

Examination of the Relationship between Emotional Labour and Organizational Cynicism Levels of Teachers

Saadet Kuru Çetin

Mugla Sıtkı Koçman University, Faculty of Education, Department of Educational Administration, Supervision, Planning and Economics

Abstract

This study aims to determine the relationship between the emotional labour and the organizational cynicism levels of teachers employed in the public educational institutions located in Mentese County of Mugla Province in south-western Turkey. The canonical correlation analysis was used in analysing the data. The sample of the survey was composed of 370 teachers who were employed in Mentese County. The data of the survey were obtained with two scales. The first one is the Emotional Labour Scale adapted by Basım and Demirtas (2012). The second one is the Organizational Cynicism Scale developed by Brandes, Dharwadkar, and Dean in 1999 and adapted into Turkish by Karacaoglu and Ince (2012). According to research findings, three canonical functions were obtained regarding the relationship between the emotional labour and organizational cynicism perceptions of teachers, and it was determined that two of these three canonical functions are statistically significant. In the canonical model composed of the cumulative values of canonical functions, the covariance shared by the sets of emotional labour and organizational cynicism was calculated as 28%.

Key words: *canonical correlation; deep-acting emotional labour; expressions of naturally felt emotions; organizational cynicism; surface-acting teacher.*

Introduction

Employees, one of the most important assets of organizations, are the primary entities to understand and analyse with regard to their behaviours within the organization. However, the employees should duly perform their duties in order to

achieve organizational effectiveness. When viewed from this aspect, organizations are quick to express the opinion that employees are their most valuable capital (Man & Oz, 2009). The attitude that the employees maintain towards the organization is important for the effectiveness of the organization. If the attitude of the employee towards the organization turns negative, the employee may develop feelings and behaviours that oppose the wishes of the organization, and at the same time, the employee may become ineffective in his or her duty. One of the most important reasons for such a change is the significant effect of emotions on the determination of the attitude and behaviours of individuals (Hochschild, 2003). While attitude disorder is a temporary behaviour for some employees, it can become chronic for some employees who adopt an indifferent and alienated attitude towards the organization. Even though organizations take measures to avoid such attitudes and behaviours through socialization and training of their employees to a certain extent, these behaviours are generally associated with personality traits (Begenirbas & Yalcin, 2012; Sohn & Lee, 2012). When viewed from the organization's perspective, such negative employee behaviours are definitely undesirable.

This study aims to reveal the relationships between the variables of emotional labour and organizational cynicism, and is thus considered to contribute to the literature and the management activities of organizations. The variables and their interrelationships are conceptually mentioned in line with this main purpose, and the findings between the subdimensions of the variables are presented.

Emotional Labour

According to Hochschild (2003), who extensively brought up the concept of emotional labour for the first time, emotional labour involves arranging the emotions related to one's occupation to be observed by others, and superficially and bodily demonstrating them. Emotional labour can be demonstrated face-to-face and with bodily gestures (Hochschild, 2003). In addition, when we examine the literature of emotional labour, it is seen that these two concepts are conceptualized in two ways. The first one is "job-focused emotional labor" as defined by many, including Hochschild (Hochschild, 2003; Wharton, 1996). In this concept, firm interaction with customers and demonstration of some emotions while doing business are important (Brotheridge & Grandey, 2002; Grandey, 2000, 2003). The second perspective, called "employee-focused emotional labour", refers to controlling the emotions by employees in business processes and experiences, and controlling these emotions in order to meet the business demands (Abraham, 1998; Grandey, 2000, 2003; Morris & Feldman, 1997). As defined by numerous researchers (Basim & Begenirbas, 2012; Rafaeli & Sutton, 1989; Wharton & Ericson, 1993), this refers to all kinds of efforts reflecting the tone of voice and behaviours of employees while they talk. Moreover, according to Kleinman and Copp (2000), emotional labour is the emotional working strategy that we demonstrate by disregarding our real emotions and even by suppressing

them with regard to all kinds of clues and signs that we perceive from actions and from behavioural and verbal expressions from another person to understand him or her. In parallel with the similar thought and definition, emotional labour is also qualified as being interested in the emotions of others and caring about how they feel, and it is emphasized that this attitude is the basic component in the arrangement of emotions (James, 1989). Grandey (2000) stated that emotional labour involves role-playing, increasing or suppressing the emotions to change the emotional expressions towards the job and organization in order to do what is necessitated by the emotional behaviour rules.

The concept of emotional labour, which has an important place in the literature of organizational behaviour, has been investigated by many researchers together with organizational behaviour concepts such as job stress (Adelmann, 1995), loyalty (Gulova, Palamutcuoglu, & Palamutcuoglu, 2013), burnout (Brotheridge & Granday, 2002; Schaible, 2006) and job satisfaction.

The concept of emotional labour is divided into subdimensions and analysed as such in the literature. Hochschild (2003) deals with the behaviours of employees related to their emotions in two dimensions, which are *surface acting* and *deep acting*. Afterwards, Ashforth and Humphrey (1993) added the expression of *naturally felt emotions* as a third dimension to Hochschild's approach. On the other hand, Morris and Feldman (1997) examined emotional labour in four dimensions: *frequency of emotional expressions*, *rules of expression*, *emotional diversity* and *emotional disharmony*. In their study, Kruml and Geddes (2000) examined emotional labour in two dimensions: as *emotional effort* and *expression of naturally felt emotions*. Kiral (2016) determined in his study, conducted on school principals, that the emotional labour scale operates in three subdimensions in the Turkish context, and named these subdimensions: superficial role behaviour, profound role behaviour and sincere behaviour. In this study, emotional labour will be examined in three subdimensions by taking the study of Dienfendorff and Gosserand (2003) as a reference, with these subdimensions: *surface acting*, *deep acting* and *expression of naturally felt emotions*.

In *surface acting*, the person masks his or her real emotions for various reasons and outwardly demonstrates different emotional expressions (Grandey, 2003). In *deep acting*, the employee focuses on his or her intrinsic emotions and makes an effort to play the role requested from him or her like an actor or an actress, and tries to transfer his or her emotions to the other party (Hochschild, 2003). According to Ashforth and Humphrey (1993), *expression of naturally felt emotions* does not involve a necessity. When employees show the emotions, they feel naturally both in the dimensions of surface and deep acting; however, the authors refer to the impulsive reflection of the employee's emotions.

When the concept of emotional labour is approached in terms of the field of education, the teaching profession is regarded as one of the occupations requiring the maximum emotional labour in many respects (Begenirbas & Yalcin, 2012; Erturk,

Kara, & Gunes, 2016; Goodwin, Groth, & Frenkel 2011; Hochschild, 2003; Kiral, 2016). One of the most important reasons for this is that teachers are often in face-to-face relations with students, parents, colleagues and school administrators. According to Goodwin, Groth, and Frenkel (2011), teaching is a profession which requires having neutral or positive and entertaining emotions when needed. However, teachers always try to canalize the emotional and cognitive reactions of the children from different age groups towards education and teaching. This effort requires management of one's emotions to a large extent.

While emotional labour research studies increase the consciousness of teachers in this respect, they also enable them to develop strategies related to emotional labour. Thus, they would take steps to be more effective in terms of their profession because the conducted research has confirmed that the level of emotional labour increases the performance (Bagcı & Mohan Bursalı, 2015).

Organizational Cynicism

Cynicism is a multi-dimensional concept which goes back at least as far as ancient Greece (Dean, Brandes, & Dharwadkar, 1998; Kalagan & Guzeller, 2010; Mantere & Martinsuo, 2001). According to researchers, cynicism comes into existence as a result of individual or organizational properties. The concept of organizational cynicism is defined as an attitude composed of cognitive (faith), affective (emotion) and behavioural (behaviour) tendencies (Kalagan & Guzeller, 2010). Ozler, Atalay, and Sahin (2010) state that organizational cynicism can be defined as negative emotions felt by employees against the organization they work for, such as anger, indignation, disappointment and hopelessness. According to Dean, Brandes, and Dharwadkar (1998), organizational cynicism refers to the negative attitudes of employees towards the organizations they work for. These attitudes can have cognitive, affective and behavioural dimensions. Beliefs regarding the organization's lack of righteousness and negative emotions towards the organization lead to the exhibition of behaviours which slight and criticize the organization. The conducted studies revealed that the labour productivity of employees with a high level of organizational cynicism is reduced, their sense of organizational fairness is diminished (Koybası, Ugurlu, & Oncel, 2017), their motivation and job satisfaction are lessened, and their organizational commitment is weakened (Bernerth, Armenakis, Feild, & Walker, 2007; Nafei & Kaifi, 2013). Similar results have been obtained at educational organizations. In the study conducted by Sezgin-Nartgun and Kartal (2013), a positive relationship was found between the cynical attitudes of teachers and organizational silence. On the other hand, Akin (2015) confirmed that there is a negative relationship between organizational cynicism and trust.

Dean, Brandes, and Dharwadkar (1998) emphasize that organizational cynicism lacks honesty in the *cognitive dimension*. When the relationship between the cognitive dimension and organizational cynicism is examined, it can be asserted that cynical

individuals in organizations lack organizational principles and rules, ignore formal procedures and rules, exhibit inconsistent attitudes along with lies and deceit, have trouble trusting others and prioritize their personal interests (Dean, Brandes, & Dharwadkar 1998). The *affective dimension* includes the negative emotions that emanate against the organization. The *emotional dimension* of organizational cynicism involves such emotional reactions as disrespect, anger, distress and shame (Abraham, 2000). It can be said that disrespect, belittlement, anger, indignation, hate for others, arrogance, moral corruption, disappointment and distrust are included in this dimension (Kalagan, 2009). Finally, the *behavioural dimension* includes cynical employees in organizations, pessimistic predictions about future events within the organization, sarcastic humour, despising the organization and strong criticism (Kutanic & Cetinel, 2009). Employees use humour, especially sarcastic humour, to express cynical behaviours (Dean, Brandes, & Dharwadkar, 1998). Sagir and Oguz (2012), who had investigated the organizational cynicism perceptions of teachers in educational organizations, asserted that the cynicism perceived at schools is composed of dimensions such as inclining away from the institution, factors reducing performance, a negative attitude towards the school and lack of employees' participation in the decision-making process. Accordingly, teachers with a high level of cynicism move away from their institutions, their performance decreases, they develop negative attitudes towards the school and do not participate in decision-making.

Relationship between Emotional Labour and Organizational Cynicism

Employees feeling obliged to express some emotions due to their work is a topic that has been studied in numerous fields (Begenirbas & Caliskan, 2014; Grandey, 2000; 2003, Ozdevicioglu, 2004). However, researchers disagree over whether these emotions would be either positive (Ashforth & Humphrey 1993; Grandey 2000) or negative (Hochschild, 2003; Ozdevicioglu, 2004). The results of the research have suggested that negative emotions would cause employees to have problems committing to their organizations (Gulova & Palamutcuoglu, 2013; Lapointe, Morin, Courcy, Boilard, & Payette, 2011), affect the perception of inter-organizational fairness (Bechtoldt, Welk, Zapf, & Hartig, 2007), lead to work stress (Grandey, 2000) and cause employees to behave cynically (Begenirbas & Turgut, 2014).

Even though the number of studies addressing emotional labour and organizational cynicism at the same time is very low, there are some organizational behaviour variables which are frequently assessed together with these concepts, such as organizational commitment, stress and occupational burnout. Packell and Narayan (2013) asserted in their study that studies on emotional labour and cynicism have been mostly neglected. When these variables are examined, it can be said that there is actually a relationship between these two concepts. Eroglu (2014) also suggested that there is a relationship between emotional labour and burnout in his study of organizations.

