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MANAGEMENT OF ORGANISATIONAL CYNICISM AS PREDICTOR OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN IMO STATE

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ABSTRACT

The study investigated the management of organisational cynicism as predictor of teachers' job effectiveness in public secondary schools in Imo State. The descriptive survey research design was adopted for the study. The population of the study consisted of 5,318 teachers while 3,243 teachers were used as the sample size of the study. Two research questions and two hypotheses guided the study. The instrument that was used to elicit responses was a 15-item structured questionnaire titled, "Management of Organisational Cynicism as Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Imo State Questionnaire, MOCPTJEPSSISQ". The instrument was validated lay three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through Cronbach Alpha and it yielded an average coefficient of 0.82 which was considered high enough for the study. Mean and standard Deviation were used to answer the research questions while T-test statistics was used to test the hypotheses at 0.05 significant levels. The findings of the study among others were that irregular payment of salary and non-inclusion in decision making resulted in organisational cynicism in public secondary schools in the study. It was therefore recommended that government should improve on their payment of teachers' salaries while heads of schools should include their teachers in decision making.

Keywords: Management; Organisational Cynicism; Predictor; Job Performance; Public Secondary School.

Introduction

Organisational cynicism can be defined as feelings of dissatisfaction by employees against their employing organisation, institution or agency due to perceived injustice or insecurity. It is a negative attitude of work era directed against an organisation or institution as a result of observed lack of equity, fairness and transparency. Ozler and Acaley (2011) explained it as incongruent behaviour against an organisation because of unpopular

decisions of management that resulted in unfair distribution of rewards or benefits.

Organisational cynicism can also mean a feeling of apathy towards organisational goals by employees as a result of undue control of work technology which denies employees work autonomy. Such work situation according to Isik (2014) results in mechanistic work setting which deprived workers or employees the ability of creative thinking, just making them work like robots. Cynicism is a feeling of unhappiness, dissatisfaction and alienation from organisational goals and aspirations by its employees. It could result from discrimination, poor human relations, and reward administration based on nativism, tribe or nepotism (Bosch & Taris, 2018).

In the school setting, it consists of complaints and a disenchantment of teachers' from the principal or the school authority due to unfairness and dishonesty of the school as perceived by the staff. Cynicism can also arise from teachers when they are excluded from decision making and coerced into doing things without their opinions being sought (Erarsion, Kaya & Atindag, 2018).

Organisational cynicism is a product of perception. It is an inference or deduction drawn by workers, in the case of a school teacher for a sustained period of time that has been logically proved to be in agreement with ingredients of bigotry. Asloen and Elen (2014) stated that the inability of an organisation, in the case of a school the principal to recognise work stress and think of how to help teachers manage it can lead to cynicism. This presupposes that burn in or burn out arising from excessive workload can lead to organisational cynicism. Irregular payment of teachers' salaries, inadequate promotion of teachers, inability of school heads to recognize and appreciate teachers who are committed and dedicated to duty can also lead to organizational cynicism.

Organisational cynicism is not a nascent phenomenon in the work setting. It is as old as the development of industries where people are assembled to work as employees under a corporate entity and are supervised by superordinates. Ince and Taura (2011) wrote that organisational cynicism sprang through ages with its variations and is spread across organisations. They quickly added however that it is more prevalent in big organisations of national and multinational dimensions.

The variations or types of organisation cynicism as indicated earlier manifest in three distinct forms. These are cognitive cynicism, affective cynicism and attitudinal or behavioral cynicism. Cognitive cynicism can be used to explain the lack of sincerity and justice in an organisation or school. It also stands for the absence of fairness and unequal distribution of rewards or benefits. Kocoglu (2014) added that cognitive cynicism shows in workers when there is the feeling among them that the organisation does not esteem their efforts or

contributions high and therefore does not care for them. The outcome of this is that workers may no longer make their best contributions to the goals of the organisation. Cognitive cynicism reduces staff performance in an organisation as workers feel that principles of raward administration that are anchored on degree of productivity and performance are sacrificed on the altar of expediency and personal interest.

Affective cynicism manifests as the anger and moral outrage expressed by workers against their employing organisation. In most cases as it could be in a school, the cynic are angry with management or school head because of poor or wrong decision taken without their consultation. In some cases it could result from the arrogant feeling of workers that they have better ideas than the school head and they think that things are going wrong because they are not consulted (Tasin and Khalid, 2015). Typologically, affective cynicism can be defined as the emotional and sentimental responses against an organisation in the form of aggravation, tension, anxiety and discomfort. It leads to lack of respect for an organization or the head of a school.

