The Relations between Student Cynicism and Students' Life Satisfaction

Gamze Kasalak[1]
[1]Akdeniz University

To cite this article:

The Relations between Student Cynicism and Students' Life Satisfaction

Gamze Kasalak[1]*
[1]Akdeniz University

Abstract

The purpose of this study is to determine the relationship between student cynicism and students' life satisfaction. This study is in correlational survey model. The sample of the study consists of 554 Turkish high school students, who were selected by simple random sampling method. Findings show that female students have more cynical attitudes towards their schools than male students. And, female students are less satisfied with their school and living environment but more satisfied with their friends than male students. Students who think about studying at another school have higher levels of student cynicism but lower levels of school satisfaction and living environment satisfaction than those who do not think so. The findings reveal the negative relationships between student cynicism and students' life satisfaction. The strongest relationship has been determined to be between institutional cynicism and reduced sense of school satisfaction. Path analysis indicates that four subscales of student cynicism affect students' life satisfaction. It is possible to examine the premises that lead to the perception of student cynicism and their impacts. For future research, it is recommended to examine the ways to alleviate the negative effects of student cynicism and improve the outcomes.

Key words: Cynicism, Student cynicism, Life satisfaction, Students' Life satisfaction

Introduction

The concept of cynicism, defined in different disciplines of social sciences such as management (Andersson & Bateman, 1997; Bedian, 2007; Brandes, 1997), philosophy (Ulaş, 2002), political sciences (Schyns, Nuus & Dekker, 2004), psychology (Barefoot, Dodge, Peterson, Dahlstrom & Williams, 1989; O'Hair & Cody, 1987), religion (Hançerlioğlu, 1993), and sociology (Goldner, Ritti & Ference, 1977), became popular at the end of the 1980s with the research carried out by Kanter and Mirvis (1989) based on the attribution theory, expectancy theory, affective events theory, social exchange theory, social motivation theory and attitude theory (Brown & Cregan, 2008; Dean, Brandes & Dharwadkar, 1998; Eaton, 2000; Johnson & O'Leary Kelly, 2003; Stanley, 1998). Its reflections on educational organizations, on the other hand, developed in the early 2000s with research conducted on working groups including teachers (James, 2005; Kalağan & Güzeller, 2010; Qian & Daniels, 2008), school administrators (James, 2005), educational supervisors (Arabacı, 2010) and students (Eaton, 2000; Pitre, 2004). Frustration and negative attitudes arising from the expectations that are not (cannot be) fulfilled at the educational institutions of students are defined as student cynicism (Tinto, 1993; Brockway, Carlson, Jones & Bryant, 2002; Zuffo, Maiolo & Cortini, 2013). One of the first studies on how highly the expectations may be related to student cynicism belongs to Becker and Geer (1958). The researchers emphasized that there was a high level of cynicism among medical school students. They stated that students might have a change in their idealistic attitude (By their very nature, students who start medical school are enthusiastic about hoping to learn how to cure diseases and save lives) due to the difficulty of studying at the medical school and as a result they may experience cynicism because of the unrealistically high expectations.

Student cynicism can appear if the student experiences frustration in his own actions and in the actions of others and is deceived by others and has unrealistically high expectations of himself and others (Mirvis & Kanter, 1989). There is also the view that the gap that emerges as a result of the students' expectations of their schools and their perceptions of reality leads to student cynicism (Pitre, 2004). However, students' negative attitudes may result from the experiences they have obtained at the educational institutions they study and the student characteristics (Brockway et al., 2002; Wei, Wang & MacDonald, 2015). It can be argued that student characteristics comprise qualities such as considering others as liars, selfish and indifferent, questioning the

motives of others, being careful and having no confidence in human relations, and feeling offended by the demands placed on them by others (Barefoot, et.al., 1989; Brandes, 1997; O'Hair & Cody, 1987).

Brockway et al. (2002) suggest that student cynicism, which Tinto based on the integration model, consists of a structure composed of academic, social, political and institutional cynicism. Social cynicism emphasizes student perceptions of the social relations between students and the amount and quality of the social activities conducted in the educational institution. Academic cynicism focuses on students' views on the courses they take in the educational process (Zuffo, et.al., 2013). Political cynicism addresses students' cynical attitudes towards the management and executives of the educational institution and the regulations, decisions, adjustments and rules related to the educational institution. Thus, the consistency and effectiveness of the policies applied in educational institutions are examined from the perspectives of students (Brockway et al., 2002; Long, 1977; Wanous, Reichers & Austin, 1994; Zuffo, et.al., 2013). According to Kanter and Mirvis (1989), institutional cynicism, which is the last sub-scale of student cynicism, is about determining the general impressions and the satisfaction level of students about the overall educational environment (Zuffo, et.al., 2013). Therefore, compared to the views in the other sub-scales, the opinions in this sub-scale are emphasized with more general expressions and effects (Brockway et al., 2002).

The relationship between student cynicism and various variables such as burnout (Pociūtė & Pečiūra, 2014; Wei, et.al., 2015), career commitment (Pociūtė & Pečiūra, 2014), professional ethics (Brands, Bronkhorst & Welie, 2011), transformative learning (Duarte, 2010), and life satisfaction (Brockway et al., 2002) is supported by relevant research results. For example, in their study on the American higher education institutions, Brockway et al. (2002) found that student cynicism had significant, negative and low-level relationships with pessimism, life dissatisfaction, and trust in interpersonal relationships. Pociūtė and Pečiūra (2014) revealed that academic cynicism was negatively associated with career commitment and positively with academic burnout. They also noted that academic cynicism was one of the important predictors of academic burnout and career commitment. Wei et.al. (2015) examined the relationship between student cynicism and student burnout in a study on Chinese graduate students. The research findings indicated that policy and social cynicism predicted emotional burnout by 17.7%, and policy, social and institutional cynicism predicted depersonalization by 15.7% and personal accomplishment by 21.5%. Based on all these studies, it can be suggested that student cynicism has negative impact on students' beliefs, feelings and behaviours. Students can mentally or physically retreat from their school and they can be dissatisfied with the decisions taken by the school administration (Brockway et. al., 2002; Zuffo, et.al., 2013). As a result, they may distance from their schools or leave their schools because of their negative attitudes towards their schools (Long, 1977). Therefore, student cynicism can be considered an important predictor of student life satisfaction.