Lapointe et al. (2011) investigated the intermediary effect of emotional labour on commitment to the workplace and burnout. When the concepts of organizational cynicism and burnout were examined based on this, it was determined that cynicism positively affects burnout (Johnson & O'Leary-Kelly, 2003) and the level of trust in the organization decreases as the organizational cynicism levels of the employees increase (Chrobot-Mason, 2003). According to the results of the research, commitment and burnout have a direct impact on emotional labour, and there is an intermediary impact between commitment and cynicism. In addition, many research studies (e.g. Boyas & Wind, 2010; Lee & Ashforth, 1996; Ozgan, Kulekci, & Ozkan, 2012) have revealed that there is a negative relationship between commitment and organizational cynicism. The relationship between emotional labour and organizational cynicism and other concepts can be regarded as a relationship existing between emotional labour and organizational cynicism, even if indirect. However, in the study conducted by Beğenirbas and Turgut (2014) on the sample of bank employees, it was found that the emotional labour of bank employees has significant effects on organizational cynicism. In particular, it was discovered that employees who play superficial roles express more cynical attitudes and behaviours, and those who act naturally show less negative attitudes and behaviours towards their organizations. However, no significant relationships have been found between deep acting and organizational cynicism. The study conducted by Ayana (2016) on the perception of organizational cynicism by emotional intelligence and emotional labour at hotels revealed that the levels of emotional intelligence and emotional labour have a low level of impact on their organizational cynicism levels.

When literature is examined, although the effects of emotional labour and organizational cynicism variables on different organizational variables have been investigated in many studies, it can be seen that the relationship between these two variables has not been examined sufficiently. This study aims at examining the relationship between teachers' emotional labour and their perception of organizational cynicism. It is thought that the examination of the relationship between teachers' emotional labour and their perception of organizational cynicism would enable the researchers who conduct studies in the field, educational planners and administrators to comprehend the current situation. In this context, the purpose of this study is to examine the relationship between teachers' emotional labour and their perception of organizational cynicism.

Method

Research Model

In this study the relational model was used to investigate whether there is a relationship between teachers' emotional labour and their organizational cynicism levels. Correlative investigations are research patterns aimed at determining whether there is a relationship between two or more variables or not (Fraenkel & Wallen, 2006).

Sample

The universe of the research consists of 1,466 teachers working in preschools, primary schools, secondary schools and high schools in Mentese County in Mugla Province, Turkey. A disproportionate cluster sampling technique was used to determine the sample. The sample size was set at 304 for a 95% confidence level. As it was considered that there would be shortcomings in the return of the scales, the research was conducted with the participation of 400 teachers. Data were collected from 385 teachers in total, with 15 participants (respondents) not being involved in the study as they did not fill in the scales completely. The demographic characteristics of the participants are shown in Table 1.

Table 1
Demographic characteristics of the participants

		%	n
Gender	Female	59.2	219
	Male	40.8	151
Total Experience	1-10 Years	20.8	77
	11-20 years	37.3	138
	21-30 years	32.4	120
	31-40 years	9.5	35
Branch	Secondary School Teacher	49.2	182
	Classroom Teacher	33.2	123
	Technical Education School Teachers	9.2	34
	Preschool Teachers	7.8	29

Data Collection Tools

Data collection instruments for this study consisted of two parts. In the first part, personal information such as gender, total employment period and fields of study were asked of teachers. The second part consisted of the emotional labour and organizational cynicism scales. Information about the scales is given below.

Emotional Labour Scale

This scale was adapted by Basım and Begenirtas (2012). Participants mark the option they find suitable on a 5-point Likert Scale to express their level of agreement with each situation expressed in each item. These levels are set as: 1 = Never, 2 = Very rarely, 3 = Sometimes, 4 = Most of the time, 5 = Always.

The emotional labour scale is composed of three dimensions. These dimensions are surface acting (items 1-6), deep acting (items 7-10) and expression of naturally felt emotions (items 11-13). Cronbach's Alpha reliability coefficients calculated in line with the sample items belonging to the subdimensions and a reliability study are 0.89 (Surface acting), 0.90 (Deep acting) and .081 (Expressions of naturally felt emotions).

Organizational Cynicism Scale

The Organizational Cynicism Scale developed by Brandes, Dharwadkar, and Dean in 1999 and adapted into Turkish by Karacaoglu and Ince (2012) was used. To complete the scale, participants mark the option they find suitable on the 5-point Likert Scale to express their level of agreement with each situation expressed in each item. These levels are defined as: 1 = Absolutely disagree, 2 = Disagree, 3 = Reasonably agree, 4 = Agree, 5 = Absolutely agree. The scale is composed of three dimensions (13 items). These dimensions are cognitive cynicism (items 1-5), affective cynicism (items 6-9), and behavioural cynicism (items 10-13). Cronbach's Alpha reliability coefficients calculated in line with the sample items belonging to the subdimensions and a reliability study are 0.91 (Cognitive cynicism), 0.90 (Affective cynicism) and 0.76 (Behavioural cynicism).

Data Analysis

The relationship between emotional labour and organizational cynicism was examined by canonical correlation analysis. As the relationship between two sets of data in a canonical correlation analysis can be demonstrated by a single analysis, it enables researchers to control the Type 1 error, which may interfere with the measurement process (Stangor, 2010).

As seen in Table 2, there are three data set variables used in the research in the emotional labour dimension, namely, surface acting, deep acting and expression of naturally felt emotions. Again, there are three variables in the organizational cynicism data set: cognitive cynicism, affective cynicism and behavioural cynicism. Thus, there are six variables in total. For reliability of findings from canonical correlation analysis, it is recommended that the study group has 20 times as many participants as the total number of variables in the sets (Stevens, 2009). Accordingly, for our research the study group should be composed of at least 120 participants for the reliability of the findings obtained from canonical correlation. It was determined that our sample composed of 370 teachers would be sufficient for the reliability of the study.

Table 2

Data set variables used in the study

Subdimensions of emotional labour	Subdimensions of organizational cynicism
Surface acting (SA)	Affective cynicism (AC)
Deep acting (DA)	Cognitive cynicism (CC)
Expression of naturally felt emotions (ENF)	Behavioural cynicism (BC)

Data sets were examined before the canonical correlation and the hypothesis were tested. Mahalanobis distance coefficients were calculated to determine the multidimensional contrarian values. No contrarian value was determined in terms of Mahalanobis distance coefficients. Levene's test and Box's M test were performed

to test the homoscedastic hypothesis, and it was determined that the variances of variables were homogeneous. For the multicollinearity hypothesis, correlation coefficients between the variables and VIF (variance inflation factor) and Tolerance values were examined, and it was observed that there was no multicollinearity. The coefficient of kurtosis and the coefficient of skewness and the Kolmogorov-Smirnov test showed that the data were normally distributed.

Results

Descriptive values of the emotional labour and organizational cynicism levels of teachers working in educational organizations and correlation analysis are given in Table 3.

Table 3
Relationships between emotional and organizational cynicism

Variables	Mean	SD	1	2	3	4	5
Surface acting	15.2	5.90	1				
Deep acting	14.1	4.04	0.43	1			
Expression of naturally felt emotions	11.9	1.95	0.13	0.65	1		
Cognition cynicism	11.6	6.38	-0.47	-0.21	-0.03	1	
Affect cynicism	10.5	4.58	-0.35	-0.13	0.02	0.82	1
Behaviour cynicism	12.0	3.52	-0.23	0.20	0.18	0.61	0.61

It was determined that the relationships between the variables of rebellion, surface acting, deep acting and expression of naturally felt emotions in the emotional labour data set in canonical correlation varied between 0.13 and 0.65 (see Table 3). The relationships between the variables of cognitive cynicism, affective cynicism and behavioural cynicism under the organizational cynicism, which is the second variable set, were examined and it was determined that the correlation coefficients between the variables varied between 0.61 and 0.82. It was determined that the correlation coefficients between the first and second variable sets varied between 0.13 and 0.82.

At the beginning of the canonical correlation analysis, the multivariable significance test, which shows whether the obtained canonical model is statistically significant or not, was examined. It was determined that the canonical model obtained in the study was statistically significant (Wilks' $\lambda = 0.7284$, $F [9.181] = 13.70$, $p < .001$). Three canonical variable pairs were obtained as a result of the canonical correlation analysis, and their canonical correlation coefficients were calculated. The calculated canonical correlation coefficients, Wilks' λ , Chi-square, eigenvalue and degree of freedom and significance tests are given in Table 4.

The canonical correlation value of the first canonical function was 0.48 (see Table 4). Accordingly, the emotional labour and organizational cynicism data sets share a variance of 23% in the first canonical function. The canonical correlation value which was disregarded in the first canonical function and which reveals the maximum relationship between two canonical variables was calculated in the second canonical

correlation. The value calculated for the second canonical function was 0.23 and accordingly, emotional labour and organizational cynicism data sets share a variance of 5% in the second canonical function. After the removal of the covariance shared by the data sets from the emotional labour and organizational cynicism data sets in the first two canonical functions, the canonical correlation value of the third canonical function was calculated as 0.04. Accordingly, the covariance shared by the two data sets for the third canonical function is only 0.02%.

Table 4

Canonical correlation analysis of the relationship between teachers' emotional labour and perception of organizational cynicism

Roots	Eigenvalue	%	Cum%	r_c	r_c^2	Wilks' λ	X^2	df	p
1	0.30	83.86	83.86	0.48	0.23	0.73	13.70	9	0.00
2	0.05	15.60	99.45	0.23	0.05	0.94	5.18	4	0.00
3	0.02	0.55	100	0.04	0.02	0.99	0.72	1	0.39

When Wilks' λ values and Chi-square values were examined, it was seen that the calculated canonical coefficient between emotional labour and organizational cynicism data sets for the first canonical model was statistically important (Wilks' $\lambda = 0.46$, $\chi^2[9] = 13.70$, $p < 0.05$). After the removal of the first canonical function, which had the highest correlation among the canonical variables, a statistically significant relationship was found between the variable data sets for the remaining second canonical function (Wilks' $\lambda = 0.95$, $\chi^2 [4] = 5.17$, $p < 0.05$). It was determined that the relationship between the canonical variables for the third canonical function after removing the first two canonical functions was not statistically significant (Wilks' $\lambda = 0.97$, $\chi^2 [1] = 0.72$, $p > 0.05$). To determine the extent of the contribution of the variables of surface acting, deep acting and expression of naturally felt emotions included in the emotional labour data set, and of the variables of cognitive cynicism, affective cynicism and behavioural cynicism included in the organizational cynicism data set to the relationship between the canonical variables, the standardized coefficients of the first and second canonical functions among the canonical variables and their structural coefficients were calculated and are presented in Table 5.

For the variables in each data set to be a part of the canonical model, their correlation should be greater than 0.30 (Tabachnick & Fidell, 2007). Although the explained variance ratio of the subdimensions of emotional labour calculated in the first root during canonical correlation analysis was .39 ($p_{vx} [.98^2] + [.48^2] + [.063^2]/3$), the remainder value (redundancy) was determined as .10 ($rd_{xy} = .39 \times .48^2$). Accordingly, surface acting, deep acting and expression of naturally felt emotions in the emotional labour set is sufficient to explain 48% of the average variance. The same set is the source of 14% of the variance explained in the opposing set. Redundancy was calculated to be .14 ($rd_{yx} = .58 \times .48^2$) as the explained variance ratio of the subdimensions of .58 ($p_{yy} [.98^2] + [.73^2] + [.49^2]/3$). It has been determined that the surface acting (.98) and

deep acting (.48) variables in the first set are related to the second set and that the cognitive cynicism (-.98), behavioural cynicism (-.73) and affective cynicism (-.49) variables in the second set are related to the first set with over .30.