Attitudinal or Behavioral cynicism stands for critical expressions and negative attitudes of workers against an organisation or a school. In ordinary language, it consists of bad mouthing the organisation or staff sarcastic manners and stinging behaviour against the headship of a school. Cynics in this situation exhibit poor work performance in the organisation. They ridicule their organisation and its management and at this point, workers involved could be regarded as disgruntled. Rehan, Igbal, Fabina and Nawabi (2017) added that such workers are disenchanted from the goals of the organisation and more often, give negative interpretations to the decisions of organisation.

Teachers' job effectiveness is the ability of teachers to perform their jobs or tasks satisfactorily within a given time. It is the ability of teachers to do their jobs as designed for them and to achieve the predetermined targets within the time given. The theoretical underpinning for job effectiveness discusses the clarity of the job design, the quantum of the target set, facilities put in place for effective job performance and of course the expected reward system (Nnaji, 2019). In other words, it is about the trajectory for effective job performance.

Public secondary schools as their names indicate are post-primary institutions established, owned and administered by the government. It could be the federal government or state government. The implication is that government recruits teachers and post them to such schools. The government also pays their salaries and provides facilities for teaching and learning. Students are admitted into public schools through a nationwide or state wide entrance

examination which the best percentiles are selected for admission.

Management can simply be defined as the use of human and material resources to achieve some predetermined set goals. In the context of the study, it could be discussed as all efforts or activities of organisational headship or school headship to contain all forms of grievances of employees or teachers to ensure that they do not result in low or reduced job performance or job effectiveness.

Statement of the Problem

Organisational cynicism consists of all forms of negative responses of employees to their employing organisations or schools. Due to its variegated nature and their dimensional consequences, first on workers' job effectiveness and secondly on labour and industrial relations, it's management requires some technicalities.

In most secondary schools in the study area, inability to manage it has resulted in outright alienation of teachers from their schools heads. While in some others schools there appear to be the containment of cynical expressions by school heads in others, it has resulted in formation of informal groups that are at variance with educational objectives pursued by these schools. The outcome of all these is low job performance of teachers.

In addition to the above situation there seem to be the dearth of empirical research on how organisational cynicism could be managed to secure effective job performance of teachers. It is against this background that the study investigated management of organisational cynicism as predictor of teachers' job effectiveness in public secondary schools in Imo State.

Research Questions

The study was guided by the following research questions:

1. What are the causes of organisational cynicism in public secondary schools in Imo State?
2. What are the strategies for managing organisational cynicism in public secondary schools in Imo State?

Hypotheses

The following hypotheses guided the study:

1. There is no significant relationship between the causes of organisational cynicism and teachers' job effectiveness in public secondary schools in Imo State.
2. There is no significant relationship between the strategies for the management of organisational cynicism and teachers' job effectiveness in public secondary schools in Imo State.

Research Method

The study investigated the management of organisational cynicism as predictor of teachers' job effectiveness in

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public secondary schools in Imo State. The descriptive survey research design was adopted for the study. The population of the study consisted of 5,318 secondary school teachers in Imo State. Simple random sampling technique was used to select 3,243 teachers for the study. The instrument for data collection was a 15-item structured questionnaire titled, "Management of Organisational Cynicism as Predictor of Teachers' Job Effectiveness in Public Secondary Schools Questionnaire (MOCPTJEPSSQ)". The instrument was validated byy three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained through pilot testing and data collected was calculated using Cronbach Alpha which yielded an average coefficient of 0.82 which was considered high enough for the study. Mean and standard Deviation were used to answer the research questions while T-test statistics was used to test the hypotheses at 0.05 significant levels. . A hypothesis was rejected where the p-value is less than the alpha value but accepted where the p-value is greater or equal to the alpha value. All the analyses were done using SPSS version 23.

Presentation of Results

Question 1: What are the causes of organisational cynicism in public secondary schools in Imo State?

Table 1: Respondents mean ratings and standard deviation on the causes of organisational Cynicism in public secondary schools

S/N	Questionnaire	$\overline{X}$	SD	Remarks
1.	Organisatonal cynicism exist in many organisation or schools	3.85	0.53	Strongly Agree
2.	A lot of factors are responsible for it	2.87	0.50	Agree
3.	Management insincerity can cause it	3.90	0.51	Strongly Agree
4.	Lack of transparency in an organization or school can cause cynicism.	3.00	0.49	Agree
5.	Inadequate payment of salary can cause organisational cynicism	3.02	0.32	Agree
6.	Irregular promotion of staff can also cause organisational cynicism	3.04	0.48	Agree
7.	Tribalism or nativism can lead to organisational cynicism	2.50	0.50	Agree
8.	Favouritism can equally lead to organisational cynicism	3.88	0.31	Strongly Agree
	Average Mean	**3.26**		**Agree**

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Data in table 1 indicates that items 1, 3 and 8 with mean scores ranged between 3.85 and 3.90 are rated strongly agree while the remaining five items (items 2, 4, 5, 6 and 7) are rated agree with mean scores ranged between 2.50 to 3.04 respectively. The average mean score of 3.26 shows that on the whole, respondents agree that items listed are causes of organisational cynicism in public secondary schools in Imo State. The standard deviation for all the items is within the same range. This means that the respondents are not wide apart in their mean responses.

