



JOB SATISFACTION, SELF-CONTROL AND COUNTERPRODUCTIVE WORK BEHAVIOUR AMONG FACULTY MEMBERS

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ABSTRACT

Drawing from social exchange theory and general theory of self-control, this paper examined the impact of job satisfaction and self-control on counterproductive behaviour among faculty members in Nigerian higher educational institutions (HEIs). Cluster sampling technique was employed and 342 filled questionnaires were returned. Partial least squares structural equation modeling (PLS-SEM) was used for data analysis. The results indicate that faculty members who experience job satisfaction may engage less in counterproductive behaviour. Further, results demonstrate that self-control is negatively related to counterproductive work behaviour. This paper recommends the need to consider self-control as one of the personality traits when hiring new faculty members and the need for management of public HEIs to provide a good work environment and resources/incentives that may promote a feeling of job satisfaction among faculty members. In conclusion, this paper adds to existing knowledge on counterproductive behaviour by considering a personal trait that may minimize lecturers' involvement in workplace deviance. Implications, limitations of the study and directions for future research are discussed.

Keywords: Job satisfaction, self-control, higher educational institutions, and counter-productive work behaviour.

INTRODUCTION

Due to the negative consequences of workplace deviance, many studies have been conducted on deviance under different descriptions, among which are: wrongful behaviours (Shamsudin, Subramaniam, & Ibrahim, 2012), aggression

(Doughlas & Martinko, 2001), cyber loafing (Lim, 2002; Lim & Teo, 2009), organisational misbehaviour (Ackroyd & Thompson, 1999; Vardi & Weitz, 2004), anti-social behaviour of employees (Robinson & O'Leary-Kelly, 1998), and anti-social employee action (Skarlicki & Folger, 1997). Others are dysfunctional work behaviour (Griffin, O'Leary-Kelly, & Collins, 1998), and incivility in the workplace (Lim, Cortina, & Magley, 2008; Lim & Lee, 2011; Taylor, Bedeian, & Kluemper, 2012). Another term used to describe deviance is counterproductive work behaviour (CWB). CWB is described as behaviours in the workplace that is intentional and detrimental to an organization and its members, including such acts as theft, refusal to follow superior officer's instructions and doing work incorrectly (Fox et al., 2001; Adeoti & Kura, 2018). The present study considered workplace deviance and counterproductive behaviour as synonymous. Hence, both terms are used interchangeably.

Until recently, workplace deviance has been a neglected topic in occupational psychology, organizational research, and organizational behaviour (Greenberg & Scott, 1996; Henle, 2005). Instead, researchers have focused on behaviours that have positive effects on organizational outcomes such as organizational citizenship behaviour, employee commitment, and employee engagement (Welch, 2011; Anitha, 2014; Dubbelt, Rispens, & Demerouti, 2016). However, attention is turning to the study of behaviours at the other end of the spectrum because of their increasing prevalence and associated negative costs to the organizations. Simply put, workplace deviance is a deliberate act exhibited by employees which violates the standard norms of behaviour, policies, and rules of the organizations. Such in civil acts can also threaten

the organization, organizational members or both (Robinson & Bennett, 1995; Adeoti, Shamsudin, & Wan, 2017). Instances of CWB include acts targeted at the organizations such as sabotage, coming to work late, theft, refusal to complete the required syllabus by a faculty member, putting little efforts into work and other similar acts. On the other hand, unethical acts can have individuals as their target with behaviours such as acting rudely, playing pranks on colleagues, making fun of colleagues and unnecessary argument. In our views, either targeted at the organization or organizational members, the cost of deviance is enormous. The decay in various training and academic institutions has become pervasive. Such decadence is reflected in such dimensions as academic dishonesty and cultism, both of which have negatively impacted on the quality of Nigeria's higher educational institutions. Some academic staff members in tertiary institutions have been dismissed while others demoted due to plagiarism, sexual harassment and other social vices (Jekayinfa, 2013; Omonijo, Uche, Nwadiafor, & Rotimi, 2013). Some of the common deviant behaviours noticeable on campuses in Nigeria include theft/stealing, absenteeism, spreading of rumours, bullying, personal aggression, drug abuse, cultism, sexual harassment (Agbiboa, 2010; Fayeye, 1999; Jekayinfa, 2013). Furthermore, on the part of both non-teaching and teaching staff members of public tertiary institutions in Nigeria, deviant behaviours take the forms of but not limited to; lateness to work, irregular attendance at lectures, cyber-loafing, sabotage, backstabbing, sexual harassment; instances abound where Professors and other academic staff have been caught 'pant-down' with female students by force, academic plagiarism, unauthorised absenteeism from work, using official hours to transact

