

**EMOTIONAL EXHAUSTION AND ORGANIZATIONAL DEVIANCE IN
NIGERIAN UNIVERSITIES**



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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF BUSINESS
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BACHELOR OF SCIENCE (B.Sc) IN BUSINESS ADMINISTRATION IN
UNIVERSITY OF BENIN, BENIN CITY**

OCTOBER, 2023

DECLARATION

I, hereby declare that:

1. This project work is based on a study undertaken by me in the Department of Business Admiration, University of Benin.
2. This work has not been previously submitted for the award of a degree elsewhere.
3. All ideas and views are product of my personal research effort and all references to works of others have been duly acknowledged.
4. I solely accept all legal responsibility for any copyright infringement.

Ernest Eseoghene ORIAVWOTE
Researcher

Date

CERTIFICATION

We the undersigned certify that this project work was carried out by **Ernest Eseoghene ORIAVWOTE** in partial fulfilment for the award of Bachelor of Science (B.Sc) degree in Business Administration, Faculty of Management Science, University of Benin, Benin City, Nigeria.

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DEDICATION

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this program and on His wings only have I soared. I also dedicate this work to my parents MR AND MRS ORIAVWOTE.

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ABSTRACT

This study examined emotional exhaustion and deviant workplace behaviour among university lecturers, using the University of Benin and Benson Idahosa University, Benin city, Edo state. Specifically, the study aimed at ascertaining the level of emotional exhaustion, and deviant workplace behaviour among the University lecturers, while also ascertaining the linear relationship or the extent at which deviant workplace behaviour impacts on the emotional exhaustion of lecturers. The study adopted a survey research design which entail the use of structured questionnaire in obtaining responses from a study population. A total of 150 copies of questionnaire were distributed to lecturers in the selected institutions, out of which 126 were recovered and used form for the analysis. The data so obtained were analyzed using descriptive and inferential statistics; simple percentage and frequency, and mean; while the linear regression model was employed in ascertaining the relationship between the study variables. The data were analyzed via the statistical software for social sciences (SPSS) version 20.

Findings obtained after due analysis of the data retrieved from the research instrument showed that; University lecturers have a high level of emotional exhaustion. They often feel emotionally drained, used up, fatigued, burned out, frustrated and stressed out from their jobs. This most times is closely associated with the nature and myriad of workloads that are encumbered with.

The study therefore recommends that Universities should prioritize the mental health and well-being of their lecturers. They should establish and promote mental health programs, counselling services, and stress management workshops to help lecturers cope with emotional exhaustion. Furthermore, they should create a supportive environment where they can seek help and guidance when needed. University authorities should conduct regular assessments of lecturer workloads and ensure they are reasonable and manageable. They should consider hiring more faculty or providing additional resources to reduce the burden on lecturers.

Implement strategies to prevent burnout, such as reasonable teaching loads, research support, and administrative assistance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Emotional exhaustion is at the core of burnout and has been demonstrated to have a broad impact on people's behavior in organizations (Maslach, Schaufeli, & Leiter, 2011). Nurses, who shoulder the primary responsibilities in healthcare worldwide, significantly influence the quality of healthcare through their performance, satisfaction, and mental health. Despite the profound consequences of emotional exhaustion, our understanding of burnout's origins is primarily rooted in the individualist societies of the West (Khamisa, Peltzer, & Oldenberg, 2013; Maslach, Schaufeli, & Leiter, 2011; Schaufeli, Leiter, & Maslach, 2019). This examination is necessary to comprehend the nuances in their manifestation and enhance the utility of these models across diverse cultures (Kagitçibasi, 2012). It can be used as both a predictor and an outcome variable. Despite this, there has been limited research into emotional exhaustion as a predictor of job satisfaction or a factor that influences personal achievement in various industries. For two of the three components of job burnout, emotional exhaustion and limitations on personal accomplishments can be evaluated (Maslach & Jackson, 1982).

It's interesting to note that workplace deviance can affect corporate efficiency and employee satisfaction both favourably and unfavourably. On the one hand, norm-defying aberrant actions, such as disobedience to dysfunctional rules or unauthorized promotion of inventions, might be advantageous. According to Galperin (2012), Vadera, Pratt, & Mishra (2013), and Warren (2003), these acts could assist in issue solving and boost the organization's competitive edge. On the other side, when individuals participate in behaviors that go against organizational standards, such as sabotage and theft, which have the potential to have disastrous effects, deviation can be damaging (Warren, 2003). The present study, however, focuses on the harmful effects of workplace deviation.

According to earlier research (e.g., Raman, Sambasivan, & Kumar, 2016), personal characteristics and workplace stresses can have an impact on workplace deviance. For example, personality factors can make people more likely to engage in particular behaviors, which may assist to explain why some employees choose to engage in workplace deviance. In addition, compared to other human services-related professions, teaching is considered to be extremely stressful, which causes emotional weariness in teachers (Boshoff, Potgieter, van Rensburg, & Ellis, 2014; Kinman, Wray, & Strange, 2011; Sonn, 2013). Deviance at work could also be a result of this emotional weariness. However, there hasn't been much research done on teachers' workplace deviations. As a result, the current study's goal is to predict workplace deviation by taking into account personality qualities (agreeableness and conscientiousness) and emotional weariness in the context of academic training.

Emotional exhaustion is a topic that both academics and practitioners are interested in learning more about and finding ways to mitigate its negative effects. Organizational factors and individual characteristics are two categories of factors that influence emotional exhaustion. Authoritative factors adding to close to home weariness incorporate job uncertainty, job struggle, responsibility, and work pressure (Witt et al, 2004; Wright and Hobfoll, 2004). Managers' participatory leadership style is another organizational factor that contributes to the creation of a low-stress and high-performance workplace, as well as to employee satisfaction and commitment to the organization (Avolio et al., 2004; Harris and Ogbonna, 2001). Emotional exhaustion may also be alleviated by personal and social support, a positive work environment, and team cohesiveness, according to research (Cordes and Dougherty, 1993; (Wright and Hobfoll 2004). Emotional exhaustion can be reduced by person-to-job fit, in which an employee's skills match job requirements. Employees who have received the appropriate training and skills are better able to deal with increased workloads and workplace stress (Brkich et al., 2002; (Singh and Greenhaus). However, no study has examined the relationship between emotional exhaustion and manager leadership style and employee job fit. Additionally, no empirical study has examined the impact of emotional exhaustion on organizational deviation.

1.2 Statement of the Research Problem

In Nigeria, both universities and private organizations have been grappling with the issue of organizational deviance, which hampers their social development. This problem has a long-

standing history in the country's labor relations. Within universities, the causes of deviant behavior can be attributed to a lack of concern for meeting targets and a nonchalant attitude towards fulfilling duties. While deviance poses challenges across various sectors, its impact becomes more severe and concerning when it occurs within universities. According to Robinson and Bennett (1995), there are different types of negative deviant behaviors, categorized along two dimensions: organizational deviance versus interpersonal deviance, and minor versus serious deviance. Organizational deviance encompasses negative behaviors directed towards the organization itself, while interpersonal deviance refers to negative behaviors targeted at co-employees.

Moreover, the reality of degenerate way of behaving can be grouped in light of its effect, whether it is minor or extreme, influencing co-workers or the association. It is frequently expected of university employees, both academic and non-academic, to put the needs of students first. However, the rising incidence of undesirable behaviors like theft of educational supplies and materials, sexual abuse, rudeness, gossip, buckpassing, and loafing among employees of tertiary institutions working in public establishments suggests that this expectation is not realistic (Longan, 2016). According to Lutgen Sandvik, Tracy, & Alberts (2007), destructive leadership is also recognized as a form of leadership that involves harmful and deviant behavior toward followers and/or the organization. According to Einarsen, Aasland, & Skogstad (2007), studies have shown that approximately 60% of employees experience stress as a result of supervisors engaging in a consistent pattern of destructive

behavior. (Pimonratanakan and Pooripakdee, 2017). The interpersonal and organizational deviation dimension in relation to individual employees is the primary focus of this study. Therefore, this study seeks to provide insights into the emotional well-being of lecturers, the prevalence of organizational deviance in academic settings, and the potential link between emotional exhaustion and organisational deviance within the situation of Nigerian Universities.

1.3 Objectives of the Study

The general objective of this study is to identify the extent of relationship that exists between emotional exhaustion and organizational deviance in Nigerian universities.

Specifically, the study seeks to:

1. Examine the extent of emotional exhaustion among lecturers in Nigerian Universities;
2. Ascertain the level of organizational deviance among lecturers in Nigerian Universities; and to
3. Determine the relationship between emotional exhaustion and organizational deviance in Nigerian Universities.

1.4 Research Questions

1. What is the extent of emotional exhaustion among lecturers in Nigerian Universities?

2. What is the level of organizational deviance among lecturers in Nigerian Universities?
3. What is the relationship between emotional exhaustion and organizational deviance Nigerian Universities?

1.5 Research Hypotheses

H₀₁ There is no significant relationship between emotional exhaustion and organizational deviance

1.6 Scope of the Study

This research aims to analyze the influence of emotional exhaustion on negative organizational behavior in Nigerian universities, with a specific focus on the University of Benin and Benson Idahosa University, Benin city, Edo state. While positive and negative workplace deviations are recognized as distinct phenomena, this study concentrates solely on negative deviant behavior related to emotional fatigue among staff members in tertiary institutions. The study's scope is limited to the University of Benin and Benson Idahosa University, encompassing staff members in all of its departments. The goal is to explore the impact of emotional exhaustion on negative organizational deviance within the context of higher education institutions. The decision to concentrate on tertiary institutions was prompted by prior research in Nigeria and Edo State, which primarily concentrated on employees in business organizations. Consequently, this research seeks to contribute to a better understanding of the relationship between emotional exhaustion and negative organizational deviance in the unique context of higher education institutions.

