Organisational cynicism and self-efficacy predicting professionalism among teachers in Oyo State, Nigeria

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Abstract: The 21st century teachers have been affected by globalization, technological innovation and diversity in workplace   thus affecting their professionalism. Teachers who develop unconcern attitudes and suffer neglect are likely to have their performance at work affected. Therefore, this study examined organizational cynicism and self-efficacy as predictors of professionalism among teachers in Oyo State, Nigeria. Cross-sectional survey design was adopted while purposive sampling technique was used to select one Local Government Area for the study. Data were collected from 300 teachers using validated scales and analysed using t-test of independent means and multiple regressions analysis to test three hypotheses at a $p < 0.05$ level of significance. The result revealed that organizational cynicism and self-efficacy significantly influenced professionalism among teachers. Also, organizational cynicism and self-efficacy jointly and independently predicted professionalism among teachers. Finally, organizational cynicism and self-efficacy independently predicted professionalism among study participants. The study concluded that organisational cynicism and self-efficacy are strong predictors of professionalism among teachers. Therefore, government agencies and other stakeholders should work together to improve teachers' professional skills.

INTRODUCTION

Professionalism is described as an ethical code created by professional groups of occupations and supervised by practitioners (Evett, 2013) to regulate the operations of that occupation. Professionalism provides employees with rules and regulations on how to be controlled and disciplined while conducting their occupations (Evett, 2011). This conception of professionalism presumes that employees would not only behave more professionally in carrying out their occupational duties, but that their efforts would contribute to actualizing the organizational goals and objectives. One group of employees whose professional outlook needs to be improved and monitored is the teachers. Teachers have been wisely described as builders of the leaders of tomorrow. They have been trained to acquire knowledge, skills and other cognate experiences for onward transmissions to their students. The training and qualifications of the teachers in terms of their specialties, skills and ways of behavior have been accepted as the source of teachers' autonomy which is one of the crucial elements of professionalism.

Several factors have been investigated as predictors of professionalism across many professions. One factor considered in this study as a likely predictor of teachers' professionalism is organizational cynicism(OC) which is described as a negative judgment or attitude that emanated from an individual's employment experience (Cole et al., 2006). It could be as the consequences of distrust, hopelessness and disillusionment (Liegman, 2015) perpetrated by the organizations to their employees. OC reflects unfriendliness to the organisation from employees due to the beliefs that the organisation lacks honesty and would attempt to fool its employees. Finally, Nair and Kamalanabhan (2010) put it forcefully that OC tends to develop when employees nurture negative feelings such as disturbance, dissatisfaction and learned helplessness to the organization and other employees.

Organisational cynicism has now become a crucial variable in employees' performance that is equated with professionalism (Bayram et al., 2017; Nafei, 2015) and motivation to contribute to the organizational goals (Khan, 2014). Studies have demonstrated that employees who scored high in organizational cynicism would score low on professionalism scale (Bayram et al., 2017; Nafei, 2015; Johnson & O'Leary-Kelly, 2013; Khan, 2014; Kradaq & Kilicoglu, 2014).

The second factor considered in this study as a likely predictor of professionalism among teachers is self-efficacy which refers to individuals' belief that they are capable of performing a task (Robbins, 2017). Self-efficacy has also been described as a generalized belief in individuals' abilities to execute a course of action in any given situation (Andrea, 2008). Self-efficacy helps individuals to organize and execute the courses of action required to produce given attainments **(Luthans, 2011)**. Individuals who have conviction (or confidence) about their abilities tend to mobilize the cognitive resources and courses of action needed to successfully execute a specific task within a given context **(Luthans, 2011)**. In other words, people who believe they can perform well on a task (high self-efficacy) do better than those who think they will fail (low self-efficacy). Studies have consistently demonstrated that individuals who reported high self-efficacy would also report higher levels of professionalism (Mahmoud & Ibrahim, 2016; Gkolia et al., 2014; Mansor et al., 2013).

