The paradigm of the university teacher's organizational cynicism

باراديغم التهكم التنظيمي للأستاذ الجامعي

Dr. Hanane Baadji[1],

[1] University of Mohammed Boudhiaf, M'Sila,

hanane.baadji@univ-msila.dz

Abstract:

Our theoretical study is under the title "The university teacher's organizational cynicism paradigm". It focuses on the sides revealing the reality of the organizational cynicism within the Algerian university pattern as a key point depicting all the assimilations and mechanisms reflecting the concept of the organizational cynicism including significances and conceptual interpretations. Therefore, it gives a detailed explanation of this concept, and demonstrates the three cinicist personality kinds, besides the projection of the concept within theoretical approaches for concluding with an overall research discussion as a dropping sample tracking the organizational cynicism concept process within the Algerian university.

Keywords: organizational cynicism; the cinicist personality; the negative meaning; Algerian university

ملخص:

دراستنا النظرية جاءت تحت عنوان "باراديغم التهكم التنظيمي للأستاذ الجامعي". ويركز على جوانب الكشف عن موقعية التهكم التنظيمي داخل النسق الجامعي الجزائري كنقطة أساسية لتصوير كافة المؤشرات والآليات التي تعكس مفهوم التهكم التنظيمي من دلالات وتأويلات مفاهيمية. ولذلك فهو يقدم شرحا مفصلا لهذا المفهوم، ويبين أنواع الشخصية التهكمية الثلاثة، إلى جانب إسقاط المفهوم ضمن المقاربات النظرية ليختتم بمناقشة بحثية شاملة كعينة إسقاطية لتتبع عملية مفهوم التهكم التنظيمي داخل الجامعة الجزائرية.

كلمات مفتاحية: التهكم التنظيمي.، الشخصية التهكمية، المعاني السلبية،الجامعة الجزائرية

_____

Corresponding author: Hanane Baadji

1. The conceptual interpretation of the organizational cynicism as a negative meaning

The research study has identified a set of definitions as conceptual significance revealing the cynicism sense within the organizational contexts. The concept of cynicism refers to Greek philosophers, who form the intellectual school known as the cynitical school; it's expressed in a way of thinking and a way of living against the continuous following of power and influence issue and the material revolution of the society individuals.

The emergence of the concept of the organizational cynicism refers to the Greek history and the intellectual philosophic schools, which emerged at that time, when the cynical feelings appeared by the Greek society individuals, besides nonsatisfaction towards the governmental organizations and the desire of natural life without determined rules or laws. (Hatif Alfatlaoui, 2014, p.44)

Early researchers have presented the term of organizational cynicism as it's a determined situational trend including frustration feelings, hopeless and visionless, beautifying reality and loosing integrity, merit and effectiveness. (Andersoon et Bateman, 1967, p.62)

In the same context, Dean has defined the organizational cynicism as a negative trend adopted by the workers towards their organization. It consists of three dimensions, which are: the belief that the organization misses integrity, the negative feeling towards it and the tendency towards critical behavior and underestimating it.

Wilikerson defined it as follows: "it's a negative attitude towards the organization, in general, towards the administration, procedures and processes. It's based on the individuals' belief that these elements are generally against their interests. (Alatoui Ammer, 2012, p.191)

researchers' perspectives and efforts are various in adopting an overall concept of the organizational cynicism. However, studies haven't been agreed upon a unified structure of this concept. This difference may refer to the cultural background. Some of them indicated it via its features, others indicated it via its types and others via its dimensions.

Despite this difference, Andersson (1996) considers that both ancient and contemporary cynics have a common attribute, which is despair.

Alfatlaoui et al define it as "the workers' negative attitudes towards work , untrust towards the administration, frustration and disappointment in achieving the organization objectives" (Alfatlaoui's chart, 2012, p.11)

In the context of the negative behaviors at work, cynicism, in this course, has been defined as the emerged behaviors causing stress, difference of the organizational expectations, the lack of social support, incorrect decision making process, the unbalanced distribution of authority and weak connection. It's also a common belief that the cynical workers have low levels of critical thinking abilities, which are untrusted, because of what they face. (Wageeh et Belal, 2013, p.132)

As a deduction, according to the analysis data, it's clear that:

- The lack of distributing justice refers to the unbalanced authoritative practices, which is considered as a indication of practicing negative cynical behaviors.

