



ISSN: 2456-0057

IJPNPE 2022; 7(1): 534-539

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www.journalofsports.com

Received: 08-03-2023

Accepted: 06-04-2023

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A study of the level of organizational cynicism and job exhaustion of the teaching staff of the faculties of physical education and sports sciences in southern universities

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Abstract

The aim of the research is to identify the level of organizational cynicism among the faculty members of the faculties of physical education and sports sciences in the southern universities. 2022 to 4-24-2022 and the spatial field in the faculties of physical education and sports sciences in the universities of (Maysan _ Basra_ Dhi Qar). Teaching staff distributed in the faculties of physical education and sports sciences in the universities (Maysan, Basra, and Dhi Qar). Maysan, Basra and Dhi Qar) and the most prominent recommendations were to work on developing administrative expertise and avoid everything that causes organizational cynicism through the use of modern administrative methods. And remove the causes of exploitation Career advancement at work and finding organizations Today need busy workers who feel enthusiasm, sincerity, and indulgence who are absorbed in their work, who make a difference in performance, competitiveness, and organizational success with all that is new, modern, and developed that works to develop and improve the work of faculty members.

Keywords: Organizational cynicism, job exhaustion, physical education, sports sciences, universities

Introduction

The teacher is one of the poles of the educational process, and he is a basic pillar in the work, and any weakness or defect will lead to negativity in the work, which will be reflected in the work in a big way. The belief of teachers that universities lack transparency and discrimination in dealing with principles such as justice, honesty, and sincerity to obtain organizational benefits will increase organizational cynicism, as it is a natural reaction arising from indifference and being ignored. The teachers feel disappointed, and therefore the disappointment among the teachers brings organizational cynicism, which is the negative attitude of the teaching staff to a large extent in improving the level of scientific outputs of faculty members, as the belief that the organization does not have integrity, and lacks honesty and transparency, will generate negative opinions about the university and the tendency to The detraction of the university, and the negative conflicts will increase. Career engagement is a multi-dimensional structure defined as a positive mental state of work achievement, characterized by enthusiasm, sincerity, and immersion. And he is diagnosed with high levels of energy and intellectual flexibility when working, and the desire to invest efforts in the person's work and continuity even in the event of problems arising. Sincerity is diagnosed with a sense of importance, enthusiasm, inspiration, pride, challenge, indulgence, and a diagnosis of complete focus and preoccupation.

Research problem

Recently, organizational cynicism has become a focus of great interest and concern by researchers, as it negatively affects the culture of job-absorption of university teachers, leaders, and co-workers, as they are the added value reflected in the volume of efforts exerted in their jobs. Today's universities need dedicated, enthusiastic, dedicated and immersive teachers who are in their work making a difference in performance, competitiveness, and organizational success.

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Therefore, the researcher will highlight the organizational cynicism as an independent variable that affects the job absorption of teachers, as the research problem was formulated with the main question here: What is the effect of organizational cynicism on the job absorption of teachers? A set of questions can be formulated as follows: 1- What is the level of organizational cynicism for the teaching staff in the universities of the research sample? 2- What is the level of each dimension of organizational cynicism represented by the cognitive dimension, the emotional dimension, and the behavioral dimension? 3 What is the level of job involvement for university teachers in the research sample? 4- What is the level of each dimension of job involvement for teachers represented by enthusiasm, sincerity, and immersion? 5- What is the nature of the relationship between organizational cynicism and job exhaustion of university teachers in the research sample? 6- What is the nature of the impact of organizational cynicism on job exhaustion of teaching staff in universities, the research sample?

Objectives

1. Determine the level of organizational cynicism in general and at the level of each of its dimensions in universities.
2. Determining the level of job absorption for teachers in general and at the level of each of its dimensions in universities
3. Interpreting the nature of the correlation and influence relationships between organizational cynicism and job

Table 1: Show colleges, research community, the research sample, reconnaissance and application sample

Colleges	Research community	The research sample	reconnaissance	Application sample
Maysan	91	81	10	
Basra	118	69		30
Dhi Qar	49	32		10
the total	258	182		40
percentage	100%	70,54%	10,98%	15,5%

Tools, devices and means used in the research

- The interview with the experts.
- Note.
- Field visits to collect information.
- Questionnaire.
- Handy calculator.