personal business, closing from work before official closing hours, delayed resumption of work by non-academic staff and many other misbehaviours have been frequently reported in the news (Anonymous, 2015; Adedeji, 2013; Adamu, 2012; Ademola, Simeon, & Kingsley, 2012).

Extant literature indicates that CWB has been discussed mainly in developed countries with less emphasis on developing and under-developed countries which are prone to CWB (Erez & Gati, 2004; Spector, Bauer, & Fox, 2010). However, counterproductive work behaviour in one culture may not be a CWB in another culture. Hence, findings from developed countries may not have similar implications for developing/underdeveloped countries like Nigeria.

Specifically, this study extends the nascent literature on workplace counterproductive behaviour in three primary ways. First, we help advance the workplace incivility-outcome literature by grounding our model more extensively in theory (social exchange theory and general theory of self-control). Second, we identify how personal traits can influence faculty members' involvement in counterproductive behaviours and thirdly, we explored a setting that is mostly ignored in the study of workplace deviance. The academic setting is very important because every other sector depends on the products (graduates) from our tertiary institutions. Hence, in the views of the researchers, if counter-productive behaviour is curbed on campuses, then manifestations of unethical acts such as workplace deviance, incivility, corruption, gross misconduct, abusive leadership, and so on may be minimized in the workplace. This is because the system that produces the

graduates who are to work in both private and public sectors matters.

THEORETICAL PERSPECTIVES

Social Exchange Theory

The underpinning theory that best explains the relationships in this study is social exchange theory. The theory was developed by Blau (1964) who explained that individuals should return the benefits given to them in a specific relationship. In other words, when an employer acts in a manner that benefits the employees in the organization, an implicit obligation for future reciprocity is said to have been made. This reciprocity results in a positive change in behaviour, which benefits the employer (Bierhoff, 2009; Settoon, Bennett, & Liden, 1996).

Social exchange theory explains interactions between both parties that generate obligations (Emerson, 1976). For example, if one party works in ways that benefit another party, the other will reciprocate by exhibiting positive behaviours. Therefore, employees' evaluation of their exchange relationship with the organization and its representatives (i.e., management of public universities) determines their attitudes and behaviours at work (Blau, 1964). Social exchange theory also provides a theoretical foundation to explain why faculty members may choose to engage in counterproductive behaviours within the university. For instance, when faculty members receive adequate compensation and enabling working environment from the university, they may feel obliged to repay the university by exhibiting positive behaviours. On the other hand, when the university fails to provide the resources and adequate reward system needed by the faculty members, the academics may feel the need to engage in counterproductive behaviour as a

sign of dissatisfaction at the workplace. In addition, social exchange theory explains employees' struggle to maintain equitable exchanges of resources in social and economic aspects within their organization. Therefore, obligated employees are expected to return to their organization when they secured some valuable resources from their organization, including compensation package and recognition. Similarly, when they could not obtain such valuable resources the reverse is the case (Zafirovski, 2005).

