



Relationship between Personality Factors, Group Norm and Counterproductive Work Behavior in Nigerian Universities: The Mediating Role of Ethical Leadership

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Abstract

The goal of any organization depends on the behavior exhibited by employees. To achieve this, established ethics are needed to discontinue negative behavior within the organization. The study investigates the role of ethical leadership on the relationship between personality factors, group norm and counterproductive work behavior in Nigerian universities. Multi-stage cluster sampling technique was used to select 375 academic and non-academics from universities located in north-western part of Nigeria that participated in the study. The findings indicate that four out of five dimensions of personality factors (i.e., perceived extraversion, perceived consciousness, perceived agreeableness, and perceived neuroticism) were found to positively influence counterproductive work behavior. In contrast, perceived openness and group norm were found not to influence counterproductive work behavior. On the relationship between personality factors and ethical leadership, results revealed a positive significant relationship between perceived extraversion, openness and consciousness. Negative relationship between agreeableness, neuroticism and ethical leadership was found. Similarly, perceived group norm was found to be positively related to ethical leadership while ethical leadership was found to positively influence counterproductive work behavior. On mediating effect, ethical leadership was found to mediate the relationship between perceived group norm and counterproductive work behavior. In view of the findings, contribution of the study, limitations and conclusion were drawn.

Keywords: Counterproductive Work Behavior, Personality Factors, Group Norm, Ethical Leadership, Nigerian Universities

JEL Classification: H51, H52, H53, H75

Paper Classification: Research Paper

Introduction

The success of any organization is based on the behavior of the individual members of the organization. To achieve organizational goals, individual members have to discontinue negative behavior in the course of their interaction with one another within the organization (Collins & Mossholder, 2017; Griep, Vantilborgh & Jones, 2018; Hackney & Perrewé, 2018; Oke, Okunola, Oni, & Adetoro, 2010). There is an alarming growth in misconduct by employees at all levels of organizations (Hackney & Perrewé, 2018; Plinio, Young, & Lavery, 2010). Generally, counterproductive work behavior is an inescapable challenge for organizations (Bennett & Robinson, 2000; Ciocirlan, 2017; Galic & Ruzojcic, 2017). Work Bullying Institute (2017) report indicates that 19% of Americans are bullied, another 19% witness it, 61% of Americans are aware of abusive conduct in the workplace, 60.4 million Americans are affected by it, 70% of perpetrators are men; and 60% of targets are women.

In Africa, 40-year-old Jose Filomeno dos Santos, the son of former Angolan President Jose Eduardo dos Santos, was charged with fraud totaling \$500 million transaction out of a central bank account. The case highlights the endemic cycle of corruption within the oil-dependent country (Main Newspaper, 2018). On 7th of August, 2016, a case of lecturer harassing his student was reported in Delta State University, Abraka (Pulse Nigeria News, 2016), while a case of sexual harassment involving lecturer and student was reported in Obafemi Awolowo University (OAU) (Bella Naija, 2018). According to the data obtained from office of the Registrar, Bayero University, Kano, in 2017, it shows that some teaching and non-teaching staff of the university were found to engage in negative behavior that are contrary to the rules and regulations of the school. Some of the negative behaviors engaged include sexual harassment, extortion, aggression, falsification of results, theft, and lateness to work. Other negative behavior includes plagiarism, fighting, insubordination, sloppy work, etc.

Ideally, universities are expected to be manned by ethically-minded leaders who should be reflective of the best ingredients of human personality in order to carry along all their employees and check the rising incidence of counterproductive work behavior with a view to achieving their strategic goals and objectives (Kura, 2014). But, the reverse is the case in most of these institutions when counterproductive work behavior seize the working environments largely due to the inability of the principal operators to embrace and incorporate the art and practice of ethical leadership into their operations in relation to the Big Five Personality Factors of Agreeableness, Openness, Extraversion, Conscientiousness and Neuroticism (Ford, Agosta, Huang & Shannon, 2018; Khokhar & Zia-ur-Rehman, 2017). These factors get more importance in these studies since previous studies have not considered them in relation to the mediating role of ethical leadership, as being proposed in this study.