Life satisfaction is defined as one's subjective perception of the extent of his satisfaction with his life as a result of the evaluation of his life (Meulemann, 2001), perception of his well-being and how his life is going, and his hope for the future (Bailey, Eng, Frisch, & Snyder, 2007). According to Diener (1984, p. 550), as one of the components of subjective well-being, life satisfaction is "the cognitive judgments about the individual's life". A student's life satisfaction depends on the student's evaluation of different life domains like satisfaction with his friends, family, school, self and living environment (Huebner, 1994). It is possible to come across various studies that examine the relationships between student cynicism and student life satisfaction (Brockway et al., 2002; Lai, Bond, & Hui, 2007; Neto, 2006; Xie, Chen, Zhang, & Hong, 2011). Brockway et al. (2002) found a significant negative relationship between life satisfaction and policy cynicism (-.34), academic cynicism (-.27), social cynicism (-.29) and institutional cynicism (-.42). In a study conducted with Portugese students, Neto (2006) revealed that social cynicism correlated positively with loneliness (.27) and negatively with self-esteem (-.25). In another study carried out with Chinese students, Lai, et.al. (2007) reported that there were significant negative relationships between social cynicism and life satisfaction (-.33, -.34, -.36) and that 10% of life dissatisfaction was caused by social cynicism. Xie, et.al. (2011) stated that Chinese students felt tense and stressed because they did not believe that their educational environment was supporting their personal development in an effective way, and that this caused them to display negative behaviors in their life related to their educational institutions. In addition, in relevant studies involving cynicism which is regarded as a sub-scale of the burnout concept, there is a negative meaningful relationship between students' life satisfaction scores and cynicism (Atalayin, Balkis, Tezel, Onal, & Kayrak, 2015; Cazan & Năstasă, 2015; Eken, 2018; Gündüz & Akbay, 2013; Okkassov, 2018). In a study conducted on secondary school students, there is a negative relationship between school burnout and friend satisfaction (-.13), family satisfaction (-.28), school satisfaction (-.61) and living environment (-.08) (Öztan, 2014). Thus, they found significant negative relationships between students' life satisfaction and cynical attitudes. Based on all these studies, it has been accepted that there are significant relationships between student cynicism and students' life satisfaction, and that student cynicism is an important predictor of students' life satisfaction. However, a student with a high level of cynicism is believed to

have low life satisfaction. In other words, students' negative attitudes that develop as a result of their unrealistic expectations of their schools and their actual perceptions are expected to adversely affect students' life satisfaction levels.

Although previous studies have revealed relationships between student cynicism and students' life satisfaction, the relationships between the sub-scales of student cynicism and the sub-scales of students' life satisfaction could not be identified. Although there is no research that address the relationship between student cynicism and demographic variables such as gender and age in the literature, research has been conducted on its relationship with student life satisfaction (Farwa, Hussain, Afzal, & Gilani, 2019; Hawi & Samaha, 2017; In, Kim & Carney, 2019; Santos, Sarriera & Bedin, 2019; Zappulla, Pace, Lo Cascio, et al., 2014). However, even though it is possible to find a variety of studies addressing life satisfaction of high school students (Kapıkıran & Şahin, 2012, Koçak & İçmenoğlu, 2012), no studies have been found that centers on student cynicism at high school level. It is important to identify and know the students who display high levels of cynicism and the results of student cynicism at high schools. The reason for this is that the negative opinions of the students who have a cynical attitude act as a catalyst for providing a positive change in the education system (Brockway et al., 2002). Therefore, educational administrators and policy practitioners can consider the possibilities of improving educational institutions and increase their awareness of the problems experienced in the education system. In line with all these explanations, the main purpose of this research is to determine whether student cynicism predicts students' life satisfaction by identifying the relationship between student cynicism and life satisfaction of high school students. In accordance with the main purpose of the research, the following questions were posed:

(1) Does the level of student cynicism differ in accordance with demographic variables (gender and the idea of studying at another school)?
(2) Does the level of students' life satisfaction differ in accordance with demographic variables (gender and the idea of studying at another school)?
(3) Is there a significant relationship between student cynicism and students' life satisfaction?
(4) Do the sub-scales of student cynicism predict the sub-scales of students' life satisfaction?

Method

Research model

This study, which examined the relationships between high school students' student cynicism and life satisfaction, was designed in the correlational survey model. Whether life satisfaction, the dependent variable, was predicted by student cynicism, the independent variable, was examined.

Sample

The target population of the research consists of 489.018 students studying in different high schools in the northwest of Turkey during the academic year 2017–2018. Since it would be impossible to reach all students, the research was conducted on a sample from the target population. "Simple random sampling" method was used while selecting the participants. It was believed that 384 participants, with an error rate of 5%, would be enough to represent the population which included 489.018 participants in total (Balcı, 2005, p. 95). However, it was decided that 600 students would be asked to fill in the questionnaire. A total of 600 students that represented the target population were given the questionnaire and 554 students fully completed the questionnaire. A total of 248 students (45.3%) in the sampling were female, and 299 of them (57.4%) were male. When the class levels were examined, 55 (10%) of the students were in 9th grade, 236 (43.1%) were in 10th grade, 137 (25%) were in 11th grade, and 120 (21.9%) of them were in 12th grade. While 236 students, (42.6%) were thinking about studying at another school, 286 (51.6%) were not. In addition, 76.5 % (n=407) of the students stated that they were satisfied with the schools they studied whereas 23.5 % (n=125) reported that they were not satisfied with their schools.

Measures

The data were collected through a questionnaire comprising three sections: (1) demographic questions, (2) the Cynical Attitudes toward School Scale (CATSS) and, (3) Multidimensional Students' Life Satisfaction Scale (MSLSS).

Cynical Attitudes toward School Scale (CATSS).

In this study, the scale developed by Brockway, et.al. (2002) and adapted by Kasalak and Özcan (2018) was used to determine the cynical attitudes of high school students towards the secondary education institutions they studied. The scale, whose original and adapted version is referred as "Cynical Attitudes toward College Scale (CATCS)", was called "Cynical Attitudes toward School Scale (CATSS)" because the scope of application in this study was the secondary education institutions. The scale was a five-point Likert-type scale [Strongly agree (5), Agree (4), Neither agree nor disagree (3), Disagree (2), and Strongly disagree (1)] made up of four subscales [(i) policy cynicism (sample item: Administrators ask for student input, but then do nothing with it.), (ii) academic cynicism (sample item: The number of courses that I have to take to graduate is reasonable.), (iii) social cynicism (sample item: There are plenty of fun things to do here on school.) and (iv) institutional cynicism (sample item: I would not recommend this place to anyone.)] and 18 items in total. As a result of the explanatory factor analysis performed for this study, the 4th, 8th and 9th items found in the cynical attitudes towards college scale were removed from the scale due to the fact that their factor loadings were different. Consequently, in this study, CATSS consisted of a total of 15 items, nine of which were reversed. The factor loadings of the sub-scales are as follows: (1) PC with the factor loadings in the range of 755-.810, (2) AC with the factor loadings in the range of .505-.733, (3) SC with the factor loadings in the range of .542-817 and (4) IC with the factor loadings in the range of .712-.800. The scale explained 60.40% of total variance as a result of factor analysis, and the proportion of variance explained by each sub-scale was 14.33 for PC, 14.05 for AC, 15.09 for SC and 16.91 for IC. CFA was calculated in order to verify a four-factor structure conforming to the data. Goodness of fit indexes were calculated [$\chi2$= 272.43, sd=84, $\chi2$/sd= 3.24 P<0.001], RMSEA = 0.064, GFI = 0.94, AGFI = 0.91, NFI = 0.90, NNFI= 0.91,and CFI = 0.93]. Kasalak and Özcan (2018) determined the internal consistency coefficient of the scale as α = 0.81; and in this study the Cronbach's alpha coefficients were found to be α = 0.74 for the policy cynicism; α = 0.67 for academic cynicism, α = 0.72 for social cynicism, α = 0.80 for institutional cynicism and α = 0.83 for the overall scale.

