .937, and kurtosis values have been between -.537 to .942. Kolmogorov-Smirnov test p values for each scale are; $D_{CSE}(437) = .200$, $D_{TL}(437) = .189$, $D_{JS}(437) = 0.82$, $D_{OC}(437) = .162$, $D_{EE}(437) = .98$, $D_{DP}(437) = .124$, $D_{RPA}(437) = .169$. The data have been assessed to have shown normal distribution due to the fact that the p values belonging to all variables are above 0.05 as a result of Kolmogorov-Smirnov test and the skewness and kurtosis values are within -1 and +1 (Büyüköztürk, 2019). Also; tolerance, variance inflation factor (VIF) values and Durbin Watson test results have been examined for the determination of whether there is multicollinearity and autocorrelation among the variables. Tolerance values have been determined above 0.2 and VIF values have been determined below 10. As Durbin Watson coefficients have been calculated within the range of 1.8-2.2, it has been seen that there is no autocorrelation and multicollinearity among the variables (Büyüköztürk, 2019).

3. FINDINGS

The descriptive statistics and correlations between variables are given in Table 1.

Table 1.

Correlations between Variables

	Mean	SD	1	2	3	4	5	6	7
1. CSE	3,48	0,48	1	-.160**	,443**	-.314**	-.486**	-.392**	-.560**
2. TL	2,55	0,98	-.160**	1	-.121*	,606**	,261**	,284**	,044
3. JS	3,61	0,88	,443**	-.121*	1	-.288**	-.645**	-.463**	-.513**
4. OC	2,62	0,70	-.314**	,606**	-.288**	1	,400**	,385**	,249**
5. EE	2,51	0,77	-.486**	,261**	-.645**	,400**	1	,675**	,420**
6. DP	1,83	0,67	-.392**	,284**	-.463**	,385**	,675**	1	,460**
7. RPA	2,15	0,50	-.560**	,044	-.513**	,249**	,420**	,460**	1

**p<0.01 *p<0.05; CSE: Core self-evaluation, TL: Toxic leadership, JS: Job satisfaction, OC: Organizational cynicism, EE: Emotional exhaustion, DP: Depersonalization, RPA: Reduced personal accomplishment

When the descriptive statistics of the study variables given in Table 1 are examined, it is seen that the core self-evaluation ($\bar{X}=3.48$) and job satisfaction ($\bar{X}=3.61$) of teachers are above the average, but the levels of exposure to toxic leader behaviors ($\bar{X}=2.55$), organizational cynicism ($\bar{X}=2.62$), emotional exhaustion ($\bar{X}=2.51$), depersonalization ($\bar{X}=1.83$) and reduced personal accomplishment ($\bar{X}=2.15$) are below the average. When the correlations among variables are examined, it is seen that the core self-evaluation being the independent variable has a negative relationship with toxic leadership ($r=-.160$, $p<.01$), organizational cynicism ($r=-.314$, $p<.01$), emotional exhaustion ($r=-.486$, $p<.01$), depersonalization ($r=-.392$, $p<.01$) and reduced personal accomplishment ($r=-.559$, $p<.01$), but positive relationship with job satisfaction ($r=.443$, $p<.01$). It is seen that toxic leadership being the mediator variable of the study has a negative relationship with job satisfaction ($r=-.121$, $p<.05$), but positive relationship with organizational cynicism ($r=.596$, $p<.01$), emotional exhaustion ($r=.261$, $p<.01$) and depersonalization ($r=.284$, $p<.01$). No significant relationship has been found between reduced personal accomplishment ($r=.044$, $p>.05$) and toxic leadership.

Results of four-stage hierarchical regression analysis conducted for the purpose of testing the mediator role of toxic leadership in the relationship between core self-evaluation and job satisfaction, organizational cynicism and the sub-dimensions of burnout are given in Table 2-6.

Table 2.

Summary of Hierarchical Regression Analysis: The Mediating Role of Toxic Leadership Between Core self-evaluation and Job satisfaction

	B	SE	β	ΔR^2	F
Stage 1					
Independent Variable: CSE	.800	.078	.443***	.194	106.187***
Dependent Variable: JS					
Stage 2					
Independent Variable: CSE	-.322	.095	-.160**	.023	11.449**
Dependent Variable: TL					
Stage 3					
Independent Variable: TL	-.109	.043	-.121*	.012	6.457*
Dependent Variable: JS					
Stage 4					
Independent Variable 1: CSE	.785	.079	.435***	.195	53.836***
Independent Variable 2: TL	-.046	.039	-.051		
Dependent Variable: JS					

* $p < .05$ ** $p < .01$ *** $p < .001$; CSE: Core self-evaluation, TL: Toxic leadership, JS: Job satisfaction.