Literature Review

There are number of empirical studies that have investigated various factors determining counterproductive work behavior in the workplace. For instance, studies conducted by Costa and McCrae (1992) and Raja, Sreedeeep and Prathap (2004) found that extraversion is closely associated to relational contracts and inversely related to transactional contracts, showing that employees tend to seek elongated term employment. The studies show a close relation between extroverts and high performance (individually and collectively) and low absenteeism. Judge and Bono (2000) and Judge, Bono, Ilies and Gerhardt (2002) found that people high in extraversion are often individual associated with high performers and commitment; they cultivate a high sense of belonging for the organization and work and have a high standard of self-expectation of both

individual and group that he or she participates in. Mount, Ilies and Johnson (2006) concluded that people who were low in openness engaged in both interpersonal and task-related deviant behaviors. It has been established that an employee with conscientiousness tendencies usually avoids or at least minimizes deviant behaviors that might harm individuals or the organization as a whole (Kalshoven, Hartog & Hoogh, 2011; Liao, Joshi, & Chuang, 2004). Ahadi and Rothbart (1994) and LePine, LePine and Jackson (2004) concluded that traits of conscientiousness include being methodic, organized, and thorough in their activities, meaning that conscientiousness is a tendency to display self-discipline and aim for achievement above expectation in organization. Salgado (2002) also found agreeableness to be a valid negative predictor of composite behaviors including theft, substance abuse, property damage, organizational rule breaking. Similarly, Kreitler (2018), Kushner, Bagby and Harkness (2017) and Lee, Ashton and Shin (2005) found a negative relationship between agreeableness and interpersonal form of counterproductive work behavior including embarrassing co-worker, violence and bullying. In addition, other research demonstrated that low emotional stability (i.e. high neuroticism) was associated with high self-reported violence, vandalism and theft among youth population (Kushner, Bagby & Harkness, 2017), and people who were arrested by law enforcement agencies more often had higher neuroticism and lower scores of emotional stabilities (Bakker, Honda, Harada & Balthazart, 2002; Bolton, Becker & Barber, 2010; Costa & McCrae, 1992).

Moreover, on the nexus between group norm and counterproductive work behavior, Parks (2004) and Walumbwa and Schaubroeck (2009) found that perceived group norms of a behaviorally relevant reference group (peers at University) predicted intentions to engage in regular exercise and females' intentions to engage in sun-protective behaviors, but only for individuals who identified strongly with the group. Kura (2014) and Smith and McSweeney (2007) claimed that attitudes, perceived behavior control, injunctive norms, moral norms and past behavior were significant predictors of donating intentions to charitable organizations. However, descriptive norm was not found to be a significant predictor. Studies established that ethical leadership leads to employee initiative, low counterproductive work behaviors, enhanced engagement in terms of feeling more vigor, dedication, and absorption at work (Den Hartog, & Belschak, 2012; Demirtas, Hannah, Gok, Arslan & Capar, 2017; Hansen & Graham, 1991; Parks, 2004). Similarly, ethical leadership is positively linked with affective trust in the leader and negatively associated to unmannerly supervision. Subordinates' perceptions of ethical leadership predict satisfaction with the leader, willingness to exert extra effort on the job, and disposition to report difficulties to organization (Brown & Treviño, 2006; Levi, 2011; Robinson & Bennet, 1995).

From theoretical perspective, organizational control theory, social learning theory and social exchange theory offer some theoretical foundations to support the relationship between personality factors, group norms, leadership and employees' behaviors in organization. Organizational control theory proposes that formal control designed and implemented by organization should be able to standardize employee's behavior in the workplace via checking, guiding and satisfying system (Flamholtz, Das & Tsui, 1985; Jaworski, 1988; Kura, 2014; Ouchi, 1979; Snell, 1992). Likewise, social learning theory also suggests that an individual's behavior at work is determined by perception concerning the kind of behaviors that most others do in a social setting and perception regarding the kind of behaviors that most others support or condemn in a social setting (Allen, Eby, Poteet, Lentz, & Lima, 2004; Bandura, 1977; Kura, 2014; Ouchi, 1979; Snell, 1992). Likewise, social exchange theory is primarily concerned with organizations to create such exchange relationships that are helpful in establishing systems within the organization. The theory is based on the exchange of events which may be intangible or tangible; costly or rewarding between two or more persons or on the notion of reciprocity within social relationships (Blau,

1964; Davies, Gould, Williams & Seymour, 2005; Kura, 2014). The available literature reveals that only a few studies have examined the relationship between some leadership styles and counterproductive work behavior (Brown & Treviño, 2006; Detert, Treviño, Burris & Andiappan, 2007; Yukl, Mahsud, Hassan & Prussia, 2013).

