RESEARCH ARTICLE

Demographic determinants of work deviant behaviors of rural community-based primary school teachers: A structural equation modeling approach

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Abstract

Schools across the globe and especially in Nigeria have witnessed situations in which teachers work outside their work ethics. This situation breeds exhibition of work deviant behaviors among the teachers at different levels of education as evidenced in the literature. However, literature is scarce on the influence of teachers' demographic characteristics on their work deviant behaviors in primary schools. Thus, this study was necessitated to explore the determinants of work deviant behaviors of rural community-based primary school teachers in Enugu State, Nigeria. This study was anchored on the affective events theory propounded by Weiss and Cropanzano. Basing the study on the quantitative research approach, a correlational survey research design was adopted using a sample of 254 rural community-based primary school teachers. Necessary information for the study were collected using researchers' adapted questionnaire on work deviant behaviors with 28 items. The questionnaire items had an internal consistency reliability index of 0.87. Data collected were analyzed using hierarchical multiple regression analysis and the structural equation modeling approach. It was

revealed that among the demographic characteristics (age, working status, qualification, marital status, gender, years of teaching experience, and location) of the teachers, only age and qualification were found to be significantly ($p < 0.05$) related to work deviant behaviors. The implication of this study, therefore, is that the age and qualification of rural community-based primary school teachers determine the nature of their work deviant behaviors. Thus, it was recommended that the age and qualification of teachers should be considered very paramount in the employment of teachers.

KEYWORDS

rural community-based primary school teachers, structural equation modeling, work deviant behavior

1 | INTRODUCTION

1.1 | Conceptual clarification and statement of problem

In most Nigerian schools, teachers exhibit varied forms of work deviant behavior at the expense of the learners who are at the receiving end. In many organizations in Nigeria, there is growing concern about the prevalence of unproductive work behaviors among employees (Kadiri & Umemezia, 2019). Behavior is deviant or aberrant when it is observed in the context of the culture in which it occurs (Mota et al., 2016). Each organization establishes a set of socially acceptable and unacceptable behaviors, as well as a set of deviant behaviors (Mota et al., 2016). The deliberate or intentional aim to hurt an organization—more precisely, a workplace—is described as work deviant behavior (Roy & Mandal, 2021). The severity and target dimensions of work deviant conduct are the two dimensions of work deviant behavior (Jilcha, 2019). The severity component of work deviant behavior refers to how much the deviant conduct violates essential organizational norms, whereas the target dimension indicates whether the deviance is directed at the organization or its members (Jilcha, 2019). Vandalism, theft, or sabotage are examples of organization-directed deviance. In other words, the severity dimension of workplace deviant conduct is viewed as having a higher risk of harming the organization or its members (Jilcha, 2019). Minor kinds of deviance include things like social loafing and unjustifiable absenteeism, whereas more serious ones include things like physical assault or stealing. Theft, sabotage, hostility, absenteeism, violence, going to work late, and putting minimal effort into work are all examples of workplace deviance. Individuals in the workplace, such as managers or coworkers, are also examples of workplace deviance (e.g., making fun of others, playing mean pranks, acting rudely, arguing) (Fagbohungbe et al., 2012).

Counterproductive work behavior sometimes goes unrecognized or unreported, despite its harmful consequences and poor effects on organizational well-being, possibly due to its illegal character (Kadiri & Umemezia, 2019). Employee behavior at work has an undeniable impact on organizational performance and productivity (Afzal et al., 2021). Employee theft, fraud, and sabotage, as well as cruel pranks, impolite behavior, and bickering, have been suspected to be the fastest developing deviant workplace behaviors among Nigerian workgroups in recent years (Fagbohungbe et al., 2012). It was, therefore, on the above premises that the researchers sought to find out the determinants of work deviant behaviors

among rural community-based primary school teachers in Enugu state within the theoretical framework of Weiss and Cropanzano's (1996) affective events theory (AET).

1.2 | Theoretical background

This study was anchored on the AET propounded by Weiss and Cropanzano (1996). According to Weiss and Cropanzano (1996), affective experiences are produced based on a person's emotional reactions when confronted with adversity. Affect, according to Weiss and Cropanzano (1996), is a personality attribute that predicts emotional tendencies or moods. AET is a psychological paradigm that explains the link between workplace emotions and feelings and job performance, job satisfaction, and behavior. The concept that humans are emotional and that emotion guides their behavior is at the heart of AET (Figure 1).