Multidimensional Students' Life Satisfaction Scale (MSLSS).

This study employed Multidimensional Students' Life Satisfaction Scale (MSLSS), which was developed by Huebner (1994) and validated and adapted to Turkish by Irmak and Karaüzüm (2008). Thus, it was aimed to determine the life satisfaction levels of secondary school students. The scale was a five-point Likert-type scale [Strongly agree (5), Agree (4), Neither agree nor disagree (3), Disagree (2) ,and Strongly disagree (1)] made up of five subscale [(i) self-satisfaction (Sample item: I like myself.), (ii) school satisfaction (Sample item I feel bad at school.), (iii) family satisfaction (Sample item: I like spending time with my parents.), (iv) living environment satisfaction (Sample item: I wish I lived somewhere else.), and (v) friendship satisfaction (Sample item: My friends are nice to me.)] and 32 items in total. The factor loadings of the sub-scales are as follows: (1) self-satisfaction with the factor loadings in the range of .582-.797, (2) school satisfaction with the factor loadings in the range of .407-.756, (3) family satisfaction with the factor loadings in the range of .734-.835, (4) living environment satisfaction with the factor loadings in the range of .455-717., and (5) friendship satisfaction with the factor loadings in the range of .614-.838. The scale explained 56.29% of total variance as a result of factor analysis, and the proportion of variance explained by each sub-scale was 10.55 , 8.20, 15.93, 8.89, and 12.70, respectively. Irmak and Karaüzüm (2008) calculated the fit index of the model obtained as a result of confirmatory factor analysis as [$\chi2$= 1305.70, $\chi2$/sd=2.8, P<0.001], RMSEA = 0.044, GFI = 0.92, AGFI = 0.91, NFI = 0.94 and CFI = 0.96. Goodness of fit indexes were calculated [$\chi2$= 1428.53, sd=452, $\chi2$/sd= 3.16, P<0.001], RMSEA = 0.063, GFI = 0.86, AGFI = 0.84, NFI = 0.85, NNFI= 0.88 and CFI = 0.89] in this study. Irmak and Karaüzüm (2008) determined Cronbach's alpha coefficients for the five sub-scales as 0.77; 0.78; 0.83; 0.76 and 0.82, respectively. In this study, the Cronbach's alpha for the scale was .89, and the Cronbach's alpha coefficients for the five sub-scales were 0.84; 0.70; 0.92; 0.76 and 0.88, respectively.

Data analysis

In order to determine the effects of gender and the idea of studying at another school on student cynicism and students' life satisfaction, t-tests were conducted. For the analysis of the data which were collected by means of the scales, Pearson r was used for the analysis of the first question and path analysis (structural equation modelling-SEM) was used to analyze the second question. The structural relationships between student cynicism and students' life satisfaction were analyzed by using LISREL 8.53. SEM can be viewed as a comparative technique which is used to assess the relationship between models and other constructed models in order to find out the best fit from the obtained data (Anderson & Gerbing, 1988).

Results and Discussion

The effects of demographic variables

The effects of gender on student cynicism and students' life satisfaction were evaluated by t-test (Table 1).

Table 1. The effects of gender on student cynicism and students' life satisfaction

	Variables	Female (n=247)	Male (n=299)	t	p
Student cynicism	Policy cynicism	3.19	2.98	2.187	.029*
	Academic cynicism	2.96	2.77	2.386	.017*
	Social cynicism	3.44	3.24	2.391	.017*
	İnstitutional cynicism	2.61	2.48	1.469	.142
Students' life satisfaction	Self-satisfaction	3.72	3.81	-1.098	.273
	School satisfaction	2.85	3.02	-2.579	.010*
	Family satisfaction	3.73	3.81	-.962	.336
	Living environment satisfaction	3.19	3.44	-3.362	.001**
	Friendship satisfaction	3.95	3.78	2.044	.041*

It was seen that there was a significant difference between male and female students in terms of their policy cynicism, academic cynicism and social cynicism and school satisfaction, living environment satisfaction and friendship satisfaction. But there was no significant difference between males and females in terms of their institutional cynicism, self satisfaction and family satisfaction. Female students had more cynical attitudes towards their schools than male students. And also, compared to male students, female students were less satisfied with their school (X $_{female}$= 2.85, X $_{male}$= 3.02) and living environment (X $_{female}$= 3.19., X $_{male}$= 3.44) but more satisfied with their friends (X $_{female}$= 3.95, X $_{male}$= 3.78).
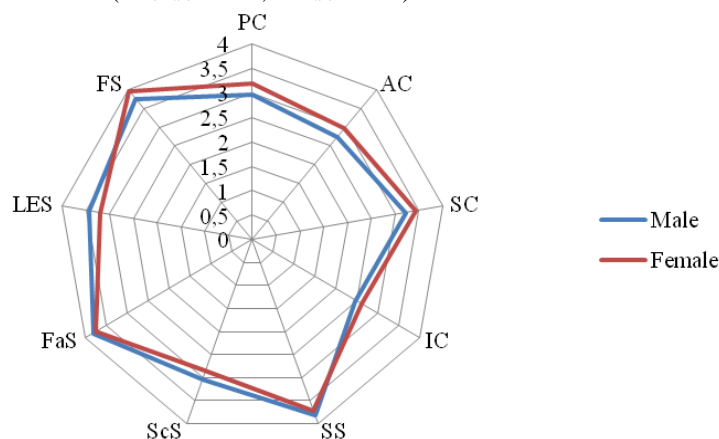

Figure 1. Distribution of the student cynicism and students' life satisfaction scores based on gender

The effects of the idea of studying at another school on student cynicism and students' life satisfaction were analyzed by t-test (Table 2).

Table 2. The effects of the idea of studying at another school on student cynicism and students' life satisfaction

	Variables	Yes (n=236)	No (n=286)	t	p
Student cynicism	Policy cynicism	3.40	2.80	6.469	.000**
	Academic cynicism	3.09	2.66	5.337	.000**
	Social cynicism	3.53	3.16	4.300	.000**
	İnstitutional cynicism	3.07	2.09	12.152	.000**
Students' life satisfaction	Self-satisfaction	3.792	3.793	-.008	.993
	School satisfaction	2.69	3.16	-7.268	.000**
	Family satisfaction	3.73	3.86	-1.387	.166
	Living environment satisfaction	3.22	3.45	-2.840	.005**
	Friendship satisfaction	3.82	3.94	-1.501	.134

The cynical attitudes of the students with the idea of studying at another school were found to be higher in all sub-scales than those of the students who had no idea of studying at another school. In addition, the students who did not consider studying at another school had higher levels of school satisfaction and living environment satisfaction than the ones who were thinking about studying at another school.
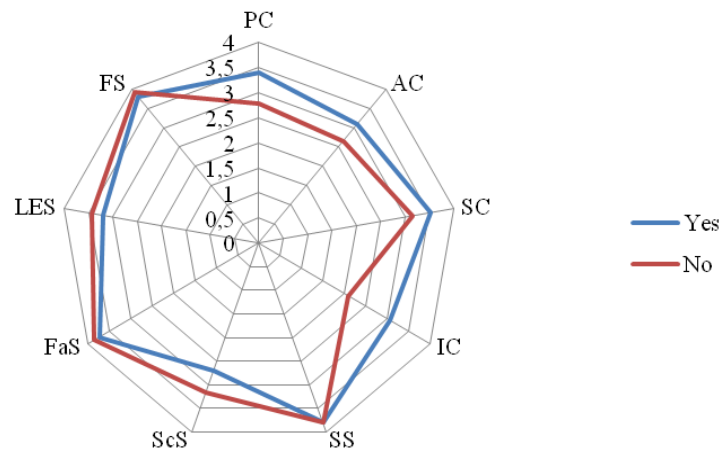

Figure 2. Distribution of the student cynicism and students' life satisfaction scores based on the idea of studying at another school

Descriptive statistics and Correlations

Descriptive statistics were given in the study. In addition, Pearson Moments Multiplication Correlation technique was employed to reveal if there was a meaningful relationship between student cynicism and students' life satisfaction, with regard to the second question in the study and the results are illustrated in Table 3.