In sum, teachers who exhibited cynical behaviours tend to affect the way teaching and learning are delivered to the students. Also, the degree of self-efficacy demonstrated by teachers in discharging their duties has a direct effect on the level of their professionalism. Therefore, this study sought to provide answers to the following questions:

1. Would teachers who scored high in organisational cynicism scored lower in professionalism than those who scored low in organizational cynicism?

2. Would teachers who scored high in self-efficacy scored higher in professionalism than those who scored low in self-efficacy?
3. Would organisational cynicism and self-efficacy jointly and independently predict professionalism among teachers in secondary school in Oyo Local Government Area, Oyo State, Nigeria?

Theoretical construct
This study was anchored using self-efficacy theory.

Self-efficacy Theory
This theory originated from Bandura's (1997) Social Cognitive Theory (SCT) which defined self-efficacy as "the belief in one's capabilities to organize and execute courses of action required to produce given attainments". The theory views people as self-organizing, proactive, self-reflecting, and self-regulating rather than as passively reacting organisms influenced by environmental factors or driven by hidden inner desires. In addition, it explains that an individual's functioning and activities are the outcome of a dynamic interaction of three important factors: A person's behavior, personal factors (e.g., thoughts, beliefs, etc), and environmental conditions. These three factors together exert mutual influences on one another. Bandura calls this reciprocal interaction as reciprocal determinism and according to him, it is triadic in form. Another components of self-efficacy as explained by Bandura (1997) are: (1) mastery experience, which is personal experience of doing a task; (ii) vicarious experience, that is, second hand experiences gained through imitating a model (i.e., observing a peer doing a particular task); (iii) verbal persuasion, which is encouragement and support by other people; and (iv) physiological state, that is, emotional arousal, consisting of controlling one's level of fatigue, stress, and anxiety. These components have been independently verified by several researchers and studies (Robbins & Vermunt., 2004; Usher & Pajares, 2008).

When applied to this study, it means that teachers are self-organizing, proactive, self-reflecting, and self-regulating rather than as passively reacting organisms being influenced by environmental factors or driven by hidden inner desires. They belief in their capabilities to organize and execute courses of action required to produce given attainments. Therefore, for teachers to carry out their duty effectively and efficiently they need to belief in their capacity, they need to be proactive, and is very essential for them to be self-organizing. All these attributes would be needed for them to be productive in whatever duty post they are given.

Review of Related Studies
Some studies have been on conducted on organisational cynicism and professionalism with varying results. For example, Ogungbamila's (2013) who investigated the extent to which perceptions of professionalism, cynicism, and employee job-related outcomes predicted negative emotions in the workplace. The finding revealed that negative job related emotions are the antecedents of counterproductive or deviant behaviours in the workplace. These job-related negative emotions significantly predicted workplace incivility in such a way that employees who felt bad about their jobs tended to exhibit workplace incivility.

Oginska (2005) had earlier explored the relationship between professionalism and perceived stress in the workplace and health-related consequences among human service workers. The results confirmed that employees reporting a higher professionalism level reported a lower level of occupational stress and suffered less from negative health consequences.

Earlier study by Kalleberg and Mastekaasa (2001) did not find any relationship between professionalism and organisational cynicism. Extant study has posited that a relationship between the level of professionalism and organisational cynicism could exist or be influenced by an employee's efforts to stay with the job and try to change the elements of the job that are dissatisfied (Steers & Mowday, 1981). This suggests that an employee might have strong commitment to an organisation even though

the employee may not be satisfied with certain aspects of the job.

However, Khan (2014) did not find motivation to mediate the relationship between professionalism, organisational cynicism, and job performance. The logic behind this contention was that the direct effects of professionalism and organisational cynicism on job performance were found stronger than indirect effects via motivation.