When hierarchical regression analysis results given in Table 2 are examined, it is seen that core self-evaluation has a positive and significant effect ($\beta = .443$, $p < .001$) on job satisfaction at the first stage of the hierarchical regression and it has negative and significant effect ($\beta = -.160$, $p < .01$) on toxic leadership at the second stage. Negative and significant effect ($\beta = -.121$, $p < .05$) of toxic leadership has been found on job satisfaction at the third stage of the analysis. At the fourth stage of the analysis; while core self-evaluation has had a positive and significant effect ($\beta = .435$, $p < .001$) on job satisfaction, it has been found that toxic leadership does not have any significant effect ($\beta = -.051$, $p > .05$) on job satisfaction.

Table 3.

Summary of Hierarchical Regression Analysis: The Mediating Role of Toxic Leadership Between Core self-evaluation and Organizational cynicism

	B	SE	β	ΔR^2	F
Stage 1					
Independent Variable: CSE	-.451	.065	-.314***	.097	47.667***
Dependent Variable: OC					
Stage 2					
Independent Variable: CSE	-.322	.095	-.160**	.023	11.449**
Dependent Variable: TL					
Stage 3					
Independent Variable: TL	.425	.027	.596***	.354	240.120***
Dependent Variable: OC					
Stage 4					
Independent Variable 1: CSE	-.322	.054	-.225***	.402	147.573***
Independent Variable 2: TL	.399	.027	.560***		
Dependent Variable: OC					

* $p < .05$ ** $p < .01$ *** $p < .001$; CSE: Core self-evaluation, TL: Toxic leadership, OC: Organizational cynicism.

When the hierarchical regression analysis results given in Table 3 are examined, it is seen that core self-evaluation has a negative and significant effect ($\beta = -.314$, $p < .001$) on organizational cynicism at the first stage of the hierarchical regression and it has negative and significant effect ($\beta = -.160$, $p < .01$) on toxic leadership at the second stage. Positive and significant effect ($\beta = .596$, $p < .001$) of toxic leadership has been found on organizational cynicism at the third stage of the analysis. At the fourth stage of the analysis; in addition to the fact that toxic leadership has a positive and significant effect ($\beta = .560$, $p < .001$) on organizational cynicism, it is seen that core self-evaluation sustains its negative and significant effect ($\beta = -.225$, $p < .001$) on organizational cynicism. Toxic leadership included in the model as mediator variable has decreased the effect of core self-evaluation on organizational cynicism from the value of $\beta = -.314$, $p < .001$ to the value of $\beta = -.225$, $p < .001$. The analysis results obtained within this frame indicate the partial mediator role of toxic leadership in the relationship between core self-evaluation and organizational cynicism. Whether the mediator effect is statistically significant or not has been calculated with Sobel test and the effect has been concluded to be significant ($z = 3.303$, $p < .001$).

Table 4.

Summary of Hierarchical Regression Analysis: The Mediating Role of Toxic Leadership Between Core self-evaluation and Emotional exhaustion

	B	SE	β	ΔR^2	F
Stage 1					
<i>Independent Variable: CSE</i>	-.766	.066	-.486***	.234	134.430***
<i>Dependent Variable: EE</i>					
Stage 2					
<i>Independent Variable: CSE</i>	-.322	.095	-.160**	.023	11.449**
<i>Dependent Variable: TL</i>					
Stage 3					
<i>Independent Variable: TL</i>	.205	.036	.261***	.066	31.880***
<i>Dependent Variable: EE</i>					
Stage 4					
<i>Independent Variable 1: CSE</i>	-.719	.066	-.456***	.267	80.520***
<i>Independent Variable 2: TL</i>	.148	.033	.188***		
<i>Dependent Variable: EE</i>					

* $p < .05$ ** $p < .01$ *** $p < .001$; CSE: Core self-evaluation, TL: Toxic leadership, EE: Emotional exhaustion.

