

©2020, Inderscience Publishing Limited. This AAM is provided for your own personal use only. It may not be used for resale, reprinting, systematic distribution, emailing, or for any other commercial purpose without the permission of the publisher

Kengatharan, N. (2020). Cynicism, autonomy and Job satisfaction: Evidence from teaching profession, *International Journal of Management in Education*, 14(5), 471-493.  
<https://doi.org/10.1504/IJMIE.2020.10024256>

## **Cynicism, autonomy and Job satisfaction: Evidence from teaching profession**

### **Abstract**

Integrating conservation of resources theory, theory of reasoned action and affective events theory, the present study examines the relationship between teacher cynicism, teacher autonomy and teacher job satisfaction. Data were garnered with a self-reported questionnaire from 703 teachers working in state schools, Sri Lanka. The data were analysed with AMOS and SmartPLS. The results disclose a positive relationship between cognitive cynicism and affective cynicism and the study further confirms a mediating relationship between cognitive cynicism and teacher job satisfaction through affective cynicism. The study made another notable finding that the behavioral cynicism, the consequent of cognitive cynicism, mediates the relationship between cognitive cynicism and teacher job satisfaction. In addition, the results reveal a moderating effect of teacher autonomy of the relationship between affective cynicism and teacher job satisfaction. Remarkably, the present study contributes to the frontiers of extant literature and proffers many useful practical implications.

Keywords: Cynicism, autonomy, teacher job satisfaction, PLS-SEM

### **Introduction**

Education is the backbone of the economic development and sustainability of a country (Little and Green, 2009) thereby underscoring the importance of research studies in the educational setting. A large corpus of studies discloses a range of teacher-student-school specific antecedents and outcomes such as teacher job satisfaction (Alkhyeli and Ewijk, 2018; Brezicha et al., 2019; Ouellette et al., 2018; Skaalvik and Skaalvik, 2014; Torres, 2019), teacher commitment (Bogler and Somech, 2004), total quality management (Sfakianaki et al., 2018), teacher job engagement (Balwant et al., 2018; Simpson and Burnett, 2017; Skaalvik and Skaalvik, 2014), empowerment (Bogler and Somech, 2004), teacher change beliefs (Kin and Kareem, 2016), teacher well-being (Aldrup et al., 2018), teacher efficacy (Caprara et al., 2003; Skaalvik and Skaalvik, 2014), teacher autonomy (Skaalvik and Skaalvik, 2014), student misbehaviour (Aldrup et al., 2018; Glock and Kleen, 2019), organizational citizenship behaviour (Bogler and Somech, 2004), stress (Ouellette et al., 2018), emotional intelligence (Kareem and Kin, 2018; Pervaiz et al., 2019), and turnover intentions (Lee, 2019). Unfortunately, the majority of those studies have been investigated outside of the Asian countries and therefore, findings that are reflective of such cultural contexts cannot be directly applicable to the Asian context (see Ding et al., 2008; Leung and Ho, 2001). Moreover, studies in the teaching profession in developing economies are limited in numbers (see Nguni et al., 2006; Pervaiz et al., 2019). Taken together with previous works, none of the studies have investigated the relationship between employee cynicism, job satisfaction and autonomy, especially in the teaching profession and therefore, such nexus is the focus of the current study.

Cynicism is one of the salient concepts in organizational studies and is of a growing trend in contemporary firms (Arslan and Roudaki, 2018; Kökalan, 2019). The employee cynicism refers to negative attitudes towards employing organization and oft-treated as an antithesis of trust (Abraham, 2000, Chiaburu et al., 2013; Dean et al., 1998; Lorinkova and Perry, 2017). Owing to the insidious effects of employee cynicism, the vast majority of the previous studies predominantly focus on the consequences of employee cynicism on both employees and employing organizations (see Abraham, 2000; Acaray and Yildirim, 2017; Dean et al., 1998; Kim et al., 2009; Ozdem and Sezer, 2019). The employee cynicism has three distinguishing