Research Question 2: What are the strategies for managing organisational cynicism in public secondary schools in Imo State?

Table 2: Respondents' mean ratings and standard deviation on strategies for managing organisational cynicism

S/N	Questionnaire	$\overline{X}$	SD	Remark
9.	Organisational cynicism can be managed by	3.84	0.51	Strongly Agree
10.	Showing transparency and fairness to all teachers can be strategy for managing organizational cynicism	2.58	0.52	Agree
11.	Sincerity in dealing with staff can help in the management of organisational cynicism	2.86	0.53	Agree
12.	Openness in organisational administration can assist in managing cynicism	2.90	0.52	Agree
13.	Regular payment of teachers' salaries can be used to manage organisational cynicism	3.88	0.32	Strongly Agree
14.	Regular promotion of staff can help to manage organisational cynicism	3.00	0.46	Agree
15	Detribalism or denativism can help to manage organisational cynicism	3.58	0.50	Strongly Agree
	Average Mean	**3.23**		**Agree**

Data in table 2 shows that respondents rated items 9, 13 and 15 strongly agree mean scores ranged from 3.58 to 3.88 while the remaining four items (items 10, 11, 12 and 14) with mean scores ranged between 2.58 and 3.00 are rated agree. The average mean score of 3.23 shows that on the whole, teachers agree that strategies listed can be used for managing organisational cynicism in public secondary schools in Imo State. The standard deviation for all the items is within the same

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range. This means that the respondents are not wide apart in their mean responses.

Hypothesis 1: There is no significant relationship between causes of organisational cynicism and teachers' job effectiveness in public secondary schools in Imo State.

Table 3: t-test analysis of significant relationship between causes of organisational cynicism and teachers' job effectiveness

Variables	N	$\overline{X}$	SD	df	t-value	p-value	Decision
Causes of organizational Cynicism	3230	2.17	0.57	3228	1 .27	0 .02	Significant
Teachers Job Effectiveness	3230	2.19	0.53				

Data in Table 3 show that t-value of 1.27 at 3228 degree of freedom with a p-value of 0.02 is less than the criterion value of 0.05 (0.02 < 0.05). This means that there is a significant relationship between causes of organisational cynicism and teachers' job effectiveness in public secondary schools in Imo State. Therefore the null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between the strategies for the management of organisational cynicism and teachers' job effectiveness in public secondary schools in Imo State.

Table 4: t-test analysis of significant relationship between strategies for management of organisational cynicism and teachers' job effectiveness

Variables	N	$\bar{x}$	SD	df	t-value	p-value	Decision
Strategies	3230	2.58	0.64	3228	0.35	0.00	Significant
Teachers' job effectiveness	3230	2.64	0.71				

Table 4 shows that the t-value of 0.35 with 3228 degree of freedom has p-value of 0.00 which is less than the criterion value of 0.05 (P-value = 0.00 < 0.05). This means that there is a significant relationship between the strategies for management of organisational cynicism and teachers' job effectiveness in public secondary schools in Imo State. Therefore, the null hypothesis was rejected.

Discussion of Findings

Table I indicates that there are a lot of factors responsible for organizational cynicism. Findings showed that Challenges ranging from lack of transparency, insincerity, irregular payment of staff salaries and inadequate promotion of teachers among others account for organizational cynicism. This is in agreement with Asiant and Etan (2014) who opined that the pattern of administration in an organization or institution can create or cause organization cynicism. From the respondents, it could be generally agreed that organizational cynicism does not exist in a vacuum. It is created consciously or otherwise through administrative error.

Table 2 shows that there are strategies for managing organizational cynicism. Ince and Turan (2011) stated that organizational cynicism consists of issue based challenges that are man-made. They then added that it would take good policy framework to manage it. Deductively, such policies should entail making administration processes elastic. In a simple language, it will involve making decision making process very inclusive and ensuring that teachers get what is due to them as and when due. Teachers should get their salaries and promotion at the right time. It equally implies ensuring that the welfare of teachers and their general conditions of service are of optimum standard.

Conclusion

Typologically, organizational cynicism exists in every institution or school headed by a human being. As pointed out earlier, it is a fall out of administrative error or mistake. The challenge is that where it is left unmanaged, the growth of a school might be hampered and academic achievement of students could be negatively affected.

Recommendations

In view of the above findings and conclusion, the following recommendations are made.

1. Head of schools in the study area should involve their teachers in their decision making process
2. Teachers should be promoted as and when due
3. Teachers' salaries should be paid at the right time and not delayed.
4. The Ministry of Education in the study area should enhance teachers' welfare and their general conditions of service.

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