

JOB BURNOUT AND JOB INSECURITY AS CORRELATES OF COUNTERPRODUCTIVE WORK BEHAVIOUR AMONG SELECTED SCHOOL TEACHERS IN OGBOMOSO METROPOLIS, NIGERIA

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Abstract

The frequency and occurrence of counterproductive work behaviour among school teachers is rising. The purpose of this study was to examine the influence of job burnout and job insecurity on counterproductive work behaviour among school teachers in Ogbomoso, Oyo State, Nigeria. The study employed a descriptive survey methodology and gathered data via questionnaires. A combination of stratified and accidental sampling approaches was utilized to select a total of 964 teachers from 65 educational institutions in the five local government areas of Ogbomoso. The data was collected using the Maslach Burnout Inventory, Job Insecurity Questionnaire, and Counterproductive Work Behaviour Checklist. The result revealed no significant gender difference in counterproductive work behaviour among selected teachers in Ogbomoso metropolis ($f(962) = .374$; $p > .05$). Furthermore, the study's findings revealed that job burnout and job insecurity had significant joint influence on counterproductive work behaviour among the selected school teachers in Ogbomoso metropolis ($R = .329$; $R^2 = .411$; $f(12, 337) p < .05$). The study of the independent variable revealed that job burnout ($t = -2.472$; $p < .05$; $\beta = .229$) and **job insecurity** ($t = -2.568$; $p < .01$; $\beta = .392$) had significant impact on counterproductive work behaviour among the selected school teachers in Ogbomoso metropolis. The study concludes that job **insecurity** and job burnout significantly influence counterproductive work behaviour among teachers. This study further concludes that both job burnout and job insecurity can have a synergistic effect, amplifying the likelihood of counterproductive work behaviour. Additionally, there is no gender disparity in counterproductive work behaviour. It is thus recommended that schools might limit the negative effects of burnout and job insecurity among teachers by comprehending and resolving the contributing issues, thereby promoting a better and more productive work environment to eradicate CWB.

Keywords: Job burnout, Job insecurity, Counterproductive work behaviour, Teachers.

Introduction

Educational institutions globally largely acknowledge school teachers as a vital asset. Consequently, teachers are under

considerable pressure to exhibit professional conduct that reciprocate this trust and also enhances the overall effectiveness and efficiency of schools (Sule et al., 2019).

Teachers must sternly adhere to specific ethical and moral standards in the educational environment. Fagbamiye (2012) argues that the presence of counterproductive work behaviours among teachers has led to reduced academic performance and the display of deviant behaviours among students in these educational institutions. According to Ching et al. (2017), teachers display notable levels of favouritism, struggle with managing their time effectively, show reluctance in assuming administrative responsibilities, and exhibit inefficient communication. Counterproductive Work Behaviour (CWB), encompasses a variety of detrimental actions that might take place in the workplace, such as theft, vandalism, data misuse, dishonest acts, frequent absence, and subpar job performance (Idiakheua & Obetoh, 2012).

According to Sypniewska (2020), CWB is the antithetical manifestation of employee conduct in contrast to organizational citizenship behaviour. Ajao and Owoseni (2023) also defined counterproductive work behaviour as any conduct or activity in the workplace that deviates from established norms and standards. Counterproductive work behaviour poses a substantial threat to a company's reputation (Nair & Bhatnagar, 2011) and its long-term financial success (Spector, 2021; Jackson, 2022). Nonetheless, CWB does not uniformly exhibit hatred, instead, it pertains to the intentional behaviours of employees that

oppose the goals of an organization (Ajao et al., 2025). Upon considering the definitions given by scholars on the concept of counterproductive work behaviours, it is evident that several occurrences of these unethical conducts result in detrimental consequences for the organization. Thus, these activities are classified as counterproductive work behaviours.

Salami (2010) found that there is a strong correlation between high job stress, negative affectivity, and counterproductive work conduct among secondary school teachers in Nigeria. Hu et al. (2015) propose that unproductive work practices are associated with both small and significant crimes. Within the literature, numerous factors have been recognized as having an impact on counterproductive work behaviour, with job burnout being among them. Burnout can result in counterproductive work behaviour as employees who are suffering burnout may engage in such behaviours as a means of dealing with their stress and discontent.