Furthermore, it has been established that only a few studies examined processes and mechanisms through which employees' personality influence their counterproductive work behavior (Bodankin & Tziner, 2009; Bowling, Burns, Stewart & Gruys, 2011; Chang & Smithikrai, 2010). And despite the importance of ethical leadership in literature, nothing is known about its mediating effect on the relationship between leaders' personality characteristics and employees' behaviors. Hence, this study is carried out at a time when only a limited empirical research or hardly any research has investigated the effects of ethical leadership on counterproductive work behavior. Such neglect has been unfortunate because to a large extent, leadership or control of top management directly influences employee's decisions whether to engage in or stay out of deviant acts (Brown & Treviño, 2005; Walumbwa, Hartnell & Misati, 2017; Wiernik & Ones, 2018; Vardi & Wiener, 1996).

Therefore, the focus of the present study is to examine how ethical leadership can be used to mediate the relationship between personality factors (agreeableness, openness, consciousness, extraversion and neuroticism), group norm and counterproductive work behavior so that behaviors that can stem the progress of the universities can be reduced to the barest minimum. In view of the foregoing, the following research questions and objectives were designed to guide the study.

Research Questions

1. What is the level of personality factors, group norm and ethical leadership as perceived by university employees?
2. Does perceived personality factors influence counterproductive work behavior?
3. Does perceived group norm influence counterproductive work behavior?
4. To what extent does perceived personality factors and group norm influence ethical leadership?
5. Does ethical leadership mediate the relationship between group norm and counterproductive work behavior?

Research Objectives

1. To know the level of personality factors, group norm and ethical leadership as perceived by university employees.
2. To examine the extent to which personality factors influence counterproductive work behavior among university employees.
3. To examine the extent to which group norm influence counterproductive work behavior among university employees.
4. To investigate the extent to which perceived personality factors and group norm influence ethical leadership.
5. To assess the mediating effect of ethical leadership on the relationship between group norm and counterproductive work behavior.

Methodology

Population

The quantitative research method was adopted for this study to investigate the relationships among the four constructs: personality factors, group norms, ethical leadership, and counterproductive work behaviors. Survey method was used to elicit data via a self-administered questionnaire. Survey method is considered suitable because it is most frequently used method. It is often adopted by researchers who are mostly interested in getting information through a large population that cannot be directly observed. The population of this study consists of 11880 staff (academic and non-academic) of the three selected universities (ABU, BUK, UDUS) in north-west region of Nigeria (Creswell, 2009).

Sampling Techniques

In consonance with Krejcie and Morgan (1970) sample size table, 375 is the sample size that is needed for the population size (N) of 11880 and would be appropriate to be typical representative of the total population. Multi-stage cluster sampling can be defined as the sampling technique that enables population of the study to be divided into sections after which one or more of the sections are randomly selected which makes every element within the selected section to be picked. According to Creswell (2009) and Sekaran and Bougie (2010), multi-stage cluster sampling falls under a probability sampling technique and it helps to increase the adeptness of sample thereby decreasing cost. Also, the technique has been proved to be capable of giving impartial estimates of the population mean and can similarly yield representative data. Additionally, multi-stage cluster sampling enables researcher to first group the population under study into clusters after which selection of elements within cluster is done produces fair representation of population and it helps to make generalization of the findings (Sekaran & Bougie, 2010). In view of the foregoing, multi-stage sampling techniques were employed by following its procedures in distributing the 370 respondents (academic and non-academic staff) to the three selected universities (Ahmadu Bello Universities: 170; Bayero University Kano: 115; Usman Danfodio University: 90).

Variable Measurement

1. Dimension of Personality Factors: The conceptual definition of personality factors is developed in accordance with Digman who proposed the five-factor model of personality in 1990 and Goldman extended it to the highest level of organizations in 1993. The dimensions of personality factors were discovered through a statistical process called factor analysis, which was employed to analyze how ratings of various personality traits are correlated in humans. The personality factors include openness, conscientiousness, extroversion, agreeableness, and neuroticism (Kalshoven, Hartog & Hoogh, 2011).
 - (a) Openness: According to Sraff, Hogna and Whalley (2017), openness includes traits like being insightful and imaginative and having a wide variety of interests. Openness to experience shows that the individual is more creative, imaginative and have interest in experiencing new things due to the feeling of curiosity. Openness items were adapted from the work of Costa & McCrae (1992).
 - (b) Conscientiousness: It is a tendency to show self-discipline and aim for achievement above expectations. Also, encompasses various characteristics associated with self-discipline (Ahadi & Rothbart, 1994). Conscientiousness was measured by using the items adapted from Salgado (2002).

