

التهمك التنظيمي للأستاذ الجامعي داخل البيئة الجامعية الجزائرية 'جامعة المسيلة
أنموذجا'

Organizational cynicism of the university professor in the Algerian university environment University of M'sila as a model

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Abstract :

The study aims, in its specific contents, to identify the components of organizational cynicism as negative behavior, and to study all its different aspects and its negative semantic determinants revealing the creation of a new structure in the organizational behavior "The university professor's behavior" that reinforce all the mechanisms of despair, dissatisfaction and frustration.

This study was applied in M'sila University as a model of the Algerian universities, where the descriptive method was adopted, and as a basic tool the questionnaire in the research, with the observation as an assistive technic.

Keywords: cynicism- Organizational cynicism - University professor - University environment - University culture as an organization

- Abstract in French:

Cette recherche vise, dans son contenu spécifique, à identifier les composants du cynisme organisationnel autant que comportement négatif, et à étudier ses différents aspects et ses déterminants sémantiques négatifs, qui révèlent la construction d'une nouvelle structure dans le comportement organisationnel. " Comportement des professeurs d'université " qui évoque tous les mécanismes de désespoir, de mécontentement et de frustration, l'étude a

été faite à l'Université de M'sila comme modèle pour l'Université algérienne, où l'approche descriptive a été adoptée et l'outil de questionnaire a été utilisé comme outil de base dans la recherche, avec l'outil d'observation comme technique d'assistance.

Mots clés : cynisme -cynisme organisationnel -professeur d'université - environnement universitaire - culture universitaire en tant qu'organisation.

Abstract in Arabic:

تهدف الورقة البحثية في مضامينها العينية إلى التعرف على مقومات التهمك التنظيمي كسلوك سلبي ودراسة مختلف جوانبه ومحدداته الدلالية السلبية الكاشفة عن بناء هيكل جديد في السلوك التنظيمي "سلوك الأستاذ الجامعي" المثلثن لكل آليات اليأس، التذمر، الإحباط، كما تم تجسيد الدراسة بجامعة المسيلة كأنموذجا عن الجامعة الجزائرية حيث تم الاعتماد عن المنهج الوصفي واستخدام أداة الاستمارة كأداة أساسية في البحث مع أداة الملاحظة كتقنية مساعدة.

الكلمات المفتاحية: التهمك-التهمك التنظيمي- الأستاذ الجامعي-البيئة الجامعية- ثقافة الجامعة
كتنظيم

- Introduction:

The educational studies, that are interested in the human resource (the university professor) were done in order to ensure the quality of the university as a whole and the quality of the professor as part of this whole, because he is in Charge of the output of the university; by focusing on the various mechanisms and constituents surrounding him, whether they are capable of raising the level of his academic performance and his professional competence or vice versa; through his frustration and oppression, which makes him behave negatively within his work environment as a result of his negative feelings towards his educational administration.

Accordingly, the concept of organizational cynicism is one of the important approaches to study the professor's organizational behavior at the university context, as a concept that reflects the various negative attitudes and feelings that the university professor holds; which

formed as realistic indicators that become a characteristic of the professor's behavior, in the light of the domination and false bureaucracy of the university administration, in addition to his negative practices, like a negative indications, which affect his academic and pedagogical performance and the university educational environment in which he lives.

With the growing challenges and difficulties in the university educational environment (Failure to fulfill the professors' desires such as; listening to their complaints, not involving them in administrative and academic decisions and policies, Delay in approving the publication of professional publications, failure to involve them in Graduation notes and theses, Inequality in the distribution of teaching quotas among professors, Inequality in the distribution of supervision over the upcoming graduate students, lack of interest With their career goals ...) in exchange for the implementation of their obligations with their duties.

Thus rise the organizational cynicism, and it was represented in: Professors' lack of confidence in their leaders (dean and department heads) and the belief that they were exploiting them, thus holding various negative behaviors such as lack of engagement of educational and academic performance, indifference, low motivation Despair, grumbling, retreat and contempt, Career lag... and other negative practices ...