The model illustrates the connections between employees' internal influences (e.g., cognitions, emotions, and mental states) and their reactions to workplace situations that affect their performance, organizational commitment, and job satisfaction. According to the model, employee mood and emotions explain affective work behaviors, while cognitive-based actions are the best indicators of job satisfaction. This theory is relevant to the study because it sought to explore the major determinants of rural community-based primary school teachers' work deviant behaviors and the findings have led credence to the assumptions of the AET.

1.3 | Review of related empirical studies

Studies have been conducted on some of the factors that affect teachers' work deviant behaviors. A study by Ehigie and Sholola Hameed (2020) showed that teachers' unproductive work behavior was predicted by organizational constraints and emotional intelligence. According to Enwereuzor et al. (2017), agreeableness and conscientiousness were found to be negative predictors of workplace deviance, but emotional weariness was found to be a positive predictor. Furthermore, those with a low level of agreeableness were more likely to engage in workplace deviance, whereas those with a high level of agreeableness were more likely to refrain (Enwereuzor et al., 2017). It was discovered that supervisors' individual deviant behaviors, deviant behaviors resulting from supervisors' inabilities, and supervisors' unethical deviant behaviors influenced teachers' work deviant behaviors in Turkish primary schools (Ali et al., 2015). While the prevalence of work deviant behaviors was found to be influenced by gender, the family structure of teachers was not found to be a significant determinant (Fatoki, 2021). Mota et al. (2016) established that the strength of one's relationships with notable people is linked to resilience and may have a role in averting deviant behavior at workplace.

Responsible leadership has little effect on work deviant behavior, according to the findings of a "partial least squares structural equation modeling (PLS-SEM)" investigation (Ahmad et al., 2020). The data also revealed an
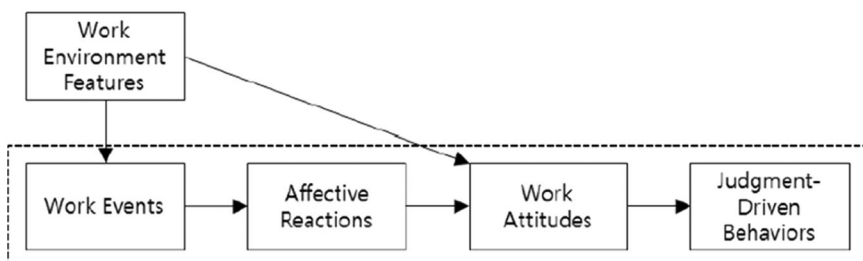
FIGURE 1 Affective events model by Weiss and Cropanzano (1996)

important theoretical insight: the influence of responsible leadership on work deviant behavior is best explained by trust rather than turnover intention (Ahmad et al., 2020). Both perceived organizational support and emotional intelligence have a considerable impact on workplace deviance, according to the regression results (Panatik et al., 2015). Workload and work pressure were found to be substantially associated with interpersonal deviance using PLS-SEM (Adeoti et al., 2017). Organizational citizenship conduct minimizes workplace deviance while increasing group cohesiveness (Apaydin & Sirin, 2016). The authoritarian family leadership style was found to be associated with deviant behavior among elementary school students (Aye et al., 2019). The negative association between ethical atmosphere and interpersonal deviance was found to be mediated by neutralization, as was the positive relationship between workload, job pressure, and interpersonal deviance (Adeoti et al., 2020). It was revealed that there is a significant association between occupational stress and workplace misbehavior among secondary school teachers (Matthew et al., 2014). Employees' work deviant behavior is influenced by organizational and supervisory support (Kalemci et al., 2019).

The above review of related empirical studies showed that there are many factors that determine work deviant behaviors of teachers notably among them are gender, organizational and supervisory support, family leadership style, workload, job pressure, organizational citizenship conduct among others. The foregoing has shown that little or no research has been conducted on the relationship between teachers' demographic characteristics and their work deviant behavior. This situation has created gaps in the literature as there is a lack of knowledge of the nature as well as the magnitude of the relationships among teachers' demographic profiles and their work deviant behavior. Thus, this study was necessitated to empirically explore the relationship before rural community-based primary school teachers' demographic characteristics and their work deviant behavior using the SEM approach.