In the last twenty-five years, instances of job burnout have been often documented in several countries like the United States of America, Netherlands, England, Iran, Egypt, Scotland, Spain, and Greece (Adriaenssens et al., 2015). According to Maslach and Leiter, (2016), burnout is a condition of physical, emotional, and mental exhaustion that occurs because of long-term involvement in a work setting that is marked by significant

emotional requirements. Ajao (2024) defined job burnout as a condition characterized by profound exhaustion and a sense of disconnection from one's employment. Teacher burnout has a substantial impact on the effectiveness of teachers, resulting in a scarcity of well-trained teachers (Skaalvik & Skaalvik, 2011). In their study, Banks et al. (2012) emphasized that burnout is a substantial indicator of both CWB-O and CWB-I. Similarly, Spector and Fox (2005) discovered a robust association between burnout aspects, specifically emotional tiredness, and several manifestations of counterproductive work behaviour. Despite thorough investigation, there are still gaps in comprehending the intricacies of how burnout impacts counterproductive work behaviour among teachers. Job insecurity is a factor that affects counterproductive work behaviour among teachers. Workers' concerns over job security have been heightened due to many factors, such as inadequate employment contracts and organizational changes. Consequently, their ability to complete tasks efficiently, produce a high amount of work, maintain job quality, and demonstrate professional knowledge and inventiveness has all decreased (Aliyu et al., 2013).

Job insecurity, as defined by Shoss (2017), refers to the state in which an employee's job is at risk or there is a perceived possibility of losing their position. Job insecurity has the potential to result in unemployment

(Karkoulian et al., 2013). The possibility of potential job loss arises exclusively as a result of either rumours or the overall atmosphere within an organization (Lasted et al., 2016). The insecurity stems from fluctuations in the company's financial assets and the availability of projects, which determine the long-term viability of operations and the ability to retain employees (Mathebula et al., 2015). According to Reisel et al., (2010) heightened job insecurity is frequently linked to deviant or counterproductive work behaviours. De Cuyper et al. (2020) found that job insecurity and work engagement have a negative association. The phenomenon of job insecurity creates a harmful cycle in which unproductive actions are nurtured, leading to a more detrimental work atmosphere. Consequently, this exacerbates employees' sense of unease.

This study is based on the Conservation of Resources Theory, which posits that individuals endeavour to safeguard their valued resources, including employment, well-being, and social position. Job insecurity poses a risk to this essential resource (employment), resulting in heightened stress levels. In an effort to manage stress, employees may resort to counterproductive work behaviour as a means of self-protection or to regain a sense of control over the circumstances.

Thus, further investigation is required to comprehend the psychological processes that

connect job burnout and job insecurity to counterproductive work behaviour among teachers. Research frequently centered on tertiary educational institutions. An investigation is required to analyze the impact of job burnout and job insecurity on counterproductive work behaviour across various educational levels, specifically primary and secondary schools. This is crucial as teachers in these settings are responsible for the well-being of a vulnerable population, namely young students. Hence, this investigation will be guided by the following research questions and hypotheses:

Research Questions

- i. Will there be significant gender difference in CWB among the selected school teachers in Ogbomoso metropolis?
- ii. Will job burnout and job insecurity have a significant joint and independent influence on counterproductive work behaviour among the selected school teachers in Ogbomoso metropolis?

Research Hypotheses

- i. There will be no gender difference in CWB among the selected school teachers in Ogbomoso metropolis.
- ii. Job burnout and job insecurity will have a significant joint and independent influence on counterproductive work behaviour

among the selected school teachers in Ogbomoso metropolis.

Method

Design

This study employed a descriptive survey design, using questionnaires as the primary method for data collection. The study analyzed job burnout and job insecurity as independent variables, with counterproductive work behaviour as the dependent variable.

Sampling

A multistage sampling process was employed, initially utilizing a stratified selection method to choose 65 primary and secondary schools in the Ogbomoso metropolis. Subsequently, an accidental sampling method was utilized to collect data from a group of 964 primary and secondary school teachers who successfully filled out the provided questionnaire. A total of 1000 questionnaires were printed, however only 964 were received and analyzed.

Participant

The target participants consist of teachers who have been chosen from the primary and secondary schools located in the Ogbomoso metropolis of Nigeria. The descriptive statistics provide an overview of the demographic makeup of the individuals involved in the study. The study included a total of 964 participants. A total of 462

individuals, accounting for 48% of the sample, were identified as male, while 502 individuals, representing 52% of the sample, were identified as female. In terms of age distribution, 448 teachers, accounting for 46% of the total, were below the age of 30, while 516 teachers, representing 54% of the total, were aged 30 and above. Regarding religious affiliation, the survey revealed that 489 participants (50.5%) identified themselves as Christians, 465 participants (48.5%) identified as Muslims, and a mere 10 participants (1%) chose to associate with other religions. In terms of ethnicity, the majority of individuals in 940 (97.5%) identified as Yorubas, while a small percentage identified as 15 representing (1.5%) were Igbos and 9 representing (1%) were Hausas.