- (c) **Extraversion:** According to Bakker et al., (2002) and Kou, McClelland and Furnham (2018), extravert people get their energy from interacting with others, so extraversion includes the traits of being energetic, talkative and assertive. Extraversion can be categorized as a positive emotion of personality because individual employee with high extraversion tend to be self-confident, active and and are less likely to experience annoyance. Extraversion items were adapted from the work of Costa & McCrae (1992).
 - (d) **Agreeableness:** Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic; hence people are kind, affectionate, and sympathetic towards others. In the same vein, agreeableness is the ability to prevent disagreeable trends, meaning that people with high agreeableness attribute are friendly and compassionate while those with low agreeableness may be more distant (Kreitler, 2018; Kushner, Bagby & Harkness, 2017). Agreeableness was measured by using the items adapted from Salgado (2002).
 - (e) **Neuroticism:** Neuroticism is also sometimes called emotional Stability. This dimension relates to one's emotional stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions. Traits include being moody and tense. Items for neuroticism were adapted from the work of Costa & McCrae (1992).
- (2) **Group Norm:** Perceived group norm is used to refer to the conventions, habits, customs and/or expectations that regulate the behavior of its members. A group norm is defined as established rules that determine acceptable and unacceptable behavior in a group. This definition implies that workgroup norms perform regulatory and survival functions; for these reasons alone, they have strong influence on employee behavior (Levi, 2011; Parks, 2004). Items for group norm were adapted from Hansen and Graham (1991) and Kura (2014).
 - (3) **Ethical Leadership:** Ethical leadership is defined as a situation where a leader appears to be a principled individual who makes balanced decisions (Brown & Treviño, 2006). The ethical leadership items were adapted from the work of Yukl, Mahsud, Hassan and Prussia (2013). The items were used to measure perception of ethical leadership behaviors among the staff of universities.
 - (4) **Counterproductive Work Behavior:** According to Robinson and Bennet (1995), counterproductive work behavior is behavior that transgresses organizational standards and therefore puts the functioning of that organization, or its members, or both, at risk. Similarly, counterproductive work behavior includes late coming, mismanaging resources, damaging organizational image, sexual harassment, stealing, embarrassing co-workers, and disrupting peace among organizational members. The counterproductive work behavior items were adapted from Robinson and Bennett (1995).

Validity and Reliability of the Instrument

According to Creswell (2009), content validity can be defined as a measure of how well a test measures what it is supposed to measure. It can also be defined as the accuracy of inferences which are based on investigation. In order to ensure content validity of the instrument, supervisors and other experts in the field checked and ensured that all the items measure the variables of the study. To ensure reliability of the instrument, pilot study was carried out to determine the reliability of the adapted instrument. This is deemed necessary because the original instrument adapted was not used in the present context and therefore it calls for a pilot study. In line with Creswell's (2009) suggestion, 50 questionnaires were sent to the staff (academic and non-academic) of one of the universities situated in north-west region of Nigeria. The Cronbach's

alpha of the variables is stated as follows: perceived personality factors (openness: 0.83; conscientiousness: 0.86; extraversion: 0.81; agreeableness: 0.92; Neuroticism: 0.87); perceived group norm (0.85); perceived ethical leadership (0.93) and perceived counterproductive work behavior (0.72).

Method of Data Collection and Analysis

Before embarking on data collection, an official letter was collected from Othman Yeop Abdullah Graduate School of Business (OYAGSB), which was used to introduce the researcher and also give explanation concerning the rationale of the study. This enabled the researcher to get support from Principal Officers, Deans, Heads of Departments and Directors of the three selected Universities located in the region. Also, two research assistants were employed to help in collecting data, this enabled the data collection to be carried out without hiccups. Also, this study employed PLS (Structural Equation Modeling) software (Wold, 1985). The software has the benefit of determining the association between constructs and correlation between indicators and their corresponding construct simultaneously (Hair et al., 2014; Temme, Kreis, & Hildebrandt, 2010).

Analysis

Descriptive Statistics of the Study

This segment is on the descriptive statistics of the study variables. Thus, all the variables that were used for the study were examined with the use of four-likert scale, which was anchored by 1-strongly disagree, 2- disagree, 3- agree and 4- strongly agree. The descriptive results are presented in Table 1 for easy interpretation and understanding. Furthermore, the likert scale was classified into three, which are: low, moderate and high. The score of less than 2 value is considered as low, scores of 3 is regarded as high, while those between low and high scores are considered moderate as suggested by Sassenber, Matschke and Scholl (2011).