1.7 Significance of the Study

The study builds on the academic and practical significance identified by Agbonifoh and Yomere (1999). From an academic perspective, the study enhances our understanding of the types of harmful deviant behavior that exist in tertiary institutions. It is one of the few studies conducted in Nigeria that seeks to establish a connection between workplace deviance and the performance of postsecondary institutions. As a result, academics would consider this study to be relevant for comprehending various workplace misconducts and a solid foundation for further research.

Additionally, the study will benefit tertiary institution staff by providing insights on the link between destructive leadership and workplace deviance, and how emotional weariness plays a role in this dynamic. The findings can also help institutions develop appropriate interventions and programs to address these issues and promote a healthier work environment for employees.

Furthermore, the general public can benefit from this study as it sheds light on the importance of addressing destructive leadership and workplace deviance in tertiary institutions, which ultimately affects the quality of education and the development of human capital. It can also increase public awareness and understanding of the challenges faced by academic staff and non-academic personnel in tertiary institutions.

Overall, the study can contribute to the improvement of tertiary institutions by identifying areas for intervention and opening up new avenues for research, while also benefiting policy makers, researchers, academics, staff, and the general public.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The focus of this chapter is to examine the effect of emotional exhaustion on negative organizational behavior in Nigerian universities. To accomplish this, the chapter will be structured into multiple subheadings. To gain a deeper understanding of the subject matter, the chapter will begin with a conceptual review to evaluate and analyze the essential concepts and ideas related to the topic. This will involve breaking down the various components or elements of academic management and examining their interrelationships.

Furthermore, the chapter will comprise assessments of pertinent empirical studies, along with summaries of existing literature. A conceptual framework will be proposed to guide the inquiry, while identifying the research gaps in the field. In summary, this literature review will provide a comprehensive analysis of the influence of emotional exhaustion on negative organizational behavior in Nigerian universities.

2.2 Concept of Emotional Exhaustion

According to Wright & Cropanzano (1998), emotional exhaustion is a persistent state of physical and emotional depletion brought on by excessive work demands and ongoing difficulties. According to marketing and management studies (Chi and Liang, 2013), it has a

significant impact on the behavior of employees, resulting in a variety of outcomes such as passive deviance (withdrawal behaviors) or intention to leave (turnover). Cole et al, 2010; Howard & Cordes 2010; Matthews et al, 2016; Rutherford et al., 2012).

The Conservation of Resources (COR) theory has been used by a number of researchers to investigate the connection between emotional exhaustion and related variables (Darrat et al., 2016; Greenbaum et al., 2014; Xu et al., 2015). Emotionally drained employees, according to COR theory, are more likely to withdraw or plan to leave as a coping strategy. They need mental or profound assets to address the stressors, and in this manner, pulling out or leaving the place of employment is viewed as a way to safeguard their restricted assets. In this scenario, aggressive and active deviance, which calls for more resources, is less likely. Withdrawal conduct alludes to inactive aberrance, for example, coming to burn the midnight oil without authorization, enjoying longer reprieves than permitted, going home sooner than permitted, or purposefully working gradually (Bauer & Spector, 2015; Duffy et al, 2002), as opposed to active deviance like sabotage, aggression, theft, or abuse (2005). Notably, negative word of mouth (NWOM), which aims to damage an organization's reputation, is motivated by a variety of factors and is regarded as active deviance that harms the brand. Therefore, employees' NWOM are less likely to be driven by emotional exhaustion, according to COR theory.

In contrast, self-regulation theory suggests that when provoked by a provocative event, emotionally exhausted employees may engage in active and aggressive deviance. This is due

to the fact that emotional exhaustion uses up their cognitive and emotional resources, which are necessary to control aggressive impulses brought on by the provocation (Baumeister et al., 1998). Drawing on self-guideline hypothesis, Wheeler et al. (2013) contend that aggression toward coworkers, which is regarded as active deviance, may result from emotional exhaustion. Furthermore, a concentrate by Darrat et al. (2016) demonstrates, despite the fact that self-regulation theory was not explicitly mentioned as the theoretical background, that emotionally exhausted employees exhibit active deviance. Taking into account that close to home fatigue can actuate dynamic abnormality in work related circumstances with solid situational limitations, it is conceivable to accept that it can likewise add to representatives' NWOM in off-the-work settings with more vulnerable situational imperatives.

The emotional depletion of a manager's resources and energy during interactions with employees is referred to as "manager emotional exhaustion." It connotes the place where the supervisor's cooperation turns out to be genuinely depleting, tiring, and stressing (Maslach, Jackson, and Leiter, 1996). Positive workplace interactions and relationships provide emotional support, aid in the achievement of work-related objectives, encourage the sharing of knowledge, support, resistance, and organizational objectives, and reduce manager exhaustion (Hobfoll, 2001; Leiter and Stright, 2009). Negative interactions, on the other hand, put managers under pressure, consume time, and cause emotional distress and strain (Leiter & Stright, 2009).

2.3 Symptoms of Emotional Exhaustion

Other researchers have identified several symptoms of exhaustion, including sick leave, ill health, and absenteeism (Leiter and Maslach, 1988). Job exhaustion typically manifests as disengagement, depression, and emotional exhaustion (Maslach, 2003). While burnout can affect employees in any sector, certain professions are particularly prone to it, such as nursing, home care, hoteling, and teaching. These jobs involve more interpersonal and social demands, requiring significant emotional labor (Karatepe, 2011; Xanthopoulou, et al., 2007). In the teaching profession, academicians face various stressors in their daily routine, leading to burnout-like symptoms. They may experience both physical and psychological symptoms that hinder their work and performance (Unterbrink, T., et al., 2012).

Emotional exhaustion often co-occurs with physical exhaustion, leading to symptoms like low energy, sleep disturbances, family problems, and increased alcohol consumption (Lloyd and King, 2004). When an employee reaches a state of emotional exhaustion, they may no longer feel connected to their personal or professional position (Khan, Yusoff, and Khan, 2014). Approximately half of workers experience high levels of emotional exhaustion due to various stressors such as heavy workloads, lack of supportive relationships, low staff numbers, limited professional development opportunities, and burnout awareness (Maslach and Goldberg, 1998; Khan, F., et al., 2014). Emotional exhaustion has been found to mediate the relationship between job demands (workload) and other burnout measures and performance (Lee and

Ashforth, 1996; Demerouti, E., et al., 2001). It is positively correlated with stress outcomes, although some researchers argue that stress and burnout are distinct concepts (Smith, Davy, and Everly, 2006; Pines and Keinan, 2005).

In the context of this study, the focus is on various aspects of emotional exhaustion, including feelings of tiredness, tolerance for pressure, emotional drain, being worn-out, and time and work management. Notably, the study aims to explore the relationship between emotional exhaustion and these specific factors. Additionally, the level of support from colleagues is expected to be inversely related to the degree of emotional exhaustion experienced by individuals (Jenkins and Elliott, 2004; Janssen, De Jonge, and Bakker, 1999).

2.4 Consequences of Emotional Exhaustion

First and foremost, it is essential to keep in mind that various forms of deviant behavior can have a number of adverse effects (Appelbaum et al., 2007). Whether it includes defacement, lewd behavior, or talk spreading, work environment abnormality can adversely affect both the association and its representatives (Appelbaum et al., 2006). Various examinations have shown the way that these adverse consequences can hurt the general prosperity of the organization and lead to a decrease in execution (Dunlop and Lee, 2004; 2002 (Harris and Ogbonna). Bennett and others 2018) assert that there are three groups of costs associated with workplace deviance: costs, both financial and mental (emotional) as well as societal costs. Among these, the literature frequently emphasizes the financial costs, with organizations

suffering millions of dollars in losses as a result of employee theft and sabotage (Agwa, 2018; Appelbaum et al., 2007). In addition, Hussain et al. (2001) and Dunlop and Lee (2004) 2014) emphasize that deviant behavior hinders optimal operational efficiency, resulting in hidden costs for organizations.

According to Sampson & Akyeampong (2014), work-related stress is recognized as a significant factor in a variety of negative outcomes, including a decrease in organizational commitment. A three-component model of affective, continuance, and normative commitment can be used to comprehend organizational commitment (Allen & Meyer, 1990). Individuals may experience varying degrees of each of these components, which reflect distinct psychological states (Allen & Meyer, 1990). Affective commitment, which refers to an emotional attachment to the organization, is of particular interest in this study (Allen & Meyer, 1990; Somers, 1995). According to Bilgin & Demirer (2012), p. 471, this emotional bond between employees and the organization is significant. It is also referred to as "sentimental commitment."

The Conservation of Resources (COR) theory lends credence to the connection that exists between affective organizational commitment and emotional exhaustion (Karatepe & Uludag, 2007; 1996, Lee and Ashforth). In particular, Karatepe and Uludag (2007) showed that when lodging workers experience asset misfortune or the danger of asset misfortune, they become genuinely depleted, which accordingly influences their full of feeling obligation to the association.

2.5 Meaning of Organizational Deviance

According to Robinson and Bennett's (1995) definition, "organization deviance" is disobedience to organizational norms and expectations. Employees who perceive work stressors as causes of their anger and frustration may engage in deviant behavior (Colbert et al., 2004). Bennett and Robinson (2000) distinguished two features of Association aberrance: relational aberrance coordinated at individual representatives and hierarchical abnormality focused on the general Association. Relational aberrance envelops ways of behaving like maltreatment, impoliteness, and actual attack coordinated towards partners (Robinson and Bennett, 1995). In contrast, deviant behavior toward the organization can take the form of indifference, disregard for the norms of the organization, or disregard for the policies of the organization (Bennett and Robinson, 2000).

