



The Influence of Personality Traits and Organizational Cynicism on Employee Performance

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Abstract

Employee performance is a critical determinant of institutional effectiveness in higher education, yet the influence of personality traits and organizational cynicism on employee performance remains inconclusive across organizational contexts. This study examined the influence of personality traits and organizational cynicism on employee performance among academic employees of Guimaras State University. Specifically, it assessed employees' personality traits, organizational cynicism, and performance ratings and determined whether personality traits and organizational cynicism significantly predicted employee performance. The study employed a quantitative descriptive-correlational research design involving 103 permanent academic employees selected through convenience sampling. Data on personality traits and organizational cynicism were collected using an adopted standardized questionnaire, while employee performance was measured using the respondents' most recent Individual Performance Commitment and Review (IPCR) ratings. Descriptive statistics, Pearson product-moment correlation, and multiple linear regression analyses were used to analyze the data. The findings revealed that the respondents generally exhibited high levels of agreeableness, emotional stability, and openness, together with moderate cognitive cynicism and low affective and behavioral cynicism. Employee performance was rated Very Satisfactory. Correlation and regression analyses indicated that personality traits and organizational cynicism did not significantly predict employee performance. The findings suggest that employee performance in higher education is likely influenced by organizational and contextual factors beyond individual personality characteristics and cynical attitudes. The study recommends strengthening organizational communication, promoting faculty development, enhancing organizational support, and examining additional organizational variables that may better explain employee performance in higher education institutions.

Keywords

personality traits, organizational cynicism, employee performance, academic employees, higher education institutions

How to Cite

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Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Employee performance remains one of the most critical indicators of organizational effectiveness, particularly in higher education institutions where academic employees contribute to teaching, research, extension, and institutional development. Individual differences, such as personality traits, have long been recognized as important determinants of

workplace behavior and performance. The Five-Factor Model of personality suggests that traits such as agreeableness, extraversion, emotional stability, conscientiousness, and openness influence how individuals interact with others, adapt to organizational demands, and accomplish work-related responsibilities (Barrick & Mount, 1991). Likewise, organizational cynicism has emerged as an important organizational construct characterized by negative beliefs, emotions, and behaviors toward an organization resulting from perceived inconsistencies between organizational values and practices (Andersson & Bateman, 1997; Dean et al., 1998). Recent studies have demonstrated that organizational cynicism is associated with adverse organizational outcomes, including workplace deviance, reduced work engagement, diminished innovation, counterproductive work behavior, and lower job performance (Ahmed et al., 2024a; Ahmed et al., 2024b; Filiz et al., 2024; Rauf et al., 2024; Zhang et al., 2024). These findings underscore the importance of understanding both personality characteristics and organizational attitudes in promoting employee effectiveness.

Within higher education institutions, faculty members operate in increasingly complex organizational environments characterized by growing workloads, performance accountability, institutional reforms, and evolving educational demands. These organizational pressures may influence employees' attitudes toward their institutions while simultaneously affecting their performance. Organizational cynicism among educators has been associated with perceptions of organizational politics, declining organizational trust, innovation resistance, and diminished organizational commitment (Lee et al., 2023; Filiz et al., 2024). Moreover, personality characteristics have been shown to shape employees' perceptions of organizational experiences and their propensity to develop cynical attitudes (Azam et al., 2025; Özdemir & Başar, 2024). In the context of higher education, Soomro et al. (2022) found that personality traits and organizational cynicism are important organizational variables that influence employee performance among academic leaders. These findings suggest that both individual dispositions and organizational experiences should be considered when examining employee effectiveness in educational institutions.

Despite the growing body of literature, important research gaps remain. Existing studies have predominantly examined organizational cynicism within corporate, healthcare, hospitality, and industrial settings (Ahmed et al., 2024a; Ahmed et al., 2024b; Filiz et al., 2024; Lee et al., 2023; Rauf et al., 2024), while relatively few investigations have focused on public higher education institutions in the Philippine context. Furthermore, many previous studies have concentrated on the antecedents and consequences of organizational cynicism, including toxic leadership, organizational justice, workplace harassment, and organizational politics, rather than simultaneously examining the combined influence of personality traits and organizational cynicism on employee performance (Ahmed et al., 2024a; Ahmed et al., 2024b; Zhang et al., 2024). Given the unique organizational structures, performance evaluation systems, and institutional cultures of state universities, additional empirical evidence is needed to determine whether these psychological and organizational factors significantly influence faculty performance within Philippine higher education institutions.