The researcher built two scales to complete his research by

self-absorption.

Research areas

1. The human field: members of the teaching staff in the faculties of physical education and sports sciences, University of (Maysan _ Basra _ Dhi Qar).
2. Time range: 7-1-2022 to 24-4-2022.
3. Spatial field: faculties of physical education and sports sciences at the University of (Maysan _ Basra _ Dhi Qar).

Research methodology and field procedures

Research Methodology

For the purpose of achieving the goal of the research, the researcher used the descriptive approach using the survey method and correlational relationships (Majid, 2009) ^[5].

Research community and sample

The researcher identified a research community of faculty members in the faculties of physical education and sports sciences of the universities of Maysan, Basra and Dhi Qar, where the current research community reached (258) faculty members distributed in the faculties of physical education and sports sciences in the universities of (Maysan, Basra and Dhi Qar) and a sample was selected Research by adopting a percentage of (70.54%) and in a random way for the research community, where a sample of (182) faculty members were taken from the universities of (Maysan, Basra, and Dhi Qar), as in the table and figure (1).

looking at a group of sources, studies, and scales that are the subject of the study, where a set of paragraphs related to the subject of the research was formulated, reaching ^[18] paragraphs for the (organizational cynicism) scale and [14] paragraphs for the (functional involvement) scale. Then the two scales were presented to the experts in the field of sports management, and their number was ^[11] experts, to know the validity of the paragraphs, as in Table 2.

Table 2: Shows the validity of the paragraphs of the two scales (organizational cynicism) and (functional involvement)

T	Organizational cynicism scale	experts		100%	Ca2 Values	Indication
		Repair	Does not fit			
1	The teacher has a personality that helps him deal positively with the work environment	11	0	100%	11	Moral
2	The failure to deal positively in the public or private positions of the teacher causes disappointment	11	0	100%	11	Moral
3	University leaders encourage faculty members positively and far from negativity	11	0	100%	11	Moral
4	Providing the necessary support for those with scientific competencies through their scientific sobriety	9	2	81%	8,87	Moral
5	Avoid any situation characterized by hatred, distrust of others, frustration and disappointment.	10	1	90%	9,5	Moral
6	University leaders have decisions affecting the faculty member	11	0	100%	11	Moral
7	The teachers have a great sports administrative culture in the management of educational institutions	11	0	100%	11	Moral
8	The teacher is not satisfied with the university environment	9	2	81%	8,87	Moral
9	University leaders have a strong administrative personality in order to solve problems facing the teaching process	10	1	90%	9,5	Moral
10	University leaders have extensive administrative experience in solving problems facing	5	6	45%	1,5	Non-

faculty members						
11	Work pressures cause organizational cynicism	11	0	100%	11	Moral
12	Inadequate social support for faculty members increases organizational cynicism	9	2	81%	8,87	Moral
13	Organizational complexities and lack of elements of good communication increase organizational cynicism	11	0	100%	11	Moral
14	Workloads and organizational conflict increase the incidence of organizational cynicism	11	0	100%	11	Moral
15	University leaders enhance administrative excellence through continuous follow-up of teaching work as required	5	6	45%	1,5	Non-Moral
16	The lack of competence among university leaders contributes significantly to the decline in performance	11	0	100%	11	Moral
17	The lack of respect and lack of communication between university leaders and faculty increases organizational cynicism	10	1	9%	9,5	Moral
18	Organizational cynicism causes decline in performance and job dissatisfaction	9	2	81%	8,87	Moral
Job Exhaustion						
1	University leaders motivate and encourage faculty members	11	0	100%	11	Moral
2	The faculty member has a positive mental state of getting work done	11	0	100%	11	Moral
3	University leaders are working to open scientific channels of communication with various discreet international universities in order to achieve scientific sobriety	9	2	81%	8,87	Moral
4	Continuing to work without stopping without looking at the results and taking responsibility for them	10	1	90%	9,5	Moral
5	University leaders work to provide the necessary and basic requirements for faculty members	11	0	100%	11	Moral
6	An employee's time passes quickly and they find it hard to separate themselves from work	9	2	81%	8,87	Moral
7	University leaders seek to attract great scientific competencies in order to strengthen and develop universities	10	1	90%	9,5	Moral
8	University leaders encourage the increase of scientific outputs from scientific methodological books approved in physical education lessons	7	4	63%	1,1	Non-Moral
9	Job involvement affects the behavioral, emotional and cognitive aspects of role performance	9	2	81%	8,87	Moral
10	Lack of enthusiasm leads to extinguishment and isolation of the faculty member	10	1	90%	9,5	Moral
11	Administrative routine and a faculty member's lack of will affect his work	9	2	81%	8,87	Moral
12	Some teachers have a high integration and emotional orientation while working	11	0	100%	11	Moral
13	Some teachers are completely focused on work and happy when they do it	10	1	90%	9,5	Moral
14	The reality of the work entrusted to a faculty member makes him preoccupied with work	5	6	45%	1,5	Non-Moral