- The negative difference in awareness level and untrust the university administration, including heads of departments and deans of faculties, and the belief in the lack of integrity and reliability are determinants of cognitive cynicism.

- The ancient cynics fought system. In the contemporary society, they're hopeless. Whereas, the contemporary cynics criticize the way they're treated by their organizations. There's no improvement through this criticism. They always practice cynicism in the form of joking. (Dean, Ibid, p.12)

- The lack of enablement culture of the university teacher, so he looses status in decision making process, and the low thinking creative abilities, as indicators contributing to the decrease of oath level towards the university administration, which means that the emotional cynicism is appreciated.

The conceptual analysis of defining the organizational cynicism is that "the negative attitudes towards the work of an organization. It consists of three elements: the belief in the organization has no integrity, the negative feelings towards it and the tendency towards underestimation with all what go hand in hand with these beliefs and feelings".

Cynicism is also demonstrated as the subordinates' natural reaction, as a result of negligence, frustration and disappointment. Thus, they've less positive trends towards the organization. The organizations' failure in meeting the employees' expectations and requirements is called frustration and disappointment, which cause the organizational cynicism. (Kadhem Alkhalidi, 2016, p.48)

The organizational cynicism is also defined as it's a negative trend formed by a person towards an organization. It consists of cognitive, emotional and behavioural dimensions, and they're clarified as follows:
- The belief in the fact that the organization lacks integrity.
- There're negative emotions towards the organization.
- These negative emotions are followed by negative behavioral tendencies towards the organization.

Sahar Rahyou defined the organizational cynicism as a set of ideas and negative trends adopted by the employees towards the organization, the tendency towards individualism rather than collectivism and the negativity towards work and the organizational behavior. (Sahar Rahyou, 2013, p.12)

According to the studies' indicators, the following concepts have been demonstrated:

Abraham asserted that the main belief behind the organizational cynicism is the loss of integrity, frank and honesty principles for the sake of consolidating the personal interests of leadership. As a result, a set of procedures have been emerged, and they're based on hidden motivations and deception. The spiritual component of cynicism signifies the stimulation of the negative emotions' strength including contempt and anger, which means non-trust. Cynicism and negative emotions' beliefs may be secret or disclosed. They're expressed via harsh criticism because of the belief in the organization non-integrity. So, employees start making irony with nonverbal behaviors through eyes' rotation. (Abraham, 2000, pp.269-270)

OZLER and ATALAY confirmed that the organizational cynicism consists in negligence, alienation, untrust the others, despair, disappointment and misestimation. It's linked to the decrease of performance, conflicts among individuals, absence and job burnout.

According to the aforementioned, we can formuulate a procedural definition to the organizational cynicism, which is based on the concept indicators and dimensions within the university structure. So, it's a negative change or the university teacher's reaction towards the administration because of certain situations including a set of beliefs and being aware of work insignificance, as well as the lack of reliability along with negative feelings appreciating all the mechanisms of complain and resentment with carrying on work with alienated commitment.

Besides all the various hidden behaviors in job laxity, there's also the lack of the teacher's awareness and the negativity of the academic work.

2. The theoretical frameworks and the organizational cynicism
2.1. Victor Farom's basics and thinking cynicism

"Man should be shy, if his deeds aren't identical to his words …" (Confucius)

Most of behavioral theories are accused of looking for the behavior causes and results beit a positive or negative, which significantly determines any organizational system whatever it's like the university system. These theories have also focused on constructing the effective behavior that's based on the humanization of work environment and the achievement of the employees' material and moral needs, then appreciating and including all trust mechanisms within the university organizational system, as well as looking after the work value with the university teacher and his level of awareness of such mechanisms, since the factor of anticipation is one of the most significant indicators and factors for behaving in a certain way, according to his anticipations and promotion.

Thus, through this theoretical preposition, Victor Vrom has analyzed the theory of anticipating the employees' behaviors.