Employees are more likely to vent their anger at the organization rather than their coworkers when they are emotionally exhausted as a result of a lack of participative leadership. Workers frequently see their bosses as delegates of the organization who apply huge impact over their lives (Strutton et al., 1993). As a result, employees' attitudes and behaviors toward the organization are influenced by both the actions and inactions of supervisors. Examples of these attitudes include job satisfaction and organizational commitment. Employees who are dissatisfied may also resort to deviant behavior as a means of coping with their frustration, according to research (Judge et al., 2006). On the other hand, when representatives are happy

with their positions, they respond by applying endeavors that add to the association's objectives (Organ et al., 2006).

Employee misconduct has been studied using a variety of definitions and terms; However, they all agree that volitional behavior has the potential to harm the organization and/or its members (Griffin & Lopez, 2005). Organizational deviance is a distinct category of negative work behaviors because it is distinguished by the violation of norms. Norms are rules and standards that members of a group agree upon and that direct and regulate social behavior without the need for external enforcement.

Attitudinal hypothesis sets that perspectives are proximal predecessors of social aims (Ajzen, 2001). Accordingly, pessimistic work mentalities should go before profound weariness for it to bring about more elevated levels of authoritative abnormality. For sure, a few examinations have shown that sincerely depleted workers previously become disappointed with their positions, which thusly prompts decreased hierarchical responsibility and goals to take part in degenerate ways of behaving (e.g., Babakus et al., 1999; Jaramillo and others, 2006). This study adds to the body of knowledge by testing the hypothesis that emotional exhaustion ultimately leads to deviant behavior by examining the negative effects of emotional exhaustion on attitudes and actions at work. According to the study, employees who are unhappy in their jobs have lower levels of organizational commitment and, as a result, are less invested in the company's well-being and future. As a result, deviant behavior is more likely to occur when there is less commitment from the organization.

2.6 Dimensions of Organizational Deviance

2.6.1 Production Deviance

According to Rogoian "production deviance," "behaviors that violate the formally prescribed norms regarding the quality and quantity of work to be completed," Absenteeism, tardiness, early departure from work, taking excessive breaks, withholding effort, wasting resources, and using drugs or alcohol in the workplace are all examples of production deviation. An employee who does not give their full effort to a job-related task is said to be withholding effort (Rogoian, 2009).

Robinson and Bennett (1995, 2000) ordered abnormality against the association into two kinds: property deviance and production deviation. Due to its less severe impact, production deviation is regarded as a relatively minor form of organizational deviation. It includes ways of behaving that disregard the officially recommended standards for the negligible quality and amount of work required. Being late to work, leaving early, taking too many breaks, putting off work, wasting resources, using drugs or alcohol at work, and falsely reporting illness when not actually ill are all examples of production deviance (Robinson & Bennett, 1995). To put it more succinctly, the term "production deviation" refers to actions that interfere with the organization's productivity and workflow. According to a survey, 29% of supermarket workers have called in sick when they were not actually sick. Lateness and absenteeism are frequently linked, and frequent absentees are more likely to be unpunctual (Everton et al., 2005).

Employees arriving late to work is a common form of misbehavior that occurs in many organizations. While it might be assumed that employees call in sick to avoid a job they dislike, research has not consistently supported this notion. The reasons behind employee lateness and absenteeism are often multifaceted and may have little to do with job satisfaction. Factors such as personal circumstances (e.g., caring for a sick child) can contribute to these behaviors, and it is likely that many instances of employees calling in sick are genuine. However, deliberate tardiness can be a form of deviant behavior that negatively impacts organizational productivity. The various reasons behind such behaviors complicate the data and make it challenging to interpret employee deviant behaviors.

Storms and Spector (1987) conducted research on how employees respond to workplace frustrations. They found that when employees perceived their workplace as a frustrating environment, they were more likely to deviate, such as calling in sick when they were well or arriving late for breaks. Because they show employees physically and emotionally distancing themselves from the organization, these actions were referred to as "withdrawal behaviors." The review estimated disappointment through questions connected with factors like administrative deterrents, asset accessibility, and other comparative angles. Notable is also the connection between withdrawal behaviors and other forms of deviant behavior. For example, cases of delay and truancy will generally be corresponded (workers who are regularly missing likewise will generally be late), as well as nonappearances and documented complaints (more unlucky deficiencies being related with additional complaints) (Johns, 2001). These

discoveries might be connected to representatives' view of hierarchical decency. It is likely that an organization will experience lower productivity as a result of workers being late or absent, resulting in additional costs such as overtime payments for replacement workers and turnover costs.

2.6.2 Sabotage

Several researchers have defined sabotage with similar underlying themes. Dubois (1979) characterizes harm as any demonstration that expects to diminish the amount or nature of creation, including strikes, go-eases back, working without energy, robbery, and non-attendance. According to Rosow (1974), sabotage is any action taken by an employee with the intention of reducing production for the target organization. Brown (1977) adds intentional damage to machinery, products, or the work environment to the definition, as well as deliberate poor workmanship and effort withholding. Edwards and Scullion (1982) underline annihilation and activities at the reason behind creation, zeroing in on the work cycle inside unambiguous settings.

Models have been developed by researchers studying sabotage to comprehend its antecedents and explanations. Aggression, workplace frustration, emotions, individual and personality factors, and the organizational context are suggested influences on sabotage behavior (Greenberg, 2010; 2017 (Skarlicki and Folger). Sabotage research aims to predict its occurrence using a variety of methods, just like other forms of unproductive work behavior.

Employees' deliberate actions with the intention of weakening a system, effort, or organization through subversion, obstruction, disruption, or destruction are referred to as sabotage. It also includes any employee behavior intended to harm the targeted organization's production or profits (Adams, 2015). One of the many forms of unproductive work behavior that can occur in organizations is sabotage. The writing on harm essentially centers around two kinds of treachery conduct: restoring equity and acting in retaliation. Restoration equity behaviors, such as vandalizing or stealing company supplies in response to a pay cut, aim to make up for a perceived loss in one's situation. In contrast, employee retaliation behaviors aim to retaliate against one's employer, coworkers, or boss by punishing, disrupting, or seeking retribution (Skarlicki and Folger, 2017). Taking long breaks, intentionally working slowly, and intentionally damaging equipment are all examples of employee retaliation behaviors.

2.6.3 Theft

Theft is a type of fraud that entails the unauthorized acquisition of financial or non-financial assets that belong to an entity (Idolor, 2010). According to Wells (2011), it is defined as the illegal acquisition, control, or conversion of money or other assets by an employee while engaging in work-related activities. This notion is consistent with Greenberg's idea of employee theft, which is when a worker unlawfully obtains property from a company for personal advantage (Sausser, 2007). Greenberg's definition, however, distinguishes between petty theft and grand theft and eliminates the stealing of a coworker's belongings. These

distinctions complicate attempts to calculate the financial implications and gauge the frequency of employee theft (Sausser, 2007).

Although researchers have developed and challenged Cressey's fraud triangle theory, they contend that it is insufficient for reducing, deterring, and identifying fraud (Kassem and Higson, 2012). This is true even though the theory explains the nature of numerous employee deviances (Wells, 2011). As an illustration, Dorminey et al. (2012) showed that organized crimes like commercial bribery may involve numerous people or parties with various goals. In other words, not all traits of white-collar criminals who commit such crimes are covered by the fraud triangle.

2.6.4 Abuse against other

An organization or employer is deemed abusive if it uses coercion, fear, or threats to force employees to comply. The welfare of their employees is completely disregarded by abusive firms, who also show little consideration for their basic human needs (Powell, 1998). Employees put up with harsh treatment out of concern for their future employment because downsizing, rightsizing, reengineering, and layoffs are so common in modern trends. Many non-laid-off employees continue to put up with such treatment out of fear of additional

downsizing (Powell, 1998). In spite of having fewer coworkers, the remaining employees in these businesses are under additional pressure to maintain the same level of production.

In an abusive workplace environment, supervisors subject employees to behaviors and actions that hinder their ability to perform effectively in their jobs. Abusive organizations are not allowed to discriminate or violate worker safety, thus they cannot break the law. Instead, it typically takes the form of emotional mistreatment, which makes it difficult to redress legally. Employees in a range of professions and environments are affected by emotional abuse, which can take many different forms. "First there was road rage, then there was air rage," noted Daniel Costello (2001). There is now desk fury. Even in often tranquil workplace environments, the combination of longer working hours, heavier workloads, and market concerns causes angry outbursts. Companies normally do not publish instances of employee conflict, but professionals who study workplace dynamics and occupational stress have noticed an increase in both the incidence and severity of such episodes.

Employee stress is also exacerbated by family problems and health-related concerns, in addition to abusive behavior from managers or supervisors. The ability of managers to closely monitor individual job performance, job overload, mergers, downsizing, and economic downturns all add layers of insecurity. Workers worry about being laid off because managers can now track performance division by division and employee by employee with remarkable precision thanks to advances in information technology (Hymowitz, 2001). Director of Occupational and Forensic Psychiatry at Baylor College of Medicine Victor Scarano puts a lot

of the blame on the stress brought on by working too much. Scarano is quoted as saying, "You cannot run an engine at full throttle for ten years and expect it to crack," according to Costello (2001).

2.6.5 Withdrawal

Withdrawal refers to a range of attitudes and behaviors exhibited by employees who remain in their job but choose to be less engaged (Kaplan et al., 2009). It is a highly disruptive activity in organizations, impacting productivity and profitability. Unfortunately, when withdrawal behaviors occur, evidence suggests that punitive measures are often applied by management instead of addressing the underlying causes, further exacerbating the situation. Therefore, this study aims to investigate the relationship between employees' withdrawal behaviors and organizational performance. The study focuses on three types of withdrawal behaviors: turnover intention, absenteeism, and lateness/tardiness.

