



Relationships Between Teachers' Opinions on Perceived Co-workers' Social Loafing, Organizational Cynicism and Task Visibility

Öğretmenlerin İş Arkadaşlarının Sosyal Kaytarmaları, Örgütsel Sinizm ve İş Görünürlüğüne İlişkin Görüşleri Arasındaki İlişkiler¹

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Abstract: The aim of the study is to investigate relationships between teachers' perceptions of coworkers' social loafing levels and their opinions on organizational cynicism and task visibility. It is also examined whether teachers' opinions on organizational cynicism and task visibility have a predictive effect on their coworkers' social loafing perceptions. The study was designed with correlational survey model. Population of the research consisted of primary school teachers working in Eskisehir. Sample of the research consisted of 654 teachers selected by using cluster sampling method. Research results showed that teachers' perceptions of coworkers' social loafing levels and their opinions on organizational cynicism were low but their opinions on task visibility were high. Results of regression analysis showed that the important predictors of teachers' perceptions of coworkers' social loafing are cognitive cynicism, task visibility, and behavioral cynicism, respectively. It was determined that cognitive cynicism, task visibility and behavioral cynicism explains 14.5% of teachers' perceptions of coworkers' social loafing levels. Moreover, it was found that cognitive cynicism and behavioral cynicism positively predicted the perception of social loafing, while task visibility predicted negatively.

Key Words: Social loafing, organizational cynicism, task visibility, primary school teacher

Öz: Araştırmanın amacı, öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerine ilişkin algıları ile örgütsel sinizm ve iş görünürlüğüne ilişkin görüşleri arasındaki ilişkilerin incelenmesidir. Ayrıca öğretmenlerin örgütsel sinizm ve görev görünürlüğüne ilişkin görüşlerinin iş arkadaşlarının sosyal kaytarma algıları üzerinde yordayıcı bir etkiye sahip olup olmadığı da incelenmiştir. İlişkisel tarama deseni kullanılarak desenlenen çalışmanın evrenini Eskişehir'de görev yapan ilkökul öğretmenleri, örneklemini ise bu evrenden küme örnekleme yöntemi aracılığıyla seçilen 654 ilkökul öğretmeni oluşturmaktadır. Araştırma sonuçları, öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerine ilişkin görüşlerinin düşük olduğunu göstermiştir. Öğretmenlerin, örgütsel sinizm düzeylerinin düşük ve iş görünürlüğüne ilişkin görüşlerinin ise yüksek olduğu belirlenmiştir. Regresyon analizi sonuçları, öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerine ilişkin görüşlerinin önemli yordayıcılarının sırasıyla bilişsel sinizm, iş görünürlüğü ve davranışsal sinizm değişkenleri olduğunu göstermiştir. Bilişsel sinizm, iş görünürlüğü ve davranışsal sinizm değişkenlerinin öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerine ilişkin görüşlerinin %14.5'ini açıkladığı belirlenmiştir. Ayrıca, bilişsel sinizm ve davranışsal sinizmin öğretmenlerin iş arkadaşlarının sosyal kaytarma düzeylerine ilişkin algılarını olumlu yönde, iş görünürlüğünün ise olumsuz yönde yordadığı saptanmıştır.

Anahtar Kelimeler: Sosyal kaytarma, örgütsel sinizm, iş görünürlüğü, ilkökul öğretmenleri

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Introduction

Behaviors of employees within the group has been evaluated as important issues in management science for effectiveness of management and the organization. Studies conducted on group behaviors have shown that organization members exhibit different behaviors when they are in the group than the situation in which they are alone (Aşan & Aydın, 2006). In the literature, some researchers assert that productivity of individuals within the group increases and tasks being completed increases in quantity. On the other hand, some researchers suggest that tasks being completed increases in quantity, but the quality decreases and learning slow down. There are also claims that productivity of individuals within the group does not increase, on the contrary, decreases. Therefore, it is possible to assert that the group can affect productivity of individuals positively or negatively (Aşan & Aydın, 2006; Ertürk, 2010).