This theory assumes that the individual makes a set of cognitive and thinking operations before behaving in a certain way. Victor Vrom thinks that the individual's motivation to do a certain work or to behave in a certain way is a result of the attained returns and his belief in attaining these returns.

Towards a more clear perspective, we dive deeply into analysis data of the theory through addressing the following features:

1. The individual tends to choose among several alternates of the behavior. The chosen behavior is the one through which his returns are maximized.

2. The individual's motivation to do a certain work is the result of three elements: anticipation, mean and benefit.

3. Anticipation is the individual's expectation that his behavior would lead to a certain performance, which is the mean of attaining certain returns. The individual also expects that this return would be beneficial for him.

4. The three aforementioned elements represent the process of a personal estimation for the individual, and the individuals' difference would create a different estimation. Thus, these elements represent cognitive elements.

5. The theory assumes that the individual is aware and able to look for the mentioned elements and to give them an estimation. So, these elements have to be taken into account detailly. (Ahmed Maher, 2014, p.148)

In 1964, Victor Vrom preposed this significant theory interpreting the individuals' motivation, since it addresses the individual's motivation strength in doing a certain work.

Thus, through these beliefs, our understanding of the individuals' levels of thinking and awareness towards their administration through behaving in a certain way to achieve a compensation between their various activities has become clear. According to that belief, these returns consist in promotion opportunities, along the professional career, holding administrative positions in the faculty administrative pyramid, as well as attaining the estimation helping him to reach a certain level of job satisfaction ….

The anticipation theory elements include:

1. Anticipation: it's the person's estimation of the relationship strength between his effort and the required performance. When the individual estimates that his effort would go in vain, the relationship is so weak or it doesn't exist at all. When he estimates that whenever he makes an effort would achieve the required performance, the relationship is clear and strong.

2. Mean: the individual raises the following question: to what extent is performance considered as a mean to attain certain returns? The individual may believe that his high performance is the mean through which he would attain high rewards. Whereas, others are uncertain of the relationship between

performance and returns whenever they increase.

3. The returns' benefit: it indicates the value returned on the individual from a certain attained return. The returns' values are different from one individual to another. Thanks and estimation may be beneficial with an effective return with some individuals, and they mayn't be the same with others. (Ahmed Maher, 2014, pp.148-149)

So, the individual starts thinking that whenever his effort and performance increase, he gets more estimation of return or benefit. The non-achievement of a benefit with a high awareness of it would lead to an organizational value ethical problem related to the university teacher and his negative thought towards his administration, besides his thought towards these attained returns' justice. This justice would help changing the negative perspective and awareness towards the administration, and it contributes to the achievement of positive effective behaviors like the increase of satisfaction and the preservation of the university reputation, citizenship and oath.

In the same context, if the opposite happens, negative determinants would be generated like the lack of the academic work value and sense, untrusting the university administration level, as well as its reliability.

Vrom interprets the individual's behavior, according to two main anticipations, which are:

The first one is the person's estimation of the relationship between the effort he does and the required performance to attain it i.e., more effort would lead to the achievement of a better performance.

Each manager or official in a high position has to make this relationship clear to the employees so that they raise their level of belief and awareness towards a certain performance.

The second anticipation is the individual's predictions about motivations or returns he would attain i.e., what he would attain, after the accomplishment. This anticipation clarifies the relationship between the achievement accomplishment and the predicted competence. (Ahmed Rashed, 1981, p.113)

As a conceiving perspective to the negative expectation level by the

university teacher, according to thought cynicism dimension:

The thought cynical teacher expects and think that the practices and procedures followed by the university administration are unlike what it's declared, and their objectives are different than those of the teacher, as an axe of the university environment, which causes its vanishment and the fluctuation of its internal atmosphere. So, this would create a negative perspective with the teacher so that he would loos trust in the administration members.