When the hierarchical regression analysis results given in Table 4 are examined, it is seen that core self-evaluation has a negative and significant effect ($\beta = -.486$, $p < .001$) on emotional exhaustion at the first stage of the hierarchical regression and it has negative and significant effect ($\beta = -.160$, $p < .01$) on toxic leadership at the second stage. Positive and significant effect ($\beta = .261$, $p < .001$) of toxic leadership has been found on emotional exhaustion at the third stage of the analysis. At the fourth stage of the analysis; in addition to the fact that toxic leadership has a positive and significant effect ($\beta = .188$, $p < .001$) on emotional exhaustion, it is seen that core self-evaluation sustains its negative and significant effect ($\beta = -.456$, $p < .001$) on emotional exhaustion. Toxic leadership included in the model as mediator variable has decreased the effect of core self-evaluation on emotional exhaustion from the value of $\beta = -.486$, $p < .001$ to the value of $\beta = -.456$, $p < .001$. The analysis results obtained within this frame indicate the partial mediator role of toxic leadership in the relationship between core self-evaluation and emotional exhaustion. Whether the mediator effect is statistically significant or not has been calculated with Sobel test and the effect has been concluded to be significant ($z = 2.70$, $p < .001$).

Table 5.

Summary of Hierarchical Regression Analysis: The Mediating Role of Toxic Leadership Between Core self-evaluation and Depersonalization

	B	SE	β	ΔR^2	F
Stage 1					
<i>Independent Variable: CSE</i>	-.540	.061	-.392***	.152	79.088***
<i>Dependent Variable: DP</i>					
Stage 2					
<i>Independent Variable: CSE</i>	-.322	.095	-.160**	.023	11.449**
<i>Dependent Variable: TL</i>					
Stage 3					
<i>Independent Variable: TL</i>	.194	.031	.284***	.078	38.035***
<i>Dependent Variable: DP</i>					
Stage 4					
<i>Independent Variable 1: CSE</i>	-.490	.060	-.356***	.200	55.563***
<i>Independent Variable 2: TL</i>	.155	.030	.227***		
<i>Dependent Variable: DP</i>					

* $p < .05$ ** $p < .01$ *** $p < .001$; CSE: Core self-evaluation, TL: Toxic leadership, DP: Depersonalization.

When the hierarchical regression analysis results given in Table 5 are examined, it is seen that core self-evaluation has a negative and significant effect ($\beta = -.392$, $p < .001$) on depersonalization at the first stage of the hierarchical regression and it has negative and significant effect ($\beta = -.160$, $p < .01$) on toxic leadership at the second stage. Positive and significant effect ($\beta = .284$, $p < .001$) of toxic leadership has been found on depersonalization at the third stage of the analysis. At the fourth stage of the analysis; in addition to the fact that toxic leadership has a positive and significant effect ($\beta = .227$, $p < .001$) on depersonalization, it is seen that core self-evaluation sustains its negative and significant effect ($\beta = -.356$, $p < .001$) on depersonalization. Toxic leadership included in the model as mediator variable has decreased the effect of core self-evaluation on depersonalization from the value of $\beta = -.392$, $p < .001$ to the value of $\beta = -.356$, $p < .001$. The analysis results obtained within this frame indicate the partial mediator role of toxic leadership in the relationship between core self-evaluation and depersonalization. Whether the mediator effect is

statistically significant or not has been calculated with Sobel test and the effect has been concluded to be significant ($z=2.83$, $p<.001$).

Table 6.

Summary of Hierarchical Regression Analysis: The Mediating Role of Toxic Leadership Between Core self-evaluation and Reduced personal accomplishment

	B	SE	β	ΔR^2	F
Stage 1					
<i>Independent Variable: CSE</i>	-.583	.041	-.559***	.311	197.584***
<i>Dependent Variable: RPA</i>					
Stage 2					
<i>Independent Variable: CSE</i>	-.322	.095	-.160**	.023	11.449**
<i>Dependent Variable: TL</i>					
Stage 3					
<i>Independent Variable: TL</i>	.194	.031	.044	.000	.851
<i>Dependent Variable: RPA</i>					

* $p<.05$ ** $p<.01$ *** $p<.001$; CSE: Core self-evaluation, TL: Toxic leadership, RPA: Reduced personal accomplishment

When the hierarchical regression analysis results given in Table 6 are examined, it is seen that core self-evaluation has a negative and significant effect ($\beta=-.559$, $p<.001$) on reduced personal accomplishment at the first stage of the hierarchical regression and has negative and significant effect ($\beta=-.160$, $p<.01$) on toxic leadership at the second stage. As it has been found that toxic leadership does not have any significant effect on reduced personal accomplishment ($\beta=.044$, $p>.05$) at the third stage of the analysis, the fourth stage of the analysis has not been proceeded.