1.4 | Development of hypotheses

AET is a psychological paradigm that explains the link between workplace emotions and feelings and job performance, job satisfaction, and behavior. This implies that the work deviant behaviors of rural community-based teachers may be dependent on their demographic characteristics. Thus, the following hypotheses were formulated (Figure 2)

Ha_1: Working status of teachers will significantly relate with their work deviant behaviors.

Ha_2: Marital status of teachers will significantly relate with their work deviant behaviors.

Ha_3: Age of teachers will significantly relate with their work deviant behaviors.

Ha_4: Qualification of teachers will significantly relate with their work deviant behaviors.

Ha_5: Gender of teachers will significantly relate with their work deviant behaviors.

Ha_8: Location of teachers will significantly relate with their work deviant behaviors.

Ha_7: Teachers' years of teaching experience will significantly relate with their work deviant behaviors.

2 | MATERIALS AND METHODS

2.1 | Research paradigm, approach, and design

This study was conducted within the scientific research paradigm since the inferences were drawn based on the result of the hypotheses testing. Following this scientific research paradigm, a quantitative research approach was adopted to guide the conduct of the research. In this regard, a correlational survey research design was adopted for the study as the research sought the nature and magnitude of the relationships between rural community-based primary school teachers' demographic characteristics and their work deviant behavior. This paradigm, approach, and
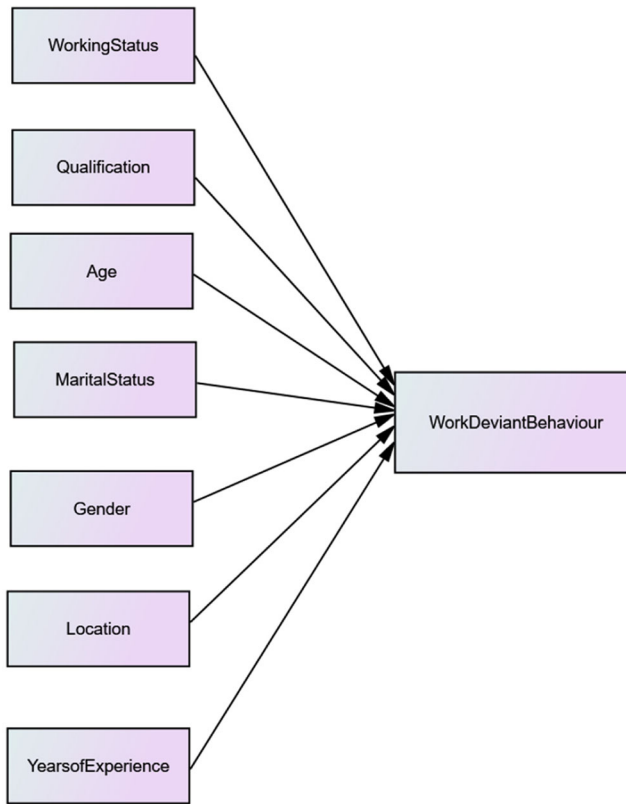
FIGURE 2 Hypothesized model for the study

research design have been adopted by recent researchers in similar studies (C. S. Ugwuanyi, Okeke, & Ageda, 2020; C. S. Ugwuanyi, Okeke, & Njeze, 2020).

2.2 | Study site

This study was conducted in Enugu State Nigeria. Enugu state is one of the southeastern states which is bounded by other states like Ebonyi, Kogi, Benue, Anambra, and Abia states. Enugu State has a landmark of 7161 km^2 with a population of over 722,664 people.

2.3 | Population and sample

The target population for this study was all the rural community-based primary school teachers in Enugu state Nigeria who teach in public primary schools in the study area. Using the convenience sampling technique and purposive sampling technique, a sample of 254 rural community-based primary school teachers was drawn from the population. A convenience sampling technique is a nonprobability sampling method that takes a sample from a group of people who are easy to contact or reach. This method was used by the researchers due to the difficulty imposed by the COVID-19 pandemic in getting all the target population for the study. The following criteria were used to choose the research participants: (i) must be a licensed teacher, (ii) must teach in an elementary/primary

school, (iii) must have a certificate in education, and (v) must be actively engaged in teaching professional practice. Teachers who did not meet those criteria were excluded from the research.