Besides, he continuously thinks that there're hidden reasons based on personal interests. So, cynics expect and look for the implicit meaning behind the organizational decisions. (Dean et al, 1998, p.345)

3. Chris Argris basics towards breaking the vicious circle of the emotional cynicism:

"… Don't impose on others what you don't want for yourself" (Confucius)

The behavioral theories claim the difference between the organization and the employees' objectives i.e., there's a possibility of discrepancy in the individuals' expected behavior with the official organizations, which pushes the administration towards the modification of the organizations to keep in pace with the prevailed social organizations. (Lokia Alhashimi, n.d., p.79)

The university system is a creative civilizational educational organization serving society with its outcomes so that it contributes to the society development. However, what occurs within gives it a negative impact, since, like the other kinds of organizations, this organization is characterized with some processes including discipline, pyramid graduation at job, the strict administrative procedures and the taken decisions. This control characterizing the university system, as an organization, makes it against what the university teacher's ambitions like achieving his objectives, self-promising and self-reliance to meet his professional needs and his educational and professional objectives like creating new PhD or research projects, rehabilitation and salary and motivations etc. All these processes with the administrative hindrances makes the teacher suffering from emotional cynicism with its various negative indicators.

Through his book "Personality and organization", Chris Argyres theory basics depend on the possibility of predicting the human behavior and the ability to interpret the various patterns in the fields of organization in the light of focusing on two main factors, which are:

- The individual is the main field of the organizational impact of the behavior.

- The outset means the organizational beginning, which is carefulness in achievement, and it's unlike the organizational rapidity.

- The official organization and the organizational rules controlling the relationships and behaviors of the individuals and the groups working at the organization, according to Argiris set of variables including:

A. The self factors: they're linked to the human personality, its specificity and specific behavioral patterns.

B. The factors related to the unofficial relationships prevailed within the small groups and how they're interacted.

C. The official organizational factors related to all the forms of variables and ways in the course of achieving their objectives. (Djaber Said, Abou Alhis Abd Almawjoud, 2003, p.73)

So, the main idea of Chris is about the concept that the classical theory is accepted, if it's slightly modified, and it has negative effects on the individual; it removes the objection between the individual and the official organization. Thus, achieving proximity and positive interaction, since the spantaneous treatment of the individual by the official organization, according to the classical perspective, makes him detached from his organization. Therefore, a contradiction of objectives would occur. So, the leteral sticking to the classical theory would creat this contradiction and negative effects on the individual. Thus, the organizational relationships get frozen. (Houcine Harim, 2000, p.20)

Through the aforementioned, we find that the university teacher, as an individual and a mature personality, is characterized with self-reliance. So, the more this character is strong, the contradiction would increase.

The aversion towards the academic job is one of the emotional cynicism forms. It's a result of the emotional suffering of job burnout, emotional

exhaustion and job frustration, as indicators of the existence of organizational cynicism with its emotional side including the various negative cynical indications like: anger, anxiety, contempt, stress, complain, resentment and failure in doing job and disgust. This is a result of the university teacher's emotions.

Through these lines, we want to demonstrate that one of the organizational cynicism sides should be projected on cynical emotions. These results are exercised behaviors because of emotional cynicism, which pushes the individual to produce either a defensive policy or a defensive aggressive behavior and isolation or an attacking policy of leaving job, as a result of an adaptive behavior with the thought of forming unofficial organizations encouraging the negative behaviors for hindering the organization objectives. Thus, the increased stress pushes the individual to construct a psychological barrier between him and job.

A contradiction occurs because of the employees' feeling of discomfort within the organization as a result of the pressure exercised by the administration. They think that this causes real professional problems and obstacles, which limits their effectiveness, unlike the administration thought. (Saleh Ben Nawar, 2016, p.179)

This behavior manifests in the alienated commitment. For breaking these pessimistic emotions, Chris Argiris suggests a way to get read of these emotional basics in the light of his theoretical basics for the effective organization with taking into account the effective university teacher's psychological success; far from the classical organizations' structure. Therefore, he suggests a new organizational pattern based on the following foundations:
- Widening tasks with the employees' larger participation in the decision process and their conception about the tasks that have to be carried out.
- Controlling the application of measures by all the employees.
- Developing the groupworks ways, which avails the opportunity to change values and behaviors. (Bloum Ismahane, 2020, p.135)