The phenomenon that asserts that individuals' productivity decreases in group work is described as social loafing. Ringelmann is the first researcher to mention the phenomenon of social loafing in the literature. In his research on rope pulling, published in 1913, Ringelmann determined that when the number of group members increased, there was a decrease in overall group performance. In another experiment, he examined the force of movement provided by prisoners for the flour mill. He observed that as more people were added to the group, each individual relied on the person next to him to provide desired effort. Ringelmann attributed the cause of these results to loss of coordination (Piezon & Ferree, 2008). Later, this situation was named as social loafing by Latane and colleagues (1979). Social loafing claims that total productivity of the group is less than the sum of individual productivity of the group members (Allport, 1920; Dashiell, 1930).

Social loafing means that individuals put less effort in group works compared to their individual performance (İlgin, 2013). Latane and colleagues (1979) evaluates the social loafing as a social disease, which results from the social pressure of other individuals. They also state that social loafing phenomenon exists in human nature explicitly and effects of social loafing are common in all cultures (Latane et al., 1979). The reason why social loafing is characterized as a social disease results from the fact that it produces negative consequences for individuals, organizations and societies. Because social loafing, which results in a decrease in the effectiveness of individuals, leads to a decrease in the benefits and outputs that will be obtained, too. Social dimension of social loafing refers to the fact that it requires the actions of other people or the presence of other people in the group work. Social loafing occurs when an individual who contributes lower than the group members, but he/she benefits from the efforts of group members (Zhu, 2013).

From organizational perspective, social loafing occurs when employees who come together around an organizational goal and start to do less in groups than they can do when they are alone (Özgener et al., 2013). However, coordination, which is one of the most important managerial processes of organizations, requires employees to work effectively together. Therefore, social loafing is considered as a complex problem that can affect the entire organization rather than an individual's problem (Uysal, 2016). In this context, the growing importance of group work for organizations to gain a competitive advantage requires to examine social loafing behavior carefully.

To prevent social loafing, which is a phenomenon producing negative results for organizations, its reasons need to be examined. It was stated in the literature that social loafing can be caused by many different reasons such as task cohesiveness, task visibility, distributive and procedural justice, group size, group commitment, and perceived coworker social loafing (Liden et al., 2004). Among these reasons, one of the most noticeable and emphasized reason is task visibility. Task visibility refers to employee's perception on managers' awareness about employee's individual effort on the job (Kidwell & Bennett, 1993). In the literature, it is mentioned that if task visibility increases, that is, employees' beliefs that their efforts are noticed by their managers increase, the level of social loafing decreases (George, 1992; George, 1995; Kidwell & Bennett, 1993). On the other hand, when task visibility is low, employees tend to make less effort which leads social loafing because they think their individual contribution will not be noticed. However, it was also found that there is no relationship between task visibility and social loafing in few studies (Hoon & Tan, 2008). For this reason, the relationship between the perception of social loafing and task visibility is thought to be worth to examine.

Another concept that negatively affects productivity and efficiency of organizations and therefore may also be associated with social loafing is organizational cynicism. Organizational cynicism can be defined as negative feelings, attitudes and behaviors of members towards the organization. Organizational cynicism consists of three components such as cognitive, affective and behavioral cynicism. The cognitive dimension of organizational cynicism refers to the belief that the organization lacks integrity, the affective dimension refers to the negative emotional responses to the organization, and the behavioral dimension refers to the negative and often critical behavioral tendencies towards the organization (Dean et al., 1998). Organizational cynicism affects a number of crucial organizational behaviors negatively, such as job motivation, interpersonal relationships, and job satisfaction (Andersson, 1996). It was thought that if organization members have such negative attitudes towards their organizations, they may also be in a tendency to social loafing.

One of the most important factors that ensure productivity and efficiency of educational organizations that raise future generations for countries is that management processes are applied effectively. Especially, coordination and cooperation are among the most important management processes in terms of the functioning of the organization. However, researches showed that in group works, cooperation and coordination are not always adequately achieved and therefore productivity decreases. This situation is a major obstacle for educational organizations to achieve their goals. For this reason, especially in educational organizations, preventing negative attitudes and behaviors such as social loafing and organizational cynicism is considered important for shaping future. Through this research, it will be tried to reveal how social loafing which causes in decrease in teachers' effort and labor is affected by variables such as task visibility and organizational cynicism in group studies which have become one of the requirements of the 21st century. Thus, it will be possible to draw conclusions about some causes of social loafing behavior observed in educational organizations and to take measures to prevent social loafing among teachers. The literature lacks of studies examining the relationship between social loafing, organizational cynicism and task visibility variables in educational organizations. In this sense, it is thought that this study will contribute to filling the gap in the literature.