2.4 | Measures

Bennet and Robinson (2000) developed the Work Deviance Behavior Scale (WDBS), which was used for this study. Based on the items of the WDBS, a 28-item self-report measure was constructed to examine workplace deviance behaviors among rural community-based primary school teachers. The WDBS included measures that assessed organizational and interpersonal deviance. Participants were asked to rate how often they engaged in each behavior on a scale of 1 (never engaging in the behavior) to 7 (often engaging in the behavior). Where a high score implies a high level of involvement in workplace deviant conduct and a low score suggests a low level of involvement. *Working on a personal matter instead of for your employer, taking property from work without permission, spending too much time fantasizing or daydreaming instead of working, making fun of someone at work, falsifying a receipt to get reimbursed for more money than you spent on business expenses* are just a few examples of the WDBS items. With an overall reliability score of 0.79, the developer calculated a Cronbach's value of 0.81 for organizational deviance items and 0.78 for interpersonal deviance items.

Demographic profile questionnaire was developed by the researchers to ascertain the demographic characteristics of the rural community-based primary school teachers used for the research. Those characteristics of the participants are age, gender, working status, qualification, marital status, years of teaching experience, and location.

2.5 | Validity and reliability of measures

To ascertain the face validity of the measures, they were subjected to constructive scrutiny by experts in the psychology of education and measurement and evaluation all from the faculty of education domiciled in the researchers' universities. The experts were requested to critically look at the items of the measures in terms of the appropriateness of the items with respect to the research objectives. They were requested to make comments that could help the researchers achieve their research purposes. Thus, the comments of the experts were used to modify the draft instrument to arrive at the final version of the instruments. Thereafter, WDBS was subjected to trial testing on 20 rural community-based primary school teachers in Ebonyi State to determine the reliability of the measure. Data obtained were analysed using the Cronbach α method which gave an over reliability index of 0.87 using the Nigerian sample. This compares with the overall reliability index of 0.79 obtained by the original developer of WDBS showing that the instrument is reliable.

2.6 | Ethical considerations

The researchers sought ethical clearance from the University of Nigeria's Faculty of Education, as well as permission from the Faculty of Education to conduct the study in primary schools, in accordance with the university's ethical policy. This is in accordance with the American Psychological Association's standards for conducting human-related research. Besides, informed consent forms were distributed to the participants to complete and sign before the actual data collection.

2.7 | Procedure for data collection

The researchers before the data collection obtained ethical clearance for the conduct of the study as well as gatekeepers' letters from the various primary schools used for the research. The data collection lasted for about

4 weeks. Each participant was allowed to use 15–20 min for the completion of the measures that were distributed to them. The participants completed the copies of the questionnaire offline through the direct administration of the measures in their respective classrooms by the researchers. The completed copies were retrieved on the spot once they finished filling them.

2.8 | Method of data analysis

The researchers used hierarchical multiple regression analysis and SEM statistical approach to analyze the data collected. While hierarchical multiple regression analysis was used to analyse the prediction of work deviant bahviours by the teachers' demographic profiles, a SEM statistical approach was used to develop the causal model for the explanation of the influence of teachers' demographics on their work deviant behaviors. SPSS version 26.0 and IBM-AMOS version 26.0 were used to carry out the analysis. These statistical approaches have been adopted by Agboeze et al. (2021), Ene et al. (2021), and C. C. Ugwuanyi et al. (2021) in similar studies. The nonreferenced categories or exogenous factors in the causal model were age, gender, employment status, qualification, marital status, years of teaching experience, and location of the teachers, whereas work deviant behavior was the only referenced or endogenous variable for this study. The exogenous factors were coded on a category or classificatory scale, whereas the data on work deviant behavior were coded on an ordinal scale. To fit the assumptions of SEM, these data were eventually converted to interval data.

3 | RESULTS

The results were presented in line with the research's purposes.