General Theory of Self-Control

The general theory of self-control (Gottfredson & Hirschi, 1990) postulates that most unethical acts are simple to commit, require no long-term planning, and provide few long-term benefits. Individuals lacking in self-control are short-sighted, non-verbal, and impulsive. Gottfredson and Hirschi (1990) argued that individuals lacking in self-control are insensitive to others, they fail to plan and are risk-takers. More so, they are likely to experience problems in social relationships and are more likely to justify unethical things such as refusal to obey norms and regulations of the organizations (Gottfredson & Hirschi 1990). Hence, this theory implies that faculty members who have self-control may engage less in counterproductive behaviour.

LITERATURE REVIEW

Counterproductive behaviour

Counterproductive work behaviour (CWB) has staggering consequences on organizations (Detert, Trevino, Burris, & Andiappan, 2007). For instance, employee theft and fraud, the fastest growing type of crime in North America, impacts virtually all kinds of organizations, costing the average

business 1%-2% of its annual sales (Coffin, 2003). Although harder to pin down, the costs of other harmful employee behaviours such as waste of resources and property damage are undeniably in the region of billions of dollars annually (Robinson & Greenberg, 1998; Detert, Trevino, Burris, & Andiappan, 2007; Adeoti, Shamsudin, & Wan, 2017). Clearly, understanding the causes of these tangible losses has significant implications for organizations' financial well-being. However, empirical works on the impacts of these undesirable outcomes remains at infant.

CWB is an intentional employee behaviour that weakens organizational interests and puts organizational stability at stake (Chang & Smithikrai, 2010; Bashir, Nasir, Qayyum, & Bashir, 2012). Examples of counterproductive behaviours that may be exhibited by faculty members in tertiary institutions include late arrival to lectures, failure to complete required syllabus, delegating lectures without approval of the HoD, deliberately working slowly, and absenteeism. In line with previous conceptualization, the present study conceptualized counterproductive work behaviour as behaviours in the workplace that is intentional and detrimental to an organization and its members, including such acts as theft, refusal to follow superior officer's instructions, and doing work incorrectly (Fox, Spector, & Miles, 2001; Adeoti & Kura, 2018)

Relationship between job satisfaction and counterproductive behaviour

Generally, job satisfaction relates to how people feel about their jobs; feeling of pleasurable or positive emotional state that employees derive from their job experiences when they

compare the actual job outcomes with the desired job outcomes which in turn may result in an affectionate reaction to a given job situation (Kusku, 2003; Rad & Yarmohammadin, 2006). Job satisfaction is conceptualized as the reaction of individuals towards their jobs and the source of satisfaction that comes from the intrinsic and extrinsic factors pertaining to the job contents. Job satisfaction rests on the notion that satisfaction comes from intrinsic factors which are related to job content and extrinsic factors that are associated with the working environment and rewards.

Job satisfaction affects organizational outcomes such as turnover, absenteeism, organizational commitment, employee engagement and job performance. Previous studies have suggested that firms are likely to benefit through lower job turnover and higher productivity, if their workers have a high level of job satisfaction (Detert, Trevino, Burris, & Andiappan, 2007; Ismail & Mamat, 2013; Perera, Khatibi, Navaratna, & Chinna, 2014). It is also important for workers to be happy in their work, given the amount of time they devote to their working lives (Nguyen, Taylor, & Bradley, 2003). More so, job satisfaction was found to be positively related to job performance when tested on 337 faculty members in 20 Malaysian public universities (Ismail & Mamat, 2013) and on 322 employees of large Sri Lankan apparel sector (Perera, Khatibi, Navaratna, & Chinna, 2014). Job satisfaction is important because it affects the health, mental health, and social functioning of workers as well as the effectiveness and efficiency of the organizations.

Detert, Trevino, Burris, and Andiappan (2007) found that counterproductivity was found to be negatively related to

both restaurant profitability and customer satisfaction. Further, Nasir and Bashir (2012) studied workplace deviance in public sector organizations of Pakistan and found that there are multiple factors responsible for workplace deviance, such as financial pressures, lower job satisfaction, organizational injustice, organizational environment, and employee perception, but the most important factors out of these are organizational injustice and job satisfaction.