And consequently, organizational cynicism in the midst of these contexts appears as an organizational phenomenon within a cultural environment reinforcing such behaviors.

From that we put the study problematic in the following questions:

How is the organizational cynicism of the university professor embodying within the university context under study? And what are the manifestations and components of this cynicism?

does the lack of organizational strengthening, related to its appearance within the university?

The Hypotheses of the study

- The organizational cynicism of the university professor is embodied in its three dimensions: "belief, emotional, and behavioral."

In order to include the Hypotheses features of clarity in its methodological and cognitive contents, we elaborate on the sub-hypotheses as follows:

* Organizational cynicism is embodied by its negative indicators such as Organizational slack, work Inaction, delay and negligence of complete the specified work time, lack of organizational symmetry, alienation...

* The absence of organizational strengthening contributes to the embodiment and prominence of the organizational cynicism features' of the university professor.

1- The Concepts

1.1- Cynicism and the misunderstanding of negative conceptual

There are those who see cynicism as an individual's belief that he is being exploited by other individuals and the feeling that they are pursuing their own interests without considering his interest .(العطوي، 2012، ص 19).

Towards into more abstraction and a more comprehensive, we devote complementary and epistemological elements to organizational Cynicism as follows:

Organizational Cynicism: It is defined as the various negative feelings of individuals represented by disorder, dissatisfaction and despair, as well as embarrassment and hatred, and even extends to a feeling of shame when thinking about their organizations, and this is achieved when individuals believe That their organizations do not guarantee the minimum level of integrity and friendly treatment, and that their organizations are only trying to deceive them. (Asif and zahid, 2012, p580)

Organizational Cynicism can also be described as pessimism and negative behaviors that affect the entire organization and block the achievement of its goals .(Wageeh and belal, 2013, p132)

It is also known as the negative attitudes towards the work of the organization and it consists of three elements: the belief that believe That organizations do not guarantee the minimum level of integrity, negative feelings towards the organization, and The walking towards behavior of permission and embarrassment towards the organization in line with those beliefs and feelings.(Gundy, 2000, p6).

Through the previous rationale, we form concept procedurally for the organizational cynicism: Are all various negative attitudes of professors towards their university administration and academic work, as well as embodies various indicators of distrust and feelings of disappointment, Loss of credibility of their organizations and their academic work.

1-2- University professor:

The university professor is the building block of the formative process at the university, as he is the direct supervisor of the delivery of knowledge to students, and thus he is the element that supplies human capital with information, knowledge and ideas. The university is based on its professors, not its buildings, and the university is based on the thoughts, work, experience and research of these professors before anything else

(وفاء البرعي، 2002، ص. 302).

It can also be said that the university professor is the worker who conducts the teaching process at the university, regardless of Student Specialties and their academic qualifications.

(خالد القليوبي، 2020، ص 33)

Abdel Fattah Ahmed Jalal defines university professors as: "A group of people who convey knowledge and are responsible for the proper functioning of the educational process at the university, and those who carry out various functions and duties such as teaching and scientific guidance to students, and conducting and supervising scientific research

(صالح عبد العزيز، دون سنة نشر، ص 90).

Muhammad Hassanein defines the university professor as "the focus of the university education system in research, education, service to society and participation in comprehensive development. It is the mainstay of the university's progress and is the key to every reform and the basis of every development, and on its efficiency and production, the success of the university depends. (العجمي حسنين، 2007، ص 33)

So the university professor is like a blessed plant that cannot grow and bear fruit except in certain circumstances.

When the university facilitates the work of the professor inside it, and when suitable living conditions are provided for him outside The university professor becomes a pioneer, realizing his position in reading, research and knowledge, and achieving solid experience and fruitful training.

So thereupon the university achieves a high degree with a high scientific reputation among other universities, so the university is becomes strong by its professors and their work, experience and research before anything else.(قلية فاروق، 1997، ص 28)

2- Consequence of Organizational cynicism and Negative Practices Processes:

2.1-University professor as an example to society:

Among the characteristics that must be available in the professor: - To be a good role model for his students. If they like him, they imitate him behaviorally and emulate him morally or consciously or subconsciously .