Table 2 shows the exclusion of two paragraphs from the first scale (organizational cynicism), which are paragraphs ^[10] and ^[15]. Paragraphs ^[8] and paragraph ^[14] were excluded from the (functional involvement) scale, because the calculated (K-square) is less than tabular. Thus, ^[16] items remain for the measure of organizational cynicism and ^[12] items for the measure of job involvement.

Determine the answer alternatives for the two scales

Alternatives to answering the scale were determined through exposure to experts, and the alternatives to the answer were five and in a positive direction, as in Table 3.

Table 3: Shows the answer alternatives for the two scales

Alternatives	Always	Mostly	Sometimes	Scarcely	Never
Positive trend	5	4	3	2	1

Exploratory experience of the two scales

The two scales were experimentally tested on a random sample of ^[15] faculty members from the faculties of physical education and sports sciences at the University of (Maysan) in order to identify the difficulties facing the researcher's work during the experiment of the two scales.

Extracting the scientific bases for the two scales

2-6-1 the validity of the scale: The validity of the questionnaire, one of the most important scientific foundations of the two scales, was verified through the initial

presentation of the two scales to the experts, who numbered ^[11] experts, where the apparent validity of the two scales was obtained, as in Table 2.

Scale stability

The researcher then tested the validity and stability of the two scales used in the study, and Cronbach's alpha coefficient was used to verify the stability of the resolution in the study, through statistical analysis "SPSS", as the value of Cronbach's alpha coefficient was 0.86, which is a high stability ration.

Scale application

The two scales were applied to a randomly selected sample of (182) faculty members with a percentage of (70.54%) in the faculties of physical education and sports sciences in the universities of (Maysan, Basra and Dhi Qar) on (3/2/2022).

Statistical means

SPSS statistical bag to treat the data statistically.

Presentation and discussion of the results

The aim of the research was (determining the level of job absorption of the teachers as a whole and at the level of each of its dimensions in the universities), and for that, the researcher extracted the arithmetic mean, standard deviations, and the order obtained by each phrase of the (organizational cynicism) scale, as in Table 3.

Table 3: It shows the arithmetic mean, standard deviation, and ranking of the organizational cynicism scale

T	Paragraphs	Arithmetic Mean	Standard Deviation	T
1	The teacher has a personality that helps him deal positively with the work environment	2,076	1,954	8
2	The failure to deal positively in the public or private positions of the teacher causes disappointment	3,980	0,985	1
3	University leaders encourage faculty members positively and far from negativity	3,000	1,881	7
4	Providing the necessary support for those with scientific competencies through their scientific sobriety	3,743	1,031	2
5	Avoid any situation characterized by hatred, distrust of others, frustration and disappointment.	3,107	1,832	6
6	University leaders have decisions affecting the faculty member	2,206	2,295	11
7	The teachers have a great sports administrative culture in the management of educational institutions	3,441	1,254	3
8	The teacher is not satisfied with the university environment	2,409	2,099	10
9	University leaders have a strong administrative personality in order to solve problems facing the teaching process	3,298	1,713	5
10	Work pressures cause organizational cynicism	2,754	1,978	9
11	Inadequate social support for faculty members increases organizational cynicism	1,989	2,830	13
12	Organizational complexities and lack of elements of good communication increase organizational cynicism	3,333	1,551	4
13	Workloads and organizational conflict increase the incidence of organizational cynicism	2,000	2,335	12
14	The lack of competence among university leaders contributes significantly to the decline in performance	1,97	2,840	14
15	The lack of respect and lack of communication between university leaders and faculty increases organizational cynicism	1,930	2,930	16
16	Organizational cynicism causes decline in performance and job dissatisfaction	1,94	2,85	15
	The total	3,125	1,826	