Withdrawal behaviors in an organization indicate that employees are dissatisfied, either physically or psychologically, with their work environment. Negative behaviors can stem from factors such as inadequate motivation, work overload, insufficient compensation, organizational climate, or job role ambiguity. According to Rafiean, Feizi, and Alipour (2013), these behaviors are detrimental to both the employee and the organization and should be actively avoided. Despite being aware of the damaging effects of withdrawal behaviors, many organizations often pay little attention to the issue, feigning helplessness.

Scholars have offered various definitions to explain the concept of employee withdrawal behaviors in organizations. For example, Kaplan, Brandley, Luchman, and Haynes (2009) define it as a set of attitudes and behaviors exhibited by employees who remain in their job but choose to be less engaged in their duties. Similarly, Eder and Eisenberger (2008) conceptualize withdrawal behaviors as actions taken by employees when they become physically and/or psychologically disengaged from the organization. These behaviors can manifest as lateness (tardiness), absenteeism, presenteeism, turnover intentions, and more. They note that withdrawal behaviors can be either voluntary or involuntary. Voluntary withdrawal occurs when an employee deliberately starts arriving late to work or decides to leave earlier than the scheduled closing time due to a loss of interest in the job. In contrast, involuntary withdrawal behaviors occur when external factors beyond the employee's control, such as car breakdowns, accidents, or sudden illness, contribute to the behavior. However, regardless of the form it takes, Okache (2020) emphasizes that withdrawal behaviors ultimately impact the employee's performance and, consequently, the organization.

2.7 Interpersonal Deviance

Interpersonal deviance refers to negative behaviors among employees that target other members of the organization, such as playing pranks or engaging in gossip. These behaviors have a detrimental impact on performance. Dollard, Miller, Doob, Mowrer, and Sears (1939) conducted research on work team sizes and argued that counterproductive behaviors, including interpersonal aggression, parasitism, and resource misuse, are less likely to occur in

small teams compared to large teams. This is due to the emergence of motivation issues and process losses in larger groups (Steiner, 1972). Minor instances of interpersonal deviance are often categorized as political deviance, such as gossiping or showing favoritism. On the other hand, more serious instances of interpersonal deviance are referred to as personal aggression, which may involve behaviors like sexual harassment or verbal abuse.

Workplace deviance can be categorized into two types based on the target of deviant behavior: interpersonal deviance and organizational deviance. Interpersonal deviance occurs when deviant behavior is directed at other members of the workplace, while organizational deviance refers to deviant behavior aimed at the organization itself (Robinson & Bennett, 1995). Extensive research has been conducted on these aspects, revealing associations with employee attitudes and organizational factors, including organizational justice, abusive supervision, and personality (Guay et al., 2016; Mitchell & Ambrose, 2007).

2.6 Consequences of Organizational/Interpersonal Deviance

Negative deviant behaviors were divided into two categories by Robinson and Bennett (1995): organizational vs interpersonal deviance and mild versus serious deviance. Negative actions taken against the organization are referred to as organizational deviance, whilst negative actions taken against other employees are referred to as interpersonal deviance. The interpersonal dimension as it relates to specific employees is the subject of this study. The

severity or intensity of the impact of the conduct, whether it is directed at coworkers or the organization, is related to the minor versus major dimension of deviance.

Effectively managing employee behavior is a major concern for institutions. Organizations strive to have employees who fulfill their tasks and responsibilities without causing harm to the workplace (Hussain, 2015). Negative deviant behavior can pose a significant problem for organizations, and understanding these behaviors, particularly their causal effects on emotional labor, is important for researchers and organizations. Extensive research efforts have been dedicated to studying deviant workplace behavior due to its global nature (Muafi, 2011). However, much of this research has focused on developed countries, and there is a need for more attention on deviant workplace behavior in other contexts, such as the public service (Al-Fayyad, 2015; Fagbohunbe et al., 2012).

Fox and Spector (1999) tested a model of job frustration and aggression using structural equation modeling and correlation approaches. According to the study, aggression—both interpersonal and organizational—and frustrating incidents that prevent workers from achieving their personal and professional goals are positively correlated. Affective reactions like job discontent and frustration served as a mediating factor in the relationship between situational restrictions and aggressiveness. Aggression and workplace deviant behavior were also linked to personal characteristics such as personality traits (anger and anxiety), external locus of control, and the possibility of punishment. According to the study, interpersonal

deviant behavior is substantially correlated with the trait of anxiety, whereas organizational deviant behavior is strongly correlated with the trait of rage.

Herschovis, Turner, Baling, Arnold, Dupre, Inness, and Sivanathan (2007) found that individual-level factors (trait anger, negative affectivity, and biological sex) and situational-level factors (injustice, job dissatisfaction, interpersonal conflict, situational constraints, and poor leadership) were both predictors of interpersonal and organizational aggression in a meta-analysis of 57 empirical studies on workplace aggression. The strongest predictors of workplace aggression were interpersonal conflict, trait anger, situational constraints, and job dissatisfaction. The study also showed that aggression was significantly predicted by trait anger and gender, with men being more aggressive than women. Individual-level workplace deviant behavior was also found to be driven by people's causal reasoning about the environment and expected outcomes. The connection between workplace deviant behavior, situational factors, and individual differences is illuminated by this integrative study.

2.7 Empirical Studies Linking Emotional Exhaustion and Organizational Deviance

Peterson (2002) led examination to anticipate explicit sorts of work environment freak ways of behaving in light of various moral environments inside associations. The review analyzed

the connection between moral environment types and four classifications of degenerate ways of behaving distinguished by Robinson and Bennett (1995). Property and production deviance were found to be more accurately predicted by an organization's ethical climate than political deviance or personal aggression. This suggests that organizational deviance is linked to an ethical climate that partly predicts workplace deviant behaviors. Personal aggression, which may be better explained by individual characteristics, was also found to be unrelated to any particular ethical climate. Political deviance was found to be strongly correlated with a caring atmosphere, suggesting that when management shows care, deviant behavior is less likely to occur. In a similar vein, there was a correlation between property deviance and atmospheres of order and professionalism. This suggests that employees are more likely to engage in production deviance if they put their own interests first.

In Pakistan, Nasir and Bashir (2012) looked into workplace deviance in public sector organizations. Their goal was to determine the root causes of deviant behavior in government workplaces. A survey research design was used, and 100 employees from various government organizations were surveyed. Financial pressures, low job satisfaction, organizational injustice, the organizational environment, and employee perceptions all play a role in workplace deviance, as the study found. The most significant of these factors were identified as job satisfaction and organizational injustice.

A study by Sarwar, Awan, Alam, and Anwar (2010) looked at the differences in organizational and interpersonal deviant behavior between male and female Pakistani primary

school teachers working in urban and rural settings. They used a survey research design and found that primary school teachers had higher levels of organizational deviation than interpersonal deviation. In addition, male teachers were more likely to deviate than their female colleagues.

A comparative study on deviant behavior in the workplace among teaching staff at public and private universities in Punjab, Pakistan, was carried out in 2012 by Iqbal, Arif, and Badar. The study's objective was to contrast the workplace deviations of teaching staff at these two kinds of universities. 120 lecturers, 60 from public and 60 from private universities, were selected at random from two public and two private universities using a survey research method. The researchers distributed a 19-item standardized questionnaire, 7 of which assessed interpersonal deviation and 12 of which assessed organizational deviation. Engaging and inferential factual methods, for example, means and t-tests, were applied to examine the gathered information. Teaching staff at both public and private universities had significantly different levels of workplace deviance, according to the findings. Teaching staff at public universities were found to be more likely than those at private universities to engage in workplace deviance.

At MAN 3 Malang, Indonesia, Churiyah (2011) conducted a study to determine how teacher job satisfaction and organizational commitment were affected by role conflict and emotional exhaustion. 64 teachers participated in the study. The results showed that teachers' organizational commitment was not directly affected by role conflict or emotional exhaustion

by using path analysis as the data analysis tool. Notwithstanding, they were found to impact hierarchical responsibility through their effect on work fulfillment by implication.

Rosa (2018) looked at how role conflict and emotional exhaustion affected nurses at Muhammadiyah Gamping Hospital's job satisfaction and organizational commitment. The information was gathered from 55 hospital nurses. Utilizing Fractional Least Squares (PLS) as the examination strategy, the review uncovered a pessimistic effect of job struggle and close to home depletion on medical caretakers' hierarchical responsibility at Muhammadiyah Gamping Emergency clinic.

Bavani and others (2016) evaluated the imminent effect of burnout aspects on the hierarchical responsibility of 383 workers in Melaka fabricating enterprises. Employee organizational commitment was found to be negatively correlated with emotional exhaustion and depersonalization experience, according to the study's findings. Personal accomplishment, on the other hand, was found to be positively correlated with organizational commitment among Melaka manufacturing industry workers.

Faheem and Mahmud (2015) focused on nurses in public sector hospitals to investigate the effects of organizational justice on workplace deviance and job satisfaction. The equity theory was applied and a questionnaire was used to collect responses in the study with 51 nurses from a well-known Pakistani public hospital. Organizational justice was found to have a positive correlation with job satisfaction and a negative correlation with workplace deviance.

The study emphasized the significance of organizational justice in reducing deviant behavior and boosting nurses' levels of job satisfaction.

A study was conducted by Bashir, Abrar, Yousaf, Saqib, and Shabbir (2019) to investigate the connection between deviance and organizational politics in unionized settings. They focused on the moderating role of resilience among unionized employees in a culture of higher power distance. The largest Pakistani power distribution company's lowest-ranking employees with union identities were the focus of the cross-sectional study's data collection. Defined inspecting was utilized, with information gathered from 400 representatives across eight geological circles. Polls were disseminated, with 50 respondents from each circle. For the measurement and structural models, Smart PLS 3.2.0 and Structural Equation Modeling (SEM) were used to analyze the data. The review discoveries uncovered that workers are bound to take part in relational aberrance when they experience authoritative legislative issues, however hierarchical governmental issues doesn't advance hierarchical abnormality. Individuals also exhibit slightly more interpersonal deviation when under stress than organizational deviation.