In another study, Daramola and Oluyeba (1992) considered academic dishonesty to include examination leakages, cheating, swapping of examination scripts, smuggling of answer scripts into the examination halls, result and certificate forgery, impersonation during tests, laboratory practical and examinations, and plagiarism. Also, it is disheartening that deviant behaviours also manifest in Primary and Secondary schools in Nigeria. To buttress this, Ejere (2010) included 356 teachers from 47 public primary schools in Uyo, south-south, Nigeria. The study examined the influence of meaningfulness at work, job satisfaction, and job stress on absenteeism. It was reported that job stress, job satisfaction, and perceived meaningfulness of work were significant predictors of employee absenteeism.

Theoretically, social exchange theory provides a theoretical foundation to explain why faculty members may choose to engage in counterproductive work behaviours in higher educational institutions. For instance, when faculty members receive adequate compensation and enabling working environment from the institution, they may feel obliged to repay the institution by exhibiting positive behaviours. However, whenever faculty members are dissatisfied with the

management of higher educational institutions, the academics may feel the need to engage in counterproductive behaviour as a sign of dissatisfaction at the workplace. Further, social exchange theory postulates that individuals try to strike equitable exchanges of resources, including economic and social resources with their organizations. Hence, employees tend to reciprocate to their organizations when they obtain some valuable things from their organization. Conversely, when they could not obtain something of value from their organization, they may retaliate with negative behaviours or attitudes. This theoretical perspective has its origin in theory of reciprocity (Gouldner, 1960). Based on the theoretical and empirical submissions herein, the following hypothesis emerged:

H1: Job satisfaction is negatively related to counterproductive work behaviour

Relationship between self-control and counterproductive work behaviour

Self-control is the ability to override or change one's inner responses, as well as ability to interrupt undesired behavioural tendencies and refrain from acting on them (Tangney, Baumeister, & Boone, 2004). Self-control enables individuals to resist short-term temptations (Myrseth & Fishbach, 2009). Self-control is synonymous to self-regulation, self-discipline and self-regulatory efficacy (Bandura, 1977, 1997; Caprara, Regalia & Bandura, 2002). Generally, individuals who are depleted of their self-regulatory resources by an initial act of self-control are more likely to exhibit deviance than individuals whose self-regulatory resources are intact (Gino, Schweitzer, Mead, &

Ariely, 2011). Extant literature indicate that self-control exerts a significant influence on a variety of deviant behaviours at work. Self-control is an important cognitive resource that plays a significant role in understanding human behaviour because self-control is able to shape the way individuals feel, think, and behave (Caprara et al., 2002). Specifically, research suggests that self-control is negatively related to deviant behaviours at work.

Drawing on the principles underlying self-control (Gino, Schweitzer, Mead, & Ariely, 2011), the researchers proposed self-control as independent variable in the present study because the existing few studies have not investigated the link between self-control and counter-productive behaviour. In the views of the researchers, such consideration could increase our theoretical understanding and provide empirical evidence on how self-control influences unethical behaviours. In particular, lecturers with high level of self-control may engage less in counterproductive behaviour than those lecturers with low level of self-control.

Empirically, Caprara, Regalia, and Bandura (2002) reported that students with high self-regulatory efficacy were less likely to engage in anti-social behaviours like use of weapons, violent conduct, vandalism, or fighting. Theoretically, social control theory proposes that exploiting the process of socialization and social learning builds self-control and reduces the inclination to indulge in behaviour recognized as antisocial. According to social control theory (Hirschi, 1969), individuals are prevented from engaging in deviant acts because of bonds with social institutions such as family and religion. This theory asserts that bonds to social institutions

reduce one's propensity to deviant acts and crime occurs when such bonds are weakened or not well established (Hirschi, 1969).