In response to these gaps, this study examined the influence of personality traits and organizational cynicism on employee performance among permanent academic employees of Guimaras State University during Fiscal Year 2024. Specifically, the study assessed the respondents' personality traits, organizational cynicism, and employee performance and determined whether personality traits and organizational cynicism significantly predicted employee performance. By providing empirical evidence from a Philippine public higher education institution, the study contributes to the growing literature on organizational behavior and educational management and offers practical insights that may assist university administrators in designing evidence-based strategies to strengthen organizational effectiveness, employee well-being, and institutional performance.

METHODOLOGY

Design

This study employed a quantitative descriptive-correlational research design to examine the influence of personality traits and organizational cynicism on employee performance among academic employees of Guimaras State University during Fiscal Year 2024. The descriptive component was used to determine the respondents' levels of personality traits, organizational cynicism, and employee performance, while the correlational component examined the relationships among these variables. In addition, multiple linear regression analysis was performed to determine whether personality traits and organizational cynicism significantly predicted employee performance. The quantitative approach was appropriate because the study sought to measure observable variables objectively using standardized instruments and to analyze relationships through statistical procedures. This design is consistent with the recommendations of Creswell and Creswell (2023), who emphasized that descriptive-correlational research is appropriate when researchers intend to describe existing conditions and determine the magnitude and direction of relationships among variables without manipulating them.

Locale

The study was conducted at Guimaras State University (GSU), Philippines, a public higher education institution mandated to provide quality instruction, research, extension, and production services. The university comprises several academic colleges and campuses that employ permanent faculty members with diverse academic ranks and professional responsibilities. The institution was selected because it maintains a formal performance evaluation system through the Individual Performance Commitment and Review (IPCR), providing an objective measure of employee performance while offering an appropriate organizational context for examining personality traits and organizational cynicism.

Participants and Sampling

The participants consisted of 103 permanent academic employees of Guimaras State University who were employed during Fiscal Year 2024. Only permanent faculty members with available Individual Performance Commitment and Review (IPCR) ratings were included in the study to ensure consistency in measuring employee performance. Faculty members on

temporary, contractual, part-time, or visiting appointments were excluded because their employment conditions and performance evaluation processes differ from those of permanent personnel. A convenience sampling technique was employed because the respondents were selected based on their availability and willingness to participate during the data collection period. Although probability sampling generally offers greater representativeness, convenience sampling was considered appropriate because the study focused on accessible faculty members within a single institution and was conducted within existing administrative and time constraints. Consequently, the findings should be interpreted within the context of the participating institution and may not be generalized to all higher education institutions.

Instrument

Data on personality traits and organizational cynicism were collected using an adopted structured questionnaire developed by Acaray and Yildirim (2017). The instrument measures the five dimensions of personality, namely agreeableness, extraversion, emotional stability, conscientiousness, and openness to experience, together with the three dimensions of organizational cynicism, namely cognitive, affective, and behavioral cynicism. Responses were measured using a five-point Likert scale, with higher scores indicating stronger agreement with each statement. Employee performance was measured using the respondents' most recent Individual Performance Commitment and Review (IPCR) ratings obtained through institutional records with the necessary administrative approval. Because the questionnaire was adapted from a previously published instrument, its content validity had already been established by the original authors. Prior to administration, the instrument was reviewed to ensure that its items were appropriate and applicable to the higher education context of Guimaras State University. If reliability analysis, such as Cronbach's alpha, was conducted using the present dataset, the corresponding reliability coefficients should be reported in this section. If reliability testing was not performed, this should be acknowledged explicitly rather than reporting unsupported reliability estimates.

Collection

Following approval from the University President and the appropriate university offices, the researcher sought permission to conduct the study among permanent academic employees. The questionnaire was converted into an online survey using Google Forms to facilitate efficient and convenient data collection. Participants received an invitation explaining the objectives of the study, the voluntary nature of participation, and the measures undertaken to protect the confidentiality of their responses. Informed consent was obtained electronically before participants accessed the questionnaire. No personally identifiable information, including names and institutional email addresses, was collected to preserve anonymity. Upon completion of the data collection process, the responses were screened for completeness before statistical analysis. Employee performance data were matched with the corresponding IPCR ratings using institutional records while maintaining strict confidentiality throughout the research process.

Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Mean and standard deviation were used to describe the respondents' personality traits, organizational cynicism, and employee performance. Pearson product-moment correlation analysis was employed to determine the direction and strength of the relationships among personality traits, organizational cynicism, and employee performance. Multiple linear regression analysis was performed to determine whether personality traits and organizational cynicism significantly predicted employee performance and to estimate the proportion of variance explained by the independent variables. All statistical tests were conducted at the 0.05 level of significance. The selected statistical procedures were considered appropriate because the variables were measured quantitatively and the study sought to examine both relationships and predictive effects among the variables.

Ethical Considerations

The study adhered to established ethical principles governing research involving human participants. Administrative approval to conduct the study was obtained from the university prior to data collection. Participation was entirely voluntary, and respondents were informed of the objectives, procedures, potential benefits, and their right to withdraw from the study at any stage without penalty. Confidentiality and anonymity were strictly maintained by excluding personally identifiable information from the survey instrument. All collected data were stored securely and used exclusively for academic research purposes. Only aggregated findings are presented in this manuscript to ensure that individual respondents cannot be identified. If the study received approval from an Institutional Research Ethics Committee (IREC), the corresponding ethics approval number should be included in this section. If no formal ethics approval was required or obtained, this should be stated accurately without creating or implying an approval number.

Limitations

The findings of this study should be interpreted in light of several limitations. First, the use of convenience sampling may limit the generalizability of the findings beyond the study population. Second, personality traits and organizational cynicism were measured using self-reported responses, making the data susceptible to social desirability and response bias. Third, the study was conducted within a single public higher education institution, and organizational characteristics unique to the university may have influenced the findings. Finally, the cross-sectional design limits the ability to establish causal relationships among the variables. Despite these limitations, the use of standardized research instruments, objective employee performance ratings obtained through the Individual Performance Commitment and Review (IPCR), and appropriate statistical analyses enhances the credibility of the findings and provides valuable evidence regarding the relationships among personality traits, organizational cynicism, and employee performance in a Philippine higher education setting.

RESULTS AND DISCUSSION

Table 1 presents the respondents' personality traits based on the Five-Factor Model of personality. The findings indicate that the respondents generally exhibited favorable personality characteristics, with openness obtaining the highest composite mean ($M = 4.07$, $SD = 0.43$), followed by emotional stability ($M = 3.79$, $SD = 0.30$) and agreeableness ($M = 3.72$, $SD = 0.33$). Extraversion was rated as undecided ($M = 3.14$, $SD = 0.37$), while conscientiousness obtained the lowest composite mean ($M = 2.59$, $SD = 0.44$). The high levels of openness, emotional stability, and agreeableness suggest that the respondents are receptive to new ideas, emotionally resilient, and capable of maintaining positive interpersonal relationships, which are important attributes in higher education institutions. These personality characteristics facilitate adaptability, collaboration, and effective workplace interactions, thereby supporting organizational functioning (Barrick & Mount, 1991; Judge et al., 2002). Conversely, the relatively lower score for conscientiousness suggests opportunities for improving behaviors related to planning, organization, and self-discipline despite the respondents' satisfactory work performance. The findings further indicate that personality traits alone may not fully explain workplace effectiveness. Rather, employee behavior reflects the interaction of individual dispositions and organizational conditions. Previous studies have shown that personality traits influence employees' perceptions of organizational experiences and their tendency to develop organizational cynicism, highlighting the importance of considering both individual and organizational factors when examining employee behavior (Azam et al., 2025; Özdemir & Başar, 2024).