Self-efficacy and professionalism
Also, some studies have been conducted on the influence of self-efficacy and professionalism. For example, Mahmoud and Ibrahim (2016) found organisational citizenship behaviour to influence organisational justice and self-efficacy among nurses. A further study conducted by Gkolia et al. (2014) provided strong evidence that self-efficacy influenced individuals' professionalism. Mansor et al. (2013) found self-efficacy to have a direct effect on professionalism. In another study, Bassey (2012) demonstrated the influence of self-efficacy on professionalism and found that self-efficacy regarding content domains was related to professionalism. Also, leaders with a high self-efficacy usually record high success performance in their organisation (Lunenberg, 2011).

Similarly, a line of research conducted by Deww (2011) has found professionalism to have a positive effect on employees' performance and well-being and this in turn has noticeable flow-on effects on the organisation performance. However, certain types of performance-primarily those related to professionalism were affected by job self-efficacy. Further study conducted by Aisah (2012) on self-efficacy was found to have a direct positive influence on professionalism. This positive direct influence indicates that high self-efficacy leads to an increase in professionalism, while low self-efficacy leads to a decrease in professionalism.

Along the same line, Sheng-Wuu (2010) found self-efficacy to have a significant effect on the professionalism of employees at work. Based on the literature review by Peterlang (2010), it was found that teachers' self-efficacy has a strong influence on teachers' organisational citizenship behaviours, therefore, organisational cynicism would be deleterious to their professionalism.

Other extant studies have found self-efficacy as an important predictor of professionalism. For instance, in a study conducted by Mc-Arthur (2008) found self-efficacy beliefs as the "main determinants" of teachers' professionalism. Also, Adeyemo (2007) has earlier reported a significant and positive correlation between self-efficacy and professionalism. Bandura and Locke (2004) found that one factor that predicts organisational citizenship behaviour to be self-efficacy which means the confidence in one capability in implementing certain behaviour successfully and to obtain expected results.

Taking together the above review, it is suggestive that organisational cynicism and self-efficacy would likely predict professionalism among teachers in the study population.

Hypotheses
The study generated and tested the following hypotheses:
H1. Teachers who reported high in organisational cynicism would score low in professionalism than those who scored low in organisational cynicism.
H2. Teachers who scored high in self-efficacy would significantly score higher in professionalism than those who scored low in self-efficacy.
H3. Organisational cynicism and self-efficacy would jointly and independently predict professionalism among teachers in secondary school in Oyo LGA, Oyo State, Nigeria.

METHODS
The study adopted an ex-post facto, cross-sectional survey design where no manipulations of independent variables on dependent variables was carried out. The

study used validated questionnaires for data collection. The two independent variables were organisational cynicism and self-efficacy while the dependent variable was professionalism.

The study was carried out among teachers in secondary schools in Oyo Local Government Area (LGA) in Oyo State, Nigeria. The study adopted purposive sampling technique to select Oyo Local Government Area in Oyo State, Nigeria, while convenience sampling technique was used to select participants for the distributions of the questionnaires for data collection. The readily available teachers allow for using convenience techniques to have a pool of teachers for the study.

The study sampled a total of 300 teachers. Frequency distribution showed that 109 (36%) of the participants were males while 191 (64%) were females. According to their ethnic groups, 185 (62%) of the participants were from Yoruba ethnic group, 21 (7%) were the Hausas, and 88 (29%) were the Igbos. The distribution showed that 151 (50%) of the participants were singles, 149 (50%) were married. In terms of their age brackets, 170 (57%) were between 19 and 28 years, 102 (34%) were between 29 and 38 years, 21 (7%) were between 39 and 48 years, and 7 (2%) were 49 years and above. Regarding their religious affiliations, 183 (61%) were Christians while 17(39%) were Muslims.

In order to collect data from the participants, three instruments were used. The first was the Occupational Professionalism of Teachers Scale (OPTS) developed by Yilmaz and Altinkurt (2014) used to measure Professionalism. It is a 24-item scale that is presented on a 5-point Likert's format that ranges from strongly disagree to strongly agree. Samples of items include: " I am present in my class in time' and "I submit my mark sheets on time". High scores from the scale shows a high level of occupational professionalism of the teachers. The author reported Cronbach's alpha of 0.79 while in the current study, Cronbach's alpha of 0. 72 was   rted.