Figure 3 showed that the majority of the participants are teachers who had an age range within 26–35 years followed by those who had an age range within 36–45 years.
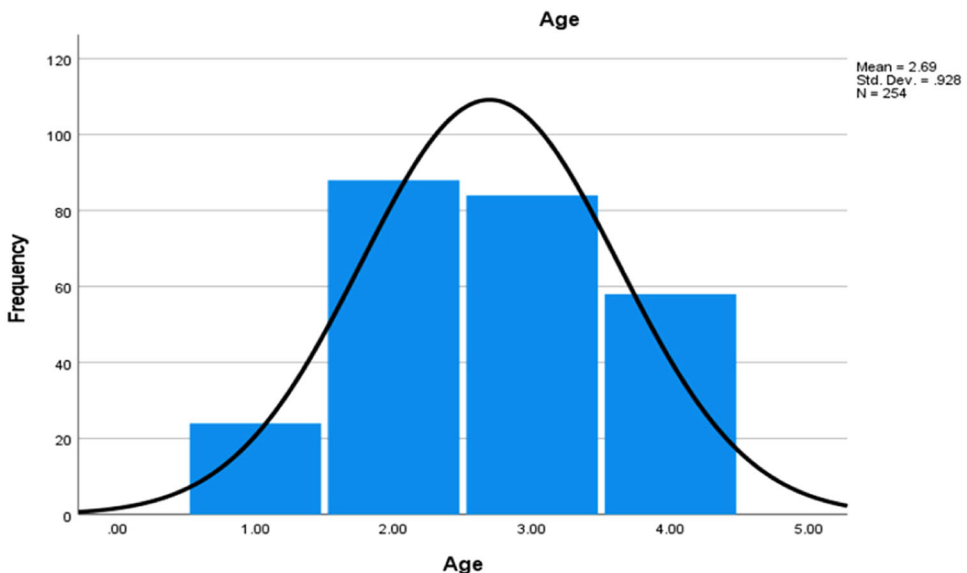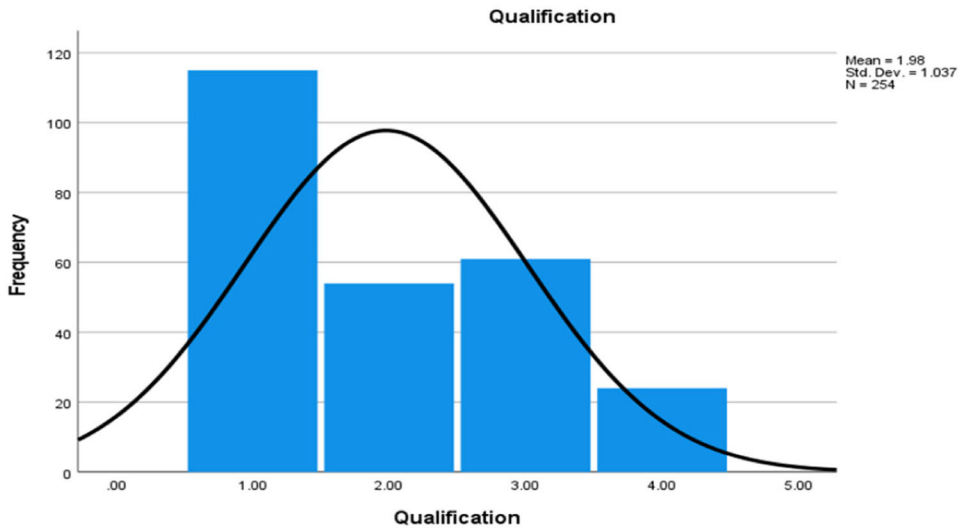

FIGURE 3 Histogram with normal curve representation of the participants' age

Figure 4 shows that rural community-based primary school teachers who had Bachelor's degree are the major part of the participants followed by those who had PhD.

Figure 5 indicates that the majority of the participants are those who had years of teaching experiences below 10 years and 10–20 years.

Table 1 showed a 7-model hierarchical multiple regression analysis of the influence of teachers' demographics on their work deviant behavior. The first model involved correlating age of rural community-based primary school