Instruments

The questionnaire comprises the participant's socio-demographic information, Maslach Burnout Inventory–Teachers' Survey (MBI-ES), Job Insecurity Questionnaire (JIQ) and Counterproductive Work Behaviour Checklist. Below are the specific characteristics of the scales:

The MBI-ES 12-item scale is divided into three dimensions: personal accomplishment/ professional efficacy (PE) (comprising 6 items), depersonalisation (DE) or cynicism (CY) (comprising 5 items), and emotional exhaustion (EE) (comprising 5 items) (Maslach et al., 1986). The reliability of the

MBI-GS has been established through its utilization and confirmation in a study conducted in Nigeria (Olaosebikan, 2012; Ozoemena et al., 2021). The alpha coefficient for the overall scale was 0.81, while the alpha coefficients for the EE, CY, and PA subscales of Cronbach were 0.53, 0.52, and 0.94, respectively.

Job Insecurity Questionnaire (JIQ) (De Witte, 1997) was used to measure the participants' perceived job insecurity. The questionnaire comprised of 11 items. Buitendach et al. (2005) found that the Cronbach's alpha coefficients for cognitive job insecurity and emotional work insecurity were 0.84 and 0.89, respectively. Respondents who obtain high scores may be seen as having a little perception of work insecurity, whereas those with low scores would indicate a higher level of employment instability. This study showed Cronbach's alpha coefficients of 0.84 for cognitive job insecurity and 0.81 for affective work insecurity.

Counterproductive Work Behaviour Checklist, developed by Spector, Fox, Penney, Bruursema et al. in 2006, was used to evaluate CWB. The 32-item version of the assessment instrument produces five separate subscales that measure different types of harmful actions in the workplace. Responses are recorded using a 5-point frequency scale. Sparsely, sporadically, monthly, weekly, and daily. The updated

alpha coefficients are as follows: The coefficients for abuse, production deviance, sabotage, theft, and withdrawal are 0.85, 0.63, 0.55, 0.63, and 0.64, respectively. The overall coefficient of the system is 0.86. Lawal et al. (2019) found that the alpha coefficient in Nigerian work contexts was .90. This study reported Cronbach's alpha ratings of 0.73, 0.72, 0.81, 0.76, and 0.84, respectively.

Procedure

The study complies with the ethical standards established for psychological research and evaluation, and follows the core principles outlined in the ethics code of the American Psychology Association and applicable regulations. The principles include obtaining informed consent and providing participants with necessary information, protecting personal data, ensuring confidentiality, allowing participants to withdraw from the research at any point, implementing

measures to prevent discrimination, refraining from offering financial incentives, and addressing potential risks

Data Analysis

The descriptive statistics were conducted using SPSS Statistics 24.0. The researchers employed descriptive statistics, including the mean, standard deviation, and frequency, to provide a succinct summary of the demographic characteristics of the individuals. Furthermore, the T-test for independent samples and multiple regression analysis were used to examine difference and presence of the influence.

Results

Hypothesis One:

There will be no significant gender difference in CWB among the selected school teachers in Ogbomoso metropolis.

Table 1: T-test for independent group showing gender difference in counterproductive work behaviour among selected teachers in Ogbomoso metropolis.

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
<i>CWB</i>	Male	462	21.45	11.38	962	.374	.275
	Female	502	22.59	12.74			

From Table 1, it can be observed that there exist no significant gender difference in counterproductive work behaviour among selected teachers in Ogbomoso metropolis $f(962) t=.374; p > .05$. This implies there is no significant difference in male teachers ($M=$

21.45 $SD=11.38$) and female teachers ($M=22.59$ $SD=12.74$). Hence, the hypothesis is accepted.

Hypothesis Two

Job burnout and job insecurity will have a

significant joint and independent influence on counterproductive work behaviour among the selected school teachers in Ogbomoso

metropolis. This hypothesis was tested using multiple regressions.