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The aim of this study is to investigate relationships between primary school teachers' perceptions of coworkers' social loafing levels and their opinions on organizational cynicism and task visibility. Research sub-questions of the study are as following:

- What are primary school teachers' perceptions of coworkers' social loafing levels?
- What are primary school teachers' opinions on organizational cynicism?
- What are primary school teachers' opinions on task visibility?
- Do teachers' opinions about organizational cynicism and task visibility have a predictive effect on their perceptions of coworkers' social loafing?

Method

Since relationships between teachers' perceptions of coworkers' social loafing levels and their opinions on organizational cynicism and task visibility were examined, correlational survey model was used to reveal current situation. Correlational survey models are used to determine whether there is a compatible change between two or more variables and, if there is any change, the degree of this change (Cresswell, 2012).

Research Group

Population of the research consists primary school teachers working in primary schools affiliated to Eskişehir Tepebaşı and Odunpazarı District National Education Directorates. To determine sample of the study, cluster sampling method was utilized. In cluster sampling, the population is divided into clusters instead of individual-units, and the sample is formed by random selection from these clusters (Kılıç, 2013). Cluster sampling is widely used, especially in survey studies where the population is large (Balcı, 2010). In this study, 87 primary schools were determined as clusters in the population. Data collection tools were distributed to 50 primary schools by selecting 25 schools from each district and data were collected from 38 primary schools. 670 data collection tools were obtained from 1080 teachers working in these 50 primary schools. However, 16 data forms were not included in data

analysis, because they were not filled completely. Thus, 654 teachers formed the sample of the research. Information about the demographic characteristics of the participants was shown in Table 1.

Table 1. Demographic characteristics of the participants

| Characteristics | Variable | f | % |
|-------------------|--------------------|-----|-------|
| Gender | Female | 469 | 71,7 |
| | Male | 181 | 27,7 |
| | Unanswered | 4 | 0,6 |
| Age | 21-25 age | 11 | 1,7 |
| | 26-30 age | 29 | 4,4 |
| | 31-35 age | 96 | 14,7 |
| | 36-40 age | 128 | 19,6 |
| | 41-45 age | 175 | 26,8 |
| | 46 age and above | 215 | 32,9 |
| | 1-4 years | 305 | 46,6 |
| Seniority | 5-8 years | 110 | 16,8 |
| | 9-12 years | 78 | 11,9 |
| | 13-16 years | 66 | 10,1 |
| | 17-20 years | 49 | 7,5 |
| | 21 years and above | 46 | 7,0 |
| Educational Level | Associate's degree | 58 | 8,9 |
| | Bachelor's degree | 559 | 85,5 |
| | Master's degree | 35 | 5,4 |
| | Doctoral degree | 1 | 0,2 |
| | Unanswered | 1 | 0,2 |
| Total | | 654 | 100,0 |

Data Collection Tools

In the study, “Perceived Coworker Social Loafing Scale”, “Organizational Cynicism Scale”, “Task Visibility Scale” and “Personal Information Form”, which includes questions about demographic features of teachers such as gender, age, educational level, were used as data collection tools.

“Perceived Coworker Social Loafing Scale” was a 9 item-scale developed by Liden et al (2004). Cronbach-Alpha reliability coefficient of the original scale was found as .96. Adaptation of the scale to Turkish was carried out by Ülke (2006). Ülke (2006) transformed the scale into a 13-item scale by adding 4 more items. Ülke (2006) determined Cronbach-Alpha reliability coefficient of the 13-item Perceived Coworker Social Loafing Scale as 0.93. Himmetoğlu and colleagues (2018) re-examined validity and reliability of Perceived Coworker Social Loafing Scale. As a result of exploratory factor analysis (AFA) to examine structural validity of the scale, they determined that the scale consists of 10 items and one factor. It was also found that total variance of the scale was 56.87% and the factor loads of items varied between .850 and .562. Lastly, the reliability coefficient of the scale was calculated as .912 (Himmetoğlu et al., 2018). In this study, the scale form, which is reviewed by Himmetoğlu and colleagues (2018) was used. However, validity and reliability of the scale form were recalculated for this study. As the result of confirmatory factor analysis, it was determined that the fit indices of the scale had sufficient fit values and single-factor structure of the scale was confirmed ($\chi^2/df=4.915$, $TLI=.953$, $CFI=.967$, $RMSEA=.077$, $SRMR=.037$). In addition, the Cronbach-Alpha reliability coefficient was determined as .909.