FIGURE 4   Histogram with normal curve representation of the participants' qualification
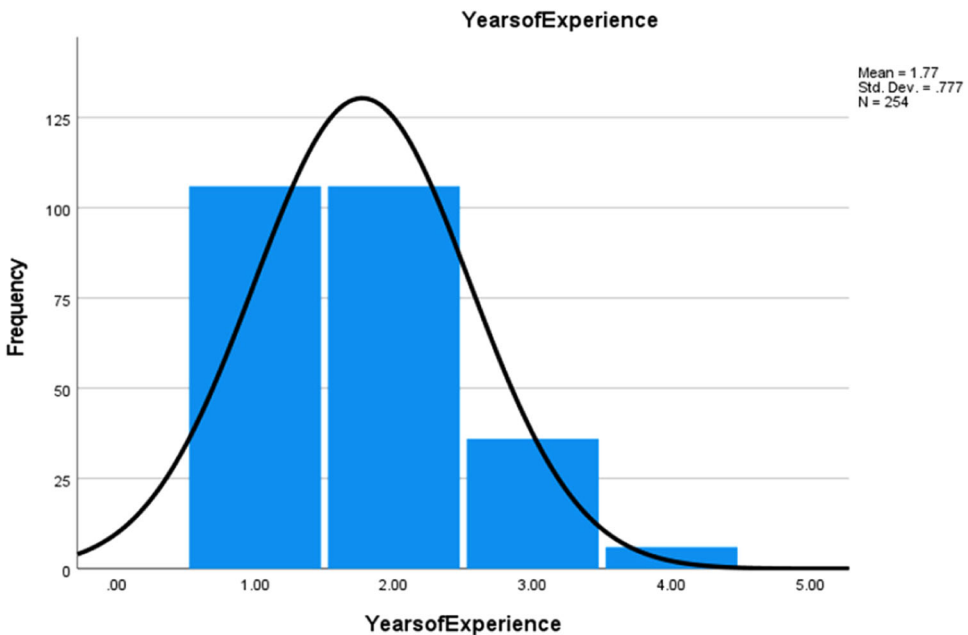
FIGURE 5   Histogram with normal curve representation of the participants' years of teaching experience

TABLE 1 Hierarchical multiple regression analysis of the influence of teachers' demographics on their work deviant behavior

Model	R	R^2		Sum of squares	df	Mean square	F	Sig.
1	0.356	0.127	Regression	39,461.942	1	39,461.942	36.570	0.000
			Residual	271,931.716	252	1079.094		
			Total	311,393.657	253			
2	0.359	0.129	Regression	40,183.993	2	20,091.996	18.595	0.000
			Residual	271,209.665	251	1080.517		
			Total	311,393.657	253			
3	0.410	0.168	Regression	52,463.150	3	17,487.717	16.885	0.000
			Residual	258,930.508	250	1035.722		
			Total	311,393.657	253			
4	0.420	0.176	Regression	54,877.170	4	13,719.292	13.317	0.000
			Residual	256,516.488	249	1030.187		
			Total	311,393.657	253			
5	0.441	0.195	Regression	60,626.876	5	12,125.375	11.992	0.000
			Residual	250,766.781	248	1011.156		
			Total	311,393.657	253			
6	0.449	0.201	Regression	62,645.179	6	10,440.863	10.367	0.000
			Residual	248,748.478	247	1007.079		
			Total	311,393.657	253			
7	0.452	0.204	Regression	63,676.526	7	9096.647	9.034	0.000
			Residual	247,717.132	246	1006.980		
			Total	311,393.657	253			

[a]Dependent variable: work deviant behavior.
[b]Predictors: (constant), age.
[c]Predictors: (constant), age, working status.
[d]Predictors: (constant), age, working status, qualification.
[e]Predictors: (constant), age, working status, qualification, gender.
[f]Predictors: (constant), age, working status, qualification, gender, marital status.
[g]Predictors: (constant), age, working status, qualification, gender, marital status, years of experience.
[h]Predictors: (constant), age, working status, qualification, gender, marital status, years of experience, location.

teachers with their work deviant behavior score which showed a significant correlation, $R(254) = 356$, $R^2(254) = 127$, $F(1, 252) = 36.570$, $p < 0.05$. The second model involved correlating age and working status of rural community-based primary school teachers with their work deviant behavior score which showed a significant correlation, $R(254) = 0.359$, $R^2(254) = 129$, $F(1, 252) = 18.595$, $p < 0.05$. Third, age, working status and qualification of rural community-based primary school teachers were correlated with their work deviant behavior score which showed a significant correlation, $R(254) = 410$, $R^2(254) = 168$, $F(1, 252) = 16.885$, $p < 0.05$. Fourth, age, working status, qualification, and gender of rural community-based primary school teachers were correlated with their work deviant behavior score which showed a significant correlation, $R(254) = 430$, $R^2(254) = 176$, $F(1, 252) = 13.317$, $p < 0.05$.

The fifth model involved correlating age, working status, qualification, gender, and marital status of rural community-based primary school teachers with their work deviant behavior score which showed a significant correlation, R (254) = 0.441, R^2 (254) = 195, F (1, 252) = 11.992, $p < 0.05$. The sixth model involved correlating age, working status, qualification, gender, marital status, and years of teaching experience of rural community-based primary school teachers with their work deviant behavior score which showed a significant correlation, R (254) = 0.449, R^2 (254) = 0.201, F (1, 252) = 10.367, $p < 0.05$. The seventh model involved correlating age, working status, qualification, gender, marital status, years of teaching experience, and location of rural community-based primary school teachers with their work deviant behavior score which showed a significant correlation, R (254) = 0.452, R^2 (254) = 0.204, F (1, 252) = 9.034, $p < 0.05$.