Table 5

The first and second analysis for canonical functions

Emotional Labour Set	1 st Canonical functions		2 nd Canonical functions	
	Correlation r_c	coefficient	Correlation r_c	coefficient
SA	0.98	0.91	0.06	-0.075
DA	0.48	0.23	0.63	0.023
ENF	0.063	-0.20	0.99	0.99
Percent of variance	39%		45%	
Redundancy	0.10		0.04	
Organizational Cynicism Set				
CC	-0.98	-1.21	0.11	-0.48
BC	-0.73	0.17	0.15	-0.22
AC	-0.49	0.13	0.85	1.28
Percent of variance	58%		25%	
Redundancy	0.14		0.01	
Canonical correlation	0.48		0.23	

In the second root, the explained variance ratio of the subdimensions of emotional labour calculated during canonical correlation analysis was $.45 (pvx [.06^2] + [.63^2] + [.063^2]/3)$, and the remainder value (redundancy) was determined as $.04 (rdxy = .45 \times .23^2)$. Accordingly, surface acting, deep acting and expression of naturally felt emotions in the emotional labour set are sufficient to explain 23% of the average variance. The same set is the source of .01% of the variance explained in the opposing set. Redundancy was calculated to be $.01 (rdyx = .25 \times .48^2)$ as the explained variance ratio of the subdimensions of $.25 (pyy [.11^2] + [.15^2] + [.85^2]/3)$. It has been determined that the deep acting (.63) and expression of naturally felt emotions (.99) variables in the first set are related to the second set and that the cognitive cynicism (-.49) variable in the second set is related to the first set with over .30.

Next, it was determined that the SA and DA variables in the emotional labour data set and the CC, AC and BC variables in the organizational cynicism data set are correlated to the first canonical model (see Table 5). The canonical correlation coefficient between the structural coefficients related to the first canonical function and the emotional labour and organizational cynicism data sets for this function are shown separately in Figure 1.

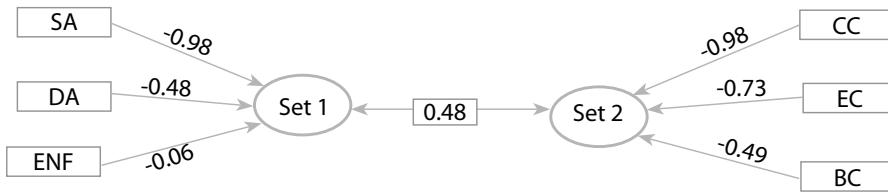


Figure 1. Structural coefficients and canonical correlation values of the 1st canonical function between the two data sets

When the findings related to the second canonical function were examined, it was determined that the DA and ENF variables in the emotional labour data set and the CC, EC and BC variables in the organizational cynicism data set were correlated to the second canonical model (see Table 4). The canonical correlation coefficient between the structural coefficients related to the second canonical function and the emotional labour and organizational cynicism data sets for this function are shown separately in Figure 2.

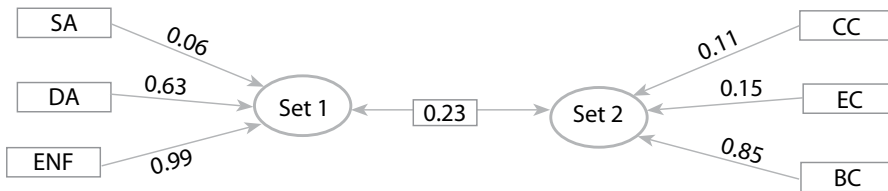


Figure 2. Structural coefficients and canonical correlation values of the 2nd canonical function between the two data sets

The covariance shared by the emotional labour and the organizational cynicism data sets was 28%. Based on the findings obtained from canonical correlation analysis, the relationship between the emotional labour and the organizational cynicism data sets is shown in Figure 3.



Figure 3. Covariance shared by two data sets

Conclusion

This study was conducted to reveal the relationship between the perceptions of teachers regarding emotional labour and organizational cynicism. A correlation research was done to determine the relationships among the subdimensions of the scales. According to the results of the analysis, a relationship was found between the subdimension of the expression of naturally felt emotions and behavioural cynicism. On the other hand, the correlation between the other subdimensions of organizational cynicism – cognitive cynicism and affective cynicism – is very low and the correlation values are not significant. In this case, it can be said that there is no relationship between the expression of the naturally felt emotions subdimension of emotional labour and the cognitive cynicism and affective cynicism dimensions of organizational cynicism. This confirms that employees expressing the naturally felt emotions in an organization do not show strong emotional reactions related to cynicism within the organization, such as deceit, having problems trusting people, disrespect, anger, distress and shame found in the cynicism emotional dimension (Abraham, 2000).

In addition, three canonical functions were obtained at the end of the canonical correlation analysis with regard to the relationship between the emotional labour and organizational cynicism perceptions of teachers, and it was determined that two of these canonical functions were statistically significant. The emotional labour and organizational cynicism data sets in the first canonical function calculated to maximize the relationship between the emotional labour and organizational cynicism data sets share a variance of 23%. The canonical correlation value disregarded in the first canonical function which reveals the maximum relationship between two canonical variables was calculated in the second canonical function. It was determined in the second canonical function that the covariance shared by emotional labour and organizational cynicism was 5%. After removal of the covariance shared by emotional labour and organizational cynicism in the first two canonical functions, the covariance shared by the data sets of study skills and academic risk-taking is just .02%.

In the canonical model composed of the cumulative values of canonical functions obtained from the analysis of canonical correlation, the covariance shared by the sets of emotional labour and organizational cynicism was calculated as 28%. The significant relationship found between emotional labour and organizational cynicism is supported by the conclusion that cynical behaviours in an organization are reflected in the emotions of employees (Ayana, 2016; Begenirbas, & Turgut, 2014; Lapointe et al., 2011).

It was determined at the end of the canonical correlation analysis that there is a negative relationship between the variables of surface acting and deep acting in the emotional labour data set and between cognitive cynicism, affective cynicism and behavioural cynicism in the organizational cynicism data set in the first canonical function. This finding shows parallelism with the study of Packell and Narayan (2013) on nurses, which found that positive emotional demonstrations have a negative and medium-level relationship with cynicism.

In the second canonical function, on the other hand, a positive relationship was found between the deep acting and expression of naturally felt emotions in emotional labour data set and behavioural cynicism in organizational cynicism. Based on these results, it was concluded that there is a negative relationship between teachers' perceptions of emotional labour and organizational cynicism. However, when the direction of this relationship was examined, it was concluded that the direction of the relationship changes with respect to subdimensions.

When the literature is examined, the finding of a negative relationship between the perceptions of emotional labour and organizational cynicism revealed in the first canonical function is also supported by the results of various studies conducted in both Turkey and other countries. Similar results have been obtained in the studies conducted by Ayana (2016) and Begenirbas and Turgut (2014) in Turkey and in the study conducted by Lapointe et al. (2011) in Canada. A significant relationship was found between teachers' perceptions of emotional labour and organizational cynicism in this study.

Discussion

For various reasons, some organizations request their employees to exhibit emotions (Ashforth & Humphrey, 1993; Morris & Feldman, 1996). This approach gets back to the organization as a number of direct or indirect negative impacts. The employees exhibit cynical behaviours within the organization in order to overcome some negative emotions and thoughts related to the management and practices in the organization (Bernerth et al., 2007). If we theoretically approach these emotional events in the organization, we are faced with affective events theory (AET) developed by Weiss and Cropanzano (1996). This theory reveals affective employee reactions and how these reactions affect work performance and satisfaction (Weiss & Cropanzano, 1996). Affective events theory explains the effects of emotions on the behaviours of individuals and asserts that different (positive or negative) events experienced by them in the past lead to emotional reactions in today's working life. This theory also asserts that the experiences in the working environment have an impact on the attitudes and emotional states (anger, stress, disappointment, etc.) of the employees (Brown & Cregan, 2008). According to Kalagan and Guzeller (2010), these behaviours are one of the theoretical bases of organizational cynicism. Fisher and Ashkanasy (2000) assert that the exhibition of positive and natural emotions in an organization direct the employees to positive behaviours towards their organization, and exhibition of negative emotions increases negative perceptions and attitudes of the employees and enables them to act to the detriment of their organization. In parallel with this understanding, it can be said that emotional displays focused on understanding the behaviours employees exhibited while they performed their duties would affect organizational cynicism (Ayana, 2016; Begenirbas, & Turgut, 2014; Schaible, 2006). In this context it is thought that the organizational cynicism level, especially of the employees who exhibit surface acting, would increase, while the expression of naturally felt emotions and deep acting would decrease the organizational cynicism level.

According to the results of the study, it is seen that the emotional labour of teachers is an important factor in organizational cynicism. Therefore, it is important to consider the emotional states of teachers so that they would not exhibit cynical attitudes and behaviours. It is suggested that the generation of motivational tools to decrease the negative consequences of emotional labour in the said organizations would be beneficial. At the same time, school administrators and teachers, who are stakeholders of the school, continuously communicate and interact with each other. During this interaction, administrators should be able to effectively manage the emotions of others as well as their own in order to be successful. School administrators should analyse the emotional states of their teachers very well to lead them away from cynical behaviours and towards greater commitment to their schools.

One of the limitations of this study would be not investigating whether there is a relationship between the variables of emotional labour and organizational cynicism and the collected demographic variables such as gender, total employment time and field of study. The model addressed and constituted in the study on the basis of two variables and their subdimensions might be handled by researchers by using different initial and subsequent variables and thus enriched.

Another limitation concerns the generalizability of findings. The subject of this study was limited to the teachers from selected schools in Turkey. Therefore, results may not be generalized to other countries and cultural contexts. In addition, it is important to note that findings of the present study just rely on teachers' responses to self-report instruments. Therefore, studies might be conducted using different data sources such as observation and interviews in different professional fields (security, healthcare, tourism, etc.) where emotional labour is required and cynical behaviours are frequently observed. Thus, the relationship between emotional labour and organizational cynicism could be revealed in a more detailed way. Finally, it might be valuable to propose and test a structural model of the relationships among the variables.