Table 1
Personality Traits of the Respondents (N = 103)

Personality Trait	Statement	M	SD	Interpretation
Agreeableness	I see myself as a talkative, cheerful, lively, sociable person who likes being with other people.	4.09	0.77	Agree
	I see myself as an enterprising person.	3.50	0.50	Agree
	I see myself as a socially comfortable person who is not bothered by attracting attention.	3.57	0.50	Agree
	Composite Mean	3.72	0.33	Agree
Extraversion	I see myself as a shy, quiet, solitude-loving, and individualistic person.	3.00	0.79	Undecided
	I see myself as a person open to criticism.	3.36	0.48	Undecided
	I see myself as a stubborn, argumentative, and vindictive person.	3.21	0.76	Undecided
	I see myself as a tidy, careful, and meticulous person.	3.00	0.83	Undecided
Emotional Stability	Composite Mean	3.14	0.37	Undecided
	I see myself as a responsible and reliable person.	3.80	0.77	Agree
	I see myself as a motivated person.	4.61	0.49	Strongly Agree
	I see myself as a cautious person who follows rules.	4.55	0.50	Strongly Agree
Conscientiousness	I see myself as worried, tense, anxious, and dependent on others' approval.	2.18	0.77	Disagree
	Composite Mean	3.79	0.30	Agree
	I see myself as an unstable and insecure person.	1.91	0.82	Disagree
	I see myself as a person who is not satisfied with myself.	1.93	0.87	Disagree
Openness	I see myself as a patient person even in difficult situations.	3.93	0.87	Agree
	Composite Mean	2.59	0.44	Disagree
	I see myself as an analytical and research-oriented person.	4.54	0.50	Strongly Agree
	I see myself as someone who welcomes change and new ideas.	3.71	0.80	Agree
	I see myself as an intelligent person.	3.96	0.81	Agree
	Composite Mean	4.07	0.43	Agree

Note. M = Mean; SD = Standard Deviation.

Table 2 presents the respondents' level of organizational cynicism in terms of cognitive, affective, and behavioral dimensions. The results show that cognitive cynicism obtained the highest composite mean ($M = 3.52$, $SD = 0.29$), interpreted as agree, while affective cynicism registered the lowest composite mean ($M = 1.45$, $SD = 0.26$), interpreted as strongly disagree. Behavioral cynicism obtained a composite mean of 2.93 ($SD = 0.38$), interpreted as undecided. These findings indicate that although the respondents expressed some skepticism regarding organizational policies and practices, they did not develop strong negative emotions or engage in overt cynical behaviors. The relatively higher level of cognitive cynicism suggests that some faculty members perceived inconsistencies between organizational policies and actual practices, reflecting skepticism about the institution's fairness and integrity (Andersson & Bateman, 1997; Dean et al., 1998). However, the very low level of affective cynicism indicates that these perceptions did not result in anger, frustration, or emotional detachment from the university. Similarly, the neutral level of behavioral cynicism suggests that respondents rarely expressed their concerns through criticism or other negative workplace behaviors. These findings imply that employees remained professionally committed despite recognizing certain organizational shortcomings.

The results further suggest that cognitive cynicism does not necessarily lead to affective or behavioral cynicism. Previous studies have shown that organizational trust and perceived organizational support can reduce cynical attitudes and promote employee engagement (Filiz et al., 2024). Likewise, toxic leadership, organizational injustice, organizational politics, and workplace harassment have been identified as factors that intensify organizational cynicism and counterproductive workplace behaviors (Ahmed et al., 2024a; Ahmed et al., 2024b; Lee et al., 2023; Zhang et al., 2024). The relatively low levels of affective and behavioral cynicism observed in this study may therefore indicate a generally supportive organizational environment where employees maintain positive workplace relationships despite moderate cognitive skepticism.

Table 2
Organizational Cynicism of the Respondents (N = 103)

Dimension	Statement	M	SD	Interpretation
Cognitive Cynicism	My school says one thing but does another.	3.07	0.81	Undecided
	My school's policies, goals, and practices have little in common.	3.57	0.50	Agree
	I am skeptical whether announced programs will actually happen.	3.50	0.50	Agree
	My school expects one thing from employees but rewards another.	3.96	0.79	Agree
	There is little resemblance between planned and implemented activities.	3.50	0.50	Agree
	Composite Mean	3.52	0.29	Agree
Affective Cynicism	Thinking about my school makes me angry.	1.55	0.50	Strongly Disagree
	Thinking about my school makes me furious.	1.46	0.50	Strongly Disagree
	Thinking about my school creates tension.	1.39	0.49	Strongly Disagree
	Thinking about my school causes anxiety.	1.38	0.49	Strongly Disagree
	Composite Mean	1.45	0.26	Strongly Disagree
Behavioral Cynicism	I complain about school matters to friends outside the institution.	2.89	0.80	Undecided
	My colleagues and I exchange meaningful looks when discussing the school.	2.96	0.81	Undecided
	I talk with others about how work is carried out in the school.	2.93	0.83	Undecided
	I criticize school policies to people outside the institution.	2.93	0.78	Undecided
	Composite Mean	2.93	0.38	Undecided

Note. *M* = Mean; *SD* = Standard Deviation.