If the professor is honest, trustworthy, courageous and chaste, the student will grow up on honesty, trust and courage, and it may happen.(خالد القليوبي، 2020، ص 38)

The opposite is when the professor's behaviors are negative in light of the changes that occur in the environmental process,

which may causes him tension and collapse, so he has carelessness and slackness, lack of perseverance, and thus work Inaction, delay and negligence of complete the specified work time, and organizational slack occurs ,As well as a decrease in his effectiveness, a decrease in

his engagement and achievement rate, and a decrease in citizenship He has a loss of the educational sense of the university in addition to resentment, pessimism, anxiety, tension, boredom, pain, anger and job burnout.

These are sufficient indications that predict the imbalance that has become a feature of the university professor's behavior in response to chronic emotional distress known as "organizational cynicism"

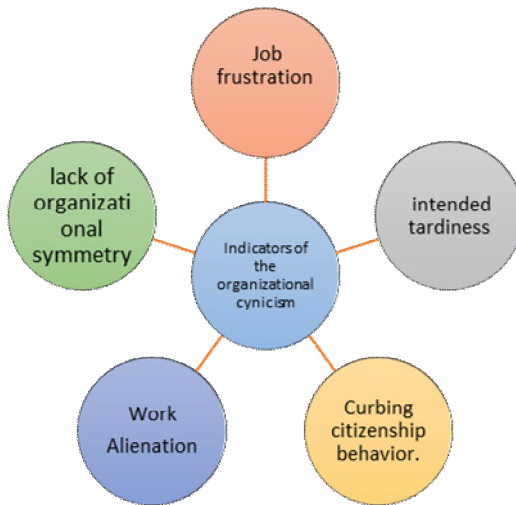
And this is due to the existence of a serious deficiency of something, if that deficiency is filled, the university professor will achieve satisfaction, contentment and Comforts, and become aware of his needs.

given his importance and role must pay attention to his rights and provide his needs in order to be able to carry out his duties to the fullest, which may guarantee to his capabilities a better level of growth In its various aspects, it makes it compatible with his teaching and professional environment, which is the need for scientific and pedagogical training.

The university professor needs care and assistance to qualify him for the job, gain him a set of knowledge, and refine his skills in order for him to be creative and innovative to perform his job, and to obtain a prestigious position by using his capabilities and learning how to use it. (محمد علي محمد، 1989، ص 161)

2-2- The most prominent of these negative behaviors are shown in the following scheme:

A scheme showing the secretions of the organizational cynicism



Prepared by the researchers

Work Alienation and Etzioni Starting points

Feelings of helplessness, meaninglessness to work, alienation from oneself and social isolation are cognitive schemes through which "Etzioni" reveals the negative equivalent of Affiliation to appear in the form Moving backwards actions that refer to a set of attitudes and behaviors used by professors.

The negative behaviors arising from some university professors Those affected by organizational cynicism reflect the extent to which they feel the various negative feelings they have, namely disorder, dissatisfaction and despair, as well as embarrassment and hatred, and even extends to a feeling of shame when thinking about their organizations.

This is achieved when they firmly believe that university leaders are presidents and deans who lack to integrity, lack of friendly treatment and attempt to deceive them, work alienation, frustration, deficiencies in human relations, loss of affiliation, loss of sense of organizational loyalty, routine, burnout, lack of a sense of self-control, All of these indicators are withdrawn actions that indicate a set of attitudes and behaviors used by professors those affected by organizational cynicism.

work Inaction , including laziness and slowness, negligence, lack of serious work, carelessness, failure to sense of duty , pretending work, lack of respect for work and work duties, lack of pursuit of goals, failure to attend seminars, negligence of complete the specified work time .