“Organizational Cynicism Scale” was developed by Brandes et al. (1999) and consists of 3 dimensions (cognitive, affective and behavioral cynicism) and 14 items. The factor loads of cognitive cynicism dimension were between 0.63 and 0.81; the factor loads of affective cynicism dimension ranged from 0.75 to 0.80, and the factor loads of behavioral cynicism dimension ranged from 0.54 to 0.80. The reliability coefficients of the dimensions are 0.86, 0.80 and 0.78, respectively (Brandes et al., 1999). The scale was adapted to Turkish by Kalağan (2009). Validity studies of the scale were examined through linguistic equivalence, EFA and DFA and reliability studies were examined through internal consistency coefficients. The correlation coefficients as a result of the language equivalence study were 0.774 ($p < 0.01$) for the cognitive dimension, 0.759 ($p < 0.01$) for the affective dimension and 0.843 ($p < 0.01$) for the behavioral dimension. EFA results showed that the scale consists of 13

items and three dimensions as in the original scale. Total variance of the scale was calculated as 78.67%. As a result of adaptation study, Cronbach-Alpha reliability coefficient of the scale was found to be 0.931 for all items, and 0.913, 0.948 and 0.866 for each dimension, respectively. The three-factor structure of the scale was also confirmed by CFA ($\chi^2/df = 2.25$, RMSEA = 0.077, GFI = 0.91, AGFI = 0.87) (Kalağan, 2009). In this study, CFA was applied to test the construct validity of the scale. The CFA results showed that the three-factor structure of the scale was confirmed ($\chi^2/sd = 4.292$, TLI = .960, CFI = .969, RMSEA = .071, SRMR = .0453). Cronbach-Alpha reliability coefficients were also calculated to test the reliability of the scale. The Cronbach-Alpha reliability coefficient was calculated as 0.915 for the whole organizational cynicism scale, 0.913 for the cognitive cynicism dimension, 0.948 for the affective cynicism dimension and 0.866 for the behavioral cynicism dimension.

“Task Visibility Scale” was developed by George (1992). The Cronbach alpha coefficient of the 6-item scale was calculated as .84. The scale was adapted to Turkish by Ülke (2006). First, the scale was applied to a pilot group, consists of 53 people and its reliability was tested. The reliability of the 6-item scale in this study was calculated as .85. Then, EFA and DFA were applied on the collected data. As a result of EFA, it was determined that the scale consists of 2 dimensions. The first dimension explained 64.54% of the total variance and the second dimension explained 17.08%. When the two-dimensional structure was examined with CFA, it was determined that although fit values of the two-dimensional scale were good, level of correlation between two factors was quite high (r.74). For this reason, the one-dimensional structure of the scale was re-examined with CFA and the one-dimensional model was chosen as the fit indices were found to be at acceptable levels. The reliability of the one-dimensional scale was determined as .89 (Ülke, 2006). In this study, it was determined that the single factor structure of the scale was confirmed through CFA ($\chi^2 / df = 3.115$, TLI = .984, CFI = .993, RMSEA = .057, SRMR = .022). The Cronbach-Alpha reliability coefficient of task visibility scale was determined as .797.

Analysis of Data

Before analyzing the research data, it was examined whether the data distributed normally or not by using skewness and kurtosis coefficients and histogram graphics. When the data presented in Table 2 were examined, it is understood that the data set is normally distributed. Therefore, it has been decided that data set is suitable for parametric tests.