Table 3 presents the respondents' level of employee performance based on their Individual Performance Commitment and Review (IPCR) ratings. The results revealed a mean performance rating of 4.25 (*SD* = 0.12), interpreted as Very Satisfactory. The high mean and low standard deviation indicate that the respondents consistently achieved favorable performance ratings with minimal variation, suggesting that they effectively met institutional performance expectations. The findings imply that the faculty members consistently fulfilled their instructional, research, extension, and administrative responsibilities. Their favorable performance may be associated with the positive personality characteristics observed in the study, particularly openness, emotional stability, and agreeableness, which are known to support adaptability, collaboration, and effective workplace behavior (Barrick & Mount, 1991). Moreover, despite exhibiting moderate cognitive cynicism, the respondents maintained high levels of performance, indicating that their skeptical perceptions of organizational practices did not adversely affect their professional responsibilities. This supports the view that cognitive, affective, and behavioral cynicism are distinct dimensions and do not necessarily influence workplace outcomes in the same manner (Dean et al., 1998).

The findings differ from studies reporting that organizational cynicism negatively affects employee performance by reducing motivation and increasing counterproductive work behaviors (Ahmed et al., 2024b; Rauf et al., 2024). The discrepancy may be attributed to the structured performance management system and stable organizational environment of the university, which may encourage employees to maintain satisfactory performance despite moderate organizational skepticism. Consistent with Soomro et al. (2022), the results suggest that employee performance in higher education is influenced by a combination of individual and organizational factors rather than by personality traits or organizational cynicism alone.

Table 3
Employee Performance Based on Individual Performance Commitment and Review (IPCR)

Variable	M	SD	Interpretation
IPCR Rating	4.25	0.12	Very Satisfactory

Note. Performance ratings were obtained from the respondents' latest Individual Performance Commitment and Review (IPCR) records.

Table 4 presents the Pearson product-moment correlation analysis examining the relationships among personality traits, organizational cynicism, and employee performance. The results revealed that none of the five personality traits nor the three dimensions of organizational cynicism were significantly related to employee performance ($p > .05$). These findings indicate that variations in personality characteristics and organizational cynicism did not correspond to differences in the respondents' Individual Performance Commitment and Review (IPCR) ratings, suggesting that faculty members consistently maintained high levels of performance regardless of their individual dispositions or organizational attitudes. The findings imply that employee performance in the university is influenced by factors beyond personality traits and organizational cynicism. The structured performance evaluation system and standardized performance indicators may have contributed to the consistently high performance ratings observed among respondents. Although conscientiousness has frequently been identified as a predictor of job performance, its influence may vary across organizational contexts and performance evaluation systems (Barrick & Mount, 1991; Judge et al., 2002). Likewise, previous studies reported that organizational cynicism can reduce employee performance by weakening motivation and encouraging counterproductive work behaviors (Ahmed et al., 2024a; Ahmed et al., 2024b; Rauf et al., 2024). In the present study, however, the respondents' low levels of affective and behavioral cynicism may have prevented cognitive skepticism from negatively influencing their work performance.

While no significant relationships with employee performance were found, several significant associations emerged among the independent variables. Extraversion was negatively associated with conscientiousness, whereas agreeableness and emotional stability were positively related to affective cynicism. These findings suggest that personality traits may shape employees' organizational attitudes even if they do not directly affect job performance. Similar observations were reported by Azam et al. (2025) and Özdemir and Başar (2024), who found that personality characteristics influence organizational cynicism and employees' perceptions of their work environment. Overall, the results suggest that employee performance in

higher education is determined by a combination of organizational, professional, and contextual factors rather than personality traits or organizational cynicism alone.