Through these points, Chris Argiris attempted to solve the contradiction through the organizational learning features, which go hand in hand with the

theoretical data, through putting learning standards based on:
- The administrative values: canceling the negative feelings, achieving the outlined objective and making the individual more rational.
- The modification of acting strategy: protection, evaluation and assigning tasks with a decision neither with a contest nor with an exam.
- The results: self-certification process, defensive attitudes and the reduction of the defensive emotional behaviors.
- Routines nature: defensive and dynamic routines. (Abd Alkarim Alidrisi, 2013, p.35)

It's clear that Argiris foundations of interpreting and forming the organization are a reflection of the ability to face problems and challenges and to achieve the change requirements through coping with all situations. (Blom Ismahane, 2020, p.137)

These foundations may help to understand and being aware of the emotional side of the cynical behavior. As a projection on Argiris foundations, it's characterized with defensive routine mechanisms through which the university teacher, as an effective individual within the educational system, avoids various anxiety feelings, uncertainty and despair, as a result of the occurring problems within this system and his rationalization of the inexpression of negative feelings towards him. So, the losses are reduced.

4. The behavioral cynicism with Tailor's denotation "a benevolent systematic exploiting cover"

Tailor's contributions form the first foundations of the sociological theory, which are developed through the American society circumstances; it witnessed the proliferation of wasting and cities phenomenon, which resulted production and work problems. Therefore, there was a necessity to think of creating a theory for organization working on determining the main variables controlling the organizational behavior. (Belajouz Houcine, 2007, pp.11-12)

At the university administration, we're concerned with looking for the variables controlling the teachers' organizational behavior and their practice of job towards their administration, since these exercises, in their negative side, are cynical and negative. They cause severe organizational problems at the university system.

Taylorism is based on a set of principles, which are:

- The application of the scientific way to determine the best ways to achieve tasks.
- Choosing employees in a scientific way, and training them to acquire the skill in performance and the ability of achievement.
- Sharing responsibility at work between administration and employees.

Through these principles, Taylor sets his main idea of the organizational effectiveness through following a scientific way based on specialty and training. So, he considers the cognitive and training sides, as an important foundation of the administration, and he considers the financial motivations as the only factor motivating employees to work effectively. (Salah Eddin Abd Albaqi, 2001, p.23)

Despite his scientific way, Taylor didn't take into account several factors influencing the individual's organizational behavior; this individual works with thinking only of profit and productivity in return to more exploitation and exhaustion towards the employees with ignoreing the human, social and psychological sides, which encourage self-development, innovation and creativity. This has resulted in routine, exhaustion, inaction and laxity, as negative determinants of a behavioral structure appreciating all the mechanisms of despair and boredom.

Thus, this epistemological theoretical rationale aiming at the projection of the behavioral cynicism negative sides, according to Taylor's basics, since these cynical exercises are reactions for neglecting the activities at work environment. This would contribute to the decrease of citizenship behavior and the organizational similarity, as a result of the public, value and ethical consciousness absence.

We can say that the behavioral cynical side includes the thinking and emotional side. According to the set of beliefs and emotions, the individual get influenced with a behavioral cynical exercise, as determinants of the organizational cynicism phenomenon.

5. The cynical character and the cynical aggression (the personal system)

Some studies and researches have indicated that cynicism represents personal attitudes related to the individual himself. People, who exercise

cynicism, are characterized with certain negative features through the set of situational features and negative character, which may causes the organizational system disintegration. The exercise of various cynical qualities is considered as a main determinant for understanding the personal cynical pattern consolidating the mechanisms of unsatisfaction, less commitment, cynical contempt or cynical aggressiveness and the Machiavellian practices. This what has been included withing most of research studies in analyzing the organizational cynicism.

The organizational problems manifest in: the internal cycle of work, escape from one department to another and the lack of intellectual competence, which means the lack of scientific production and the diminish of the university status and return.

According to this rationale, Abraham thinks that the personal cynicism is the strongest indicator of the organizational cynicism. It negatively influences all the standards. Several researches, in this field, have agreed that this is the only kind related to the human nature, and it's innate and characterized with stability. It reflects the negative theory of the human behavior, in general, since the cynical man is characterized with weak relationship with the others and a deep crisis of trust towards them. He also suffers from cynical contempt, which is a result of anger, resentment and manipulation. Despite all these features, man isn't characterized with aggressiveness. (Abraham, 2000, pp.270-271)

According to the aforementioned, some the cynical character's characteristics are obvious in his nature and innateness.