Table 2. Skewness and kurtosis coefficients for research variables

| Data Collection Tool | Factors | Skewness | sd | Kurtosis | sd |
|---|---------------------|-----------------|-----------|-----------------|-----------|
| Organizational Cynicism Scale | Cognitive Cynicism | .522 | .096 | .608 | .191 |
| | Affective Cynicism | .999 | .096 | .910 | .191 |
| | Behavioral Cynicism | .200 | .096 | -.345 | .191 |
| | Total | .553 | .096 | .725 | .191 |
| Perceived Coworker Social Loafing Scale | | .187 | .096 | -.038 | .191 |
| Task Visibility Scale | | -.323 | .096 | .413 | .191 |

Descriptive statistics were calculated to examine primary school teachers' opinions on perceived coworkers' social loafing, organizational cynicism and task visibility. A stepwise regression analysis was used to determine whether teachers' opinions on organizational cynicism and task visibility were predictors of their perceptions of coworkers' social loafing. Assumptions of multiple regression analysis method were checked before performing it. Based on these assumptions, extreme values, singularity, multicollinearity, tolerance and VIF values were examined.

When examining Mahalanobis distance values, it was taken into consideration that the values were not greater than 16.27 suggested for the three independent variables in the last model of the stepwise regression (Pallant, 2011). Since Mahalanobis distance value of 6 participants was above this value, the data of these participants were not included in the regression analysis. Therefore, stepwise regression analysis was performed with data obtained from 648 people. To test singularity assumption of the regression analysis, correlation coefficients between variables were examined (Field, 2009).

According to results of correlation coefficients, it was determined that singularity assumption was met due to the lack of a high level of correlation between variables.

Furthermore, the tolerance and VIF values for predictive variables in final model of regression analysis were examined. Among the variables in the last regression model, it was seen that tolerance value of cognitive cynicism was .643, tolerance value of task visibility was .773, and tolerance value of behavioral cynicism was .722. It has been observed that these tolerance values are higher than the .10 recommended as critical level. In the examination of VIF values, the suggestion that these values should be less than 10 was taken into consideration (Pallant, 2011). In the final model of stepwise regression analysis of this study, VIF values were calculated as 1.556, 1.294 and 1.385, respectively for cognitive cynicism, task visibility and behavioral cynicism. Lastly, Durbin-Watson value was calculated to examine the assumption that there is no autocorrelation between variables. In the model obtained, it was determined that the Durbin-Watson value was 1.799 and it was between 1 and 3 values suggested in the literature (Field, 2009).

Findings

In the study, first of all, analyzes were made to determine primary school teachers' perceptions of coworkers' social loafing levels and their opinions on organizational cynicism and task visibility. Descriptive statistics of teachers' opinions about research variables were illustrated in Table 3.

Table 3. Descriptive statistics of teachers' opinions about research variables

| Variables | n | Min | Max | \bar{X} | sd |
|-------------------------------------|-----|------|------|-----------|------|
| Perceived Coworkers' Social Loafing | 654 | 1.00 | 4.80 | 2.47 | 0.74 |
| Cognitive Cynicism | 654 | 1.00 | 5.00 | 2.11 | 0.70 |
| Affective Cynicism | 654 | 1.00 | 4.00 | 1.63 | 0.68 |
| Behavioral Cynicism | 654 | 1.00 | 4.75 | 2.14 | 0.74 |
| Organizational Cynicism | 654 | 1.00 | 4.46 | 1.97 | 0.59 |
| Task Visibility | 654 | 1.00 | 5.00 | 3.60 | 0.66 |

When perceptions of teachers on coworkers' social loafing levels were examined in Table 3, it was found that teachers' perceptions were at the level of "disagree" ($\bar{X}=2.47$, $sd=0.74$). Based on this result, it can be said that teachers working in primary schools perceive their coworkers' social loafing levels as low. Therefore, it can be concluded that when teachers work in groups, they do not think there is a decrease in motivation and efforts of their coworkers compared to individual work. When the data on organizational cynicism were examined, it was determined that teachers' organizational cynicism levels according to all 13 items in the scale were at the level of "disagree" ($\bar{X}= 1.97$, $sd=0.59$). According to this result, it can be stated that teachers working in primary schools have low levels of organizational cynicism. When organizational cynicism scale was examined in the context of sub-dimensions, it was determined that mean scores of primary school teachers as $\bar{X}=2.11$ for "Cognitive Cynicism" dimension, $\bar{X}=1.63$ for "Affective Cynicism" dimension and $\bar{X}=2.14$ for "Behavioral Cynicism" dimension. Based on these findings, it was found that teachers' opinions are at the level of "disagree" for dimensions of cognitive and behavioral cynicism, and "disagree" for dimension of affective cynicism. Finally, it was seen that teachers' opinions on task visibility was at the level of "agree" ($\bar{X}=3.60$, $sd=0.66$) and it was concluded that teachers evaluated task visibility as high.