References

- Abraham, R. (1998). Emotional Dissonance in Organizations: Antecedents, Consequences and Moderators. *Genetic, Social and General Psychology Monographs*, 124(2), 229–246.
- Adelmann, P. K. (1995). Emotional Labor as a Potential Source of Job Stress. In S. L. Sauter, & L. R. Murphy (Eds.), *Organizational Risk Factors For Job Stress* (pp. 371–381). Washington, DC, US: American Psychological Association. <https://doi.org/10.1037/10173-023>
- Ashforth, B. E., & Humphrey R. H. (1993). Emotional Labor in Service Roles: The Influence of Identity. *The Academy of Management Review*, 18(1), 88–115. <https://doi.org/10.5465/amr.1993.3997508>
- Akın, U. (2015). The Relationship between Organizational Cynicism and Trust in Schools: A Research on Teachers. *Eğitim Ve Bilim [Education and Science]*, 40(181), 175–189. <https://doi.org/10.15390/EB.2015.4721>

- Ayana, C. (2016). *Duygusal Zekâ Ve Duygusal Emegin Orgutsel Sinizm Algısına Etkisi: Bes Yıldızlı Otel İşletmelerinde Bir Uygulama [The Effect of Emotional Intelligence and Emotional Labor on the Perception of Organizational Cynicism: A Study at Five Stars Hotels]* (Master's Thesis). Afyon Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü.
- Bagci, Z., & Bursali, Y. M. (2015). The Impact of Emotional Labor on Work Performance: An Empirical Research in Service Sector in Denizli. *Kafkas University. Faculty of Economics and Administrative Sciences Journal*, 6(10), 69-82.
- Basim, H. N., & Begenirbas, M. (2012). Emotional Labor in Work Life: A Study of Scale Adaptation. *Yonetim ve Ekonomi [Journal of Management and Economics]*, Celal Bayar University, 19(1), 77-90.
- Begenirbas, M., & Caliskan, A. (2014). The Mediating Role of Interpersonal Deviance on Effects of Emotional Labor to Job Performance and Intention to Quit. *Business and Economics Research Journal*, 5(2), 109-127.
- Begenirbas, M., & Turgut, E. (2014). The Effects of Emotional Labor on Organizational Cynicism in Work Life: A Research in Banking Sector. *Cankırı Karatekin University Journal of the Faculty of Economics and Administrative Sciences*, 4(2), 223-246.
- Begenirbas, M., & Yalcin, R. C. (2012). The Effects of Teachers' Personalities on Their Emotional Labor Display. *Cag University Journal of Social Sciences*, 9(1), 47-66.
- Bernerth, J. B., Armenakis, A. A., Feild, H. S., & Walker, H. J. (2007). Justice, Cynicism, and Commitment: A Study of Important Organizational Change Variables. *Journal of Applied Behavioral Science*, 43(3), 303-326. <https://doi.org/10.1177/0021886306296602>
- Bechtoldt, M. N., Welk, C., Zapf, D., & Hartig, J. (2007). Main and Moderating Effects of Self-Control, Organizational Justice, and Emotional Labour on Counterproductive Behaviour at Work. *European Journal of Work and Organizational Psychology*, 16(4), 479-500. <https://doi.org/10.1080/13594320701662618>
- Brandes, P., Dharwadkar, R., & Dean, J. W. (1999, May). Does organizational cynicism matter? Employee and supervisor perspectives on work outcomes. In *Eastern Academy of Management Proceedings* (2), 150-153. Philadelphia: Editor.
- Brotheridge, C. M., & Grandey, A. A. (2002). Emotional Labor and Burnout: Comparing Two Perspectives of "People Work". *Journal of Vocational Behavior*, 60(1), 17-39. <https://doi.org/10.1006/jvbe.2001.1815>
- Brown, M., Kulik, C. T., Cregan, C., & Metz, I. (2017). Understanding the Change-Cynicism Cycle: The Role of HR. *Human Resource Management*, 56(1), 5-24. <https://doi.org/10.1002/hrm.21708>
- Boyas, J., & Wind, L. H. (2010). Employment-Based Social Capital, Job Stress, and Employee Burnout: A Public Child Welfare Employee Structural Model. *Children and Youth Services Review*, 32(3), 380-388. <https://doi.org/10.1016/j.childyouth.2009.10.009>
- Chrobot-Mason, D. L. (2003). Keeping the Promise: Psychological Contract Violations for Minority Employees. *Journal of Managerial Psychology*, 18(1), 22-45. <https://doi.org/10.1108/02683940310459574>
- Cukur, C. S. (2009). Emotional Labor, Surface Acting, Deep Acting, Automatic Emotion Regulation, Emotional Deviance, Education. *Educational Sciences: Theory & Practice*, 9(2), 527-574.

- Dean, J. W., Brandes, P., & Dharwadkar, R. (1998). Organizational Cynicism. *Academy of Management Review*, 23(2), 341-352. <https://doi.org/10.5465/amr.1998.533230>
- Diefendorff, J. M., & Gosserand, R. H. (2003). Understanding the Emotional Labor Process: A Control Theory Perspective. *Journal of Organizational Behavior*, 24(8), 945-959. <https://doi.org/10.1002/job.230>
- Eroglu, S. G. (2014). Research on the Relation between Emotional Labor and Burnout in Organizations. *Pamukkale University Journal of Social Sciences Institute*, 19, 147-160. <https://doi.org/10.5505/pausbed.2014.19483>
- Erturk, A., Keskinçilic Kara, S. B., & Zafer Gunes, D. (2016). Emotional Labor and Psychological Well-being: Perception of Administrative Support as a Predictor. *Abant İzzet Baysal Universitesi Egitim Fakultesi Dergisi*, 16(4), 1723-1744.
- Fisher, C. D., & Ashkanasy, N. M. (2000). The Emerging Role of Emotions in Work Life: An Introduction. *Journal of Organizational Behaviour*, 21(1), 123-129. [https://doi.org/10.1002/\(SICI\)1099-1379\(200003\)21:2<123::AID-JOB33>3.0.CO;2-8](https://doi.org/10.1002/(SICI)1099-1379(200003)21:2<123::AID-JOB33>3.0.CO;2-8)
- Fraenkel, R. J., & Wallen, E. N. (2006). *How to Design and Evaluate Research in Education*. New York: Mcgraw-Hill.
- Grandey, A. (2000). Emotion Regulation in the Workplace: A New Way to Conceptualize Emotional Labor. *Journal of Occupational Health Psychology*, 95-110. <https://doi.org/10.1037/1076-8998.5.1.95>
- Grandey, A. (2003). When the Show Must Go on: Surface Acting and Deep Acting as Determinants of Emotional, Exhaustion and Peer-Rated Service Delivery. *Academy of Management Journal*, 46, 86-96. <https://doi.org/10.5465/30040678>
- Goodwin, R. E., Groth, M., & Frenkel, S. J. (2011). Relationships between Emotional Labor, Job Performance, and Turnover. *Journal of Vocational Behavior*, 79(2), 538-548. <https://doi.org/10.1016/j.jvb.2011.03.001>
- Gulova, A. A., Palamutcuoglu, B. T., & Palamutcuoglu, A. T. (2013). The Role of Supervisor Support in Relations between Emotional Labor and Job Involvement: Research on University Student Affairs Personnel. *Dokuz Eylul University Faculty of Economics and Administrative Sciences Journal*, 28(2), 41-74.
- Gungor, M. (2009). Duygusal Emek Kavramı: Sureci ve Sonuçları [The Phenomenon of Emotional Labour: Process and Outcomes]. *Kamu-İs Dergisi*, 118(1), 167-183.
- Hochschild, A. R. (2003). *The Managed Heart Commercialization of Human Feeling*. (20th edition). London: University of California Press, Ltd.
- James, N. (1989). Emotional Labor: Skill and Work in the Social Regulation of Feelings. *Sociological Review*, 37, 15-42. <https://doi.org/10.1111/j.1467-954X.1989.tb00019.x>
- Johnson, J. L., & O'Leary-Kelly, A. M. (2003). The Effects of Psychological Contract Breach and Organizational Cynicism: Not All Social Exchange Violations Are Created Equal. *Journal of Organizational Behavior*, 24(5), 627-647. <https://doi.org/10.1002/job.207>
- Kalagan, G., & Guzeller, C. O. (2010). The Organizational Cynicism Levels of the Teachers *Pamukkale Universitesi Egitim Fakultesi Dergisi*[*Pamukkale University Journal of Education*], 27(27), 83-97.
- Karacaoglu, K., & İnce, F. (2012). Reliability and Validity of the Turkish Version of Brandes, Dharwadkar, and Dean's (1999) Organizational Cynicism Scale: The Case of Organized Industrial Zone. *Kayseri. Business and Economics Research Journal*, 3(3), 1-77.

- Kiral, E. (2016). Psychometric Properties of the Emotional Labor Scale in a Turkish Sample of School Administrators. *Eurasian Journal of Educational Research*, 63, 71-88. <https://doi.org/10.14689/ejer.2016.63.5>
- Kleinman, S., Copp, M. A., & Henderson, K. A. (1997). Qualitatively Different: Teaching Fieldwork to Graduate Students. *Journal of Contemporary Ethnography*, 25(4), 469-499. <https://doi.org/10.1177/089124197025004003>
- Kruml, S. M., & Geddes, D. (2000). Exploring the Dimensions of Emotional Labor: The Heart of Hochschild's Work. *Management Communication Quarterly*, 14(1), 8-49. <https://doi.org/10.1177/0893318900141002>
- Kocabas, D. E. (2014). *Hemsirelerde Duygusal Emek Ve Orgutsel Sinizm Arasındaki Iliski: Isparta Il Merkezindeki Hastahanelerde Bir Arastırma [The relation between emotional labor and organizational cynicism in nurses : a research in Isparta city centrum hospitals]*. (Unpublished Doctoral Dissertation), Suleyman Demirel Universitesi Sosyal Bilimler Enstitusu.
- Koybasi, F., Ugurlu, C. T., & Oncel, A. (2017). Examining the Relationship between Teachers' Organizational Justice Perceptions and Organizational Cynicism Levels. *Inönü University Journal of the Faculty of Education*, 18(1), 1-14.
- Kutanis, R. O., & Cetinel, E. (2009). Does Perception of Injustice Trigger Cynicism?: A Case Study. 17. *Ulusal Yonetim Ve Organizasyon Kongresi Bildiriler Kitabı*, 693-699. Eskisehir: Eskisehir Osmangazi Universitesi Yayınları.
- Lapointe, É., Morin, A. J., Courcy, F., Boilard, A., & Payette, D. (2011). Workplace Affective Commitment, Emotional Labor and Burnout: A Multiple Mediator Model. *International Journal of Business and Management*, 7(1), 3-21. <https://doi.org/10.5539/ijbm.v7n1p3>
- Lee, R. T., & Ashforth, B. E. (1996). A Meta-Analytic Examination of the Correlates of the Three Dimensions of Job Burnout. *Journal of Applied Psychology*, 81(2), 123-133. <https://doi.org/10.1037/0021-9010.81.2.123>
- Mantere, S., & Martinsuo, M. (2001). Adopting and Questioning Strategy: Exploring the Roles of Cynicism and Dissent. Paper Presented at 17th EGOS. European Group for Organization Studies.
- Man, F., & Oz, C. S. (2009). Gorundugu Gibi Olamamak Ya Da Oldugu Gibi Gorunememek: Cagri Merkezlerinde Duygusal Emek [Not Being Able To Be Who You Look Like Or Not Being Able To Look Like Who You Are: Emotional Labour in Call Centres]. *Calisma Ve Toplum [Labour and Society]*, 20(1), 75-94.
- Morris, J. A., & Feldman, D. C. (1996). The Dimensions, Antecedents, and Consequences of Emotional Labor. *Academy Of Management Review*, 21(4), 986-1010. <https://doi.org/10.5465/amr.1996.9704071861>
- Morris, J. A., & Feldman, D. C. (1997). Managing Emotions in the Workplace. *Journal of Managerial Issues*, 9(3), 257-274.
- Nafei W. A., & Kaifi, B. A. (2013). The Impact of Organizational Cynicism on Organizational Commitment: An Applied Study on Teaching Hospitals in Egypt. *European Journal of Business and Management*, 5(12), 131-147.
- Packell, K., & Narayan, A. (2013). Exploring the Role of Valence and Regulation Type on the Emotional Antecedents of Burnout. *Journal of Psychological Issues in Organizational Culture*, 4(1), 6-28. <https://doi.org/10.1002/jpoc.21091>
- Rafaeli, A., & Sutton, R. I. (1989). The Expression of Emotion in Organizational Life. *Research in Organizational Behavior*, 11(1), 1-42.