Table 3. Descriptive statistics and intercorrelations among research variables

	1	2	3	4	5	6	7	8	9	10	11
1.PC	1										
2. AC	.18*	1									
3.SoC	.26*	.35*	1								
4.IC	.36*	.47*	.37*	1							
5.SC	.60*	.71*	.71*	.79*	1						
6.SS	-.10*	-.20*	-.01	-.15*	-.11*	1					
7.ScS	-.33*	-.34*	-.42*	-.50*	-.56*	.14*	1				
8. FaS	-.06	-.23*	-.09*	-.24*	-.22*	.46*	.18*	1			
9. LES	-.04	-.25*	-.18*	-.21*	-.25*	.31*	.20*	.43*	1		
10. FS	-.03	-.19*	-.07	-.25*	-.20*	.45*	.17*	.42*	.34*	1	
11.MSLS	-.12*	-.36*	-.23*	-.40*	-.41*	.66*	.48*	.78*	.71*	.70*	1
M	3.07	2.86	3.32	2.54	2.94	3.77	2.94	3.77	3.33	3.86	3.51
SD	1.08	.93	.99	1.03	.71	.89	.76	1.05	.89	.92	.61

*p<.01

[1. Policy cynicism (PC), 2. Academic cynicism (AC), 3. Social cynicism (SoC), 4. Institutional cynicism (IC), 5. Student cynicism (SC), 6. Self-satisfaction (SS), 7. School satisfaction (ScS), 8. Family satisfaction (FaS), 9. Living environment satisfaction (LES), 10. Friendship satisfaction (FS), 11. Multiple Students' life satisfaction (MSLS)]

When the mean scores of the students regarding their perceptions of student cynicism were examined, it was seen that the highest mean score belonged to the factor of social cynicism [X=3.32, SD=1.08] and the lowest mean score to the factor of institutional cynicism [X=2.54, SD=1.03]. When the students' perceptions of life satisfaction were taken into account, the highest mean score belonged to the factor of friendship satisfaction [X = 3.86, SS=.92] and the lowest mean score to the factor of school satisfaction [X = 2.94, SS=.76]. The overall life satisfaction levels of secondary school students [X = 3.51, SD= .61] had a higher average than their student cynicism levels [X =2.94, SD=.71].
As seen in Table 3, there is a significant and negative relation (-.18) between the dependent variable "students'

life satisfaction" with their factors and the independent variable "student cynicism". While there were significant, negative and moderate level relationships between SC and ScS (r = -.56), and between SC and SLS (r = -.41); there were significant, negative and low level relationships between SC and SS (r = -.11), between SC and FS (r = -.22,), between SC and LES (r = -.25), and between SC and FS (r = -.20). There were significant, negative and moderate level relationships between SLS and AC (r = -.36), between SLS and IC (r = -.40) and between SLS and SC (r = -.41). There were significant, negative and low level relationships between SS and PC (r = -.10), between SS and AC (r = -.20) and between SS and IC (r = -0.15). There were significant, negative and moderate level relationships between ScS and PC (r = -.33), between ScS and AC (r = -.34), between ScS and SoC (r = -.42) and between ScS and IC (r = -.50). There were significant, negative and low level relationships between FaS and AC (r = -.23), between FaS and SoC (r = -.09) and between FaS and IC (r = -.24). There were significant, negative and low level relationships between LES and AC (r = -.25), between LES and SoC (r = -.18) and between LES and IC (r = -.21).

Path analysis

Regarding the third research question, path analysis was conducted to find out the extent to which independent variable(s) that is the subscales of student cynicism predicted the dependent variables of students' life satisfaction. In the all models, all paths are significant, and the Fit indexes are acceptable (Kline, 2005) (Table 4).

Table 4. Path analysis for prediction of students' life satisfaction by student cynicism

Dependent variable	Independent variable(s)			β	t	Full model R^2	
Self-satisfaction (Model 1)	Policy cynicism*			-.23	3.64	.9±	
	Academic cynicism*			-.17	-2.18		
	Institutional cynicism*			-.18	-2.16		
	$\chi2$	sd	$\chi2/sd$	RMSEA	GFI	AGFI	NNFI	CFI
	415.27	161	2.59	.053	.93	.91	.92	.93
School satisfaction (Model 2)	Policy cynicism*			-.14	-2.37	.41±	
	Social cynicism*			-.25	-4.31		
	Institutional cynicism*			-.41	-5.99		
	$\chi2$	sd	$\chi2/sd$	RMSEA	GFI	AGFI	NNFI	CFI
	732.86	200	3.66	.069	.89	.87	.84	.86
Family satisfaction (Model 3)	Academic cynicism*			-.15	-1.98	.9±	
	Institutional cynicism*			-.19	-2.59		
	$\chi2$	sd	$\chi2/sd$	RMSEA	GFI	AGFI	NNFI	CFI
	600.32	201	2.98	.060	.91	.89	.92	.93
Living environment satisfaction (Model 4)	Academic cynicism*			-.38	-6.21	.15±	
	$\chi2$	sd	$\chi2/sd$	RMSEA	GFI	AGFI	NNFI	CFI
	647.72	202	3.20	.063	.90	.88	.83	.88
Friendship satisfaction (Model 5)	Institutional cynicism*			-.29	-5.65	.8±	
	$\chi2$	sd	$\chi2/sd$	RMSEA	GFI	AGFI	NNFI	CFI
	499.12	182	2.74	.056	.92	.90	.89	.93

Considering standard regression coefficients (path estimates) of the model, it can be argued that the effect of the sub-scales that make up student cynicism on students' self, school, family, living environment and friendship satisfaction is significant and negative. In model 1, policy cynicism (β=-.23), academic cynicism (β=-.17) and institutional cynicism (β=-.18) explained 9% of the variance in self-satisfaction. In model 2, policy cynicism (β=-.14), social cynicism (β=-.25) and institutional cynicism (β=-.41) explained 41 % of the variance in school satisfaction. In model 3, academic cynicism (β=-.15) and institutional cynicism (β=-.19) explained 9% of the variance in family satisfaction. In model 4, academic cynicism (β=-.38) explained 15% of the variance in living environment satisfaction. In model 5, institutional cynicism (β=-.29) explained 8% of the variance in friendship satisfaction.