Practically, academicians whose level of self-control is low will not be able to resist temptations of collecting bribes from students in exchange for better grades. Also, such lecturers will easily exchange better grades for sex from female students and he/she may likely engage in financial extortions of all sorts unlike faculty members whose level of self-control is high. Similarly, lecturers with low level of self-control may exhibit high level of incivil behaviours, anger, and verbal aggression which may impair interpersonal relationship among colleagues and/or students. Based on the above empirical studies, theoretical perspectives and practical issues in Nigeria's HEIs, we hypothesize thus:

H2: Self-control is negatively related to counterproductive work behaviour

METHODOLOGY

Measures

Counterproductive Work Behaviour

Counterproductive work behaviour was measured with a 10-item scale developed by Spector and Fox (2001). The scale reported an acceptable internal reliability of 0.87 (Spector & Fox, 2001; Spector, Bauer & Fox, 2010). Participants indicated the frequency of their involvement in CWB on a 5-point scale ranging from '1' = *Never* to '5' = *Everyday*

Job Satisfaction

To measure job satisfaction, a short version of job satisfaction instrument developed by Weiss, Dawis, England and Lofquist (1967) was adapted. The adapted 20-item scale has been shown to be both reliable and valid for measuring job satisfaction. In the past, the instrument has been reported to have an adequate internal consistency with Cronbach alphas ranging from 0.90 to 0.96 (Aydogdu & Asikgil, 2011; Weiss, Dawis, England, & Lofquist, 1967).

Self-Control

In the present study, the self-control scale with 6 items by Turner and Piquero (2002) was adopted without adding or dropping any item. The only modification is the addition of a phrase "In this institution" to some items to reflect HEIs. Participants were asked to indicate how items describe them by making a choice among 5 alternatives ranging from '1' "Not at all" to '5' "Very much". The Cronbach's alpha for the self-control scale ranged from 0.61 to 0.64. Meanwhile, Hair et al. (1998) stated that Cronbach's alpha of 0.6 and above signifies internal consistency.

RESULTS AND FINDINGS

Data Analysis and Screening

Variance based structural equation modeling was used to analyze data collected. More so, to overcome common method variance (CMV), we observed both procedural and statistical remedies as recommended by Podsakoff et al. (2012). Further, multicollinearity is not a problem in the present study because variance inflation factor (VIF) values are less than 5 (O'Brien, 2007; Rogerson, 2001) and tolerance values for all variables range from 0.425 to 0.837, indicating higher

values than the threshold 0.20 (Hair, Ringle, & Sarstedt, 2017). After satisfying all preliminary screenings, we analyzed both measurement and structural models.

Results of measurement model

We assessed item reliability and internal consistency reliability using Cronbach's alpha, composite reliability (CR) and average variance extracted-AVE (Hair, Sarstedt, Ringle, & Mena, 2012). Table 1 presents the measurement model results.

Table 1

Measurement model results

Construct	Item	Loading	Cronbach	CR	AVE
Job satisfaction	JS16	0.842	0.864	0.901	0.647
	JS17	0.831			
	JS18	0.775			
	JS19	0.852			
	JS20	0.712			
Self-control	SC02	0.868	0.877	0.906	0.618
	SC03	0.892			
	SC04	0.723			
	SC05	0.746			
	SC06	0.719			
	SC01	0.752			
CWB	CWB1	0.733	0.860	0.890	0.505
	CWB10	0.609			
	CWB2	0.734			
	CWB3	0.684			
	CWB4	0.674			
	CWB5	0.758			
	CWB6	0.779			
	CWB7	0.698			

According to Hair, Hult, Ringle, and Sarstedt (2017), satisfactory construct reliability is attained when the composite reliability index is at least 0.70. Table1 shows that composite reliability values for the present study range from 0.860 to 0.877. Also, AVE values range from 0.505 to 0.647,

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higher than the minimum required 0.50 (Hair et al., 2017). The present study retained items with loadings greater than 0.70(Hair et al., 2017). Therefore, items and constructs reliability were ascertained. Also, the measurement model graph is shown as Figure 1 to buttress the measurement model results in Table 1.