- Ozdevicioglu, M. (2004). Research Aimed to Determine the Effects of Positive and Negative Affectivity on Perceived Organizational Justice in the Scope of Affective Events Theory. *Ankara Universitesi SBF Dergisi*, 59(03), 181-202.
- Ozgan, H., Kulekci, E., & Ozkan, M. (2012). Analyzing the Relationships between Organizational Cynicism and Organizational Commitment of Teaching Staff. *International Online Journal of Educational Sciences*, 4(1), 196-205.
- Ozler, D. E., Atalay, C. G., & Sahin, M. D. (2010). Does the Cynicism Contaminate in Organizations With Distrustfulness?. *Organizasyon Ve Yonetim Bilimleri Dergisi*, 2(2), 47-57.
- Sagır, T., & Oguz, E. (2012). Developing Organizational Cynicism Scale for Teachers. *International Journal of Human Sciences*, 9(2), 1094- 1106.
- Schaible, L. M. (2006). *The Impact of Emotional Labor, Value Dissonance, and Occupational Identity on Police Officers [sic] Levels of Cynicism and Burnout*. (Unpublished Doctoral Dissertation). Washington State University Department of Sociology.
- Sezgin-Nartgun, S., & Kartal, V. (2013). Teachers' Perceptions on Organizational Cynicism and Organizational Silence. *Bartın Universitesi Egitim Fakultesi Dergisi*, 2(2), 47-67. <https://doi.org/10.14686/201321980>
- Stangor, C., & Walinga, J. (2010). *Introduction to Psychology*. (1st Canadian Edition). Victoria, B.C.: BCcampus
- Stevens J. (2002). *Applied Multivariate Statistics for the Social Sciences* (4th edition). Mahwah, NJ: Erlbaum.
- Sohn, Hae-K., & Lee T. J. (2012). Relationship between HEXACO Personality Factors and Emotional Labour of Service Providers in the Tourism Industry. *Tourism Management*, 33(1), 116-125. <https://doi.org/10.1016/j.tourman.2011.02.010>
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics*. Boston: Allyn and Bacon.
- Wharton, S. A. (1996). Service with a Smile: Understanding the Consequences of Emotional Labor. In C. L. MacDonald, & C. Sirianni (Eds.), *Working in the Service Society* (pp. 91-112). Philadelphia, PA: Temple University Press.
- Wharton, A. S., & Erickson, R. I. (1993). Managing Emotions on the Job and at Home: Understanding the Consequences of Multiple Emotional Roles. *Academy of Management Review*, 18(3), 457-486. <https://doi.org/10.5465/amr.1993.9309035147>
- Weiss, H. M., & Cropanzano, R. (1996). Affective Events Theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. In B. M. Staw, & L. L. Cummings (Eds.), *Research in organizational behavior: An annual series of analytical essays and critical reviews* (pp. 1-74). US: Elsevier Science/JAI Press.

Saadet Kuru Çetin

Muğla Sıtkı Koçman University, Faculty of Education,
Department of Educational Administration, Supervision,
Planning and Economics, Muğla, Turkey
skuru@mu.edu.tr

Ispitivanje veze između emocionalnog napora i razine organizacijskog cinizma kod nastavnika

Sažetak

Ovo istraživanje ima za cilj odrediti vezu između emocionalnoga napora i razina organizacijskoga cinizma kod nastavnika zaposlenih u državnim obrazovnim institucijama u okrugu Mentese u provinciji Mugla u jugozapadnoj Turskoj. Za analizu podataka koristila se kanonička korelacijska analiza. Uzorak ispitanika sastojao se od 370 nastavnika zaposlenih u okrugu Mentese. Podaci su dobiveni s pomoću dviju skala. Prva je Skala emocionalnog napora koju su prilagodili Basim i Demirtas (2012). Druga je Skala organizacijskog cinizma koju su Brandes, Dharwadkar i Dean izradili 1999. godine, a turskom su je kontekstu prilagodili Karacaoglu i Ince (2012). Prema rezultatima istraživanja dobivene su tri kanoničke funkcije s obzirom na vezu između emocionalnog napora i percepcije organizacijskog cinizma nastavnika te je ustanovljeno da su dvije od tih triju kanoničkih funkcija statistički značajne. U kanoničkom modelu koji se sastoji od kumulativnih vrijednosti kanoničkih funkcija izračunato je da je zajednička kovarianca skupina emocionalnog napora i organizacijskog cinizma 28%.

Ključne riječi: kanonička korelacija; dubinska strategija emocionalnog napora; prirodno izražavanje emocija; organizacijski cinizam; površinska strategija emocionalnog napora nastavnika.

Uvod

Zaposlenici su jedna od najvećih vrijednosti organizacije i glavni su subjekti koje je potrebno shvatiti i analizirati, s obzirom na njihovo ponašanje unutar organizacije. Međutim, zaposlenici bi trebali odgovorno izvršavati svoje dužnosti kako bi postigli učinkovitost. S te točke gledišta organizacije su spremne izraziti mišljenje da su zaposlenici njihov najvredniji kapital (Man i Oz, 2009). Stav koji zaposlenici imaju prema organizaciji važan je za učinkovitost te organizacije. Ako je stav zaposlenika prema organizaciji negativan, oni će razviti emocije i ponašanja koja su protivna onima koje organizacija potiče, a istodobno će postati i neučinkoviti u izvršavanju svojih obveza. Jedan od najvažnijih razloga za takvu promjenu jest utjecaj emocija na izgradnju stavova i ponašanje pojedinaca (Hochschild, 2003). Dok je promjena stavova

zaposlenika samo privremeni obrazac ponašanja, on može prijeći u kronično stanje kod nekih zaposlenika koji tada prema organizaciji počinju pokazivati ravnodušnost i otuđenost. Organizacije poduzimaju mjere kako bi izbjegle te situacije, putem druženja i edukacija zaposlenika, no takvi se oblici ponašanja uglavnom povezuju s karakternim osobinama (Begenirbas i Yalcin, 2012; Sohn i Lee, 2012). Sa stajališta organizacije negativni su obrasci ponašanja zaposlenika zasigurno nepoželjni.

Ovo istraživanje ima za cilj pokazati veze između varijabli emocionalnoga napora i organizacijskog cinizma te se smatra doprinosom literaturi i menadžerskim aktivnostima organizacija. Varijable i njihov međusobni odnos konceptualno su obrađeni u skladu s glavnom svrhom istraživanja, a prikazani su rezultati o međusobnim odnosima poddimenzija varijabli.

Emocionalni napor

Hochschild (2003), koji je prvi detaljno razradio pojam emocionalnog napora, smatra da on podrazumijeva sklad emocija koje pojedinac ima prema vlastitom zanimanju, kao i površno i fizičko prikazivanje tih emocija drugima. Kako navodi Hochschild (2003), emocionalni napor može se pokazati licem u lice i putem tjelesnih pokreta. Osim toga, kada se proučava postojeća literatura o emocionalnom naporu, može se vidjeti da se ta dva pojma konceptualiziraju na dva načina. Prvi je „emocionalni napor povezan s poslom“ koji su definirali mnogi, uključujući i samoga Hochschilda (Hochschild, 2003; Wharton, 1996). U njemu je važna čvrsta interakcija s klijentima i pokazivanje nekih emocija u poslovnom okruženju (Brotheridge i Grandey, 2002; Grandey, 2000, 2003). Druga je perspektiva „emocionalni napor povezan sa samim zaposlenikom“, a odnosi se na sposobnost zaposlenika da kontroliraju svoje emocije u poslovnom okruženju te da ih drže pod kontrolom kako bi se ostvarili poslovni ciljevi (Abraham, 1998; Grandey, 2000, 2003; Morris i Feldman, 1997). Kako navode brojni autori (Basim i Begenirbas, 2012; Rafaeli i Sutton, 1989; Wharton i Ericson, 1993), ta druga perspektiva odnosi se na sve vrste napora koji se manifestiraju u tonu glasa i ponašanju zaposlenika dok govore. Štoviše, prema Kleinmanu i Coppu (2000), emocionalni je napor emocionalna radna strategija kojom se koristimo kako bismo zanemarili svoje prave emocije i čak ih potisnuli, i odgovor je na raznovrsne reakcije i znakove koje percipiramo u radnjama, ponašanju i verbalnom izrazu drugih ljudi, kako bismo ih razumjeli. U skladu sa sličnom definicijom, emocionalni se napor također opisuje kao interes za emocije drugih ljudi i briga o tome kako se osjećaju, a naglašava se da je takav stav osnova za grupiranje emocija (James, 1989). Grandey (2000) navodi da emocionalni napor podrazumijeva igranje uloga, pokazivanje ili potiskivanje emocija kako bismo promijenili način na koji pokazujemo emocije prema poslu i organizaciji i kako bismo se ponašali u skladu s pravilima o emocionalnom ponašanju.

Pojam emocionalnoga napora ima važnu ulogu u literaturi o ponašanju unutar organizacije, a ispitali su ga mnogi autori u kombinaciji s drugim pojmovima u tom

području, kao što su: stres uzrokovan poslom (Adelmann, 1995), odanost (Gulova, Palamutcuoglu i Palamutcuoglu, 2013), sagorijevanje (Brotheridge i Granday, 2002; Schaible, 2006) i zadovoljstvo poslom.

Pojam emocionalnoga napora dijeli se na poddimenzije i tako se analizira u literaturi. Hochschild (2003) se bavi ponašanjem zaposlenika u vezi s dvije dimenzije emocija: *površinsku strategiju emocionalnog napora* i *dubinsku strategiju emocionalnog napora*. Poslije su Ashforth i Humphrey (1993) dodali izraz *prirodne emocije*, kao treću dimenziju Hochschildovu pristupu. S druge strane, Morris i Feldman (1997) ispitivali su emocionalni napor putem četiri dimenzije: *učestalost izražavanja emocija*, *pravila izražavanja emocija*, *emocionalna raznolikost* i *emocionalni nesklad*. Kruml i Geddes (2000) u svojem su istraživanju ispitivali emocionalni napor u dvije dimenzije: *emocionalni trud* i *prirodno izražavanje emocija*. Kiral (2016) je proveo istraživanje na uzorku školskih ravnatelja i došao do spoznaja da u turskom kontekstu skala emocionalnog napora funkcionira u sljedeće tri poddimenzije: ponašanju u površnim ulogama, ponašanju u dubokim ulogama i iskrenom ponašanju. U ovom istraživanju emocionalni napor bit će ispitan u tri poddimenzije, uzimajući studiju Dienfendorffa i Gosseranda (2003) kao polazište, sa sljedećim poddimenzijama: *površinskom strategijom emocionalnog napora*, *dubinskom strategijom emocionalnog napora* i *prirodnim izražavanjem emocija*. U *površinskoj strategiji emocionalnog napora* osoba skriva svoje prave emocije zbog različitih razloga i izvana pokazuje drugačije emocije (Grandey, 2003). U *dubinskoj strategiji emocionalnog napora* zaposlenik se usredotočuje na vlastite unutarnje emocije i pokušava igrati ulogu koja se od njega zahtijeva, poput glumca ili glumice. Također pokušava prenijeti svoje emocije na drugu osobu (Hochschild, 2003). Prema Ashforthu i Humphreyu (1993), *prirodno izražavanje emocija* ne podrazumijeva obvezu. Kada zaposlenici pokazuju emocije, oni ih prirodno osjećaju i u dimenziji površinske i dubinske strategije emocionalnog napora; međutim, navedeni autori spominju impulzivno odražavanje zaposlenikovih emocija. Kada se pojmu emocionalnog napora pristupi sa stajališta obrazovanja, nastavničko zanimanje smatra se jednim od zanimanja koja u mnogim aspektima zahtijeva maksimalan emocionalni napor (Begenirbas i Yalcin, 2012; Erturk, Kara i Gunes, 2016; Goodwin, Groth i Frenkel 2011; Hochschild, 2003; Kiral, 2016). Jedan od najvažnijih razloga jest taj što nastavnici imaju izravan odnos (licem u lice) s učenicima, nastavnicima, kolegama i stručnom službom. Kako navode Goodwin, Groth i Frenkel (2011), nastavničko zanimanje zahtijeva neutralne ili pozitivne, pa čak i zabavne emocije kada je to potrebno. Međutim nastavnici uvijek pokušavaju kanalizirati emocionalne i kognitivne reakcije djece iz različitih dobnih skupina na obrazovanje i nastavni proces. Taj napor zahtijeva golemu sposobnost upravljanja vlastitim emocijama.