A meta-analysis of 57 empirical studies on workplace aggression was carried out in 2007 by Herschovis, Turner, Baling, Arnold, Dupre, Inness, and Sivanathan. Individual factors, such as trait anger, negative affectivity, and biological sex, as well as situational factors, such as injustice, job dissatisfaction, interpersonal conflict, situational constraints, and poor leadership, independently predicted interpersonal and organizational aggression, according to their findings. Factors, for example, relational struggle, characteristic displeasure, situational

requirements, and occupation disappointment were viewed as the most grounded indicators of work environment animosity. The study emphasized the role of individuals' causal reasoning about the environment and expected outcomes, as well as the significance of individual differences and situational variables in driving workplace deviant behavior.

According to Hochschild (1983), employees who experience prolonged emotional exhaustion lack energy and feel emotionally exhausted, which has a negative impact on their quality of life and the operation of the organization. Emotional exhaustion can lead to deviance in the workplace, either immediately and impulsively or later. Observational examinations have exhibited that close to home weariness is a trigger for work environment aberrance among representatives. Bolton, Harvey, Grawitch, and Berber (2012) discovered that as job burnout rises, work engagement decreases, pointing to a link between deviant behavior at work and emotional exhaustion.

2.7.1 Research Gaps

Existing studies have examined various factors related to workplace deviance, such as ethical climate, organizational injustice, job satisfaction, role conflict, emotional exhaustion, and organizational politics (Hauge, Skogstad, & Einarsen, 2010). However, there is a need for further research to explore the moderating effects of different factors on the relationship between emotional exhaustion and workplace deviance.

While previous research has suggested the importance of moderators in understanding this relationship (Hauge, Skogstad, & Einarsen, 2010), there is still a lack of comprehensive theoretical frameworks that incorporate these moderators and their influence on work stress and behavioral conduct.

Furthermore, the literature indicates the importance of considering the role of workplace deviance in the context of destructive leadership (Padilla et al., 2007). Future research should focus on determining the proximity between interpersonal deviance and workplace deviance with leaders' behavior (Webster, Brough, & Daly, 2016; Harvey, Treadway, & Heames, 2007; Meurs, Fox, Kessler, & Spector, 2013). Innovative methodologies such as video observations and subordinate ratings can be explored to capture leaders' interactions.

Additionally, comparative studies conducted in different contexts (Pakistan) and sectors (public and private universities, primary schools, public sector hospitals) have highlighted variations in workplace deviance levels and its associated factors (Nasir & Bashir, 2012; Sarwar, Awan, Alam & Anwar, 2010; Iqbal, Arif & Badar, 2012; Faheem & Mahmud, 2015). However, there is a need for more extensive research to explore these differences in workplace deviance across various settings and to identify the underlying causes and mechanisms that contribute to deviant behaviors.

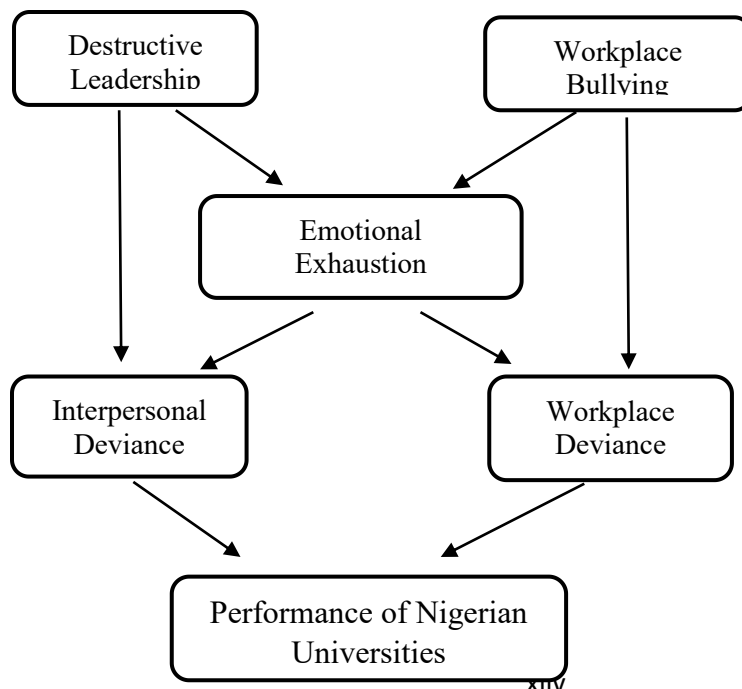
Moreover, the role of individual characteristics, such as trait anger, negative affectivity, and gender, as well as situational factors, including injustice, job dissatisfaction, and poor

leadership, have been identified as predictors of workplace aggression and deviant behavior (Herschovis, Turner, Baling, Arnold, Dupre, Inness & Sivanathan, 2007). However, further investigation is required to understand the causal reasoning of individuals and the expected outcomes that drive individual-level workplace deviant behavior.

Lastly, the link between emotional exhaustion and workplace deviance has been recognized in previous research (Hochschild, 1983; Bolton, Harvey, Grawitch, & Berber, 2012). Future studies should investigate deeper into the mechanisms through which emotional exhaustion affects workplace deviance, considering both immediate and impulsive reactions as well as long-term effects on employee engagement and organizational functioning.

2.8 Conceptual Framework of the Study

Figure 1: Conceptual Framework



Source: Authors' Conceptualization, 2023.

The framework illustrates the interconnectedness among the variables. Destructive leadership and workplace bullying are the independent variables, emotional exhaustion is the mediating variable, and workplace deviance (including both interpersonal and workplace deviance) represents the outcomes. Additionally, the performance of Nigerian universities is included as an outcome variable.

The framework suggests that destructive leadership and workplace bullying contribute to emotional exhaustion, which, in turn, influences the occurrence of workplace and interpersonal deviance. Furthermore, emotional exhaustion may have an impact on the performance of Nigerian universities. The framework also highlights the potential mediating role of emotional exhaustion in the relationship between workplace bullying and workplace deviance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter was structured using several subheadings, including research design, population of the study, sample and sampling technique, validation of instruments, reliability of the instrument, method of data collection, and method of data analysis.

3.2 Research Design

Research design is a term commonly used to describe the decisions made regarding data collection before the actual data gathering process takes place (Nwana, 2010). It serves as a set of guidelines that assist researchers in addressing their research problem and may vary depending on the specific nature of the problem under investigation. Okaja (2013) defines research design as the organization and structure of an investigation aimed at identifying variables and their relationships. Its purpose is to obtain data that enables researchers to test hypotheses or answer research questions by providing a procedural framework for conducting the study. In essence, research design serves as an outline or plan that offers valuable guidance to researchers in their efforts to generate data for their study.

3.3 Population

The study included both senior and junior staff members from the University of Benin and Benson Idahosa University, Benin City, Edo State. The University of Benin and Benson Idahosa University has a staff population of over seven thousand five hundred (7,500) individuals (Field survey, 2022). For the research, the targeted population will be selected from four departments within

the University of Benin: Department of Business Administration, Department of Human Resource Management, Department of Entrepreneurship, and Department of Accounting. The participants will be randomly chosen from these departments to gather data regarding their perceptions and opinions related to the study.

3.4 Sample and Sampling Technique

The sampling technique to be used for this study is the simple random sampling technique. This will give each staff in the population a chance to be chosen, leaving bias and allowing open mindedness of the respondents. This study was based on a sampling size of one hundred and fifty (150) staffs to represent the entire population.

3.5 Research Instrument

The researcher will utilize a structured questionnaire as the instrument for this study. The questionnaire will consist of twenty-six (26) items divided into three (3) parts. Part A will collect respondents' personal data, where they will select the most appropriate options by ticking the corresponding boxes.

Part B of the questionnaire will present options in tables, and respondents will select the option that best represents their preferences by ticking the appropriate box. The response format for the instrument will adopt a Likert-type attitude scale, including categories such as strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). This scale will allow

respondents to indicate their level of agreement or disagreement with the items in the questionnaire, providing insight into their reasoning behind their choices or rejections.

In Part C of the questionnaire, respondents will encounter tables featuring various options. They will express their preferences by marking the corresponding box that aligns with their choice. The response format employed in this section will follow a Likert-type attitude scale, encompassing categories like "always," "occasionally," "not sure," "rarely," and "never." This scale will allow respondents to indicate that the respondent strongly favors or regularly engages with the given option or statement. It represents a high level of preference or agreement. Respondents choosing this option 'occasionally' indicate that they have a favorable view of the option but do not consistently or exclusively prefer it. They might use it from time to time. Not Sure: This category allows respondents to express uncertainty or a lack of a clear preference. It acknowledges that there may be ambiguity or indecision regarding the options presented. Rarely: Choosing this option suggests that the respondent has a minor preference for the option but does not use it frequently or strongly favor it. It implies infrequent usage or agreement. Never: This category indicates a complete absence of preference or engagement with the option. Respondents selecting this option do not favor or engage with it at all.

3.6 Validation of the Instrument

To ensure the validity of the measurement instrument, a draft of the questionnaire was reviewed by the research supervisor. The supervisor carefully examined the questionnaire and provided valuable

feedback, leading to necessary corrections and modifications. These revisions were incorporated into the final draft of the instrument before it was administered to the participants.

3.7 Reliability of the Instrument

Reliability refers to the consistency and accuracy of the study's results when replicated. According to Joppe (2000), reliability is the degree to which findings remain stable over time and accurately represent the entire population being studied. If a study's results can be reproduced using a similar methodology, then the research instrument is considered reliable. In this study, a clear and well-defined questionnaire was used as the data collection method, and any uncertainties or doubts expressed by the respondents were clarified. This methodology can be easily applied to another sample to test the reliability of the results. However, it is important to acknowledge that subjectivity may still exist and could potentially influence respondents' answers. To assess the reliability of the response scale used in the questionnaire, the researcher employed the Cronbach's alpha reliability test.