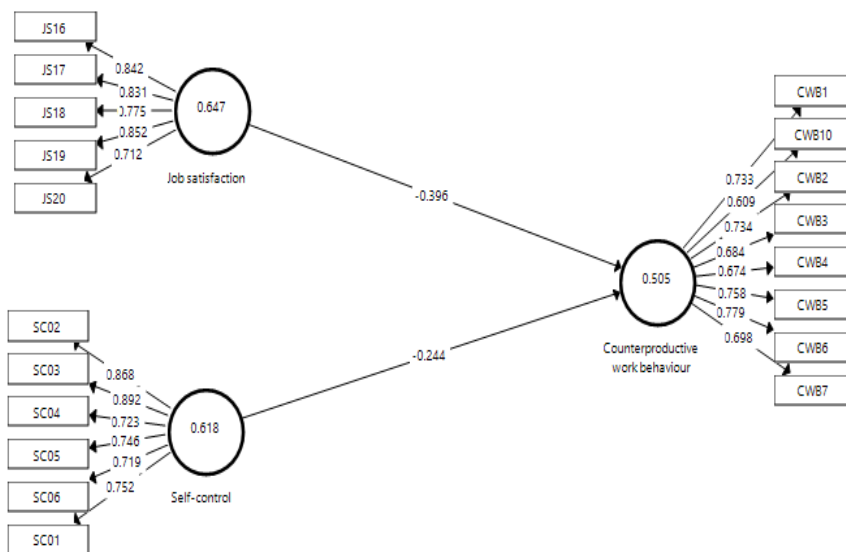


Figure 1.
Measurement model graph

The next sub-section presents validity test results.

Table 2
Discriminant validity test - Fornell-Larcker

Construct	Job satisfaction	Self-control	Counterproductive work behaviour
Job satisfaction	0.804		
Self-control	0.268	0.786	
CWB	-0.461	-0.350	0.710

Diagonal elements are the square roots of the variance shared between the constructs and their measures (AVE) while off-diagonal elements are the correlations among constructs. Table 2 shows that adequate discriminant validity has been established in the present study because the square roots of AVEs are greater than the correlations between constructs (Roldan & Sanchez-Franco, 2012). Further, heterotrait-monotrait (HTMT) ratio examined to evaluate discriminant validity.

Table 3
Discriminant Validity - (Heterotrait-Monotrait Ratio (HTMT))

Construct	Job satisfaction	Self-control	CWB
Job satisfaction			
Self-control	0.325		
CWB	0.503	0.374	

Table 3 shows that discriminant validity was achieved because the highest correlation found is between job satisfaction and CWB 0.503, which is within the conventional yardsticks of 0.85 and 0.90 (Clark & Watson, 1995; Kline, 2011).

Results of Structural Model

The present study has two hypotheses and the results are presented in Table 4.

Table 4
Hypotheses Results

Hyp.	Path	B	SE	t-value	p-value	CI corrected LL & 95% UL	(bias 5% J ²)
H1	JS->CWB	-0.396	0.056	7.032	0.000	-0.483 - 0.296	0.199
H2	SC->CWB	-0.244	0.060	4.078	0.000	-0.335 - 0.075	0.075

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Table 4 shows that at 95% confidence interval (CI), the envisaged negative relationship between job satisfaction and counterproductive behaviour (CWB) is supported. Also, the present study's findings demonstrate that self-control is negatively related to CWB. Further, the PLS structural model output depicts the results in Figure 2.