Table 3 shows that the responses of the sample showed that there was a variation in the responses to the sample, where the arithmetic mean of the scale (organizational sarcasm) ranged between (3.980) with a standard deviation of (1.930). From this, the researcher believes that all the responses obtained were realistic. As the paragraphs ^[7, 4, 2] got a very good level, as the researcher believes that the faculty members, despite the conditions that marred the educational process, especially after the austerity that occurred in the budgets of higher education as well as scientific research, but they work with their great personal experience in educational institutions represented by colleges correctly and based on scientific foundations, especially in electronic and blended education, despite the lack of enthusiasm and the emotional and cognitive dimension that leads to the emergence of the phenomenon of organizational cynicism clearly, as (Al-Mufti) (Al-Mufti, 2003) believes that one of the foundations for the success of educational institutions is that there are correct academic leaders who lead Work properly and take them to the extreme.

As for paragraphs (9, 12, 5, 6, 8), they got a medium level,

and the researcher believes that all the work that is entrusted to the teacher and requires him to complete it in an ideal way, he will do it in the best way. about the performance of his duties, and therefore the organizational involvement will be when those who are keen to complete their work despite the circumstances in their internal and external work environment, and as paragraphs ^[3, 1, 11, 10, 13, 14] got a weak level, because some faculty members are looking for Positive encouragement by urging and motivating them in the right way and away from discrimination in dealing with others, as he believes (Hantush: 2016) motivation for workers is a prerequisite for the success of the institution in any field it operates, as motivation and encouragement are the main element of creative excellence for workers.

As the researcher believes that the university leaders must have a sense of administrative maneuvering in a correct and positive manner, through the optimal use of management methods in dealing with employees, especially members of the teaching staff, in the correct manner, far from the use of traditional administrative methods.

Table 4: It shows the arithmetic mean, standard deviation, and ranking of the job engagement scale

T	Paragraphs	Arithmetic mean	Standard Deviation	T
1	University leaders motivate and encourage faculty members	3,621	0,509	2
2	The faculty member has a positive mental state of getting work done	2,732	1,776	8
3	University leaders are working to open scientific channels of communication with various discreet international universities in order to achieve scientific sobriety	2,587	1,870	9
4	Continuing to work without stopping without looking at the results and taking responsibility for them	3,111	1,103	5
5	University leaders work to provide the necessary and basic requirements for faculty members	3,895	0,493	1
6	An employee's time passes quickly and they find it hard to separate themselves from work	3,080	1,387	6
7	University leaders seek to attract great scientific competencies in order to strengthen and develop universities	3,286	0,943	4
8	Job involvement affects the behavioural, emotional and cognitive aspects of role performance	2,982	1,580	7
9	Lack of enthusiasm leads to extinguishment and isolation of the faculty member	3,309	0,798	3
10	Administrative routine and a faculty member's lack of will affect his work	2,591	1,97	10
11	Some teachers have a high integration and emotional orientation while working	2,480	1,770	12
12	Some teachers are completely focused on work and happy when they do it	2,587	1,880	11

It is clear from Table (4) that the sample responses show that there is a variation in the responses to the sample, as the arithmetic mean of the (functional involvement) scale ranged between (3.895-2.480) with a degree of deviation amounting to (0.493-1.770), as the responses obtained by the researcher were The sample had realistic responses to the situation they had, as paragraphs (5, 1, and 9) got a good level.

The researcher believes that the focus of the ministry and university leaders is on scientific research and discreet publishing, and therefore the faculty member will spend time in publishing and doing discreet research, which would increase his scientific sobriety, which would make him able to work in a way that may exhaust him financially, physically and psychologically, especially in the faculties of education. Physical and Sports Sciences, where he sees (Laech: 2011) (Khaled, 2011)^[4] that "providing the necessary supplies from the minimum level helps to improve the level of scientific productivity in the required manner, which helps to reach

scientific excellence".