Stepwise regression analysis was applied to test whether teachers' opinions about organizational cynicism and task visibility have a predictive effect on their perceptions of coworkers' social loafing or not. Pearson Product-Moment correlation technique was used to examine the relationship between variables before performing the stepwise regression analysis. Correlation coefficients showing relationships between variables were offered.

Table 4. Results of correlation analysis between research variables

| Variables | 1 | 2 | 3 | 4 | 5 |
|--|---------|---------|---------|---------|---|
| 1- Perceived Coworkers' Social Loafing | - | | | | |
| 2- Cognitive Cynicism | .333** | - | | | |
| 3- Affective Cynicism | .238** | .604** | - | | |
| 4- Behavioral Cynicism | .288** | .514** | .557** | - | |
| 5- Task Visibility | -.293** | -.461** | -.401** | -.341** | - |

**p<.001

As seen in Table 4, it was found that there were positive and statistically significant relationships between teachers' perceptions of coworkers' social loafing and cognitive cynicism ($r=.333$, $p<.001$), affective cynicism ($r=.238$, $p<.001$), and behavioral cynicism ($r=.288$, $p<.001$). It was determined that there was a negative and statistically significant relationship between teachers' perceptions of coworkers' social loafing and task visibility ($r=-.293$, $p<.001$). Since it was seen that there were significant relationships between teachers' perceptions of coworkers' social loafing and both organizational cynicism and task visibility, all variables were included in the regression analysis as predictive variables. The models obtained as a result of the stepwise regression analysis and the related values were shown in Table 5.

Table 5. Stepwise regression analysis results

| Model | Variables | B | SH _B | β | t | p | R ² | ΔR^2 | F | p |
|-------|---|-----------------------|----------------------|-----------------------|-----------------------|----------------------|----------------|--------------|-------|------|
| 1 | Cognitive Cynicism | .715 | .080 | .333 | 8.98 | .000 | .111 | .110 | 80.70 | .000 |
| 2 | Cognitive Cynicism Task Visibility | .540 -.335 | .088 .078 | .252 -.176 | 6,10 -4.28 | .000 .000 | .136 | .133 | 50.57 | .000 |
| 3 | Cognitive Cynicism Task Visibility Behavioral Cynicism | .407 -.301 .339 | .097 .079 .106 | .190 -.158 .137 | 4,19 -3,83 3,20 | .000 .000 .001 | .149 | .145 | .145 | .000 |

According to results of stepwise multiple regression analysis given in Table 5, the first variable entered the model was cognitive cynicism, one of the dimensions of organizational cynicism ($R^2=.110$). In the model, it was seen that teachers' opinions on cognitive cynicism positively predicted teachers' perceptions of coworkers' social loafing. With respect to this finding, it can be said that as cognitive cynicism levels of teachers increase, their perceptions on coworkers' social loafing also increase. In the second step, task visibility variable was included in the model. According to model 2, teachers' views on task visibility explain 3.3% of their perceptions of coworkers' social loafing levels ($\Delta R^2=.133$). Task visibility predicted teachers' perceptions of coworkers' social loafing levels negatively. Accordingly, as teachers evaluate task visibility as high, their perceptions of coworkers' social loafing levels decrease. In other words, as teachers' opinions on task visibility decrease, their perceptions of coworkers' social loafing levels increase. The second model showed that cognitive cynicism and task visibility explain 13.3% of teachers' perceptions of coworkers' social loafing levels ($R^2=.133$). In the third step, behavioral cynicism variable has been entered to the model as predictive variable. According to third model, teachers' opinions on behavioral cynicism explain 1.2% of their perceptions of coworkers' social loafing levels ($\Delta R^2=.145$). Behavioral cynicism predicted teachers' perceptions of coworkers' social loafing levels positively. Therefore, it can be said that if teachers' opinions on behavioral cynicism increase, their perceptions of perceptions of coworkers' social loafing levels also increase. According to the last model, cognitive cynicism, task visibility and behavioral cynicism explains 14.5% of teachers' perceptions of coworkers' social loafing levels ($R^2=.145$).