Work frustration: loss of motivation to work, depression, professor's feeling of boredom and complaining, tension, anxiety, distress, dissatisfaction, and Lack of responsibility.

In order to obtain a good and qualified professor worthy of the responsibility of preparing a generation capable of developing its society, several basic aspects must be integrated in his preparation: Cultural preparation, academic preparation, educational preparation.

Among the characteristics that must be in a good professor are:

1- Speaking moderately by having a strong and clear voice, sound articulation, and varying voice notes.

2. Employing the discursive, conversational style, and this can only be done by its composition to the fullest. (عماررواب، 2007، ص 54).

3- The Results:

3.1- The Practice study

The field study was applied at the University of M'sila "Mohamed Boudiaf" as a model of the Algerian university's reality; we took a sample of professors by random selection according to the day they were working, from various faculties, and as dictated by the circumstances of the covid-19 pandemic.

The exams period was used for their presence in the university, and the questionnaire was distributed to them, 90 questionnaires were collected according to the respondents 'cooperation degree .

Participant observation technique was also used to observe the professors behavior during the performance of their pedagogical work, and after the end of their guard, in order

to observe the various behaviors and practices coexisting within the university environment of each Faculty.

The Descriptive research method was also used to describe and investigate more deeply into the subject of the study.

Table No. 1. Shows the distribution of the sample subjects according to the gender characteristic (Source: Q. No. 1 of the questionnaire)

Gender	frequency	Rate
Female	38	%42.2
Male	52	%57.7
Total	90	%100

It is clear to us through the data of the above table that: The proportion of males was estimated at (57.7), equivalent to 52 individuals, against the proportion of females estimated at 42.2, which is equivalent to 38 individuals out of the total sample.

Table No 2. Shows the distribution of the sample subjects according to the age groupe (Source: Q. No. 2 of the questionnaire)

Age	frequency	Rate
34-25	2	%2.2
44-35	31	%34.4
54-45	41	%45.5
55 and more	16	%17.8

Total	90	100%
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It is clear to us through the above table that: The age variables determine the individual features and characteristics of the subjects of the studied sample. Thus, the empirical data available in their quantitative contexts revealed to us that the majority of the sample was estimated to number 41 individuals within the age group (45-54 years) represented by 45.5 This is followed by (34.4), which represented 31 individuals in the age group from (35 to 44 years), followed by the age group from 55 years and over with a percentage of (17.8), compared to a decrease in the young group in the age group present in the group of (25 to 30 years) by (2.2) This was revealed by the empirical reality of age distribution.

We deduce that the group most provide to the university and benefit from their expertise, technical competencies and continuous services to students and to the university are the age groupe (45-54 years)

Through Tables 1 and 2, the demographic characteristics of the studied sample were inferred.

***Analysis of dimensions and basis' of organizational cynicism(belief-emotional-behavioral.)**

Table No 3.Shows The professor's confidence in the decisions and statements of the university administration (Source : the questionnaire)

The professor's confidence in the decisions and statements of the university administration	frequency	Rate
Yes	33	%36.7
No	57	63.3%
Total	90	100%

Confidence is considered an effective indicator to measure the effectiveness of any organizational management, and it is also an indicator that leads to the quality of job life,

and if this indicator is disturbed, the effective communication between them will be shaken, and this is what was included in the tabular data in its quantitative context with the high absence of the level of university professors' confidence in their university administration by (63.3) From the vocabulary of the sample that confirmed its lack of confidence.

In contrast, we find a percentage (36.7) from the sample subjects included in the tabular data that acknowledge their feeling of trust, and we refer in this to the analyzes of the theory of human relations, which included and confirmed that a feeling of trust requires giving management a measure of importance and helping to achieve self-realization, which helps to enhance the feeling of confidence.

The individual (professor) has the direction of himself and the direction of the administration, which guarantees the sincerity of the individual (professor) to the department and the college.