The results of the analysis show that toxic leadership has a partial mediating effect in the relationships between core self-evaluation and organizational cynicism, emotional exhaustion and depersonalization. And in addition, toxic leadership does not have any mediator effect in the relationships between core self-evaluation and job satisfaction and between core self-evaluation and reduced personal accomplishment.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

With this study in which toxic leadership has been centered, the mediator role of toxic leadership has been examined in the effect of core self-evaluation on job satisfaction, organizational cynicism and burnout.

As a result of the analyses; in accordance with the previously conducted studies, it has been found that people with high core self-evaluation are exposed to less toxic leader behavior (Kluemper et al., 2019; Neves, 2014; Nevicka et al., 2018, Wu and Hu, 2009; Yan et al., 2017), more satisfied with their job (Attiq et al., 2017; Barač, Prlić, Plužarić, Farčić and Kovačević, 2018; Bono and Judge, 2003; Judge, Locke, Durham and Kluger, 1998; Judge and Bono, 2001; Hirschi, 2011; Hsieh and Huang, 2017; Yan, Yang, Su, Luo and Wen, 2018; Zhang, Wu, Miao, Yan and Peng, 2014) and experience less organizational cynicism (Scott and Zweig, 2016) and burnout (Alarcon et al., 2009; Best, Stapleton and Downey, 2005; Greaves et al., 2017; Haines et al., 2013; Karatepe, 2011; Peng et al., 2016; Zhou et al., 2014). Similarly; the findings showing that the toxic leadership has caused to a decrease in job satisfaction (Mehta and Maheshwari, 2013; Schmidt, 2008; Schmidt, 2014; Schyns and Schilling, 2013; Skogstad et al., 2014) and an increase in the organizational cynicism (Dobbs and Do, 2019; Erkutlu and Chafra, 2017; Gkorezis et al., 2015; Jiang, Chen, Sun, and Yang, 2017; Jiang, Chen, Sun, and Li, 2017) and burnout (Chi and Liang, 2013; Çetinkaya and Ordu, 2018; Gkorezis et al., 2015; Harms et al., 2017; Wu and Cao, 2015; Yagil 2006) coincide with the results of the previous studies.

Analyses conducted regarding the mediator effect, it has been found that toxic leadership does not have any mediator effect in the relationships between core self-evaluation and job satisfaction (Table 2). The main reason for not finding a mediating effect is considered to stem from the limited effect of school managers on the job satisfactions of teachers. The job has five core dimensions as skill variety, task identity, task significance, autonomy and feedback in the job characteristics model revealing the internal factors affecting the job satisfaction (Hackman and Oldham, 1975). Also factors such as, learning opportunity, comparison of the taken fee to other organizations, promotion opportunities, support of the colleagues, additional rewards except for salary, organizational policies and interorganizational relations are specified as the organizational factors affecting job satisfaction (Luthans, 1995). Within this frame; the fact that school managers could affect the aforementioned factors in a limited way within the scope of the authorizations they have is assessed to have caused to not being able to determine the mediator role.

As can be seen in Table 3, 4 and 5, partial mediator effect of toxic leadership has been found in the relationship between core self-evaluation and organizational cynicism, emotional exhaustion and depersonalization. First of all, not being able to find full mediator role between toxic leadership and these variables is considered to stem from other factors affecting the organizational

cynicism and burnout. It is mentioned that the only resource for organizational cynicism and burnout is not the experiences in the organization and the personal traits of the individuals could also cause to organizational cynicism and burnout (Abraham, 2000; Acaray and Yildirim, 2017; Alarcon et al., 2009; Cole et al., 2006). In parallel; the fact that the employees with high core self-evaluation experience less cynicism and burnout due to the fact that they could struggle better with the pressure and stress in the workplace has been revealed with various studies conducted regarding the subject (Best et al., 2005; Greaves et al., 2017; Haines et al., 2013; Karatepe, 2011; Peng et al., 2016; Scott and Zweig, 2016; Zhou et al., 2014).

The findings obtained regarding the mediator role of toxic leadership indicate that the toxic behaviors of the managers lead to cynicism and burnout in teachers, but the highness of the core self-evaluations of teachers decreases the effect of the toxic behaviors on organizational cynicism and burnout. In other words; it could be said that the employees will be able to struggle better with the toxic behaviors of managers if their core self-evaluations are high and they will also experience less cynicism and burnout thanks to the positive evaluations they have.