Conclusion and Discussion

In the study, the students' social cynicism levels were determined to be higher than the other sub-scales of student cynicism. This finding corresponds to the research findings of Wei et.al. (2015). In the national literature, it is observed that students' perceptions of their schools are addressed through metaphors (Saban,

2008; Özdemir, 2012; Özdemir & Akkaya, 2013). In a study by Saban (2008), schools are described by students with the metaphors "prison", "hippodrome", "cage" and "a boring place" and with the theme "school as the center of discipline and control" because schools are the symbol of power and authority, obedience to school rules is obligatory, and it is a place that must be abandoned as soon as possible. In a study which addresses students' perceptions of school in the sub-scales of "a place of protection- development", "a place of pressure" and "home", Özdemir (2012) indicates that final year students at high school and the students that belong to high-income group perceive their school as a place of pressure more. In a study by Özdemir and Akkaya (2013), students use the metaphor of "prison" many times while defining their schools, and state that their school do not allow them freedom and they perceive it as a place to be abandoned as soon as possible. All these research findings implicitly indicate that some students have a negative attitude towards their schools and that their schools are perceived as a place of pressure. In addition, in the study female students have higher levels of policy cynicism, academic cynicism and social cynicism than male students. The reason for this can be explained by the view of Salmela-Aro, Kiuru and Nurmi (2008) who express that female students who are in the process of transition to a higher education institution might perceive the educational environment as more competitive, evaluate the educational environment more negatively and react to it.

While friendship satisfaction, which is one of the sub-scales of student satisfaction, was perceived at the highest level, school satisfaction was perceived at the lowest level. In the studies carried out by Gilman, Huebner, Tian, Park, O'Byrne, Schiff, Sverko and Langknecht (2008) on US, Ireland and S. Korean 7th-12th grade students, by Moore, Huebner and Hills (2012) on American secondary school students and by Gedutienė and Lukšaitė-Samaitienė (2018) on Lithuanian 5th-12th grade students, it is revealed that students perceive friend satisfaction at the highest level and school satisfaction at the lowest level. Therefore, the findings of these studies support the findings of this research. In addition, the findings of the present study are in line with those of Gilman, Ashby, Sverko, Florell & Varjas (2005), Karababa (2018) and Yıldırım and Önder (2018) indicating that the sub-scale of friend satisfaction is perceived at the highest level. However, it contradicts the research findings of Irmak and Karaüzüm (2008) and Seligson, Huebner, and Valois (2005). This result obtained from the research can be explained by students' attaching importance to friendship satisfaction by age. Although different results have been obtained among the sub-scales of students' life satisfaction at the highest level, it is observed that the lowest level is mostly related to school satisfaction (Gilman, et.al. 2008; Guzmán, Green, Oblath & Holt, 2019; Jovanovic & Zuljevic, 2013; Irmak & Karaüzüm, 2008; Seligson et al., 2005; State & Kern, 2017; Yıldırım & Önder, 2018). When students do not feel happy in the school, their opinions about the school are not positive, and they are not satisfied with the school activities and school life, the fact that their school satisfaction level is low can lead to such a result. In the research, it was also revealed that female students had higher friendship satisfaction levels than male students, and male students had higher satisfaction levels in school and living environment compared to female students. It can be stated that female students' friendship satisfaction levels and male students' school satisfaction levels are high due to the fact that women's perspectives on work life and work are relationship-oriented and men's perspectives are success-oriented (Lambert, 1991).

In the study, a significant negative relationship was obtained between the sub-scales of student cynicism (the independent variables) and the sub-scales of students' life satisfaction (the dependent variables). This finding is supported by the research findings of Mehdinezhad (2015), which reveal a significant negative relationship between the life satisfaction of students aged 13 and 15 and their cynicism attitudes. This result obtained from the research can be interpreted in a way that the students who perceive organizational cynicism at a higher level will have lower level of overall life satisfaction, school satisfaction, family satisfaction, living environment satisfaction and friendship satisfaction. The increase in students' negative attitudes towards their schools may adversely affect all components of student life. Therefore, students' life satisfaction may decrease. Nevertheless, a student who has turned towards his/her career goal by being entitled to receive high school education can perceive his/her school not only as an educational institution but as an institution that prepares him/her for life in many aspects such as academic, social, mental and career. The fact that the students have high expectations and the schools are not at a level to meet the expectations of the students can lead to disappointment and cynical attitudes towards schools. Therefore, deviations occur in the goals of a student with frustration and cynical attitude towards his school (Brockway et al., 2002). The student's deviations from his goals may also cause dissatisfaction with his school.

In the first model, which was developed to determine the direct effect of the sub-scales of student cynicism on self-satisfaction, it was found that the three sub-scales that make up student cynicism (policy cynicism, academic cynicism and institutional cynicism) were the negative predictors of self-satisfaction. Accordingly, the self-satisfaction level of students with a high level of policy cynicism, academic cynicism and institutional cynicism may decrease. This result indicates that self-dissatisfaction results from the frustration and negative

beliefs deriving from the expectations held for the future. This result is also consistent with the research findings of Chen, et.al. (2016) and Lai, et.al. (2007) examining the relationship between self-esteem and cynicism.

In the second model, which was established to determine the direct effect of the sub-scales of student cynicism on school satisfaction; policy cynicism, social cynicism, and institutional cynicism were found to be the negative predictors of school satisfaction. This result of the study is consistent with the opinion of Li, Zhou and Leung (2011) indicating that individuals who have high social cynicism have less satisfactory social networks due to their competitive stance. Singelis, Hubbard, Her, and An (2003) suggest that social cynicism is negatively correlated with interpersonal trust. Wei, et.al. (2015) also argue that student cynicism decreases personal success. Parker, Dipboye and Jackson (1995) maintains that cynical attitudes lead to a decrease in trust and poor intergroup collaboration. Accordingly, a student who does not recommend his school to anybody, and has a negative attitude towards the school administration and the social areas of the school may not be expected to enjoy being in his school and take pleasure in school activities. Showing no interest in the social environment of the school, losing interest in school activities, and having negative attitudes towards school life and studying may cause school dissatisfaction. For this reason, it may be useful to make attempts to prevent student cynicism in order to increase students' school satisfaction.

In the third model, which was established to determine the direct effect of the sub-scales of student cynicism on family satisfaction; academic cynicism and institutional cynicism were determined to be the negative predictors of family satisfaction. Accordingly, a student who is not happy because he has won the school where he is educated may cause dissatisfaction in the family. This can be explained by the fact that one of the important factors affecting the occupational and educational preferences of students in Turkey is families (Aşık, 2008; Aytekin, 2005; Bacanlı, 2008; Özyürek & Atıcı, 2002; Vurucu, 2010). Since one of the most important determinants of the school where the student is going to study is the family, the student can attribute the reason of the negativity related to the school to the family. Therefore, family dissatisfaction can be explained by student cynicism.