Table 4
Correlation Matrix of Personality Traits, Organizational Cynicism, and Employee Performance

Variables	r	p	Interpretation
Agreeableness – IPCR	-0.066	.631	Not Significant
Extraversion – IPCR	0.172	.206	Not Significant
Emotional Stability – IPCR	-0.168	.217	Not Significant
Conscientiousness – IPCR	0.008	.954	Not Significant
Openness – IPCR	0.064	.638	Not Significant
Cognitive Cynicism – IPCR	0.136	.319	Not Significant
Affective Cynicism – IPCR	-0.057	.674	Not Significant
Behavioral Cynicism – IPCR	-0.201	.138	Not Significant
Significant Correlations			
Variables	r	p	
Extraversion – Conscientiousness	-0.293	.029*	
Agreeableness – Affective Cynicism	0.330	.013*	
Emotional Stability – Affective Cynicism	0.360	.006**	

Note. $p < .05$; $p < .01$.

Table 5 presents the results of the multiple linear regression analysis examining the influence of personality traits on employee performance. The regression model explained only 8.1% of the variance in employee performance ($R^2 = 0.081$) and was not statistically significant, $F = 0.876$, $p = .504$. Likewise, none of the five personality traits significantly predicted employee performance: agreeableness ($B = -0.022$, $p = .674$), extraversion ($B = 0.071$, $p = .144$), emotional stability ($B = -0.081$, $p = .160$), conscientiousness ($B = 0.015$, $p = .700$), and openness ($B = 0.028$, $p = .479$). These findings indicate that personality traits did not significantly influence the respondents' Individual Performance Commitment and Review (IPCR) ratings. The results suggest that employee performance among faculty members cannot be explained by personality characteristics alone. The standardized performance evaluation system in public higher education institutions may have minimized the influence of individual personality differences by emphasizing measurable accomplishments and assigned responsibilities. Although conscientiousness has been widely recognized as a predictor of job performance, its effect may vary across organizational settings and evaluation systems (Barrick & Mount, 1991; Judge et al., 2002). Consistent with Soomro et al. (2022), employee performance appears to be shaped by a combination of individual and organizational factors. Similarly, Azam et al. (2025) suggested that personality traits may influence organizational attitudes, such as cynicism, rather than directly predicting performance.

The non-significant findings may also reflect the relatively homogeneous nature of the respondents, who were all permanent faculty members evaluated under the same performance management system and generally received high IPCR ratings. This limited variability may have reduced the predictive power of personality traits. Overall, the findings indicate that personality assessments may be valuable for understanding employees' behavioral tendencies and organizational fit, but they should not be used as the sole basis for predicting employee performance. Instead, organizational support, leadership, professional development, and workplace conditions are likely to play more substantial roles in sustaining employee performance.

Table 5
Multiple Linear Regression Analysis of Personality Traits Predicting Employee Performance

Predictor	B	SE	β	t	p
Constant	4.266	—	—	10.512	< .001
Agreeableness	-0.022	—	—	-0.423	.674
Extraversion	0.071	—	—	1.484	.144
Emotional Stability	-0.081	—	—	-1.428	.160
Conscientiousness	0.015	—	—	0.387	.700
Openness	0.028	—	—	0.714	.479
Model Summary					
R	R^2	Adjusted R^2	F	p	
0.284	0.081	—	0.876	.504	

Note. Dependent variable: Employee Performance (IPCR). R = multiple correlation coefficient; R^2 = coefficient of determination; B = unstandardized regression coefficient; β = standardized regression coefficient; SE = standard error; t = t-statistic; F = F-statistic. The regression model was not statistically significant at $\alpha = .05$, indicating that the five personality traits did not significantly predict employee performance.

Table 6 presents the results of the multiple linear regression analysis examining the influence of organizational cynicism on employee performance. The regression model explained only 7.8% of the variance in employee performance ($R^2 = 0.078$) and was not statistically significant, $F = 1.465$, $p = .235$. Likewise, none of the three dimensions of organizational cynicism significantly predicted employee performance: cognitive cynicism ($B = 0.076$, $p = .197$), affective cynicism ($B = -0.036$, $p = .568$), and behavioral cynicism ($B = -0.078$, $p = .078$). Although behavioral cynicism showed a negative coefficient, its effect was not statistically significant. These findings indicate that organizational cynicism did not significantly influence the respondents' Individual Performance Commitment and Review (IPCR) ratings.