The second was the Organisational Cynicism Scale (OCS) which was developed by Brandes et. (1999) used to assess organisational cynicism. The OCS comprised three dimensions of affect (with 4-item), cognition (with 4-item), and behaviour (with 4-item). The affect items reflect negative emotions such as distress-anguish, anger-rage, and disgust-revulsion. Belief items reflect cognitive evaluations that employees have about the integrity and sincerity of their employing organisation. Behavioural items reflect critical and disparaging behaviors associated with organisational cynicism. OCS consists of 12-item presented in a   5-point Likert's format that ranges from completely agree to completely disagree. Sample   items include: "My organisation expects one thing from its employees, but rewards another", " When I think about my organisation , I feel tension", and "I often criticize   organisational practices and policies with others". The authors reported a cronbach's alpha of 0.86 and in this study the scale Cronbach's alpha was 0.81. High score shows organisational cynicism.

Finally, self-efficacy was evaluated using the 10-item General Self-Efficacy Scale developed by Schwarzer and Jerusalem (1995). It is presented in a   4-point Likert's format that ranges from not all true to exactly true. The sample items include: "It is easy for me to stick to my aims and accomplish my goals" and "If I am in trouble, I can usually think of a solution" High score indicates presence of self-efficacy while low score indicates low self-efficacy. The author reported Croncbach's alpha of 0.90, and in this study, Cronbach's alpha of 0.82 was calculated.

Procedure for data collection
A formal letter of Introduction was obtained from the Department of Psychology, University of Ibadan, Nigeria as a means   of introducing the researchers to the respective principals and teachers during the process of data collection. The verbal approval was given by the Principals or the Vice Principals

(VP) as it happened in two schools. The potential participants were met in their staff rooms usually after being introduced by the VP or any senior teachers. Except for a few teachers who were about to go to their classes, many teachers met in the staff rooms, usually obliged to collect and complete the questionnaires. All instructions on the confidentiality of the responses were clearly written on the questionnaire. Both written and verbal thank you was offered after the completion and collection of the questionnaires from the participants. It took less than 10 minutes to complete each questionnaire. A total of 308 questionnaires were distributed, 304 questionnaires (98.7% response rate) were collected, however, four questionnaires were mutilated and some items were not filled which was removed thus leaving 300 questionnaires used for the analysis.

Finally for data analysis, both descriptive and inferential statistics were utilised in the analysis of the data collected. Hypotheses one and two were tested using t-test for independent samples while hypothesis three was tested using regression analysis. All hypotheses were accepted at a 0.05 level of significance.

RESULTS AND DISCUSSION
The study investigated organisational cynicism and self-efficacy as predictors of professionalism among teachers in secondary school in Oyo LGA, Oyo State, Nigeria. Three hypotheses were generated and tested at a $p < 0.05$ level of significance.

H1: Teachers who reported high in organisational cynicism would score lower in professionalism than those who reported low in organisational cynicism. This was tested using t-test of independent means and the result is presented in Table 1.

TABLE 1 *Independent t-test showing the difference in the professionalism of teachers who scored high and low in organisational cynicism*

OC	N	M	SD	t	Df	p
Low	137	42.49	9.85	4.04	298	.00
High	163	46.36	6.66			

OC = Organisational cynicism, Dependent variable: Professionalism

Table1 shows that there is a significant difference in the professionalism of teachers who reported high and low in organisational cynicism [t (298)= 4.039, $p < .05$]. Hence, teachers who reported high in organisational cynicism ($M = 46.36$, $SD = 6.66$) significantly score higher on professionalism than those who reported low organisational cynicism ($M =42.48$, SD) in the study. The hypothesis was therefore accepted. The result in this study supported previous findings that organisational cynicism signal negative influence in the organisation that would affect performance and commitment (Ogungbamila, 2013).