Dok istraživanja koja se bave emocionalnim naporom podižu razinu svijesti nastavnika u tome području, ona im također pomažu da razviju strategije upotrebe emocionalnog napora. To bi im moglo pomoći da budu učinkovitiji u poslu, jer provedena istraživanja pokazuju da razina uloženog emocionalnog napora povećava uspješnost u radu (Bagci i Mohan Bursali, 2015).

Organizacijski cinizam

Cinizam je višedimenzionalni pojam koji seže u prošlost još do drevne Grčke (Dean, Brandes i Dharwadkar, 1998; Kalagan i Guzeller, 2010; Mantere i Martinsuo, 2001). U skladu s rezultatima istraživanja cinizam nastaje kao rezultat osobina pojedinca ili organizacije. Pojam organizacijskog cinizma definira se kao stav koji se sastoji od kognitivnih (vjera), afektivnih (emocije) i bihevioralnih (ponašanje) tendencija (Kalagan i Guzeller, 2010). Ozler, Atalay i Sahin (2010) navode da organizacijski cinizam uključuje negativne emocije zaposlenika prema organizaciji za koju rade, a te emocije obuhvaćaju: ljutnju, ogorčenje, razočaranje i beznadnost. Dean, Brandes i Dharwadkar (1998) smatraju da se organizacijski cinizam odnosi na negativne stavove zaposlenika prema organizaciji u kojoj rade. Ti stavovi imaju kognitivnu, afektivnu i biheviorističku dimenziju. Uvjerenja o nedostatku pravednosti u organizaciji i negativne emocije prema njoj vode pokazivanju ponašanja koje omalovažava i kritizira organizaciju. Provedena istraživanja pokazuju da je radna produktivnost zaposlenika s visokom razinom organizacijskog cinizma smanjena, njihov osjećaj za pravednost u organizaciji je manji (Koybası, Ugurlu i Oncel, 2017), njihova motivacija i zadovoljstvo poslom su manji, a manja je i predanost organizaciji za koju rade (Bernerth, Armenakis, Feild i Walker, 2007; Nafei i Kaifi, 2013). Slični rezultati dobiveni su i u obrazovnim ustanovama. U istraživanju koje su proveli Sezgin-Nartgun i Kartal (2013) utvrđena je pozitivna veza između ciničnih stavova nastavnika i organizacijske tišine. S druge strane, Akin (2015) je u svojem istraživanju potvrdio da postoji negativna veza između organizacijskog cinizma i povjerenja.

Dean, Brandes i Dharwadkar (1998) naglašavaju da organizacijski cinizam nema dovoljno iskrenosti u *kognitivnoj dimenziji*. Kada se ispita veza između kognitivne dimenzije i organizacijskog cinizma, može se utvrditi da cinični pojedinci u organizaciji nemaju organizacijske principe i pravila, da ignoriraju službenu proceduru i pravila, pokazuju nedosljedne stavove, laži i prijevare, teško im je vjerovati drugima i stavljaju u prvi plan svoje osobne interese (Dean, Brandes i Dharwadkar, 1998). *Afektivna dimenzija* uključuje izražavanje negativnih emocija prema organizaciji. *Emocionalna dimenzija* organizacijskog cinizma obuhvaća emocionalne reakcije kao što su nepoštovanje, ljutnja, tuga i stid (Abraham, 2000). Može se reći da toj dimenziji pripadaju nepoštovanje, omalovažavanje, ljutnja, bijes, mržnja prema drugima, arogancija, moralna korupcija, razočaranje i nepovjerenje (Kalagan, 2009). Na kraju, *bihevioristička dimenzija* obuhvaća cinične zaposlenike, pesimistične pretpostavke o budućim događajima unutar organizacije, sarkastični humor, prijezir prema organizaciji i oštro kritiziranje (Kutanis i Cetinel, 2009). Zaposlenici se koriste humorom, posebno onim sarkastičnim, kako bi izrazili svoje cinično ponašanje (Dean, Brandes i Dharwadkar, 1998). Sagır i Oguz (2012), koji su ispitivali percepcije nastavnika o organizacijskom cinizmu u obrazovnim institucijama, tvrde da se cinizam koji se može primijetiti u školama sastoji od dimenzija poput odmaka od institucije, čimbenika koji smanjuju učinkovitost u radu, negativnog stava prema

školi i smanjenog sudjelovanja zaposlenika u procesu donošenja odluka. U skladu s tim nastavnici s većom razinom cinizma udaljavaju se od svojih institucija, radna produktivnost im se smanjuje, izgrađuju negativne stavove prema školi i ne sudjeluju u procesu donošenja odluka.

Veza između emocionalnog napora i organizacijskog cinizma

Zaposlenici koji osjećaju obvezu izraziti neke emocije povezane s poslom kojega obavljaju tema su istraživanja u mnogim područjima (Begenirbas i Caliskan, 2014; Grandey, 2000, 2003; Ozdevicioglu, 2004). Međutim, istraživači se ne slažu oko toga jesu li te emocije pozitivne (Ashforth i Humphrey 1993; Grandey 2000) ili negativne (Hochschild, 2003; Ozdevicioglu, 2004). Rezultati istraživanja upućuju na to da negativne emocije utječu na zaposlenike tako da im stvaraju probleme u povezivanju sa svojim organizacijama (Gulova i Palamutcuoglu, 2013; Lapointe, Morin, Courcy, Boilard i Payette, 2011), utječu na njihovu percepciju pravednosti unutar organizacije (Bechtoldt, Welk, Zapf i Hartig, 2007), uzrokuju stres na radnom mjestu (Grandey, 2000), a zaposlenici postaju cinični (Begenirbas i Turgut, 2014).

Iako je broj istraživanja koja se istodobno bave emocionalnim naporom i organizacijskim cinizmom relativno malen, postoje neke varijable ponašanja unutar organizacije koje se često istražuju zajedno s tim pojmovima. To su varijable poput predanosti organizaciji, stresa i profesionalnog sagorijevanja. Packell i Narayan (2013) u svojem istraživanju tvrde da se istraživanja u području emocionalnog napora i cinizma uglavnom zanemaruju. Kada se te varijable pobliže ispituju, može se reći da uistinu postoji veza između tih dvaju pojmova. Eroglu (2014) je u svojim istraživanjima o organizacijama također rekao da postoji veza između emocionalnog napora i profesionalnog sagorijevanja. Laponte i suradnici (2011) su ispitivali neizravan učinak emocionalnog napora na predanost radnom mjesu i profesionalno sagorijevanje. Kada se na temelju toga ispituju organizacijski cinizam i sagorijevanje, može se uočiti da cinizam pozitivno utječe na profesionalno sagorijevanje (Johnson i O'Leary-Kelly, 2003), a razina povjerenja u organizaciju smanjuje se kako se povećava razina organizacijskog cinizma zaposlenika (Chrobot-Mason, 2003). Prema rezultatima istraživanja, predanost organizaciji i profesionalno sagorijevanje imaju izravan utjecaj na emocionalni napor, a postoji i neizravan utjecaj predanosti organizaciji na cinizam. K tomu, mnoge studije (npr. Boyas i Wind, 2010; Lee i Ashforth, 1996; Ozgan, Kulekci i Ozkan, 2012) su pokazale da postoji negativna veza između predanosti organizaciji i organizacijskog cinizma. Veza između emocionalnog napora i organizacijskog cinizma i drugih pojmova može se smatrati vezom koja postoji između emocionalnog napora i organizacijskog cinizma, čak i kada je ona neizravna. Međutim, u studiji koju su proveli Begenirbas i Turgut (2014) uočeno je da emocionalni napor bankovnih službenika ima značajan utjecaj na organizacijski cinizam. Posebno je uočeno da zaposlenici koji nemaju vodeće uloge, imaju cinične stavove i ponašanja, a oni koji se ponašaju prirodno, imaju manje negativne stavove i ponašanja prema svojoj organizaciji. Međutim, nije utvrđena značajna veza između dubinske strategije emocionalnog

napora i organizacijskog cinizma. Istraživanje koje je proveo Ayana (2016) o percepciji organizacijskog cinizma putem emocionalne inteligencije i emocionalnog napora u hotelima pokazalo je da razina emocionalne inteligencije i emocionalni napor imaju malen učinak na razinu organizacijskog cinizma kod tih zaposlenika.

Kada se prouči literatura, iako je učinak emocionalnog napora i organizacijskog cinizma kao varijabli na različite organizacijske varijable ispitan u mnogim istraživanjima, može se vidjeti da veza između tih dviju varijabli nije dovoljno detaljno ispitana. Ovo istraživanje ima za cilj ispitati vezu između emocionalnog napora nastavnika i njihove percepcije organizacijskog cinizma. Smatra se da bi ispitivanje veze između emocionalnog napora nastavnika i njihove percepcije organizacijskog cinizma pomoglo istraživačima koji provode istraživanja u tom području, ljudima koji izrađuju obrazovne strategije i stručnim službama da shvate trenutno stanje. U tom je kontekstu cilj istraživanja ispitati vezu između emocionalnog napora nastavnika i njihove percepcije organizacijskog cinizma.

Metode

Model istraživanja

U ovome se istraživanju koristio relacijski model istraživanja kako bi se ispitalo postoji li veza između emocionalnog napora nastavnika i njihove razine organizacijskog cinizma. Korelacijska je analiza obrazac istraživanja kojim se ispituje postoji li veza između dviju ili više varijabli ili ne postoji (Fraenkel i Wallen, 2006).

Uzorak

Populacija ispitanika sastojala se od 1.466 nastavnika zaposlenih u predškolskim ustanovama, osnovnim i srednjim školama u okrugu Mentese u provinciji Mugla u Turskoj. Pri određivanju uzorka koristila se nesrazmjerna tehnika uzorkovanja klastera. Veličina uzorka bila je 304, s razinom pouzdanosti od 95%. Kako se očekivalo da će biti problema s vraćanjem ispunjenih skala, istraživanje je provedeno na uzorku od 400 nastavnika. Podaci su prikupljeni od ukupno 385 nastavnika, a 15 sudionika (ispitanika) nije uključeno u istraživanje jer nisu u potpunosti ispunili dobivene skale. Demografske karakteristike sudionika prikazane su u Tablici 1.