Discussion and Conclusion

In this study, it was examined the relationships between primary school teachers' perceptions of coworkers' social loafing levels and their opinions on organizational cynicism and task visibility. In

the study, firstly, teachers' perceptions of coworkers' social loafing levels were examined and it was concluded that their perceptions were low. According to this result, teachers believe that their coworkers' contributions and efforts in group work do not decrease. Teachers stated that their coworkers' do not show social loafing behavior. In the literature, it was found that the level of social loafing was evaluated as low in researches made on different sector employees (Dai et al., 2020; Murphy et al., 2003). In the studies examining teachers' perceptions of coworkers' social loafing levels in Turkey, it was determined that their perceptions were low (Himmetoğlu et al., 2018; Yıldırım et al., 2019). Similarly, in a study examining social loafing levels of teachers, it was found that teachers evaluate their own social loafing levels as low (Çakır & Sezgin-Nartgün, 2018). However, this result shows that teachers think that their coworkers can display social loafing behaviors at a low level and that they may neglect their duties even for a while in group works. However, educational organizations are kind of organizations which include lots of group works such as group teachers' board, classroom teachers' board, disciplinary board, examination commissions, and textbook selection commissions etc. (Yıldırım et al., 2019). The productivity and efficiency of educational organizations depends on the maximum performance and dedication of all group members in these group works. Therefore, it is thought that teachers' perceptions of social loafing should be minimized for the success of educational organizations that have mission of raising the future of the country. Thus, it is possible to develop suggestions that motivation of teachers in group works should be increased and cooperation between teachers should be improved.

In the study, teachers' organizational cynicism levels were analyzed after teachers' perceptions of coworkers' social loafing levels. Results indicated that teachers' organizational cynicism levels are also low. It was also found that teachers' affective cynicism levels are lower than their cognitive cynicism and behavioral cynicism levels. In studies examining teachers' organizational cynicism levels, it was determined that teachers' organizational cynicism levels are generally low (Ada & Yarım, 2017; Akın, 2015; Barnes, 2010; Helvacı & Çetin, 2012; Himmetoğlu et al., 2016; Korkut & Aslan, 2016). In the literature, it was stated that organizational cynicism has negative effects on variables such as job satisfaction, organizational commitment and organizational citizenship that will contribute to the development of the organization, and it has positive relationships with negative variables such as alienation (Abraham, 2000). In addition, studies examining the relationship between organizational cynicism and trust in educational organizations showed that organizational cynicism reduces the level of organizational trust, one of the key variables in issues such as school effectiveness, teacher performance, and student achievement (Akın, 2015; Türköz et al., 2013). Shortly, both theoretical and empirical studies have revealed that organizational cynicism negatively affects variables required for the productivity and efficiency of schools, both theoretically and practically. In this context, it can be inferred that the results of the research which indicate that teachers have low levels of organizational cynicism are positive for the development of schools.

Teachers' opinions on task visibility were also examined in the study. The results showed that teachers' views on task visibility are high. This result indicates that teachers think that the effort they spend while performing their duties at school is highly noticed by their principals. In the literature, it could not be found any research examining opinions of educational organizations' employees on task visibility. However, in the studies conducted in private sector, it was determined that there were results indicating that employees' opinions on task visibility were high (Buz, 2011; Ülke, 2006). In this context, it can be said that this result obtained in the study is a leading result and reveals original aspect of the research. The reason why primary school teachers evaluate task visibility as high may be that in primary schools, informal communication between school managers and teachers is more intense than other educational levels (Cemaloğlu, 2007) and thus primary school managers have more information about what teachers do in relation to their duties. However, it can be said that this situation should be compared with the opinions of teachers working at different educational levels.