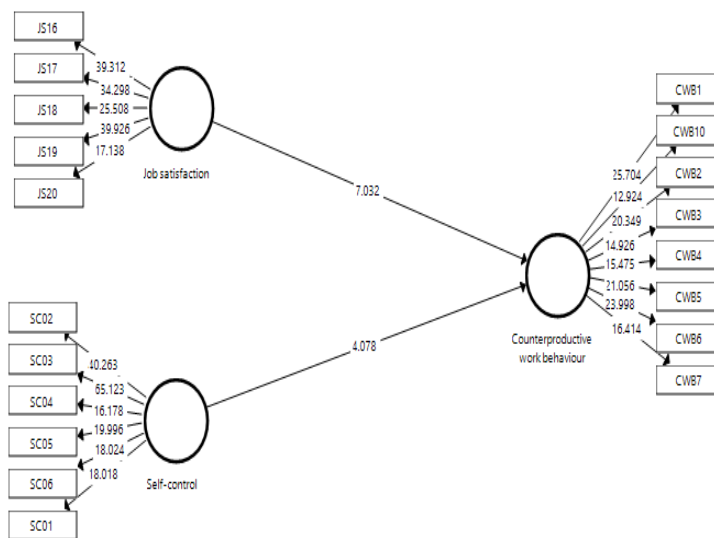


Figure 2.
Structural model output

DISCUSSION

First, findings revealed that job satisfaction may prevent counterproductive behaviour. The result suggests that faculty members who feel good about their jobs and those who have pleasurable or positive emotional feelings regarding their jobs, especially when they compare their actual job outcomes with the desired job outcomes, may engage less in CWB. Practically, lecturers who are satisfied with both intrinsic and extrinsic rewards for their efforts such as regular payments of their monthly salaries, allowances, leave grants, timely promotions, conference sponsorships, conducive working

environment, friendly policies, effective and friendly supervision and more may consider CWB less attractive. Empirically, scholars agreed that satisfaction comes from the intrinsic and extrinsic factors pertaining to the job contents. Hence, the notion that job satisfaction comes from intrinsic factors which are related to job content and extrinsic factors that are associated with the working environment and rewards (Kusku, 2003; Rad & Yarmohammadin, 2006).

Theoretically, social exchange theory (Blau, 1964) provides a theoretical perspective to explain why faculty members may choose to engage in counterproductive behaviours in tertiary institutions. For instance, when faculty members receive adequate compensation and enabling working environment from the institution, they may feel obliged to repay the institution by exhibiting positive behaviours. After all, it is all about a reciprocal relationship. Second, result demonstrated that self-control is negatively related to counterproductive work behaviour. This implies that faculty members who are high in self-control may restrain themselves from engaging in acts such as theft, absenteeism, spreading of rumours, bullying, personal aggression, drug abuse, cultism, sexual harassment, lateness to official meetings, irregular attendance at lectures, cyber-loafing, sabotage, backstabbing, sexual harassment; academic plagiarism, unauthorised absenteeism from work, using official hours to transact personal business, delayed response to memos among others (Adamu, 2012; Ademola, Simeon, & Kingsley, 2012; Adedeji, 2013; Jekayinfa, 2013; Anonymous, 2015).

Theoretically, social control theory (Hirschi, 1969) proposes that socialization and social learning builds self-control and

reduces the inclination to indulge in behaviours recognized as antisocial. Faculty members are assumed to have imbibed social learning. Therefore, their inclination to engage in counterproductive behaviour may be minimal.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The present study is cross-sectional and correlational in nature because it described the social phenomenon of workplace counterproductive behaviour among faculty members over a short period without attempting to observe any perceptual, attitudinal, and behavioural changes that may arise over a long period of time. Hence, future researchers may consider longitudinal approach to studying CWB so that causal inferences could be made. Also, future researchers may consider other variables in predicting CWB. In this manner, variables such as personality traits, employee motivation, work environment, institutional policy and leadership styles may be employed to predict CWB among faculty members in the future. Finally, there is a need to study CWB in other sectors such as health, insurance, banking, judiciary, legislature, and construction.

CONCLUSION

Importantly, this study advances workplace incivility literature by grounding the model extensively in theories (social exchange theory and general theory of self-control). First, this study revealed that job satisfaction is an important variable in minimizing series of counterproductive behaviour. Therefore, managements of higher educational institutions are encouraged to offer incentives and a conducive work environment that can lead to feelings of job

satisfaction on the part of the faculty members. Also, the need to consider personal traits such as self-control during recruitment into public higher educational institutions cannot be over-emphasized because the present study revealed that faculty members who are high in self-control might not engage in workplace counterproductive behaviour.

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