3.8 Method of Data Collection

The data for this study will be collected through the administration of a questionnaire in a face-to-face setting. The researcher will personally distribute and collect 96 copies of the questionnaire from the respondents. In addition to the questionnaire, various data collection techniques will be utilized to ensure the collection of comprehensive and relevant information.

3.9 Method of Data Analysis

The data collected was analyzed in regard to the research questions and hypotheses for the study using the Statistical Package for Social Science (SPSS 22). These methods include both

descriptive and inferential method such as mean and standard deviation, while regression analysis will be used to test the hypotheses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents analysis of the data generated for the study. The chapter begins with the analysis and presentation of the bio-data of the respondents; thereafter a descriptive analysis of the research variables (dependent and independent); and test of the hypotheses in determining the relationship between the variables is presented as a means of achieving the study objectives as stated in chapter one.

A total of one hundred and fifty copies of questionnaire was distributed to academic staff of the University Of Benin and Benson Idahosa University, Benin city, Edo state, in sampling their opinion on emotional exhaustion and deviant workplace behavior. Out of the questionnaire distributed, only 126 representing 84% were retrieved. The data obtained are analyzed in this section and the chapter ends with a discussion of the study's finding.

4.2 Demographics of Respondents

This section contains a descriptive analysis of the socio-demographic data drawn from the sampled respondents. The socio-demographic variables includes the institution of the respondent, gender, age, marital status, educational qualification, working experience, and job status.

Table 1: Respondents Demographic Profile

S/N	Variables	OPTION	Responses	
			FREQUENCY	PERCENTAGE (%)
1	Institution	University of Benin	86	68.3
		Benson Idahosa University	40	31.7
		Total	126	100
2	Gender	Male	75	59.5
		Female	51	40.5
		Total	126	100
3	Age	Less than 25 years	-	-
		25-40 years	24	19.0
		41-65 years	100	79.0
		66 years and above	2	1.6
		Total	126	100
4	Marital Status	Single	23	18.3
		Married	92	73.0
		Divorced/Seperated	11	8.7
		Total	126	100
5	Educational Qualification	HND/BSc	4	3.2
		MSc/MBA	27	21.4
		Ph.D	95	75.4
		Others	-	-
		Total	126	100.0
	Working Experience	Less than a year	4	3.2
		1-5 years	10	7.9
		6-10 years	56	44.4
		11-15 years	37	29.4
		16 years	19	15.1
		Total	126	100
6	Job Status/Title	Graduate Assistant	4	3.2
		Assistant Lecturer	8	6.3
		Lecturer I	28	22.2
		Lecturer II	30	23.8
		Senior Lecturer	36	28.6
		Associate Professor	12	9.5
		Professor	8	6.3
		Total	126	100

Source: Author's Field Work, 2023

Institution

Table 4.1 shows the institutional distribution of the respondents. 86 of the respondents representing 68.3% were staffs at the university of Benin; while 40 (31.7%) of the respondents were staffs at the Benson Idahosa university.

Gender of Respondents

Table 4.1 shows the gender distribution of the respondents. The data showed that majority of the respondents were male with a frequency count of 75 representing 59.5% of the respondents, while 51 (40.5%) of the respondents were female.

Age of Respondents

Table 4.1 presents data on the age distribution of the respondents; it shows that 19.0% (24) of the respondents were within the ages of 25 to 40 years, while 74.4% (100) of the respondents were within the age ranges of 41-65 years. Only 1.6% (6) of the respondents indicated to be within the age ranges of 66 years and above; while those within the ages of 25 years and below had no representation.

Marital Status

Table 4.1 shows marital composition of the respondents; it showed that 18.5% (23) of the respondents were single; 73.0% (92) were married, while 8.7% (11) of the respondents were either divorced or separated.

Educational Qualification

Table 4.1 shows that 3.2% (4) the respondent had an HND/BSc qualification, 21.4% (27) of the respondents held an MSc/MBA degree, while majority, representing 75.4% (95) of the respondents had a Ph.D degree.

Work Experience

Table 4.1 presents data on the number of years the respondents have spent in their respective institutions; it showed that, majority (44.4%) of the respondents have been in their respective organization for a period spanning 6-10 years; while 29.4% have served in the institution for a period of 11-15 years. 15.1% of the respondents have served in their organization for a period of 16 years and above, while only 3.2% indicated to worked have in the institution for a period less than a year.

Job Status

The data on respondents' job status/title showed that, 3.2% of the respondents were graduate assistants, 6.3% were assistant lecturers, 22.2% were lecturer I, 23.8% were lecturer II; 28.6%

were senior lecturers, 9.5% were assistant Profs; while 6.3% had attained the level of Professorship.

4.2 Descriptive Analysis of Emotional Exhaustion

This section addresses the research questions conceptualized to guide the study. It presents the analysis of the research variables (dependent and independent) based on the respondents responses to the copies of questionnaire distributed. Specifically, the section presents analysis on the level of emotional exhaustion among university lecturers. The simple frequency and statistical descriptive means were employed in describing and analyzing the aggregated responses of the respondents.

Table 2: Emotional Exhaustion in Nigerian Universities

S/ N	Statement	SA	A	NS	D	SD	Mean	Remark
Emotional Exhaustion								
8.	I feel emotionally drained from my work	39 (32.0%)	56 (44.4%)	15 (11.9%)	12 (9.5%)	4 (3.2%)	3.90	Agreed
9.	I feel used up at the end of the work day	40 (31.7%)	54 (42.9%)	10 (7.9%)	14 (11.1%)	8 (6.3%)	3.83	Agreed
10.	I feel fatigued when I get up in the morning and have to face another day on the job	37 (29.4%)	56 (44.4%)	13 (10.3%)	14 (11.1%)	6 (4.8%)	3.83	Agreed
11.	Working with people all day is a strain for me	36 (28.6%)	52 (41.3%)	16 (12.7%)	15 (11.9%)	7 (5.6%)	3.75	Agreed
12.	I feel burned out from my work	45 (35.7%)	46 (35.5%)	13 (10.3%)	16 (12.7%)	6 (4.8%)	3.86	Agreed
13.	I feel frustrated by my job	79 (62.7%)	40 (31.7%)	5 (4.0%)	1 (0.8%)	1 (0.8%)	4.55	Agreed
14.	I feel I am working too hard on my job	84 (66.7%)	31 (24.6%)	6 (4.8%)	4 (3.2%)	1 (0.8%)	4.53	Agreed
15.	I feel frustrated by my job	19 (15.1%)	47 (37.3%)	18 (14.3%)	24 (19.0%)	18 (14.3%)	3.20	Agreed

16.	Working with people directly puts too much stress on me	12 (9.5%)	41 (32.5%)	33 (26.2%)	30 (23.8%)	10 (7.9%)	3.12	Agreed
	Overall mean for Emotional Exhaustion	43.44 (34.48%)	47.0 (37.30%)	11.38 (6.20%)	14.44 (11.46%)	6.78 (5.38%)	3.84	High

Source: Author’s Fieldwork, 2023.

Table 4.2 shows the level of emotional exhaustion among university lecturers. Analysis of the data showed that an average of 71.8% agreed and strongly agreed to the statements in the research instrument measuring the extent at which university lecturers are emotionally exhausted from their job, 6.20% were either not sure or undecided, while 16.84% disagreed and strongly disagreed to the items of statements. More so, the average mean of 3.84 indicates a high level of emotional exhaustion among lecturers in tertiary institutions. This implies, that university lecturers often feel emotionally drained, used up, fatigued, burned out, frustrated and stressed out from their jobs.

4.3 Descriptive Analysis of Deviant Workplace Behaviour

This section examines the extent or level at which deviant workplace behavior (both at the interpersonal or organizational sphere) exists in Nigerian universities. The simple frequency and statistical descriptive means were employed in describe and analyzing the aggregated responses of the respondents.

Table 3: Deviant Workplace Behaviour In Nigerian Universities

S/N	Statement	Always	Occasion ally	Not Sure	Rarely	Never	Meanl	Remark
Deviant Workplace Behaviour								

	Interpersonal DWB							
17.	Disagreement among employee occurs in this university	24 (19.0%)	53 (42.1%)	20 (15.9%)	21 (16.7%)	8 (6.3%)	3.51	Agreed
18.	Argument among employees occurs in this university	27 (21.4%)	58 (46.0%)	15 (11.9%)	20 (15.9%)	6 (4.8%)	3.63	Agreed
19.	Employees yelling at one another occurs in this university	27 (21.4%)	50 (39.7%)	20 (15.9%)	25 (19.8%)	4 (3.2%)	3.56	Agreed
20.	Employees being rude to one another occurs in this university	26 (20.6%)	51 (40.5%)	22 (17.5%)	22 (17.5%)	5 (4.0%)	3.56	Agreed
21.	In-fighting among employees occurs in this university	55 (43.7%)	37 (29.4%)	13 (10.3%)	17 (13.5%)	4 (3.2%)	3.97	Agreed
	Overall mean for Interpersonal DWB	31.8 (25.24%)	49.8 (39.52%)	18 (14.29%)	21 (16.67%)	5.4 (4.28%)	3.65	Agreed
	Organizational DWB							
22.	Employees purposely destroying the university property occurs in this university	39 (31.0%)	56 (44.4%)	15 (11.9%)	12 (9.5%)	4 (3.2%)	3.90	Agreed
23.	Employees stealing the university property happens in this university	25 (19.8%)	60 (47.6%)	10 (7.9%)	22 (17.5%)	9 (7.1%)	3.56	Agreed
24.	Employees purposely dirty or litter the place of work happens in this university	22 (17.5%)	61 (48.4%)	18 (14.3%)	17 (13.5%)	8 (6.3%)	3.57	Agreed
25.	Employees leaving work earlier than they are allowed to occurs in this university	41 (32.5%)	50 (39.7%)	9 (7.1%)	18 (14.3%)	8 (6.3%)	3.78	Agreed
26.	Employees taking longer break than they are allowed to	15 (11.9%)	55 (43.7%)	21 (16.7%)	20 (15.9%)	15 (11.9%)	3.28	Agreed

	occurs in this university							
27.	Employees stealing something belonging to the university management occurs in this university	50 (46.0%)	40 (31.7%)	4 (3.2%)	17 (13.5%)	7 (5.6%)	3.99	Agreed
28.	Employees purposely doing work incorrectly occurs in this university	96 (76.2%)	8 (6.3%)	11 (8.7%)	9 (7.1%)	2 (1.6%)	4.48	Agreed
	Overall mean for Organizational DWB	42.29 (33.56%)	47.14 (37.41%)	12.57 (9.98%)	16.43 (13.04%)	7.57 (6.01%)	3.79	Agreed
	Overall mean for Interpersonal DWB						3.65	Agreed
	Overall mean for Organizational DWB						3.79	Agreed
	Grand Mean						3.72	High

Source: Author's Fieldwork, 2023.