Finally, in the study, it was examined whether teachers' opinions about organizational cynicism and task visibility have a predictive effect on their perceptions of coworkers' social loafing or not. As a result of regression analysis, it was determined that important predictors of teachers' perceptions of coworkers' social loafing levels were variables of cognitive cynicism, task visibility and behavioral cynicism, respectively. It was determined that cognitive cynicism and behavioral cynicism positively

predicted the perception of social loafing, while task visibility predicted negatively. This result indicates that as cognitive and behavioral cynicism levels of teachers increase, their perceptions of coworker social loafing levels increase. On the other hand, it shows that as teachers' opinions on task visibility increase, their perceptions of coworker social loafing levels decrease.

Balcı (2016) found that there is a positive relationship between primary school teachers' perceptions of coworkers' social loafing levels and their opinions on organizational cynicism and that organizational cynicism predicts coworkers' social loafing levels at significant level. Similarly, Seven-Şarkaya (2019) determined that social loafing is a predictor of organizational cynicism, and when teachers' social loafing behavior increases, their organizational cynicism attitudes also increase. In addition, unlike educational organizations, in a study conducted on hotel employees, it was found that there were positive relationships between employees' perceptions of social loafing of coworkers and organizational cynicism, and social loafing levels of coworkers were predicted by dimensions of organizational cynicism (Biroğlu, 2018).

Considering that both social loafing and organizational cynicism are harmful and negative organizational behaviors, it can be said that results of the research are expected and are consistent with researches in the literature. Educational organizations are among the institutions that need to minimize negative organizational behaviors due to achieve their mission and vision. It can be concluded that the factors that will decrease teachers' performance and cause negative attitudes towards their organizations should be prevented by taking precautions against negative behaviors such as social loafing and organizational cynicism for teachers who are basic elements of educational organizations and educating actors in all fields of the future.

In the literature, studies indicate that there are negative relationships between social loafing and task visibility (George, 1995; Liden et al., 2004; Piezon & Donaldson, 2005; Williams & Karau, 1991). However, there are also few studies indicating that there is no relationship between social loafing and task visibility (Doğan, Bozkurt & Demir, 2012; Piezon & Ferree, 2008). In this study, it was found that teachers' perceptions of coworkers' social loafing levels and their opinions on task visibility coincided with the theory and practice to a great extent. The relationships between task visibility and social loafing are also coincided with Vroom's expectation theory, which is one of the motivation theories. According to Vroom's expectation theory, employees' motivation occurs as a result of the interaction of the employee's requests and their expectations with environmental conditions (Eren, 2017). Accordingly, in case of low task visibility, employees may exhibit social loafing behavior because their efforts are not noticed and they cannot get the rewards they expect. The result of this study indicated that teachers' perceptions on coworkers' social loafing is closely related to their perceptions on whether their managers notice their work or not. It can be said that task visibility is an effective variable in preventing the phenomenon of social loafing which is detrimental to group work carried out in educational organizations. It can be inferred that school managers should pay attention to task visibility and closely monitor teachers' work to prevent social loafing in educational organizations.

According to results of the research, suggestions that can contribute to the literature and practice are developed which are as follows: It can be increased the awareness of teachers and school administrators about cynicism, which is one of the reasons of social loafing, and thus to take administrative measures to minimize teachers' negative attitudes towards school. In order to increase task visibility, which is one of the reasons of social loafing, an observer may be present in group works at schools. Qualitative studies can be conducted on causes or consequences of social loafing which reduces productivity in educational organizations. Thus, more in-depth information about the causes or consequences of social loafing can be obtained. In order to prevent social loafing, which can harm educational organizations, more groupwork among teachers can be encouraged so, the adoption of a collaborative work culture can be achieved.

Limitations of the Study

The data of the study were collected from primary school teachers working in Eskişehir Tepebaşı and Odunpazarı central districts. For this reason, the generalizability of the research data is limited to teachers working in public primary schools in Eskişehir. In the study, social loafing variable was

measured by examining social loafing levels of teachers' co-workers in order to avoid teachers' self-reported measurement limitation. Since task visibility scale consists of items aimed at determining teachers' opinions about the awareness of their administrators, measurement limitation based on self-report was prevented. However, teachers' views on organizational cynicism were collected through a self-report scale that can be evaluated as another limitation of the study.

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