Figure 5 showed the standardized path diagram of the structural model for the explanation of the work deviant behaviors of rural community-based primary school teachers by their demographic characteristics. The result of the SEM showed a good model fit, goodness of fit index = 0.917, comparative fit index (CFI) = 0.965, root mean square error of approximation = 0.043 (Figure 6).

Table 2 shows that age of rural community-based primary school teachers had a significant negative correlation with their work deviant behaviors, β (254) = −0.214, $p = 0.000$. Working status of rural community-based primary school teachers had a negative but no significant correlation with their work deviant behaviors, β (254) = −0.017, $p = 0.790$. Qualification of rural community-based primary school teachers had a significant positive correlation with their work deviant behaviors, β (254) = 0.206, $p = 0.000$. Gender of rural community-based primary school teachers had a positive but no significant correlation with their work deviant behaviors, β (254) = 0.065, $p = 0.280$. Marital status of rural community-based primary school teachers had a negative but no significant correlation with their work deviant behaviors, β (254) = −0.112, $p = 0.094$. Years of teaching experience of rural community-based primary school teachers had a negative but no significant correlation with their work deviant behaviors, β (254) = −0.103, $p = 0.101$, while location of rural community-based primary school teachers had a positive but no significant correlation with their work deviant behaviors, β (254) = 0.064, $p = 0.302$. These findings indicate that age and qualification of rural community-based primary school teachers are significant determinants of their work deviant behaviors.
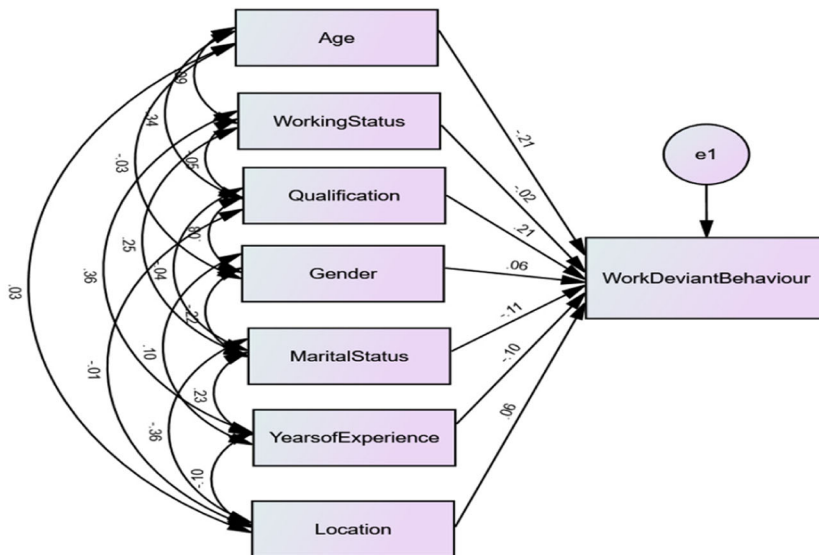
FIGURE 6 Path diagram of the structural model for the explanation of work deviant behaviors of teachers by their demographics

TABLE 2 Standardized beta coefficients of the teachers' demographics on their deviant behaviors

Dependent	Predictor		β	SE	C.R.	p value
Work deviant behavior	<---	Age	−0.214	2.261	−3.502	0.000
Work deviant behavior	<---	Working status	−0.017	3.797	−0.267	0.790
Work deviant behavior	<---	Qualification	0.206	2.023	3.367	0.000
Work deviant behavior	<---	Gender	0.065	4.242	1.080	0.280
Work deviant behavior	<---	Marital status	−0.112	4.121	−1.676	0.094
Work deviant behavior	<---	Years of experience	−0.103	2.790	−1.642	0.101
Work deviant behavior	<---	Location	0.064	4.250	1.031	0.302

Abbreviation: β, beta coefficient.