Table 4.3 measure the level of deviant workplace behavior (DWB) among university lecturers.

The variable was measured under two dimensions; Interpersonal DWB, and Organizational DWB.

Interpersonal Deviant Workplace Behaviour

The data revealed that an average of 64.76% of the respondents agreed and strongly agreed to the statements measuring the level of interpersonal deviance among the lecturers; whereas, 20.96% disagreed and strongly disagreed to the statements, while 9.98% of the respondents were either not sure or undecided. The average mean of 3.65 indicates the respondents agreement to the existence of a moderately high level of interpersonal deviant workplace behaviour among university lecturers; which manifests itself in terms of frequent disagreement, argument, yelling, rudeness and in-fighting.

Organizational Deviant Workplace Behaviour

The data also showed that an average of 70.98% of the respondents agreed and strongly agreed to the statements of items measuring the extent of organizational deviant workplace behaviour among university lecturers, whereas, 9.05% disagreed and strongly disagreed to the statements; while 9.97% were either not sure or undecided. Moreover, the overall mean of 3.79 shows the degree of respondents agreement to the existence of organizational workplace deviancy among university lecturers. Conclusively, the grand mean of 3.72 indicates a high level of workplace deviant behaviour (DWB) among university lecturers.

4.4 Relationship Between Deviant Workplace Behaviour and Emotional Exhaustion.

This section examines the relationship between the Independent variable (DWB) and the dependent variables (Emotional Exhaustion), using the simple linear regression model.

Table 4: Model Summary Of The Relationship Between Deviant Workplace Behavior And Emotional Exhaustion.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.614 ^a	0.377	0.367	0.45211	1.782

a. Predictors: (Constant), Organizational Deviant Workplace Behavior, Interpersonal Deviant Workplace Behavior

b. Dependent Variable: Emotional Exhaustion

Source: Author's Fieldwork (2023).

Table 4.4 above shows the model summary result from the regression output on the relationship between deviant workplace behaviour and emotional exhaustion among

university lecturers. The R-square value shows the extent to which the independent variables explains the variations (or changes) in the dependent variable. The R-square value of .377 indicates that the explanatory/independent variable (deviant workplace behaviour) explains approximately 38% of the variations in the dependent variable (emotional exhaustion), while the other 62% of the variation (in the dependent variable) is explained by other variables/factors not listed in the study. This result implies, that though deviant workplace behaviour accounts for certain degree of changes in the level of emotional exhaustion faced by university lecturers, it is however not the only factors that causes exhaustion to the lecturers but is merely representing 38% of those factors. Thus, the R-square value indicates a reasonably strong ability of the model to provide explanations, suggesting that it was meticulously and accurately developed. And as such, its outcomes are trustworthy in arriving at a conclusion. More so, the Durbin-Watson statistic which serves as a signal for detecting auto-correlation issues within the model shows a value of 1.782. Following its criterion, which states that the closer the statistic is to 2, the less likely there is auto-correlation, the value of 1.782 signifies the absence of auto-correlation problems in the model. As a result, the model's effectiveness is assured.

Table 5: Anova result on the relationship between deviant workplace behaviour and emotional exhaustion

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
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	Regression	15.192	2	7.596	37.162	0.000 ^b
1	Residual	25.141	123	0.204		
	Total	40.333	125			

a. Dependent Variable: Emotional Exhaustion

b. Predictors: (Constant), Organizational Deviant Workplace Behavior, Interpersonal Deviant Workplace Behavior

Source: Author's Fieldwork (2023).

Table 4.5 shows the analysis of variance (ANOVA) result on the relationship between deviant workplace behavior and emotional exhaustion. The result shows an F=-value of 37.162 which suggests a reasonably strong evidence against the null hypothesis, and a P-value of 0.000 (at 5% significance level). This result indicates that a statistically significant relationship exists between deviant workplace behaviour and emotional intelligence of lecturers.

Table 6: Regression coefficients on the relationship between deviant workplace behaviour and emotional intelligence

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.513	0.275		5.505	0.000
1 Interpersonal Deviant Workplace Behavior	0.164	0.067	0.218	2.464	0.015
Organizational Deviant Workplace Behavior	0.456	0.088	0.459	5.195	0.000

a. Dependent Variable: Emotional Exhaustion

Source: Author’s Fieldwork (2023).

Table 4.6 shows the regression output for the study variables at 5% significance level. The data showed that Individual DWB had a t-value of 2.464 and a p-value of 0.015; given that p-value is significant at $\leq 5\%$, the result indicates a significant relationship between individual deviant workplace behaviour and emotional exhaustion. The result explains that the activities of individuals at an interpersonal level within the university setting exacts/have a considerable amount of impact on the emotional state of university lecturers; such that, as the level of interpersonal deviant workplace behaviour increase, the level of emotional exhaustion of the lecturers will also increase in like manner (as indicated by the positive t-value of 2.464).

Similarly, data on the relationship between Organizational DWB and emotional exhaustion shows a t-value of 4.016, and a corresponding p-value of 0.000. This explains that, a positive

association which is statistically significant exists between organizational deviant workplace behaviour and emotional exhaustion of university lecturers. The positive association between the variables implies that, as the level of organizational deviant workplace behaviour increases, so also will the level of emotional exhaustion of university lecturers increase.

4.5 Test of Hypothesis

This section summaries the results of the regression output in table 4.5 in order to test the null hypothesis stated in the study. The decision rule for accepting the formulated hypothesis is, if the calculated p-value is greater than 0.5 percent level of significance, we accept the null hypothesis (Ho), but if the p-value is lesser than 0.5 level of significance, we reject the null hypothesis.

Hypothesis 1: There is no significant relationship between deviant workplace behaviour and emotional exhaustion.

Result obtained from the regression table (4.5) showed that Deviant workplace behavior (DWB) had P-value of 0.000 which is below critical level (at 5% level of significance). This clearly shows that statistically significant relationship exists between Deviant workplace Behaviour (DWB) and emotional exhaustion. Hence, the null hypothesis which states that “There is no significant relationship between deviant workplace behaviour and emotional exhaustion” is therefore rejected.

4.6 Discussion of Findings

This study examine Emotional exhaustion and deviant workplace behaviour among university lecturers, using the university of Benin and Benson Idahosa university, Benin city, Edo state, as case study teaching hospital, Ugbowo. Specifically, the study aimed at ascertaining the level of emotional exhaustion, and deviant workplace behaviour among the university lecturers, while also ascertaining the linear relationship or the extent at which deviant workplace behaviour impacts on the emotional exhaustion of lecturers. The study adopted a survey research design which entail the use of structured questionnaire in obtaining responses from a study population. A total of 150 copies of questionnaire were distributed to lecturers in the selected institutions, out of which 126 were recovered and used form for the analysis. The data so obtained were analyzed using descriptive and inferential statistics; simple percentage and frequency, and mean; while the linear regression model was employed in ascertaining the relationship between the study variables. The data were analyzed via the statistical software for social sciences (SPSS) version 20. Findings obtained after due analysis of the data retrieved from the research instrument showed that;

University lecturers have a high level of emotional exhaustion. They often feel emotionally drained, used up, fatigued, burned out, frustrated and stressed out from their jobs. This most times is closely associated with the nature and myriad of workloads that are encumbered with.

Similarly, the result showed a high level of deviant workplace behaviour within the university setting both at the interpersonal, and organizational level. At the interpersonal level, deviant workplace behaviour manifests itself in terms of frequent disagreement between lecturers,

argument, yelling, rudeness and in-fighting; all of which exacts certain amount of emotion pressure and concerns on the lecturers. More so, at the organizational level, deviancy manifest itself in activities such as deliberate destruction of the university's properties, steal of institution's equipment, absenteeism, stealing of colleagues properties and the likes. Onyeizugbe, Chinedu & Ikhuenekhemhe, Robert & Purity, Ndubuisi-Okolo (2021), noted that, People within an organization possesses intricately distinct ideological presupposition, belief, and perception; hence, the activities of one may have adverse effects on another. "Deviance" refers to behaviors or actions by individuals or groups within an organization that deviate from established norms, rules, policies, or expectations. Deviant behavior within an organization typically involves actions that are considered unacceptable, inappropriate, or contrary to the organization's values and standards. These behaviors can occur at various levels within an organization, and as indicated from the study,'s findings, it has significant impacts on the way and manner at which employees perform their jobs.