In the fourth model, academic cynicism was found to be a negative predictor of living environment satisfaction; and in the fifth model, institutional cynicism was determined to be a negative predictor of friendship satisfaction. Accordingly, life satisfaction of a student who gets the grades he deserves academically in exams in his school and thinks that these grades accurately reflect his academic qualifications may follow a positive course. The student may be expected to be satisfied with his living environment and friends by having positive attitudes as a result of being exposed to fair behaviors at the school. This finding of the study is in line with the research findings of Capri, Ozkendir, Ozkurt and Karakus (2012) and Cazan and Năstasă (2015) indicating that there is a negative relationship between self-efficacy, life satisfaction and cynicism.

In the light of all these results, this study, which examines the relationship between the variables of student cynicism and students' life satisfaction, is expected to contribute to the related literature. When the literature is examined, it is seen that research on student cynicism is discussed within the context of students of higher education institutions studying in the fields of psychology (Brockway et al., 2002), health (Brands, et.al. 2011; Kopelman, 1983; Morris & Sherlock, 1971), army (Pitre, 2004) and management (Duarte, 2010). These studies also aim to reveal how student cynicism is a common phenomenon among higher education institutions. The cynicism attitudes of students studying at educational levels other than higher education institutions were examined as a sub-scale of school burnout (Salmela-Aro & Tynkkynen, 2012; Tuominen-Soini & Salmela-Aro, 2014) and research in the context of academic, policy, social and institutional cynicism has not been found.

In the national literature, there is no research on student cynicism except the introduction of the Cynical Attitudes towards College scale developed by Brockway et.al. (2002) in order to determine the negative attitudes of students towards their university (Kasalak & Özcan, 2018). In addition, although there is research conducted on organizational cynicism and its types, the correlational studies that address student cynicism in the national and international literature are limited (Brands et.al., 2011; Duarte, 2010; Pociūtė & Pečiūra, 2014; Wei, et.al., 2015). Therefore, it is considered important for the generalizability of research findings to conduct student cynicism research in schools with different educational levels and reconduct the correlational studies. Conducting the research at a secondary education institution will make an important contribution to the literature and provide an understanding of the social dynamics in secondary education institutions. Finally, it is possible to examine the premises that lead to the perception of student cynicism and their impacts. For future research, it is recommended to examine the ways to alleviate the negative effects of student cynicism and improve the outcomes.

References

Andersson, L. M., & Bateman, T. S. (1997). Cynicism in the workplace: Some causes and effects. *The Journal of Organizational Behavior, 18*(5), 449-469.

Anderson, J.C & Gerbing, D.W. (1988). Structural equation modeling in practice: A review of recommended two-step approach, *Psychological Bulletin 103*(3), 411-423, doi: 10.1037/0033-2909.103.3.411.

Arabacı, İ. B. (2010). The effects of depersonalization and organizational cynicism levels on the job satisfaction of educational inspectors. *African Journal of Business Management, 4*(13), 2802-811.

Aşık, T. (2008). *İlköğretimde yöneltme öneri formu uygulamasının öğrencilerin okul alan seçiminde etkilerinin belirlenmesi* [*Applications of orientation proposal forms? Effects on primary school students? chooses of educational type and educational field*]. (Unpublished Master Thesis). Çukurova University Graduate School of Social Sciences, Adana.

Atalayin, C., Balkis, M., Tezel, H., Onal, B., & Kayrak, G. (2015). The prevalence and consequences of burnout on a group of preclinical dental students. *European journal of dentistry*, *9*(3), 356-363.

Aytekin, A. (2005). *Meslek seçimini etkileyen sosyo-ekonomik ve kültürel faktörler (Isparta örneği) etiketler.* [*Socio-economic and cultural factors affecting to choose professions (The case study of Isparta)*] (Unpublished Master Thesis). Süleyman Demirel University Graduate School of Social Sciences, Isparta.

Bacanlı, F. (2008). *Career decision-making difficulties of Turkish adolescents*. Paper presented at Counseling International Perspective: Global Demands and Local Needs, Bahçeşehir University, İstanbul, Turkey, April 25-27.

Bailey, T. C., Eng, W., Frisch, M. B., & Snyder, C. R. (2007). Hope and optimism as related to life satisfaction. *The Journal of Positive Psychology, 2*(3), 168-175. http://dx.doi.org/10.1080/17439760701409546.

Balcı, A. (2005). *Sosyal bilimlerde araştırma: Yöntem, teknikler ve ilkeler[Research in social sciences: Methods, techniques and principles]*. Ankara: PegemA Publishing.

Barefoot, J. C., Dodge, K. A., Peterson, B. L., Dahlstrom, W. G., & Williams, R. B. (1989). The Cook-Medley Hostility scale: Item content and ability to predict survival. *Psychosomatic Medicine, 51*(1), 46-57. http://dx.doi.org/10.1097/00006842-198901000-00005.

Becker, H.S., & Geer, B. (1958). The fate of idealism in medical school. *American Sociological Review, 23*, 50-56

Bedian, A. (2007). Even if the Tower is "Ivory", It isn't "White": Understanding the consequences of faculty cynicism. *Academy of Management Learning and Education, 6(*1), 9-32.

Brands, W. G., Bronkhorst, E. M., & Welie, J. V. (2011). Professional ethics and cynicism amongst Dutch dental students. *European Journal of Dental Education, 15*(4), 205-209. doi: 10.1111/j.1600-0579.2010.00657.x.

Brandes, P. M. (1997). *Organizational cynicism: Its nature, antecedents, and consequences*. Unpublished Doctoral Dissertation, The University of Cincinnati, Ohio.

Brockway, J. H., Carlson, K. A., Jones, S. K., & Bryant, F. B. (2002). Development and validation of a scale for measuring cynical attitudes toward college. *Journal of Educational Psychology, 94*(1), 210-224. http://dx.doi.org/10.1037/0022-0663.94.1.210.

Brown, M., & Cregan, C. (2008). Organizational change cynicism: The role of employee involvement. *Human Resource Management, 47*(4), 667-686.

Capri, B., Ozkendir, O.M., Ozkurt, B. & Karakus, F. (2012). General self-efficacy beliefs, life satisfaction and burnout of university students. *Procedia - Social and Behavioral Sciences, 47*, 968-973. doi: 10.1016/j.sbspro.2012.06.765.

Cazan, A. M., & Năstasă, L. E. (2015). Emotional intelligence, satisfaction with life and burnout among university students. *Procedia - Social and Behavioral Sciences, 180*, 1574- 1578. https://doi.org/10.1016/j.sbspro.2015.02.309

Chen, S. X., Lam, B. C. P., Wu, W. C. H., Ng, J. C. K., Buchtel, E. E., Guan, Y., & Deng, H. (2016). Do people's world views matter? The why and how. Journal of Personality and Social Psychology, 110(5), 743-765. http://dx.doi.org/10.1037/pspp0000061.

Dean Jr, J. W., Brandes, P., & Dharwadkar, R. (1998). Organizational cynicism. *The Academy of Management Review, 23*(2), 341- 352

Diener, E. (1984). Subjective well-being. *Psychological Bulletin, 95*(3), 542-575.http://dx.doi.org/10.1037/0033-2909.95.3.542.

Duarte, F. (2010). Addressing student cynicism through transformative learning. *Journal of University Teaching and Learning Practice, 7*(1), 1-15.