Table 1: Descriptive Statistics

Variable	Mean	Std. Deviation
Agreeableness	3.205	0.675
Conscientiousness	2.513	0.598
Counterproductive Work Behavior	1.384	0.495
Ethical Leadership	3.223	0.515
Extraversion	2.961	0.652
Group Norm	2.962	0.767
Neuroticism	2.692	0.572
Openness	3.108	0.595

Assessment of PLS-SEM Path Model Results

Henseler and Sarstedt (2013) and Henseler, Ringle and Sinkovics (2009) suggest that the PLS-SEM path results can be determined via two ways. The two-way process employed comprises: (a) the assessment of the measurement model, and (b) the assessment of the structural model. Figure 1 below indicates the two-way process.

Measurement Model Assessment

It encompasses the determining of item reliability, internal consistency reliability, content validity, convergent and discriminant validity (Hair, Hult, Ringle & Sarstedt, 2014). Figure 1 below shows the measurement model of the current study.

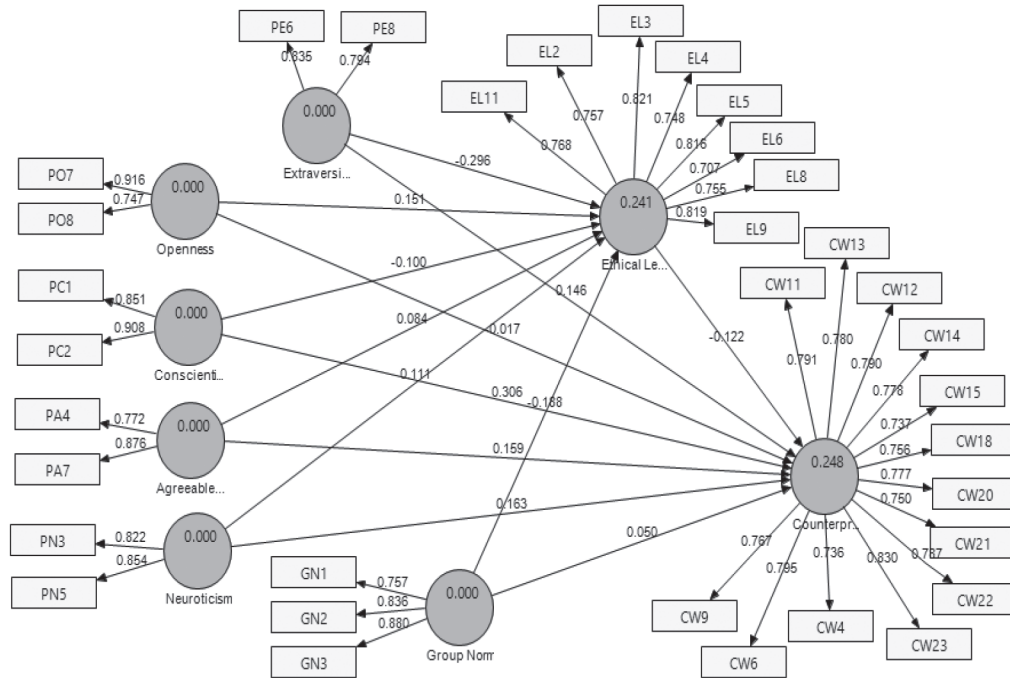


Figure 1 : Measurement model

Individual Item and Internal Consistency Reliability

According to Duarte and Raposo (2010) and Hair et al. (2014), individual item reliability can be assessed by examining the outer loadings of each construct’s measure. To achieve that, the individual items of the study were measured by assessing the outer loadings of the constructs. In line with the rule of thumb for retaining loadings between 0.40 and 0.70 as suggested by Hair et al., 2014, 32 items in this study had loadings between 0.707 and 0.916.

Similarly, Bijttebier, Delva, Vanoost, Bobbaers, Lauwers and Vertommen (2000) described internal consistency reliability as the degree to which items on a particular sub-scale measure the same concept. Also, composite reliability coefficient is used to establish the internal consistency reliability of the measure adapted for this study. There are two reasons for the use of composite reliability coefficient. First, composite reliability gives a much less biased estimate of reliability than the use of Cronbach’s alpha simply because the later assumes all items usually contribute equally to its construct without taking the actual contribution of individual loadings (Gotz, Liehr-gobbers, & Krafft, 2010). Second, another reason for using composite reliability is that Cronbach’s alpha may overestimate the reliability scale. Thus, composite reliability assumed that all indicators have different loadings, which can be easily understood in the same way as Cronbach’s alpha (Hair et al., 2014). Nonetheless, the interpretation of internal consistency reliability by using composite reliability is based on the rule of thumb suggested by Bagozi and Yi (1998), who suggest

that composite reliability should be loaded at minimum of 0.70 or more. As displayed in Table 2, the composite reliability coefficients of the latent constructs ranged from 0.797 and 0.951, which is in line with the minimum acceptable level of 0.70. Table 2 shows the loadings of the individual items as well as the composite reliability of the constructs.