4 | DISCUSSION OF FINDINGS

This study sought the major determinants of rural community-based primary school teachers' deviant behaviors in Enugu state Nigeria taking cognizance of their demographic profiles. This study was necessitated due to a lack of empirical evidence on the influence of primary teachers' demographic profiles on their work deviant behaviors. The outcome of this study showed that demographic profiles (age, working status, qualification, marital status, gender, years of teaching experience, and location) are correlated with work deviant behaviors of rural community-based primary school teachers. However, it was revealed that only age and qualification of teachers are significantly related to their work deviant behaviors, while working status, marital status, gender, years of teaching experience, and location of teachers had no significant relationships with their work deviant behaviors. The significant negative relationship between age and work deviant behavior of the teachers implies that younger teachers are most likely to exhibit, or experience work deviant behavior than the older teachers. Similarly, the significant positive relationship between the qualification of teachers and their work deviant behaviors implies that the rural community-based primary school teachers with a higher level of qualification are more likely to have more workplace deviant behaviors than those with a low level of educational qualification.

Buttressing these findings, Farhadi et al. (2015) found that education and age had significant relationships with teachers' deviant workplace behavior. A comparable study found that education had a considerable effect on deviance, implying that improving education will modify the amount of deviance (Baharom et al., 2019). According to the findings of this study, people with higher education and those with lower education are at distinct levels of workplace deviance, as evidenced by their responses. Deviance might vary for lower and better-educated employees, according to literature, as educated individuals try not to engage in these types of deviant practices. Besides, the no significant relationship between gender and teachers' work deviant behaviors as revealed in this study agrees with the finding of Baharom et al. (2019). According to the findings, gender has no significant influence on deviance, implying that altering gender will not result in a change in deviance quantity (Baharom et al., 2019). Thus, male and female employees are at the same level of workplace deviance, despite the fact that there was a significant variation in their amount in the same being tested.

However, the no significant relationships among gender, marital status, age, years of teaching experience, and location as found in this study contradict the findings of Farhadi et al. (2015) and Baharom et al. (2019). Farhadi et al. (2015) found that gender, marital status, organizational duration, and rank/level of job hold within the organization are significant demographic characteristics that exhibit substantial variances in deviant workplace behavior. The quantity of deviance varies significantly depending on marital status, implying that changing marital status will result in a change in deviance quantity (Baharom et al., 2019). According to the findings of this study, single and married people had varying levels of workplace deviance, as evidenced by their responses. Deviance can

be different for single and married employees, as married employees are more vigilant about this type of activity, but single employees are more engaged in this type of deviant behavior, according to literature. Moreover, Dullas et al. (2021) found that female participants significantly had a larger inclination to engage in minor deviant activities, whereas males had a higher likelihood of participation in severe deviant acts. The most significant influential variable for deviant workplace behavior was found to be gender, whereas the least significant variable was found to be age (Jeewandara & Kumari, 2021). The above discussion has pointed to the fact that teachers' demographic characteristics influence their deviant behavior at workplace. However, for the fact that our research has found only teachers' age and qualification to be significantly related to their deviant behaviors at workplace, there is the need for further studies on the other demographics that were found to have no significant relationships with work deviant behaviors. This will place one in a better position to decide direction and magnitude of the relationships of such demographics with teachers' work deviant behaviors.

4.1 | Limitations of the research

The findings of this study may have been affected by some limiting factors. Since this study was limited age, working status, qualification, marital status, gender, years of teaching experience, and location as the demographics of the teachers, the generalizability of the findings of this study may be limited since family structure, number of children of the teachers and other demographics were not included in the structural model. Besides, the measure used for the measurement of the work deviant behaviors was not designed to measure the two dimensions of workplace deviant behaviors separately but rather took a holistic measure of work deviant bahviours. Based on the above limitations, the researchers suggested that future researchers should consider the above-mentioned factors in replicating this study.

5 | CONCLUSION AND RECOMMENDATION

Literature have shown that deviant behaviors at the workplace are influenced by teachers' demographic characteristics. Following the outcome of this study, the researchers concluded that age and qualification of rural community-based primary school teachers are significant determinants of their work deviant behaviors. In other words, age and qualification of teachers determine how they experience or exhibit deviant behaviors at the workplace. It was on this premise that the researchers recommended that the personnel of the Local Government Education Authority should consider the teachers' demographics during the employment of rural community-based primary school teachers to avoid employing teachers who will be prone to more work deviant behaviors.

CONFLICT OF INTEREST
The authors declare no conflict of interest.

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