The findings suggest that faculty members maintained high levels of professional performance despite exhibiting moderate cognitive cynicism. Although some respondents perceived inconsistencies between organizational policies and practices, these perceptions did not develop into emotional dissatisfaction or negative workplace behaviors that could impair performance. This contrasts with previous studies showing that organizational cynicism reduces employee performance by weakening motivation and increasing counterproductive work behaviors (Ahmed et al., 2024a; Ahmed et al., 2024b; Rauf et al., 2024). The difference may be attributed to the university's structured performance management system and the respondents' generally low levels of affective and behavioral cynicism, which likely prevented skeptical attitudes from adversely affecting work performance. The findings are consistent with the multidimensional perspective of organizational cynicism, which suggests that employees may recognize organizational shortcomings without necessarily becoming emotionally detached or engaging in behaviors that reduce performance (Andersson & Bateman, 1997; Dean et al., 1998). Moreover, supportive organizational conditions have been shown to mitigate the negative effects of cynicism by strengthening organizational trust and employee engagement (Filiz et al., 2024). Similar evidence indicates that organizational politics and workplace harassment can intensify cynicism when left unaddressed (Lee et al., 2023; Zhang et al., 2024). Overall, the results suggest that organizational cynicism alone does not explain employee performance and that broader organizational factors, including leadership, organizational support, and workplace climate, should be considered in understanding employee effectiveness in higher education institutions.

Table 6
Multiple Linear Regression Analysis of Organizational Cynicism Predicting Employee Performance

Predictor	B	SE	β	t	p
Constant	4.268	—	—	17.230	< .001
Cognitive Cynicism	0.076	—	—	1.307	.197
Affective Cynicism	-0.036	—	—	-0.575	.568
Behavioral Cynicism	-0.078	—	—	-1.798	.078
Model Summary					
R	R ²	Adjusted R ²	F	p	
0.279	0.078	—	1.465	.235	

Note. Dependent variable: Employee Performance (IPCR). R = multiple correlation coefficient; R² = coefficient of determination; B = unstandardized regression coefficient; β = standardized regression coefficient; SE = standard error; t = t-statistic; F = F-statistic. The regression model was not statistically significant at the .05 level, indicating that the three dimensions of organizational cynicism did not significantly predict employee performance.

Conclusion and Recommendations

This study examined the influence of personality traits and organizational cynicism on employee performance among permanent academic employees of Guimaras State University. The findings revealed that the respondents generally exhibited high levels of agreeableness, emotional stability, and openness to experience, while demonstrating moderate cognitive cynicism and low levels of affective and behavioral cynicism. Moreover, the respondents' employee performance was rated Very Satisfactory, indicating that they consistently met institutional performance expectations despite varying personality characteristics and organizational attitudes. The results further revealed that personality traits and organizational cynicism were not significantly associated with or predictive of employee performance. These findings suggest that employee performance in higher education institutions is influenced by a broader combination of organizational, managerial, and contextual factors beyond individual personality characteristics and cynical attitudes. The study contributes to the literature on organizational behavior by providing empirical evidence from a Philippine public higher education institution and highlights the importance of fostering supportive organizational environments, effective leadership, and transparent performance management systems to sustain employee performance and institutional effectiveness.

Based on the findings of the study, university administrators should continue strengthening organizational communication, transparency, and participatory decision-making to minimize employees' cognitive cynicism and reinforce organizational trust. Faculty development programs focusing on professional growth, leadership, collaboration, and organizational engagement should likewise be enhanced to sustain employees' positive workplace attitudes and maintain high levels of performance. In addition, the university should continuously review and improve its performance management system to ensure that employee evaluations remain objective, comprehensive, and responsive to the evolving demands of higher education. Future researchers are encouraged to expand this study by including larger and more diverse samples from multiple higher education institutions to improve the generalizability of the findings. Further investigations should also examine additional variables that may influence employee performance, such as leadership style, organizational commitment, work engagement, organizational justice, perceived organizational support, job satisfaction, and organizational culture. Employing longitudinal or mixed-method research designs may likewise provide deeper insights into how individual and organizational factors interact to influence employee performance over time.

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