Table No4. Shows the Management's estimation of the professor's circumstances in the event of being absent or late for a specific reason (Source: the questionnaire)

Management's assessment of the professor's circumstances in the event of being absent or late for a specific reason	frequency	Rate
Yes	12	%13.3
No	78	%86.7
Total	90	%100

78 subjects from the surveyed sample approved the absence of the university administration's assessment of the conditions of professors in the event of being absent or late for a specific reason, which corresponds to (86.7), which is a large percentage compared to (13.3). These quantitative data clearly make it clear to us that the indicator of lack of

appreciation and lack of interest in the conditions surrounding the university professor contributes significantly to strengthening the mechanisms of organizational cynicism, and it is right for us to focus here on the ideological cynicism of the belief of the professor with his university administration that it does not appreciate his own circumstances.

Table No5. Shows the Feeling alienated towards department (Source: the questionnaire)

Feeling alienated towards the him department	Frequency	Rate
Yes	49	%54.4
No	41	%45.6
Total	90	%100

Alienation constitutes an important concept among the concepts included in the withdrawal and isolation map of the individual (university professor) and this is what was approved by the tabular data in their quantitative contexts, with a ratio of 54.4, represented by 49 research subjects , which confirmed their feeling of alienation towards their department in the college compared to 41 subjects from the sample researched according to the table that it does not exist any feelings of alienation towards the department represented by 45.6.

Accordingly, it becomes clear to us through these empirical reasons that gave us close proportions of feeling alienated or not, if it is correct to say that the feeling of alienation is one of the products of the emotional cynicism of the university professor, which leads him to job burnout and frustration, and then the exercise of cynicism behaviors contrary to his prestigious social prestige within The university and the society.

Table No 6. Shows allowing professors to propose and accept their scientific ideas and opinions without being bullying by the university administration or another professors (Source: the questionnaire)

Introducing constructive scientific ideas without being bullying	frequency	Rate
Yes	20	%22.2
No	70	%77.8
Total	90	%100

work bullying is a common phenomenon in various organizational contexts, regardless of the type of its activity.

The university as an organization in which this negative phenomenon may be practiced, which is considered a reliable indicator that leads to emotional cynicism, due to the psychological harassment and violations it feels by the individual (university professor.

According to the tabular data, the 70 subjects of the sample, represented by the ratio of 77.8, confirmed that the scientific ideas they present would not be accepted with bullying behavior, or rather the new academic terminology was not accepted. In contrast, we find 20 subjects represented by 22.2 that acknowledge that its administration accepts constructive scientific ideas and opinions, and useful for the department and the university " without going into the details of the type of faculty or department."

Through these rationales, presented in their quantitative contexts it is clear that the university professor suffers from the problem of not accepting the other, which leads to a lack of comfort, disdain and boredom from continuity within the university educational environment (the department in particular). As it makes him unable to progress and realize self achievement, which is negatively reflected in the level of integration and satisfaction, all

these indicators are sufficient precursors for the emergence of emotional cynicism within the university under study.

Table No7. The professor evading his duty towards guarding students during the exam (Source: Question from the questionnaire)

The professor evading his duty towards guarding students during the exam	frequency	Rate
Yes	73	%81.1
No	17	%18.9
Total	90	%100

The professor evading his duty towards guarding students during the exam is considered a type of behavioral cynicism that is frequently prominent in the university institution, and this is evidenced by the empirical reality in its quantitative context Represented in 73 subjects of the examined sample represented by the ratio of 81.1. Doctoral students, and this is in line with our analyzes of participate observation evidence, as Doctoral students have been relied on a lot to compensate professors in guarding, and this is due to the constant absence of professors and their evading from their duty in guarding, in return for this we find a rate of 18.9, represented by 17 subjects that Emphasizes the absence of professors and evade them duty towards guarding students during the exam, as this is due to the ethics and ethics of the profession.

Accordingly, it is clear to us that the evading of guarding students during the exam by university professors is a negative indicator of behavioral cynicism, and falls within the dimensions of organizational cynicism within the university context under study.