Finally, the analysis results indicate that toxic leadership does not have any mediator effect on the relationships between core self-evaluation and reduced personal accomplishment (Table 6). The fact that toxic leadership does not have any mediator role in reduced personal accomplishment is considered to be caused by the highness of the core self-evaluation of the teachers within the study group. Positive core self-evaluation decreases the level of exposure to toxic leader behaviors (Kluemper et al., 2019; Neves, 2014; Nevicka et al., 2018, Wu and Hu, 2009; Yan et al., 2017). As the core self-evaluation of the teachers participating in the study are high, it is thought that they are firstly affected less from the toxic behaviors of the managers and this diminishing effect of toxic leadership could not make a significant difference on the personal accomplishment feelings of teachers.

It is considered that significant implications could be made regarding the administrative applications from this study in which the effects of leaders on organizational life have been examined. Study results have shown that the toxic behaviors of the managers have negatively affected some attitudes of the teachers. These negative attitudes developed by the teachers may be determinant in the performances of the teachers and schools towards education. It is harder to hide toxic leadership under today's conditions, employees could explain the negative behaviors of their managers to the public and related units in an easier way by using various interaction tools, mainly as social media and knowledge acquisition centers (Schmidt, 2014). These perceptions possible to occur towards the organization may do harm to the images of the institutions in the society. When the reflections of this situation is considered in terms of the educational organizations, teachers do not want to be assigned to the schools where there are managers displaying negative leader behaviors and parents take this negative image stemming from the manager into consideration during their school selections. The success of the schools not preferred by successful teachers and students in education may be indirectly affected from the negative behaviors of these leaders.

However; it is thought that the negative effects of toxic leadership could be decreased with some intraorganizational precautions to be taken in the educational institutions. By firstly considering the fact that toxic managers have emerged in toxic organizations, it should not be forgotten that institutionally systematic change processes that will prevent toxic leadership are needed (Tavanti, 2011). Methods should be developed to ensure the determination of the candidates prone to showing toxic behaviors in the school manager selection processes (Goldman, 2008; Padilla et al., 2007). In addition; the process of determining the toxic tendencies is not only during the recruitment or initial assignment stage, but also during the task, toxic managers should be determined via the supreme boards or human resources units to be formed within the institution and should be trained when necessary (Goldman, 2008; Padilla et al., 2007). Criteria such as contribution to teacher development, convenience to team work and communication with subordinates should be added to the manager evaluation processes and they should be extended in a way that they will also include the sanctions to be applied to the managers displaying toxic behaviors (Goldman, 2008). Ethical standards should be emphasized in the trainings for managers and the ethical behaviors within the organization should be encouraged with institutional policies in parallel to these trainings (Padilla et al., 2007). Also, safe channels where teachers will be able to report the negative behaviors of the managers should be formed (Goldman, 2008; Lipman-Blumen, 2005; Webster, Brough and Daly, 2014). It should be kept in mind that in organizations lacking effective monitoring and evaluation processes, it will be easier for toxic managers to survive and thrive (Tavanti, 2011).

Moreover; the findings of the study have clearly revealed that the core self-evaluation is an efficient factor not only in the prevention of toxic leadership, but also in decreasing the cynicism and burnout. Especially in cases where organizational precautions for these variables are insufficient, the importance of individual characteristics such as positive core self-evaluation becomes more important (Tavanti, 2011). Within this frame; it is assessed that it will be fruitful to give place to training and applications that will help the development of the core self-evaluations of the teachers in the in-company training plans.

Furthermore; the study has some limitations. The study group consists of only teachers. It is assessed that testing the obtained results with different studies and different samples will contribute to the literature. Findings of the study show that core self-evaluation is an efficient factor on job satisfaction, organizational cynicism and burnout. It is assessed that the analysis of the mediator or moderator effects of core self-evaluation on these variables may help the revelation of the role of the personal traits in the effect of toxic leader behaviors on organizational outputs. In addition, in order to eliminate the negative effects of the cross-sectional nature of the study, it is thought that examining the effects of toxic leadership on these variables with a longitudinal study design will enable the effects of toxic leadership to be better identified.

Research and Publication Ethics Statement

This study complies with research and publication ethics. Ethics committee approval was obtained with the decision of Ankara Yıldırım Beyazıt University (AYBÜ) Ethics Committee dated 23/02/2018 and numbered, 2018-12.

Contribution Rates of Authors to the Article

The authors equally contributed for the article.

Statement of Interest

The authors declare that there is no conflict of interest.

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