Eaton, J. A. (2000). *A social motivation approach to organizational cynicism*, Unpublished Master's thesis, York University, Toronto, Ontario.

Eken, O. (2018). *Anksiyetenin yaşam doyumu üzerindeki etkisinde tükenmişliğin aracı rolü* [*The effect of anxiety on life satisfaction: The mediator role of burnout*]. (Unpublished Master Thesis), Beykent University Graduate School of Social Sciences, İstanbul.

Farwa, U., Hussain, M., Afzal, M., & Gilani, S. A. (2019). The Role of age, gender and socio-economic status in self-esteem and life satisfaction of nursing students, *Journal of Health, Medicine and Nursing, 62*, 178-186, doı: 10.7176/JHMN.

Gedutienė, R., & Lukšaitė-Samaitienė, I. (2018). Psychometric properties of Lithuanian version of multidimensional students' life satisfaction scale. *Educational Psychology*, *29*, 5-22.

Gilman, R., Ashby, J. S., Sverko, D., Florell, D., & Varjas, K. (2005). The relationship between perfectionism and multidimensional life satisfaction among Croatian and American youth. *Personality and Individual Differences, 39*(1), 155-166. http://dx.doi.org/10.1016/j.paid.2004.12.014.

Gilman, R., Huebner, E.S., Tian, L., Park, N., O'Byrne, J., Schiff, M., Sverko, D., & Langknecht, H. (2008). Cross-national adolescent multidimensional life satisfaction reports: Analyses of mean scores and response style differences. *Journal of Youth and Adolescence, 37*(2), 142-154. http://dx.doi.org/10.1007/s10964-007-9172-8.

Goldner, F. H., Ritti, R. R., & Ference, T. P. (1977). The production of cynical knowledge in organizations. *American Sociological Review, 42*(4), 539-551.

Guzmán, J., Green, J. G., Oblath, R., & Holt, M. K. (2019). Life satisfaction mediates the association between mental health risk and perceptions of school functioning among children and adolescents. *Contemporary School Psychology*, 1-11.

Hançerlioğlu, O. (1993). *Dünya inançları sözlüğü* [*World beliefs dictionary*]. İstanbul: Remzi Publishing.

Hawi, N. S., & Samaha, M. (2017). The relations among social media addiction, self-esteem, and life satisfaction in university students. *Social Science Computer Review, 35*(5), 576-586. http://dx.doi.org/10.1177/0894439316660340

Huebner, E. S. (1994). Preliminary development and validation of a multidimensional life satisfaction scale for children. *Psychological Assessment, 6*(2), 149-158. http://dx.doi.org/10.1037/1040-3590.6.2.149

In, H., Kim, H., & Carney, J. V. (2019). The relation of social skills and school climate of diversity to children's life satisfaction: The mediating role of school connectedness. *Psychology in the Schools*, 1023–103. DOI: 10.1002/pits.22247

Irmak, S., & Kuruüzüm, A. (2009). Turkish validity examination of the multidimensional students' life satisfaction scale. *Social Indicators Research, 92*(1), 13-23. doı:10.1007/s11205-008-9284-x

James, M. S. L. (2005). *Antecedents and consequences of cynicism in organizations: An examination of the potential positive and negative effects on school systems*. (Unpublished Doctoral dissertation). The Florida State University, Florida.

Johnson, J. L., & O'Leary-Kelly, A. M. (2003). The effects of psychological contract breach and organizational cynicism: Not all social exchange violations are created equal. *Journal of Organizational Behavior, 24*(5), 627-647

Jovanovic, V., & Zuljevic, D. (2013). Psychometric evaluation of the Serbian version of the multidimensional students' life satisfaction scale, *Social Indicators Research, 110* (1), 55–69 DOI: 10.1007/s11205-011-9916-4.

Kalağan, G., & Güzeller, C. O. (2010). Öğretmenlerin örgütsel sinizm düzeylerinin incelenmesi [The Organizational cynicism levels of the teachers]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 27*, 83-97.

Kanter, D. L., & Mirvis, P. H. (1989). *The cynical Americans: Living and working in an age of discontent and disillusion*. San Francisco: Jossey-Bass.

Kapıkıran Ş., & Yağcı U. (2012). Loneliness and life satisfaction of adolescents: the mediator and moderator role of playing musical ınstruments and joining a band, *Elementary Education Online, 11*(3), 738-747.

Karababa, A. (2018). The relationship between adaptive-maladaptive perfectionism and life satisfaction among secondary school students. *Research on Education and Psychology (REP), 2*(2), 166-175.

Kasalak, G. & Özcan, M. (2018). Student cynicism: A study of adaptation, validity and reliability of cynical attitudes toward college scale, *Journal of Higher Education and Science, 8(*1), 127-135. doi: 10.5961/jhes.2018.255

Kline, T.J.B. (2005). *Psychological testing: A practical approach to design and evaluation*. Sage Publications, Thousand Oaks, CA.

Koçak, R. & İçmenoğlu E. (2012), Emotional ıntelligence and creativity as predictors of life satisfaction among gifted students. *Turkish Psychological Counseling and Guidance Journal, 4*(37), 73-85.

Kopelman, L. (1983). Cynicism among medical students. *Jama, 250*(15), 2006-2010. doi:10.1001/jama.1983.03340150048025

Lai, J. H.-W., Bond, M. H., & Hui, N. H.-H. (2007). The role of social axioms in predicting life satisfaction: A longitudinal study in Hong Kong. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 8*(4), 517-535. http://dx.doi.org/10.1007/s10902-006-9029-y.

Lambert, S. J. (1991). The combined effects of job and family characteristics on the job satisfaction, job involvement, and intrinsic motivation of men and women workers. *Journal of Organizational Behavior, 12*(4), 341-363. http://dx.doi.org/10.1002/job.4030120408

Li, F., Zhou, F., & Leung, K. (2011). Expecting the worst: Moderating effects of social cynicism on the relationships between relationship conflict and negative affective reactions. *Journal of Business and Psychology, 26*(3), 339-345. http://dx.doi.org/10.1007/s10869-010-9192-3

Long, S. (1977). Academic disaffection and the university student. *Educational Studies, 3*(1), 67-79. http://dx.doi.org/10.1080/0305569770030106.

Mehdinezhad, V. (2015). Students' satısfactıon wıth lıfe and ıts relatıon to school burnout. *Bulgarian Journal of Science and Education Policy (BJSEP), 9*(2), 254-265.

Meulemann, H. (2001). Life satisfaction from late adolescence to mid-life: The impact of life success and success evaluation on the life satisfaction of former gymnasium students between the ages 30 and 43. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 2*(4), 445-465. http://dx.doi.org/10.1023/A:1013990011655.

Moore, P. M., Huebner, E. S., & Hills, K. J. (2012). Electronic bullying and victimization and life satisfaction in middle school students. *Social Indicators Research*, *107*(3), 429-447.

Morris, R. T., & Sherlock, B. J. (1971). Decline of ethics and the rise of cynicism in dental school. *Journal of health and social behavior, 12*(4), 290-299.