H2: Teachers who reported high in self-efficacy would report higher in professionalism than those who reported low in self-efficacy

TABLE 2 *Independent t-test showing the difference in the professionalism of teachers who reported high and low self- efficacy*

S'-efficacy	N	M	SD	t	Df	p
Low	114	41.68	9.77	4.82	298	.00
High	186	46.38	7.04			

S'-efficacy = Self-efficacy, Dependent variable: Professionalism

Table 2 shows that there is a significant difference in the professionalism of teachers who reported high in self-efficacy [t (298) = 4.820, $p < .05$]. Hence, teachers who reported high in self-efficacy (M=46.37, SD=7.04) scored higher on professionalism than those who reported low in self-efficacy (M =41.68, SD= 9.76). The hypothesis was, therefore, accepted. This is in line with a previous study by Aisah (2012) whose result indicated that high self-efficacy leads to an increase in professionalism. Teachers who reported low in self-efficacy also reported low in professionalism.

H3: Organisational cynicism and self-efficacy would jointly and independently predict professionalism among teachers in secondary school in Oyo State, Nigeria. The hypothesis was tested using multiple regression analysis and the result is presented in Table 3.

TABLE 3 *Multiple regression analysis showing joint and independent contributions of organisational cynicism and self-efficacy on professionalism among teachers in secondary schools*

Model[a]

R	R^2	Adjusted R^2	Std. Error
.287	.082	.076	8.15261

ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	1772.256	2	886.128	13.3 3	.00
Residual	19740.131	297	66.465		
Total	21512.387	299			

Table 3 shows the joint contribution of the two independent variables (organisational cynicism and self-efficacy) to the prediction of the dependent variable, i.e.,

professionalism. The Table also shows a coefficient of multiple correlation (R = .287 and a square R^2 = .082). This means that 8.2% of the variance was accounted for by two predictor variables when taken together. The significance of the composite contribution was tested at a = 0.05. Also, Table 3 shows that the analysis of variance for the regression yielded F-ratio of 13.332 (significant at 0.05 levels). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Coefficient[c]

Model	Unstandardized Coefficient		Standardized Coefficient		
	β	Std Errors	Beta	t	Sig
(Constant)	28.306	3.190		8.87	.00
Organisational Cynicism	.193	.066	.165	2.92	.04
Self-efficacy	.318	.087	.206	3.645	.00

Dependent variable: Professionalism. Predictors: Organisational cynicism, self-efficacy

Finally, Table 3 reveals the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, viz.: organisational cynicism (β = .165, $p<.05$) and self-efficacy (β = .206, $p<.05$). Hence, organisational cynicism and self-efficacy independently and jointly predicted professionalism among teachers in secondary schools in Oyo LGA, Oyo State. This finding is in line with a previous study by Ogungbamila (2013) who found

organisational cynicism as a predictor of professionalism among study participants. Also, the previous finding by Sheng-Wuu (2010) found self-efficacy as a significant predictor of professionalism.

CONCLUSION
Based on the findings in this study, the following conclusions were drawn. That, organisational cynicism and self-efficacy jointly predicted professionalism. Teachers who reported high in organisational cynicism reported low in professionalism. Finally, teachers who reported high in self-efficacy also reported higher in professionalism than those who reported low in self-efficacy.

It is recommended that the educational community should determine ways to enhance the professionalism of all teachers through high quality and appropriate professional development activities such as observing other teachers, receiving peer feedback, cultivating collegial relationships, and participating in lifelong learning experiences. Also, the government should provide teachers with tablets and other ICT gadgets to make teaching and learning more fun .

The study carried out was not without limitations. One major constraint was that this study was done during the period of COVID 19 pandemic where at a point in time there a total was locked down thus affecting the study efforts. Two, self-reported questionnaires were used in this study which was not free of response bias. Three is that of sample size. Only one LGA and five schools were randomly sampled. Further studies should include more than one LGA and more secondary schools in the State. Finally, other predictors such as self-esteem, learned helplessness, etc should be included in further studies.

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