Table 2: Loadings, Average Variance Extracted (AVE) and Composite Reliability

Variable	Code	Loading	AVE	Composite Reliability
Counterproductive Work Behavior	CW11	0.791	0.601	0.951
	CW12	0.790		
	CW13	0.780		
	CW14	0.778		
	CW15	0.737		
	CW18	0.756		
	CW20	0.777		
	CW21	0.750		
	CW22	0.787		
	CW23	0.830		
	CW4	0.736		
	CW6	0.795		
	CW9	0.767		
Ethical Leadership	EL11	0.768	0.600	0.923
	EL2	0.757		
	EL3	0.821		
	EL4	0.748		
	EL5	0.816		
	EL6	0.707		
	EL8	0.755		
	EL9	0.819		
Group Norm	GN1	0.757	0.682	0.865
	GN2	0.836		
	GN3	0.880		
Agreeableness	PA4	0.772	0.681	0.810
	PA7	0.876		
Conscientiousness	PC1	0.851	0.774	0.873
	PC2	0.908		
Extraversion	PE6	0.835	0.663	0.797
	PE8	0.794		
Neuroticism	PN3	0.822	0.703	0.826
	PN5	0.854		
Openness	PO7	0.916	0.699	0.821
	PO8	0.747		

Convergent and Discriminant Validity

According to Fornell and Larcker (1981), convergent validity is usually measured by examining the Average Variance Extracted (AVE) of each construct (Fornell & Larcker, 1981). In getting adequate convergent validity, it was suggested that the AVE of each latent construct should stand at 0.50 or more (Chin, 1998). In consonance with the recommendation of Chin (1998), the AVE of this study revealed high loadings (>.50) on their respective constructs, indicating adequate convergent validity. Duarte and Roposo (2010) defined discriminant validity as degree to which a construct is different from other constructs. Therefore, discriminant validity was calculated by using the AVE. This was achieved by comparing the relationships among the latent constructs with square roots of the AVE (Fornell & Larcker, 1981). In addition, discriminant validity was determined by following Chin's (1998) criterion, by comparing the indicator loadings with other reflective indicators in the cross loadings. Fornell and Larcker (1981) recommend the use of AVE which has a score of 0.50 or more. Thus, to ensure adequate discriminant validity, it is necessary for the square root of the AVE to be more than the relationships among the latent constructs (Fornell & Larcker, 1981). Table 3 indicates adequate discriminant validity.

Table 3: Discriminant Validity

Variable	1	2	3	4	5	6	7	8
1. Agreeableness	.825							
2. Conscientiousness	-.298	.880						
3. Counterproductive Work Behavior	-.123	.393	.775					
4. Ethical Leadership	.331	-.226	-.258	.775				
5. Extraversion	-.461	.225	.298	-.396	.814			
6. Group Norm	-.310	.267	.243	-.296	.269	.826		
7. Neuroticism	-.372	.356	.353	-.253	.548	.496	.839	
8. Openness	.422	-.155	-.138	.306	-.324	-.206	-.277	.836

Note: The figure in bold across diagonal is the square root of AVE, while off diagonal is the correlation between variables.

Furthermore, to ensure good discriminant validity as suggested by Chin (1998), all the indicator loadings must be higher than the crossloadings. Thus, this study compared the indicator's loadings with other reflective indicators. Table 4 shows the crossloadings of the constructs.