Paragraphs [7, 4, 6, 8] got an average level, as the researcher believes that all distinction and creativity must be competed for by everyone without working for positive motivation and moral encouragement for a faculty member in the College of Physical Education and Sports Sciences, and this is done by giving them a financial reward And morale, especially when publishing soberly, and this is what (Munawar, 2014)^[6]. The increase in motivation among workers is through their encouragement and financial reward, which is one of the main reasons for increasing scientific excellence among a faculty member. Paragraphs [10, 12, 11, 3] on a weak level, and the researcher attributes that the job absorption is evident for the faculty member, due to the large number of requirements and scientific and administrative duties, and therefore he needs proper time management and skill in carrying out his duties. The correlation between the two scales (organizational cynicism) and (functional involvement).

Table 7: The correlation between the two scales (administrative experience) and (scientific excellence)

Variants	The sample	Arithmetic mean	Standard Deviation	R	Sig	Indication
organizational satire	182	3.41	0,208	0,661	0,00	morale
Job exhaustion	182	3,80	0,427	0,731	0,00	morale

Through Table 7 and through the correlation between the two measures, the researcher found that there is a strong correlation between the two variables, where the first measure (organizational cynicism) occurred with a total arithmetic mean of (3.41) and a standard deviation of (0.208) and with a degree of correlation of (0.661), while the measure obtained The second (functional involvement) was based on an arithmetic mean of (3.80) and with a standard deviation of (0.427) and a correlation of (0.731). There is a significant correlation between the dimensions of organizational cynicism and job engrossment. As well as the existence of a strong correlation between, which means the existence of a statistically significant correlation among faculty members in the correct manner, which helps to improve the level of scientific excellence for a faculty member by increasing their scientific outputs in the correct manner, which helps to improve the level of scientific productivity (Fahd, 2018)^[2].

Conclusions

1. The dimension of cognitive immersion refers to the beliefs of the teachers towards the college and the culture of the workplace, as this feature deals with the beliefs of the teachers towards the organizational factors.
2. After the teachers' emotional involvement with the college, university leaders, and co-workers, the emotional side deals with what they feel about the organizational factors, how the college and working conditions in the college are led, in terms of positive or negative attitudes towards the university.
3. After the behavioral immersion to the value-added component of the teachers, which is reflected in the size of the efforts exerted in their jobs and duties.
4. There is a clear moral interest by the teachers in the concept of organizational cynicism with its dimensions (cognitive, behavioral, and emotional), respectively, and the concept of functional absorption with its dimensions (sincerity, immersion, and enthusiasm), respectively.
5. There is a statistically significant correlation between the dimensions of organizational cynicism and the dimensions of job involvement, which indicates the integration of teachers, their satisfaction and enthusiasm

towards their jobs and the tasks entrusted to them.

6. The ability to identify the problems that exist among teachers with regard to the evaluative attitudes related to organizational work, which means that job involvement increases among teachers whenever their awareness, feelings and behaviors regarding the importance of the size of the efforts exerted by them in their jobs increase.
7. Organizational cynicism is linked to many concepts such as job exhaustion. University leaders must deepen the concept of organizational justice that can be achieved without much effort.

Recommendations

1. University leaders should play a role in preventing sarcasm among teachers by adopting an open door policy, which provides them with the opportunity to express their opinions and find out their problems.
2. University leaders must address some important issues about the causes of cynicism that lead to the tendency of teachers to undesirable behaviors through organizing workshops and workshops for teachers and making new reforms in education.
3. In order for colleges to be able to compete, focus must be placed on developing and retaining creative and distinguished human resources and cadres.
4. University leaders should create a healthy work environment for all faculty members in colleges, and measure the extent of their organizational loyalty through enthusiasm, sincerity, and immersion in work.
5. University leaders should hold training courses to educate teachers about the concept of organizational cynicism, methods of dealing with it and the extent of its impact on organizational success.
6. Spreading the culture of job involvement among faculty members in the colleges by emphasizing the work teams
7. Self-management and its effectiveness in resolving organizational conflicts that occur during work
8. Conducting studies dealing with the relationship of organizational cynicism with other variables to discover the causes of these phenomena in order to reduce them to create a positive work environment.

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