Tablica 1

Alati za prikupljanje podataka

Instrumenti za prikupljanje podataka koji su se koristili u ovom istraživanju sastojali su se od dva dijela. U prvome dijelu od nastavnika su se tražili podaci o spolu, ukupnom radnom stažu i području rada. Drugi se dio sastojao od skala o emocionalnom naporu i organizacijskom cinizmu. U daljnjem tekstu dane su informacije o skalama.

Skala emocionalnog napora

Skalu su prilagodili Basım i Begenirtas (2012). Sudionici među ponuđenim označavaju ono što smatraju odgovarajućim na Likertovoj skali od 5 stupnjeva, kako

bi izrazili u kojoj se mjeri slažu sa svakom situacijom iznesenom u svakoj tvrdnji. Stupnjevi slaganja su: 1 = nikada, 2 = vrlo rijetko, 3 = ponekad, 4 = većinom, 5 = uvijek.

Skala emocionalnog napora sastoji se od triju dimenzija, koje uključuju: površinsku strategiju emocionalnog napora (od 1. do 6. tvrdnje), dubinsku strategiju emocionalnog napora (od 7. do 10. tvrdnje) i prirodno izražavanje emocija (od 11. do 13. tvrdnje). Cronbach alfa koeficijenti pouzdanosti izračunati u skladu s primjerima tvrdnji koje pripadaju poddimenzijama i studiji pouzdanosti bili su 0,89 (za površinsku strategiju emocionalnog napora), 0,90 (za dubinsku strategiju emocionalnog napora) i 0,081 (za prirodno izražavanje emocija).

Skala organizacijskog cinizma

Koristila se Skala organizacijskog cinizma koju su izradili Brandes, Dharwdkar i Dean 1999. godine, a turskom kontekstu prilagodili su je Karacaoglu i Ince (2012). Pri ispunjavanju skale sudionici označavaju mogućnost koja im odgovara na Likertovoj skali od 5 stupnjeva, kako bi izrazili svoje slaganje sa svakom situacijom opisanom u svakoj tvrdnji. Stupnjevi su: 1 = uopće se ne slažem, 2 = ne slažem se, 3 = donekle se slažem, 4 = slažem se, 5 = potpuno se slažem. Skala je sastavljena od triju dimenzija (13 tvrdnji): kognitivnog cinizma (1. – 5. tvrdnja), afektivnog cinizma (6. – 9. tvrdnja) i biheviorističkog cinizma (10. – 13. tvrdnja). Cronbachovi alfa koeficijenti pouzdanosti izračunati u skladu s primjerima tvrdnji koje pripadaju poddimenzijama i studiji pouzdanosti bili su 0,91 (kognitivni cinizam), 0,90 (afektivni cinizam) i 0,76 (bihevioralni cinizam).

Analiza podataka

Veza između emocionalnog napora i organizacijskog cinizma ispitana je s pomoću kanoničke korelacijske analize. Kako se veza između dvaju setova podataka u kanoničkoj korelacijskoj analizi može prikazati kao jednostruka analiza, to istraživačima daje priliku da kontroliraju pogreške prvoga tipa, a koje bi mogle utjecati na proces mjerenja (Stangor, 2010).

Kako se može vidjeti u Tablici 2, u ispitivanju dimenzije emocionalnog napora koristile su se tri varijable setova podataka: površinska strategija emocionalnog napora, dubinska strategija emocionalnog napora i prirodno izražavanje emocija. I u setu podataka u komponenti organizacijskog cinizma također su tri varijable: kognitivni cinizam, afektivni cinizam i bihevioralni cinizam. Dakle, sveukupno je analizirano šest varijabli. Kako bi rezultati kanoničke korelacijske analize bili pouzdani, preporučuje se da testna skupina ima 20 puta više sudionika od ukupnog broja varijabli u setovima podataka (Stevens, 2009). Shodno tomu naša bi se testna skupina trebala sastojati od barem 120 sudionika kako bi rezultati dobiveni kanoničkom korelacijom bili pouzdani. Odlučeno je da je naš uzorak od 370 nastavnika dovoljan za pouzdanost rezultata istraživanja.

Tablica 2

Setovi podataka analizirani su prije kanoničke korelacije te su testirane hipoteze. Izračunati su koeficijenti Mahalanobis udaljenosti kako bi se odredile multidimenzionalne kontrarne vrijednosti. Nisu utvrđene nikakve kontrarne vrijednosti u smislu koeficijenata Mahalanobis udaljenosti. Proveden je Levenov test i Boxov M test kako bi se ispitala homoskedastična hipoteza te je utvrđeno da su varijance varijabli homogene. Pri ispitivanju hipoteze mutikolinearnosti, testirani su koeficijenti korelacije između varijabli i faktora inflacije varijance (VIF) i vrijednosti tolerancije. Nije utvrđena nikakva multikolinearnost. Koeficijent zaobljenosti distribucije i koeficijent asimetrije, kao i Kolmogorov-Smirnovljevi test, pokazali su da su podaci normalno distribuirani.

Rezultati

Deskriptivne vrijednosti emocionalnog napora i razina organizacijskog cinizma nastavnika koji su zaposleni u obrazovnim organizacijama i korelacijska analiza prikazani su u Tablici 3.

Tablica 3

Utvrđeno je da veze između varijabli pobune, površinske strategije emocionalnog napora, dubinske strategije emocionalnog napora i prirodnog izražavanja emocija u setu podataka o emocionalnom naporu koji su se koristili u kanoničkoj korelaciji variraju u rasponu između 0,13 i 0,65 (vidi Tablicu 3). Ispitane su veze između varijabli kognitivnog cinizma, afektivnog cinizma i bihevioralnog cinizma u setu podataka o organizacijskom cinizmu, koji predstavlja drugi set varijabli i utvrđeno je da koeficijenti korelacije između varijabli variraju u rasponu između 0,61 i 0,82. Određeno je da koeficijenti korelacije između prvog i drugog seta varijabli variraju u rasponu između 0,13 i 0,82.

Na početku kanoničke korelacijske analize proveden je test multivarijatne značajnosti, koji pokazuje je li dobiveni kanonički model statistički značajan ili nije. Utvrđeno je da je kanonički model dobiven u istraživanju statistički značajan (Wilksova $\lambda = 0,7284$, $F [9,181] = 13,70$, $p < 0,001$). Dobivena su tri para kanoničkih varijabli, kao rezultat kanoničke korelacijske analize te su izračunati koeficijenti njihove kanoničke korelacije. Izračunati koeficijenti kanoničke korelacije, Wilksova lambda, hi-kvadrat, svojstvena vrijednost, stupanj slobode i testovi značajnosti prikazani su u Tablici 4.

Tablica 4

Vrijednost kanoničke korelacije prve kanoničke funkcije bila je 0,48 (vidi Tablicu 4). U skladu s tim setovi podataka koji se odnose na emocionalni napor i organizacijski cinizam imaju varijancu od 23% u prvoj kanoničkoj funkciji. Vrijednost kanoničke korelacije koja je zanemarena u prvoj kanoničkoj funkciji i koja otkriva maksimalnu vezu između dviju kanoničkih varijabli izračunata je u drugoj kanoničkoj korelaciji.

Vrijednost izračunata za drugu kanoničku funkciju iznosila je 0,23 pa tako setovi podataka o emocionalnom naporu i organizacijskom cinizmu imaju jednaku varijancu od 5% u drugoj kanoničkoj funkciji. Nakon što je uklonjena kovarijanca koju su imali setovi podataka o emocionalnom naporu i organizacijskom cinizmu u prve dvije kanoničke funkcije, izračunata je vrijednost kanoničke korelacije treće kanoničke funkcije od 0,04. U skladu s tim kovarijanca koju su imala dva seta podataka za treću kanoničku funkciju bila je samo 0,02%.

Kada su se ispitala vrijednosti Wilksove lambde i hi-kvadrata, uočeno je da je izračunati kanonički koeficijent između setova podataka iz područja emocionalnog napora i organizacijskog cinizma u prvom kanoničkom modelu statistički značajan (Wilksova $\lambda = 0,46$, $\chi^2 [9] = 13,70$, $p < 0,05$). Nakon što je uklonjena prva kanonička funkcija koja je imala najveću korelaciju među kanoničkim varijablama, utvrđena je statistički značajna veza između varijabli setova podataka za preostalu, drugu kanoničku funkciju (Wilksova $\lambda = 0,95$, $\chi^2 [4] = 5,17$, $p < 0,05$). Utvrđeno je da veza između kanoničkih varijabli za treću kanoničku funkciju, nakon uklanjanja prvih dviju kanoničkih funkcija, nije statistički značajna (Wilksova $\lambda = 0,97$, $\chi^2 [1] = 0,72$, $p > 0,05$). Kako bi se odredio doprinos varijabli površinske strategije emocionalnog napora, dubinske strategije emocionalnog napora i prirodnog izražavanja emocija, a koje su uključene u set podataka o emocionalnom naporu, kao i doprinos varijabli kognitivnog cinizma, afektivnog cinizma i bihevioralnog cinizma u sklopu seta podataka o organizacijskom cinizmu u vezi između kanoničkih varijabli, u Tablici 5 prikazani su standardizirani koeficijenti prve i druge kanoničke funkcije unutar kanoničkih varijabli, kao i njihovi strukturni koeficijenti.

Tablica 5

Kako bi varijable iz svakoga seta mogle biti dijelom kanoničkoga modela, njihova bi korelacija trebala biti veća od 0,30 (Tabachnick i Fidell, 2007). Iako je objašnjeni omjer varijance poddimenzija emocionalnog napora izračunat u prvom korijenu tijekom kanoničke korelacijske analize iznosio 0,39 ($p_{vx} [0,982] + [0,482] + [0,0632]/3$), preostala vrijednost (redundancija) je bila 0,10 ($rd_{xy} = 0,39 \times 0,48^2$). Shodno tome površinska strategija emocionalnog napora, dubinska strategija emocionalnog napora i prirodno izražavanje emocija u setu podataka o emocionalnom naporu dostatne su kako bi objasnile 48% prosječne varijance. Isti set podataka je izvor 14% varijance koja je objašnjena u suprotnome setu podataka. Izračunata vrijednost redundancije bila je 0,14 ($rd_{yx} = 0,58 \times 0,48^2$), kao objašnjeni omjer varijance poddimenzija od 0,58 ($p_{yy} [0,98^2] + [0,73^2] + [0,49^2]/3$). Određeno je da su varijable površinska strategija emocionalnog napora (0,98) i dubinska strategija emocionalnog napora (0,48) u prvom setu povezane s drugim setom podataka te da su varijable kognitivnog cinizma (-0,98), bihevioralnog cinizma (-0,73) i afektivnog cinizma (-0,49) u drugome setu povezane s prvim setom više od 0,30.