In the light of Parsonsi's basics structuring the pragmatic and cognitive context for constructing the character, as a social centrist, with his necessary criteria for devoting the social action in a cultural course establishing the common symbolic pragmatic structures, as an ideology, through social arrangements provided by the social system with the social centrist looking for fulfilling his needs and objectives effortfully; it's a pragmatic achiever directing his behavior, according to his expectations of profit and loss. (Ismahan Blom, 2012, p.38)

In this context, a set of the organizational cynics' characteristics have

been determined. They're summarized as follows:
- Considering the others as selfish and neglectful people, liars.
- Doubting the others' motivations.
- Caution and untrusting the human relations.
- Aggressiveness and oppression.
- Resentment towards the others' demands.
- Unfriendly people, and they don't help the others. (Amer Alatoui, 2016, p.277)

6. The aggressive cynical personality:

Studies and researches attained the fact that the aggressive cynicism leads to cynicism and alienation with paranoia, which manifests in untrusting people, disdaining them and the use of unfair means for achieving profit rather than loss. Alienation with paranoia includes the obsession of oppression and separation from the others. Most of researches' results have concluded with many aspects of cynicism positive reciprocal relationships with genetic aggressiveness i.e. aggression and enmity among people, and they're linked to schizophrenia. They may also be genetic like: scarcity and physical aggrievances. (Fatlaoui Ali, 2014, p.71)

Jofman Afrin, in his analysis of personality, social interaction and society, attempts to clarify his perspective towards some researches' conclusions through collecting them within one theoretical framework. They include: personality, social interactions and society. He considers that the incompatibility of expression with what's resulted as an impression during the social interaction leads to important results occurring simultaneously in three various levels of social reality. (Mohammed Radhi, 2014, p.127)

Jofman considers that the social interaction is linked to a character, and it represents the active character's role within the social interaction course, which is described as a small social system. This interaction results are in the level of the whole structure.

7. The Machiavellian character:

The Machiavellian cynic is described as harmful, hypocrite and deceiver. In the present time, the Machiavellian character is the one who's characterized with the scientific intelligence, controlling feelings and a high

motivation in the achievement. It carries a negative projection.

Christie (1970) has assumed that Machiavellian consists of three dimensions. The first dimension indicates the use of the manipulative personality tactics in the personal relationships. The second one consists of the cynical perspective that the human being is weak and craven by nature and he's exposed to social pressures. The third one is underestimating the traditional ethics. (Alfatlaoui Ali, 2014, p.73).

In the same context, the researchers Jons and Bolohor indicated that researches asserted that the Machiavellian perspective represents a negative consideration, on a large scale, towards the others. Meanwhile, the Machiavellian is reported that it's high and more tolerant than the unethical behavior of the others. This deduction reminds us of the projective logic behind the examinations of the hidden integrity.

The original concept of Machiavellian and cynicism is that they're going hand in hand with the Machiavellian mentioned manipulative blocs, despite the ambiguous reasoning trend. The Machiavellian character is aggressive, and it suffers from the cold separation from Machiavellian in cases of conflict. The Machiavellian character is the most franc in confessing the aggressive negative feelings and behaviors. It also goes hand in hand with the verbal aggressiveness, which has a positive relationship with it. The Machiavellian managers are the readiest to use strength. (Hatif Alfatlaoui, 2014, p.77)

8. The research discussion of the Algerian university teacher's organizational cynicism reality:

- An analytical reading for the teacher's situation at the university system –

The concept of the university teacher's organizational cynicism represents the various negative feelings including isolation, alienation, stress, exhaustion with an emotional burnout, the loss of trust and job satisfaction.

All these criteria are negative indicators, which become one of the organizational cynic university teacher's features. This makes him practice negative ineffective behaviors at the university system.

Thus, we can make a research, as a process and a socio-educational discussion, about the university teacher's status in the light of the

organizational cynicism process through interrogating the concrete reality with real and more reliable significances for figuring out the university teacher's organizational cynicism features and mechanisms in terms of beliefs and emotions. This can be done through focusing on the most important steps the Algerian university goes through in the light of what's called higher education sector reformation. So, this research is limited to the most important investigative indicators characterizing the organizational cynicism and its mechanisms.