Table No 8. Teachers 'behavior towards being late for classes (Source: Question from the questionnaire)

Deliberate delay in the entry for the teaching sessions	frequency	Rate
Yes	57	%63.3
No	33	%36.7
Total	90	%100

The data in the above table confirmed that: 63.3 percent of 57 members of the sample surveyed admit that professors are late in entering the teaching sessions. In contrast, we find 33 of the respondents, represented by 36.7 percent who emphasized that there are no professors deliberately delaying the teaching sessions while they consider themselves within this category does not exhibit behavioral cynicism with such cynic practices.

3-2- Analyze the results

Through empirical data in its quantitative and qualitative contexts, and through the evidence of observation, the realistic evidence reveals to us the embodiment of organizational cynicism phenomenon within the university under study, which is the University of M'sila, by revealing its dimensions, its basis, and its three aspects, belief, behavior, and emotional in light of the identification of its negative indicators.

According to these lines, we conclude with a set of results and conclusions in the midst of discussing the hypotheses put forward at the beginning of the study

❖ The emergence of negative behaviors by professors is considered as indicators of organizational cynicism, which leads to a level decrease of their academic and pedagogical performance, which is valued for the embodiment of the phenomenon of cynicism in the university context, which in turn leads to a level decrease of university functions as an educational organization as It contributes to create and educate a generation, through the most important and finest form of Higher education.

❖ The manifestations of citizenship behaviors absence (the absence of vitality of conscience, delay and negligence of complete the specified work time, hypocrisy culture, work fatigue ...) are among the negative manifestations that are frequently caused and common from the university professor's organizational cynicism, represented in his behavioral and emotional cynicism, and in this way the forms and manifestations of organizational cynicism and its various basis are embodied.

❖ slackness , work inaction, deliberate delay in academic and pedagogical work, escaping from teaching sessions and evading from guarding, among the most tangible indicators in university reality, which enhances the embodiment of organizational cynicism phenomenon with its various indicators.

❖ The hypocrisy is one of the most prominent indicators of cynicism, as the culture of hypocrisy is considered an ethical value before it was a functional culture, and this is within the belief in the management credibility towards professors, these hypocrites are characterized by holding cultural, ideological and value imbalances to achieve a personal goals that refute the professional ethical system of the professor under the justification of the so-called "the end justifies the means."

❖ The Cultural embodiment of lack of symmetry and cohesion as processes of negative behaviors, the work alienation which aims in its implications the culture of quitting and withdrawal, which makes him practice cynic behaviors because he feels them.

❖ In order to maintain the value system in any organization (the university), the structure of symmetry and interdependence must be preserved, which embodies the strong supporting culture of the organization, and this is due to the necessity of having organizational support represented in the values of organizational justice, appreciation and mutual respect, and the promotion of positive relations between professors and university leaders through the evaluation of practices Supporting leadership, as well as the cultural

career empowerment of the university professor, which ensures that the mechanisms of organizational cynicism are curbed.

4-Conclusion:

To conclude the previously elaborated circumstances in its theoretical and empirical framework, and as a socio-educational research of the most important factors surrounding the university professor at the Algerian University, as well as the organizational cynicism becoming of the professor, by revealing the various negative behaviors he practiced, as evidence of the imbalance in the university structure, Because the performance of a university professor is one of the most important indicators that measure the quality of higher education in universities, and many specialists agree that increasing and improving its effectiveness is an effective factor in the efforts' success made to raise the level of the teaching process at the Algerian University, and in order to reform educational systems in various cycles

And as a socio-educational reading of some suggestions and recommendations as effective measures to reduce and eliminate this phenomenon, **even if relatively, through the following:**

❖ Activating the starting points of social sensitivity, which in turn ensure that university administrative groups (university leaders and department heads) feel about professors within a transformational leadership framework that inspires and supports them.

❖ Devote the features of social Strengthening through authoritarian practices to refute the system of Machiavellian practices.

❖ Embodying the determinants of organizational Strengthening, and supportive leadership of organizational health and a strong organizational culture to curb the crises of organizational cynicism in its various dimensions.

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