Lastly, the study found that emotional exhaustion is significantly associated with deviant work place behaviour. Anderson (2014), assert that a toxic or poisoned work environment will have adverse effect on employees efficiency and productivity. This is because, in a toxic work environment, employees often experience high levels of stress, anxiety, and dissatisfaction. This negative emotional state can lead to decreased morale and a lack of enthusiasm for their work; and this in a long-run can result in employee job alienation and ultimately employee turnover. This also aligns with findings in Tian, & Ying, (2023).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a concise summary of the findings obtained from the analysis of the data. The chapter is structured as follows; the summary of findings, the conclusion of the study, the recommendations of the study, contribution to knowledge and the researcher suggestions for further research.

5.2 Summary of Findings

The study investigated emotional exhaustion and deviant workplace behaviour among university lecturers. To achieve the study's aim, questionnaire were administered to lecturers in the university of Benin, and the Benson Idahosa university, Benin city, Edo state, Nigeria. Data obtained were analyzed using the statistical software for social sciences (SPSS) 20.

The summary of findings arrived at after due analysis indicated that;

1. University lecturers have a high level of emotional exhaustion
2. There is a high level of deviant workplace behaviour among university lecturers
3. There is significant relationship between deviant workplace behaviour (both at the interpersonal and organizational level), and emotional exhaustion among university lecturers.

5.3 Contribution to Knowledge

This research significantly advances our understanding on the concept of deviant workplace behaviour, and its interplay with the level of emotional exhaustion among university lecturers. It brings to bare, the emotional state of most university lecturers while on the job. It also underscores and brings to light the level of deviant behaviour within the university setting and among university lecturers. Additionally, the regression analysis demonstrates a direct link between deviant workplace behaviour and emotional exhaustion. Altogether, the study serves as a guide the national university committee (NUC) in the formulation and development of its policies, as it underscores the need for adequate reorientation and attitudinal transformation in the behaviour of most university lecturers. Overall, the research provides valuable insights for school authorities and relevant regulatory bodies in enhancing the emotional welfare of university lecturers. Lastly, the study will serve as reference or guide to future researchers on the subject matter.

5.4 Conclusions

The findings of this study offer significant insights into the challenges that university lecturers face, particularly in terms of emotional exhaustion and deviant workplace behavior. These challenges are of paramount importance, as they not only affect the well-being of lecturers but also have broader implications for the overall health and functionality of educational institutions.

Emotional exhaustion, as highlighted in the study, is a pressing concern for university lecturers. The demanding nature of their work, often characterized by a heavy workload, leads to feelings of being drained, fatigued, burned out, frustrated, and stressed. Lecturers who experience emotional exhaustion may find it increasingly difficult to perform their duties effectively and to maintain their job satisfaction. This, in turn, can negatively impact their overall mental health and work-related motivation.

Furthermore, the study identifies the presence of deviant workplace behavior within the university setting. This includes various forms of misconduct, both at the interpersonal and organizational levels. At the interpersonal level, lecturers may experience conflicts, arguments, rudeness, and in-fighting, all of which contribute to a tense and emotionally charged work environment. At the organizational level, actions such as the deliberate destruction of university property, theft, absenteeism, and other forms of deviance undermine the institution's values and standards.

The significance of these findings lies in the link established between emotional exhaustion and deviant workplace behavior. The study suggests that a negative work environment characterized by emotional exhaustion can give rise to deviant behaviors among lecturers. This is a crucial observation because such deviant behavior can, over time, harm the overall functioning and sustainability of educational institutions. The consequences of a culture of deviance can include decreased employee efficiency and productivity, high turnover rates, and an erosion of the institution's reputation.

In light of these findings, universities and educational institutions are urged to prioritize the mental well-being of their faculty members. This entails recognizing the emotional challenges faced by lecturers and implementing strategies to mitigate emotional exhaustion. Creating a supportive work environment that fosters open communication, stress management, and work-life balance can go a long way in addressing these issues. Neglecting the emotional well-being of lecturers not only puts them at risk of distress but also creates an atmosphere where deviant behavior can thrive, with detrimental effects on the institution as a whole.

In essence, this research serves as a valuable resource for institutions seeking to enhance the working conditions and job satisfaction of their faculty members. By addressing emotional exhaustion and curbing deviant workplace behavior, institutions can improve the quality of education they provide, boost lecturer morale, and enhance their own reputation and long-term sustainability. Therefore, the findings of this study should prompt educational institutions to take proactive measures to support the mental well-being of their lecturers, ultimately benefiting both the lecturers themselves and the institutions they serve.

5.5 Recommendations

Taking into consideration the study's findings, the following suggestions are made;

1. Universities should prioritize the mental health and well-being of their lecturers. They should establish and promote mental health programs, counseling services, and stress management workshops to help lecturers cope with emotional exhaustion. Furthermore,

they should create a supportive environment where they can seek help and guidance when needed.

2. University authorities should conduct regular assessments of lecturer workloads and ensure they are reasonable and manageable. They should consider hiring more faculty or providing additional resources to reduce the burden on lecturers. Implement strategies to prevent burnout, such as reasonable teaching loads, research support, and administrative assistance.
3. School authorities should develop and provide training in conflict resolution and interpersonal communication skills. This will help reduce deviant workplace behavior at the interpersonal level. Individual institutions should also encourage a culture of respect and collaboration among lecturers.
4. Universities should endeavour to establish a clear code of conduct for all university staff, outlining what constitutes deviant workplace behavior and clearly communicate the consequences of engaging in such behavior. This will help to discourage actions like property destruction and theft.
5. Institutional authorities should implement Employee Assistance Programs (EPAs) to provide support for lecturers dealing with emotional exhaustion and stress. EAPs can offer confidential counseling and resources for managing personal and work-related challenges.
6. Tertiary institutions should include assessments of emotional well-being and interpersonal behaviors in performance appraisals. They should recognize and reward positive behaviors,

and address negative behaviors through appropriate channels, which could include counseling or disciplinary actions.

7. Universities should develop and implement policies that promote a healthy work-life balance. Encourage flexible work hours, remote work options, and family-friendly policies to help lecturers manage their professional and personal lives effectively.

5.6 Suggestions for Further Research

The study examined deviant workplace behaviour and emotional exhaustion among university lecturers in University of Benin and Benson Idahosa university only. Further reseach can exploere the interplay or nexus between these factors on a wider scope or other tertiary institutions. Also, future research can delve into Investigating the intervention policies and the effectiveness of intervention and prevention strategies aimed at reducing emotional exhaustion and curbing deviant behavior among university lecturers. This could involve implementing mental health and well-being programs or organizational policies designed to support faculty members. More so, future reseach can assess the broader consequences of emotional exhaustion and deviant workplace behavior on the overall performance and reputation of educational institutions. This could involve examining factors like student enrollment, retention rates, and institutional rankings. Lastly, further study can investigate the potential impact of lecturers' emotional exhaustion and deviant behavior on students' academic performance and well-being. Understanding how these issues affect the quality of education can be crucial for educational institutions.

5.7 Limitation of Study

Every research endeavour is bedeviled with one form of limitation or another. The major limitations encountered in the study was accessibility to the lecturers in answering the questionnaire. Similarly, the research was much constrained due to time and cost factors.

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APPENDIX

DEPARTMENT OF BUSINESS ADMINISTRATION
FACULTY OF MANAGEMENT SCIENCES
UNIVERSITY OF BENIN
BENINCITY

REQUEST FOR COMPLETION OF QUESTIONNAIRE

I am an undergraduate student in the Department mentioned above. As part of the requirements for the degree programme, I am conducting a research on **Emotional Exhaustion and Organization Deviance in Nigeria**. Please kindly answer the following questions for me as sincerely as possible. All you are required to do is simply tick the answer of your choice. You are not expected to disclose your identity and be assured that your response will be kept in the strictest confidence and used only for the specified research purpose.

Thanks for your co-operation.

Ernest Eseoghene ORIAVWOTE
Researcher

Section A: Socio-Demographic Data

Instruction: Please tick or indicate as applicable

1. **Gender:** Male [] Female []
2. **Age:** Less than 25 years [] 26-40 years [] 41-65 years [] 66 years and above []
3. **Marital Status:** Single [] Married [] Divorced/Separated []
4. **Educational Qualification:** HND/B.Sc [] MSc/MBA [] Ph.D. [] Others []
5. **Work Experience:** [] Less than 1year [] 2-5years [] 6-10 years [] 11-15 years [] 16years and above []

6. **Job Status:** Graduate Assistant [] Assistant Lecturer [] Lecturer I [] Lecturer II []
Senior Lecturer [] Associate Prof [] Professor []

SECTION B: EMOTIONAL EXHAUSTION

INSTRUCTION: Kindly indicate the extent to which you agree or disagree with each of the following statements about you and your work:

Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

S/N	Statement	SD	D	NS	A	SA
7.	I feel emotionally drained from my work					
8.	I feel used up at the end of the work day					
9.	I feel fatigued when I get up in the morning and have to face another day on the job					
10.	Working with people all day is a strain for me					
11.	I feel burned out from my work					
12.	I feel frustrated by my job					
13.	Feel I working too hard on my too					
14.	Working with people directly put too much stress on me					
15.	I feel like I am at my rope					

SECTION C: ORGANIZATION DEVIANCE

INSTRUCTION: Kindly indicate the extent to which you agree or disagree with each of the following statements about you and your work:

Always	Occasionally	Not Sure	Rarely	Never
1	2	3	4	5

S/N	Statement	1	2	3	4	5
16.	Disagreement among employee occur in this university					
17.	Argument among employees occurs in this university					
18.	Employees yelling at one another in this university					
19.	Employees being rude to one another in this university					
20.	In-fighting among employee occurs in this university					
	Organisational DWB	1	2	3	4	5

21.	Employees destroying University's property occurs in this university					
22.	employees stealing university property happens in this university					
23.	Employee purposely dirtying or littering the workplace happens in this university					
24.	Employees leaving work earlier than they are allowed in this university					
25	Employees taking a longer break than staff are allowed in this university					
26	Employees purposely doing work incorrectly in the university					