Table 4: Crossloadings

Code	CW	EL	GN	PA	PC	PE	PN	PO
CW11	.791	-.126	.151	.015	.255	.199	.213	-.143
CW12	.790	-.228	.246	-.038	.281	.213	.275	-.136
CW13	.780	-.150	.185	-.058	.201	.270	.264	-.130
CW14	.778	-.206	.190	-.115	.328	.197	.247	-.060
CW15	.737	-.131	.194	-.075	.224	.162	.256	-.149
CW18	.756	-.285	.211	-.133	.317	.221	.262	-.034
CW20	.777	-.273	.270	-.164	.325	.262	.323	-.137
CW21	.750	-.211	.241	-.051	.243	.185	.213	-.087
CW22	.787	-.170	.172	-.026	.327	.206	.307	-.090
CW23	.830	-.224	.228	-.090	.442	.235	.293	-.024
CW4	.736	-.227	.095	-.161	.348	.307	.362	-.199
CW6	.795	-.182	.129	-.264	.347	.293	.204	-.141
CW9	.767	-.127	.115	-.061	.226	.234	.291	-.078
EL11	-.176	.768	-.298	.294	-.171	-.334	-.175	.189
EL2	-.225	.757	-.206	.289	-.251	-.291	-.268	.170
EL3	-.231	.821	-.213	.213	-.215	-.273	-.184	.258
EL4	-.277	.748	-.281	.097	-.215	-.210	-.242	.190
EL5	-.144	.816	-.150	.310	-.185	-.308	-.193	.270
EL6	-.218	.707	-.190	.288	-.115	-.348	-.177	.286
EL8	-.188	.755	-.205	.276	-.100	-.332	-.176	.240
EL9	-.143	.819	-.282	.270	-.157	-.337	-.159	.282
GN1	.156	-.130	.757	-.123	.201	.146	.429	-.075
GN2	.212	-.195	.836	-.166	.158	.115	.399	-.234
GN3	.220	-.344	.880	-.394	.281	.342	.422	-.178
PA4	.012	.269	-.164	.772	-.134	-.283	-.277	.287
PA7	-.189	.280	-.329	.876	-.333	-.459	-.334	.399
PC1	.319	-.147	.316	-.271	.851	.119	.356	-.151
PC2	.369	-.241	.172	-.257	.908	.262	.280	-.125
PE6	.279	-.320	.158	-.490	.205	.835	.405	-.217
PE8	.204	-.326	.287	-.249	.160	.794	.492	-.317
PN3	.247	-.251	.479	-.274	.171	.442	.822	-.238
PN5	.341	-.176	.359	-.348	.414	.475	.854	-.227
PO7	-.170	.292	-.285	.429	-.243	-.321	-.353	.916
PO8	-.031	.208	.005	.246	.053	-.203	-.043	.747

Structural Model

After ascertaining the measurement model, the next step is to assess the structural model of the study with a view to get the results. In doing that, standard bootstrapping procedure with adequate number of bootstrap samples were used to assess the significance of the study model (Hair et al, 2014). Figure 2 shows the estimates of the structural model.

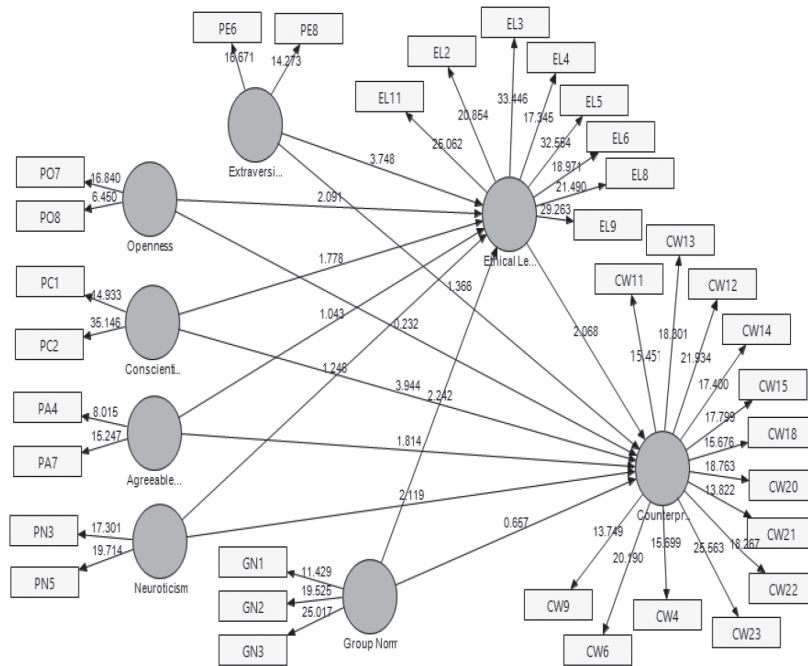


Figure 2: Structural Model

Table 5: Results of Hypotheses Testing (Direct and Mediating Relationships)