Table 2: A Summary Table of Multiple Regression Showing Independent and Joint Influence of Job burnout and job insecurity on counterproductive work behaviour

	R	R ²	F	Sig	β	t	p
Job burnout	.329	.411	12.337	.001	.229	-2.472	.020
Job insecurity					.392	-2.568	.000

Predictors: (Constant): job burnout and job insecurity

Dependent variable: counterproductive work behaviour

Table 2 presents the result that job burnout and job insecurity have a significant joint influence of 41% on counterproductive work behaviour among the selected school teachers in Ogbomoso metropolis { $R = .329$; $R^2 = .411$; $f(12.337)$ $p < .05$ }. The analysis of the independent influence showed that job burnout has a significant independent influence on counterproductive work behaviour among the selected school teachers in Ogbomoso metropolis ($t = -2.472$; $p < .05$; $\beta = .229$). Also job insecurity has a significant independent influence on counterproductive work behaviour among the selected school teachers in Ogbomoso metropolis ($t = -2.568$; $p < .01$; $\beta = .392$). The hypothesis is therefore accepted.

Discussion

Hypothesis one stated the there will be no significant gender difference on counterproductive work behaviour among the selected school teachers in Ogbomoso metropolis. The result revealed that there is no significant difference of gender on

counterproductive work behaviour. This outcome aligns with the conclusions of the research conducted by Nyarko, et al., (2014), which found that there is no significant correlation between gender and counterproductive work behaviour (CWB). Similarly, Lawal et al. (2019) found no notable distinction between male and female university support professionals regarding their engagement in unproductive job activity. However, unlike the results of this study, Spector and Zhou (2014) found a minimal difference in the overall occurrence of unproductive work conduct between genders in the understudied group. Similarly, Uche et al., (2017) discovered notable disparities between male and female employees regarding unproductive job behaviour. A plausible reason for the absence of gender disparity could be attributed to the fact that counterproductive work behaviour is frequently influenced by situational elements, such as work-related stress, organizational culture, and job uncertainty, rather than innate distinctions between males

and females.

Hypothesis two stated that job burnout and job insecurity will have a significant joint and independent influence on counterproductive work behaviour. The hypothesis was tested and the result revealed that job burnout and job insecurity influence CWB among the selected school teachers. In relation to job burnout, this finding is consistent with the findings of Maslach and Leiter (2016), who found that high degrees of burnout are associated with a greater likelihood of engaging in counterproductive work behaviour. This finding elucidates that emotional tiredness, a fundamental element of burnout, causes individuals to experience a state of depletion and renders them incapable of effectively managing work-related pressures and thereby engage in counterproductive work behaviour.

On the part of the independent influence of job insecurity on counterproductive work behaviour. The result shows that job insecurity influence counterproductive work behaviour among the selected school teachers. This outcome aligns with the discoveries of Lu et al. (2023), who observed a substantial impact of job insecurity on unproductive work behaviour. Similarly, Oluwole et al. (2020) validated that employment instability exerts a significant influence on theft, abusive behaviours, sabotage, and withdrawal, all of which contribute to counterproductive work

behaviour. This finding confirms that the presence of job insecurity induces considerable levels of stress and anxiety, ultimately resulting in emotional weariness. This emotional condition frequently diminishes employees' ability to comply with organizational norms and participate in positive workplace behaviour.

Conclusion

Considering the results in this study, the following conclusions were drawn. Job burnout has a significant influence on counterproductive work behavior. Conversely, job insecurity is a notable indicator of counterproductive work behaviours. The stress and perceived unfairness might cause employees to engage in behaviours that damage their organization and colleagues. It was also concluded that there is no gender difference on counterproductive work behaviour among the participants. This study additionally concludes that the combination of job burnout and job insecurity can have a synergistic impact, increasing the probability of counterproductive work behaviours among the employees.

Recommendations

It was therefore recommended that implementing comprehensive organizational techniques and supportive policies can effectively decrease counterproductive work behaviours and foster a healthier and more productive work environment for teachers.

Also, organizations can limit the negative repercussions of burnout and establish a better, more productive work environment by comprehending and addressing the contributing elements. School management should take proactive measures to tackle job insecurity by cultivating a culture of openness, offering assistance and resources to employees during periods of uncertainty, and enforcing just and impartial policies and procedures.

Limitations

A major limitation of the current research study is its failure to consider other factors that could potentially impact teachers' engagement in counterproductive work behaviour, beyond the specific focus on job burnout and job insecurity. The study's limitations also includes its reliance on questionnaires, its descriptive survey approach, and its narrow emphasis, which makes it vulnerable to prejudice. Moreover, the applicability of a study like this might be affected by the cultural setting and the potential for bias due to social desirability. It is recommended to do research on broader geographical areas in order to generate conclusions that have greater universal applicability. To further investigate the correlation between job burnout, job insecurity, and counterproductive work conduct in related fields, future research could utilize interviews to gather more comprehensive data on this issue.

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