The higher education sector represents a trend reflecting societies' development and civilization, and university reflects the level of this development or underdevelopment attained by society, since it's the main foundation of preparing qualified academic characters with high effective, intellectual, scientific and professional efficiency in all domains serving the society total development.

It's one of the Algerian state's concerns to look after this sector, or this higher educational system, to get the best of it so that knowledge would be proliferated, as well as looking after the university teacher, since he's the educator of tomorrow generation. This is what our universities lack i.e. the Algerian university isn't different than any other social, economic, political or even educational establishment looking effortfully for getting out of weakness and underdevelopment circle. Therefore, Algeria, since independence, has effortfully looked for giving a significant importance to the higher education sector as an attempt to consolidate the foundation of the Algerian university and raising its level to the developed universities all over the world, since Algeria, right after independence, had only one university, which is the university of Algiers. (Zoulikha Ettawtawi, 2003, p.39)

Through tracking the most important steps of reforming the educational system, in general, and the university, in particular, we find that the Algerian university witnessed a set of reformations for the sake of creating a more effective and efficient university either in terms of its competent teachers or in terms of graduated students, according to the developments witnessed by the other sectors.

In this context, the Algerian university witnessed a set of reformations

including the reformations of 1971, which aimed to renew the traditional structures and to form the needed staff throughout the effective national facts. However, the results were negative, since the structural and pedagogical renovations were subjected to the ancient governmental system reason in the pedagogical management. At the same time, a set of administrative problems were witnessed including the weakness of communication channels and the scientific research. (Zoulikha Ettawtawi, 2003, p.45)

All these criteria are considered as concrete evidences about the teachers' low moral spirit, on the basis of the bad pedagogical management, which in tern leads to a low job satisfaction making the teachers suffer from anxiety, boredom and resentment towards their administrations. Thus, the university teacher's organizational cynicism indicators were clear at that time, and it was observed, in the 1980s, that there was a latency in the effective pedagogical care for the university teacher. So, the reformations throughout the 1970s were only applied automatically in the light of an authoritative bureaucratic administration. This nine years experience demonstrated the lowest levels of democracy.

The first initiation in the field of seminars and activities was in 1983 at the university of Constantine. It consisted in a study day at the institute of social sciences. Later on, this kind of initiations proliferated throughout 1990s, and they were supported by the ministry. (Sennani Abd Ennacer, 2011, p.46)

So, neglecting the pedagogical side of the university teacher has several justifications, which leads to the lack of professional and intellectual efficiency of the well educational performance. This would create a behavioral cynicism and a professional laziness causing a laggard educational performance.

According to these contradictions, the ministry looked for determining a set of objectives for diminishing these lacks including the achievement of the general objectives, eliminating bureaucracy, encouraging transparency in employment and management, as well as participation and responsibility. (Zoulikha Tawtawi, 2003, p.47)

In this context, the university teacher is the main foundation, since he

plays a significant role in knowledge development. Mohammed Hasanine has defined him as the basic axe in the university education system in terms of research, teaching and a service for society, as well as participation in the overall development. He's the backbone of the university development, and he's the key of every reformation. The university success depends on his competence and production. (Aladjemi Mohammed Hasanine, 2007, p.33)

This teacher practices teaching, according to the field of study and the obtained certificate. (Ali Mohammed, 1998, p.35)

In this context, we find that the Algerian university didn't depend on specialty in recruitment system; each faculty included a group of teachers with close scientific fields of study. The faculty of law, as an example, included teachers of other specialties like: Economy and Sociology. This wasn't appropriate to the teacher's scientific specialty system neither scientifically nor practically.

This has strongly influenced the syllabuses' system and contents in those conditions. Thus, the lessons were always presented in a theoretical way so that it was difficult for the graduated students to be integrated with the professional life requirements. (Fodhil Delliw, 2001, p.155)

In this key point, called the university teacher's scientific field of study, we find that the teacher teaches irrelevant fields, which causes a kind of alienation. So, his commitment becomes alienated, and his satisfaction decreases. Thus, his performance becomes low because of incompetency, which would negatively affect the students' educational process outcomes, which would be inappropriate to the job market requirements. This would lead to the cultural stagnation.