U drugome korijenu objašnjeni omjer varijance poddimenzija emocionalnog napora izračunat tijekom kanoničke korelacijske analize bio je 0,45 ($p_{vx} [0,06^2]$

+ $[0,63^2] + [0,063^2]/3$), da preostala je vrijednost (redundancija) bila 0,04 ($rdxy = 0,45 \times 0,23^2$). U skladu s tim površinska strategija emocionalnog napora, dubinska strategija emocionalnog napora i prirodno izražavanje emocija u setu podataka o emocionalnom naporu dostatni su da bi se objasnilo 23% prosječne varijance. Isti set je izvor 0,01% varijance objašnjene u suprotnome setu. Izračunato je da je redundancija 0,01 ($rdyx = 0,25 \times 0,48^2$), kao objašnjeni omjer varijance poddimenzija od 0,25 ($pyy [0,11^2] + [0,15^2] + [0,85^2]/3$). Određeno je da su dubinska strategija emocionalnog napora (0,63) i prirodno izražavanje emocija (0,99) u prvome setu povezani s drugim setom te da je kognitivni cinizam (-0,49) kao varijabla u drugome setu povezan s prvim setom za više od 0,30.

Nadalje je određeno da varijable površinska strategija emocionalnog napora i dubinska strategija emocionalnog napora u setu podataka o emocionalnom naporu, kao i varijable kognitivni cinizam (CC), afektivni cinizam (AC) i bihevioralni cinizam (BC) u setu podataka o organizacijskom cinizmu koreliraju s prvim kanoničkim modelom (vidi Tablicu 5). Koeficijent kanoničke korelacije između strukturalnih koeficijenata povezanih s prvom kanoničkom funkcijom i setovi podataka o emocionalnom naporu i organizacijskom cinizmu za tu funkciju prikazani su zasebno na Prikazu 1.

Prikaz 1

Kada su analizirani podaci povezani s drugom kanoničkom funkcijom, određeno je da dubinska strategija emocionalnog napora i prirodno izražavanje emocija, kao varijable seta podataka o emocionalnom naporu i varijable kognitivni cinizam, afektivni cinizam i bihevioralni cinizam u setu podataka o organizacijskom cinizmu koreliraju s drugim kanoničkim modelom (vidi Tablicu 4). Koeficijent kanoničke korelacije između strukturalnih koeficijenata povezanih s drugom kanoničkom funkcijom i setovi podataka o emocionalnom naporu i organizacijskom cinizmu za tu funkciju prikazani su zasebno na Prikazu 2.

Prikaz 2

Kovarijanca koju dijele setovi podataka o emocionalnom naporu i organizacijskom cinizmu bila je 28%. Na temelju rezultata dobivenih kanoničkom korelacijskom analizom veza između setova podataka o emocionalnom naporu i organizacijskom cinizmu prikazana je na Prikazu 3.

Prikaz 3

Zaključak

Ovo istraživanje provedeno je kako bi se otkrila veza između percepcija nastavnika o emocionalnom naporu i organizacijskom cinizmu. Provedeno je korelacijsko istraživanje s ciljem utvrđivanja veza između poddimenzija u skalama. Kako

pokazuju rezultati analize, pronađena je veza između poddimenzija prirodnoga izražavanja emocija i bihevioralnog cinizma. S druge strane, korelacija između ostalih poddimenzija organizacijskog cinizma – kognitivnoga cinizma i afektivnog cinizma – vrlo je mala, a korelacijske vrijednosti nisu značajne. U ovom slučaju može se reći da ne postoji veza između izražavanja prirodnih emocija u poddimenziji emocionalnog napora i kognitivnog i afektivnog cinizma kao dimenzija organizacijskog cinizma. To potvrđuje da zaposlenici koji inače prirodno izražavaju emocije u organizaciji unutar te organizacije, ne pokazuju jake emocionalne reakcije povezane s cinizmom, kao što su prijevara, problemi povjerenja u druge ljude, nepoštovanje, ljutnja, tuga i stid, koje se mogu naći u emocionalnoj dimenziji cinizma (Abraham, 2000).

Uz to, dobivene su i tri kanoničke funkcije na kraju kanoničke korelacijske analize s obzirom na vezu između percepcije emocionalnog napora i organizacijskog cinizma kod nastavnika te je utvrđeno da dvije od tih kanoničkih funkcija imaju statističku značajnost. Setovi podataka o emocionalnom naporu i organizacijskom cinizmu u prvoj kanoničkoj funkciji, koji su izračunati kako bi se odredila maksimalna veza između emocionalnog napora i organizacijskog cinizma imaju istu varijancu od 23%. Vrijednost kanoničke korelacije koja je zanemarena u prvoj kanoničkoj funkciji, a koja pokazuje maksimalnu vezu između dviju kanoničkih varijabli izračunata je u drugoj kanoničkoj funkciji. U drugoj kanoničkoj funkciji utvrđeno je da je kovarijanca za emocionalni napor i organizacijski cinizam 5%. Nakon što se u prve dvije kanoničke funkcije maknula kovarijanca emocionalnog napora i organizacijskog cinizma, zajednička kovarijanca setova podataka o vještinama učenja i akademskom riziku je samo 0,02%.

U kanoničkom modelu koji se sastoji od kumulativnih vrijednosti kanoničkih funkcija dobivenih analizom kanoničke korelacije, kovarijanca koju su imali setovi emocionalnog napora i organizacijskog cinizma bila je 28%. Utvrđena značajna veza između emocionalnog napora i organizacijskog cinizma potvrđena je zaključkom da se cinična ponašanja u organizaciji odražavaju na emocije zaposlenika (Ayana, 2016; Begenirbas i Turgut, 2014; Lapointe i sur., 2011).

Na kraju kanoničke korelacijske analize utvrđena je negativna veza između površinske strategije emocionalnog napora i dubinske strategije emocionalnog napora kao varijabli seta podataka o emocionalnom naporu te između kognitivnog cinizma, afektivnog cinizma i bihevioralnog cinizma u setu podataka u organizacijskom cinizmu u prvoj kanoničkoj funkciji. Taj rezultat u skladu je s istraživanjem koje su proveli Packell i Narayan (2013) na uzorku ispitanika koji se sastojao od medicinskih sestara, a čiji je rezultat pokazao da izražavanje pozitivnih emocija ima negativnu i umjerenu vezu s cinizmom.

U drugoj kanoničkoj funkciji, međutim, utvrđena je pozitivna veza između dubinske strategije emocionalnog napora i prirodnog izražavanja emocija u setu podataka o emocionalnom naporu i bihevioralnog cinizma u organizacijskom cinizmu. Na temelju tih rezultata zaključeno je da postoji negativna veza između percepcija nastavnika o

emocionalnom naporu i organizacijskom cinizmu. Međutim, kada se ispitao smjer te veze, zaključeno je da se smjer veze mijenja s obzirom na poddimenzije.

U prilog rezultatu koji pokazuje postojanje negativne veze između percepcija o emocionalnom naporu i organizacijskom cinizmu u prvoj kanoničkoj funkciji, idu i rezultati različitih studija provedenih u Turskoj i u drugim državama, što se može vidjeti proučavanjem literature. Slični rezultati dobiveni su u istraživanjima koja su proveli Ayana (2016) i Begenirbas i Turgut (2014) u Turskoj i Lapointe i sur. (2011) u Kanadi. I u ovome je istraživanju utvrđena značajna veza između percepcija nastavnika o emocionalnom naporu i organizacijskog cinizma.

Rasprava

Iz različitih razloga neke organizacije od svojih zaposlenika zahtijevaju da pokazuju određene emocije (Ashforth i Humphrey 1993; Morris i Feldman 1996). Takav pristup ima mnogobrojne izravne i neizravne negativne učinke. Zaposlenici pokazuju cinično ponašanje unutar organizacije kako bi nadvladali negativne emocije i misli povezane s menadžmentom i praksom organizacije (Bernert i sur., 2007). Ako s teorijskog stajališta pristupimo takvim emocionalnim aspektima u organizaciji, suočavamo se s teorijom afektivnih događanja koju su izradili Weiss i Cropanzano (1996). Ta teorija objašnjava efektivne reakcije zaposlenika i kako te reakcije utječu na izvršavanje radnih obveza i zadovoljstvo (Weiss i Cropanzano, 1996). Teorija afektivnih događaja objašnjava učinak emocija na ponašanje pojedinaca i tvrdi da različiti (pozitivni ili negativni) događaji koje su pojedinci proživjeli u prošlosti utječu na njihove emocionalne reakcije u današnjem radnom okruženju. Ta teorija također navodi na to da iskustva iz radnog okruženja utječu na stavove i emocionalna stanja (ljutnju, stres, razočaranje itd.) zaposlenika (Brown i Cregan, 2008). Prema Kalaganu i Guzelleru (2010) takva ponašanja su jedna od teorijskih osnova organizacijskoga cinizma. Fisher i Ashkanasy (2000) smatraju da izražavanje pozitivnih i prirodnih emocija u organizaciji usmjerava zaposlenike pozitivnom ponašanju prema organizaciji, a izražavanje negativnih emocija povećava negativne percepcije i stavove zaposlenika i omogućava im da se ponašaju na način koji šteti organizaciji. U skladu s takvim shvaćanjem, može se reći da izražavanje emocija usmjereno na razumijevanje ponašanja zaposlenika dok obavljaju svoje dužnosti može utjecati na organizacijski cinizam (Ayana, 2016; Begenirbas i Turgut, 2014; Schaible, 2006). U tom kontekstu smatra se da će razina organizacijskog cinizma, posebno kod zaposlenika koji pokazuju površinsku strategiju emocionalnog napora, porasti, a da će prirodno izražavanje emocija i dubinska strategija emocionalnog napora smanjiti razinu organizacijskog cinizma.

Prema rezultatima istraživanja može se vidjeti da je emocionalni napor nastavnika važan čimbenik organizacijskog cinizma. Stoga je važno razmotriti emocionalna stanja nastavnika kako ne bi pokazivali cinične stavove i ponašanja. Predlaže se izrada motivacijskih alata s pomoću kojih bi se smanjile negativne posljedice emocionalnog

napora u navedenim organizacijama. U isto vrijeme školska uprava i nastavnici, koji su ključni dionici u školi, kontinuirano komuniciraju i surađuju. Tijekom te suradnje uprava bi trebala učinkovito upravljati svojim emocijama, ali i emocijama ostalih dionika, kako bi se osigurao uspjeh. Školska uprava trebala bi detaljno analizirati emocionalna stanja svojih nastavnika kako bi spriječila njihovo cinično ponašanje i kako bi oni bili predaniji radu u svojoj školi.

Jedno od ograničenja ovoga istraživanja bila bi potreba ispitivanja postojanja veze između varijable emocionalnog napora i organizacijskog cinizma i prikupljenih demografskih varijabli kao što su spol, ukupan radni staž i područje rada. Model naveden u ovome istraživanju na temelju dviju varijabli i njihovih poddimenzija mogli bi iskoristiti i ostali istraživači koristeći se različitim inicijalnim i dodatnim varijablama, kako bi ga obogatili.

Drugo ograničenje odnosi se na generalizaciju rezultata. Tema ovog istraživanja bila je ograničena na nastavnike iz odabranih škola u Turskoj. Zato se rezultati možda ne mogu generalizirati na ostale zemlje i kulturne kontekste. Nadalje, važno je napomenuti da se rezultati ovoga istraživanja oslanjaju samo na samoprocjenu nastavnika. K tomu, s pomoću opažanja i intervjua mogla bi se provesti istraživanja i u drugim stručnim područjima (sigurnost, zdravstvo, turizam itd.) koja zahtijevaju emocionalni napor i u kojima se cinična ponašanja često mogu primijetiti. Na taj bi se način lako i detaljnije mogla objasniti veza između emocionalnog napora i organizacijskog cinizma. Na kraju, bilo bi korisno predložiti i testirati strukturalni model veza između varijabli.