Neto, F. (2006). Dimensions and correlates of social axioms among a Portuguese sample. *Individual Differences Research, 4*(5), 340-351.

O'Hair, D., & Cody, M. J. (1987). Machiavellian beliefs and social influence. *Western Journal of Speech Communication, 51*(3), 279-303. http://dx.doi.org/10.1080/10570318709374272

Okkassov, G. (2018). *Okul tükenmişliği ile algılanan sosyal destek ve yaşam doyumu arasındaki ilişkinin incelenmesi [Analysis of the relationship between perceived social support and life satisfaction with school burnout]*. (Unpublished Master Thesis). Atatürk University Graduate School of Education Sciences, Erzurum.

Özdemir, M. (2012). Examination of high school students' metaphorical school perceptions in terms of various variables, *Eğitim ve Bilim, 37*(163), 96-169.

Özdemir S., & Akkaya E. (2013). Genel lise öğrenci ve öğretmenlerinin okul ve ideal okul algılarının metafor yoluyla analizi [The analysis of secondary school students' and teachers' mental images of school and ideal school by using metaphor]. *Kuram ve Uygulamada Eğitim Yönetimi, 19*(2), 295-322.

Öztan, S. (2014). *Ortaokul 6.7.8. sınıf öğrencilerinin okul tükenmişliklerinin yaşam doyumları ve benlik kurgusu algıları açısından incelenmesi [The analysis of the effect of the sixth, seventh and eighth grade secondary school students life satisfaction and the perception of self- construal on the school burnout]*. (Unpublished Master Thesis). İstanbul Arel University Graduate School of Social Sciences, İstanbul.

Özyürek, R. & Atıcı, M. K. (2002). Üniversite öğrencilerinin meslek seçimi kararlarında kendilerine yardım eden kaynakların belirlenmesi [Recruitment of resources to assist them in university career decisions]. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 2*(17), 33-42.

Qian, Y., & Daniels, T. D. (2008). A communication model of employee cynicism toward organizational change. *Corporate Communication: An International Journal, 13*(3), 319-332.

Parker, C. P., Dipboye, R. L., & Jackson, S. L. (1995). Perceptions of organizational politics: An investigation of antecedents and consequences. *Journal of Management, 21*(5), 891-912. http://dx.doi.org/10.1177/014920639502100505

Pociūtė, B., & Pečiūra, Ž. (2014). Studentų akademinio cinizmo raiškos studijose sąsajos su akademiniu perdegimu ir ĳsipareigojimu profesĳai [Students' cynical attitude towards studyıng and ıts relatıonshıp wıth career commitment and academic burnout]. *Acta Paedagogica Vilnensia, 32*, 99-115. https://doi.org/10.15388/ActPaed.2014.32.7391

Pitre, L. J. (2004). *Organizational cynicism at the united states naval academy: an exploratory study*. Unpublished Master Thesis, Naval Postgraduate School, California, USA

Saban, A. (2008). Okula ilişkin metaforlar [Metaphors about school]. *Educational Administration: Theory and Practice, 14*(3), 459-496.

Salmela-Aro, K., Savolainen, H., & Holopainen, L. (2009). Depressive symptoms and school burnout during adolescence: Evidence from two cross-lagged longitudinal studies. *Journal of Youth and Adolescence, 38*(10),1316–1327. doi: 10.1007/s10964-008-9334-3.

Salmela-Aro, K., & Tynkkynen, L. (2012). Gendered pathways in school burnout among adolescents. *Journal of adolescence, 35*(4), 929-939. http://dx.doi.org/10.1016/j.adolescence.2012.01.001

Santos, B. R., Sarriera, J. C., & Bedin, L. M. (2019). Subjective well-being, life satisfaction and interpersonal relationships associated to socio-demographic and contextual variables. *Applied Research in Quality of Life*, *14*(3), 819-835.

Schyns, P., Nuus, M., & Dekker, H. (2004). *A conceptual and empirical evaluation of political cynicism.* Paper prepared for presentation at the 'politicologenetmaal', Antwerp, Belgium (May 27-28, 2004). Retrieved from http://www.politologischinstituut.be/ PE2004/documents/11SchynsNuusDekker.pdf

Seligson, J. L., Huebner, E. S., & Valois, R. F. (2005). An investigation of a brief life satisfaction scale with elementary school children. Social Indicators Research, 73(3), 355-374. http://dx.doi.org/10.1007/s11205-004-2011-3.

Singelis, T. M., Hubbard, C., Her, P., & An, S. (2003). Convergent validation of the Social Axioms Survey. *Personality and Individual Differences, 34*(2), 269-282. http://dx.doi.org/10.1016/S0191-8869(02)00043-0

Stanley, D. J. (1998). *Employee cynicism about organizational change: Development and validation of a measure*, Unpublished Master's thesis, University of Western Ontario, Ontario.

State, T. M., & Kern, L. (2017). Life satisfaction among high school students with social, emotional, and behavioral problems. *Journal of Positive Behavior Interventions, 19*(4), 205–215. https://doi.org/10.1177/1098300717714573.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: Chicago University Press.

Tuominen-Soini, H., & Salmela-Aro, K. (2014). Schoolwork engagement and burnout among Finnish high school students and young adults: Profiles, progressions, and educational outcomes. *Developmental psychology, 50*(3), 649-662. doi: 10.1037/a0033898.

Ulaş, S. E. (2002). *Felsefe sözlüğü [Dictionary of philosophy]*. Ankara: Bilim and Sanat Publishing.

Xie , Q. , Chen , X. P. , Zhang , J. F. , & Hong , X. L. (2011). Relationship between college students' cynicism and satisfaction with life: the moderating effects of social support. *Psychological Development and Education, 2*, 181 - 187 .

Vurucu, F. (2010). *Meslek lisesi öğrencilerinin meslek seçimi yeterliliği ve meslek seçimini etkileyen faktörler* [*Occupational choice capability of students in vocational schools and factors affecting their occupational choice]*. (Unpublished Master Thesis), Yeditepe University Graduate School of Social Sciences, İstanbul.

Wanous, J. P., Reichers, A. E., & Austin, J. T. (1994). Organizational cynicism: An initial study. Academy of Management Best Papers Proceedings, 269–273.

Wei, X., Wang, R., & Macdonald, E. (2015). Exploring the relations between student cynicism and student burnout. *Psychological Reports, 117*(1), 103-115. http://dx.doi.org/10.2466/14.11.PR0.117c14z6

Yıldırım, S.Y. & Önder, F.C. (2018). Emotional intelligence and parental attitudes as predictors of high school students' life satisfaction. *International Online Journal of Educational Sciences, 10*(1), 88 – 104.

Zappulla, C., Pace, U., Lo Cascio, V. et al. (2014). Factor structure and convergent validity of the long and abbreviated versions of the multidimensional students' life satisfaction scale in an Italian sample, *Social Indicators Research, 18*(1), 57-69. https://doi.org/10.1007/s11205-013-0418-4

Zuffo, R. G., Maiolo, M. E., & Cortin, M. (2013). Student cynicism: An Initial Italian validation of C. A. T. C. S. (Cynical attitudes toward college scale). *Procedia-Social and Behavioral Science, 84*, 283 – 287.