Thus, broadening the database and the information availability allows the teachers' mutual understanding and they understand their administration in the light of a rapid communication system in all trends to gain time so that the teacher would commit it with understanding the information and decisions level introduced by the university administration. This would change his expectations and thoughts towards it.

In this context, we find Abd Alhafid Mekedem's studies add other problems from which the teacher suffers, at the Algerian university, including

the increase of the educational Burdon, the increase of work hours, the lack of communication between the teacher and the administration, which causes a low information exchange, besides the teacher's feeling of alienation, as a result of losing the academic job value, the objectives and criteria he looks for achieving them and the prevalence of individualism. (Abd Alhafid Mekedem, 1933, p.100)

Fodil Deliw indicates the aspects of discrepancy in the university administrative and educational organization. He considers that most of the administrative reason is traditional, and there're classical mentalities of management and of the officials, who work on underestimate and marginalize the effective teachers in the field of decision making. This demonstrates the incoherence of the university model law provided for in the official gazettes of 1983, 1987 and 1993 and what exists in reality with broadening the decision making circle to include teachers, workers and students through more democratic ways. This is the opposite; the scientific councils have been transformed into administrative ones with the absence of representatives. They work on achieving their members' interests. (Fodil Delliw et al, 2001, p.171)

According to this sequential subsequential thoughts about the most important steps the Algerian university went through, the most important features and criteria encouraging the organizational cynicism have been determined. The university teacher was and is still suffering from the organizational cynicism with its various dimensions. So, the university teacher lives in a moral and material miserable situation in the light of bureaucratic exercises, the pedagogical mismanagement and marginalization in formations with the increase of administrative problems, which necessitates him to live in alienation with a low responsibility spirit towards his job and nonsatisfaction towards the administration. All this makes him loos his job meaning and value with a permanent feeling of boredom, frustration, misery, anxiety and stress, especially when work hours are increased. So, he acquires a cynical behavior, inaction in doing his job and negligence. Then, he starts acquiring thought cynicism, since he believes that administration exercises hypocrisy with him so that he untrusts it, which

would lead to the loss of team spirit, in the light of lack value and ethical system.

So, it's clear that the administration fails in applying law and safeguarding the preliminary tasks, which has led to the difficulty of the teacher's work conditions. This has caused a deterioration of pedagogical effectiveness and return. (Zoulikha Tawtaoui, 2003, p.116)

Despite the occurred efforts in the high education sector, the Algerian university is still far from the major universities. It's still suffering from the bad preparation structurally and pedagogically.

9. Bibliography List :

1. Senasi Abd Ennacer. (2013). The difficulties facing the new university teacher throughout the first years of his professional career. A PhD thesis in science, University of Constantine, Algeria
2. Zoulikha Tawtaoui. (2003). The prevailed atmosphere at the Algerian university in relation to the teachers' satisfaction. An academic unpublished study
3. Ali Abd Alhasan Abbas Alfatlaoui. (2014). The negative job behaviors of the organizational cynicism and their reflections on the human resources' practices: an investigative analytical study at a sample of Middle Furat Universities. A PhD thesis of philosophy in business management sciences. Faculty of management and economy, University of Karbala, Iraq
4. Fodil Delliw, Alhashmi Loukia and Miloud Seffari. (2001). The problematic of democratic participation at the Algerian university. University of Constantine publications, Laboratory of Psychological and Educational Applications, Algeria
5. Ismahan Belloum. (2020). The modern organization of the institution: towards a capitalization for managing the administrative mind and the institutional readiness. Idlis Belazma publishing and distributing house, Batna, Algeria
6. Mohammed Ali Mohammed. (1986). Organizational sociology. University knowledge publishing house, Alixandria, Egypt

7. Abd Alhafid Mekedem. (1993). Considerations about the university system reformation. Algeria Annuals, n.7

8. Mohammed Radhi. (2014). Social interaction with Irvine Jofman. The modern world of books, ed.1, Jordan