Hypothesis	Relationship	Beta value	Std Error	T value	P value	Decision
H1	Extraversion -> Counterproductive Work Behavior	.146	.107	1.366	.087	Supported
H2	Openness -> Counterproductive Work Behavior	-.017	.074	.232	.408	Not Supported
H3	Conscientiousness -> Counterproductive Work Behavior	.306	.077	3.944	.000	Supported
H4	Agreeableness -> Counterproductive Work Behavior	.159	.088	1.814	.036	Supported
H5	Neuroticism -> Counterproductive Work Behavior	.163	.077	2.119	.018	Supported
H6	Group Norm -> Counterproductive Work Behavior	.050	.077	.657	.256	Not Supported
H7	Extraversion -> Ethical Leadership	-.296	.079	3.748	.000	Supported
H8	Openness -> Ethical Leadership	.151	.072	2.091	.019	Supported
H9	Conscientiousness -> Ethical Leadership	-.100	.056	1.778	.039	Supported
H10	Agreeableness -> Ethical Leadership	.084	.081	1.043	.150	Not Supported
H11	Neuroticism -> Ethical Leadership	.111	.089	1.246	.108	Not Supported
H12	Group Norm -> Ethical Leadership	-.188	.084	2.242	.013	Supported
H13	Ethical Leadership -> Counterproductive Work Behavior	-.122	.059	2.068	.020	Supported
H14	Group Norm -> Ethical Leadership -> Counterproductive Work Behavior	.023	.015	1.514	.066	Supported

Assessment of Predictive Relevance

The assessment of predictive relevance can be achieved through blindfolding procedure (Geisser, 1974). The predictive relevance is usually used as supplementary assessment of goodness-of-fit in PLS-SEM analysis. To assess the predictive relevance in this study, a cross-validated redundancy measure Q2 was used to assess the predictive relevance (Hair et al., 2014). According to Chin (1988), Q2 is a criterion that can be used to know how well a model predicts the data of the omitted cases. Henseler, Ringle and Sinkovics (2009) suggest that a research study with Q2 statistics (s) greater than zero should be considered to have a predictive relevance. Also, she opined that a study with higher positive of Q2 values suggests more predictive relevance. Table 6 shows the results of predictive relevance of the present study.

Table: 6 Construct cross-validated redundancy (Q2 Value)

Total	SSO	SSE	1-SSE/SSO
Counterproductive Work Behavior	1495	1288.12	.138
Ethical Leadership	920	789.061	.142

Discussion

Research Question One: What is the level of personality factors, group norm and ethical leadership as perceived by university employees?

The first research question enquired about the level of perceived personality factors, perceived group norm and perceived ethical leadership among the university employees. In line with research question one, the first objective of the study was to know the level of personality factors (extraversion, openness, conscientiousness, agreeableness, and neuroticism), group norm and ethical leadership. Results of this study revealed that employees in universities perceived extraversion moderately (Mean= 3.22 and Standard Deviation=0.515). Thus, the level of perceived extraversion among university employees is moderate. It means that employees derive joy when interacting with each other's in the university. It also indicates that the more they interact, the more they become extrovert (Bakker et al., 2002). The results of this study indicate a high level (Mean= 3.108 and Standard Deviation= 0.595) of openness as perceived by employees in universities. Interestingly, this shows that employees demonstrate high level of openness. This finding is congruent with the study conducted by Bolton et al., (2010) and Costa and McCare (1992) who established that employees with high openness tend to invite new experiences, show high job performance, creative and adapt to changes. Also, the findings of the present study revealed a moderate level of conscientiousness (Mean=2.513 and Standard Deviation=0.598) as perceived by the employees in North-western universities. This is in consonance with the studies conducted by Ahadi and Rothbart (1994) and O'neil et al., (2011), traits of conscientiousness include being methodic, organized, and thorough in their activities. Conscientiousness is a tendency to display self-discipline and aim for achievement above expectation in organization. Thus, the more level of conscientiousness, the more display of positive traits among employees in universities.

More so, the results of the present study (Mean=3.205 and Standard Deviation=0.675) showed that employees in universities tended to have high perception of perceived agreeableness. This is in line with the work of Salgado (2002) who found that employees who are high in agreeableness tend to be more loyal and will perform to expectation. They trust that their career will be enhanced in the organizations they work, and that the organization will reciprocate rewards and appropriate recognition will be given to them.

Furthermore, the outcome of the results (Mean=2.962 and Standard Deviation=0.0767) in this study indicated moderate level of perceived group norm among employees in universities. Thus, it means that employees tended to have a moderate level (set of established rules of group norm) in their universities. Studies conducted by Parks (2004) in the past observed that every group develops norms; some conventions, conducts, customs and/or expectations that control the behavior of its members, and that a group norm can be described as established rules that determine acceptable and unacceptable behavior in a group (Levi, 2011; Parks, 2004).

On level of perceived ethical leadership, the results (Mean=3.223 and Standard Deviation=.595) of this study found that employees tended to have a high level of perceived ethical leadership in their universities. The foregoing finding is consistent with previous studies, who found that ethical leadership is a way of building good relationships with employees based on respect and trust, integrity, honesty, fairness, equity, justice (Brown & Treviño, 2005).

Research Question 2: Does perceived personality factors influence counterproductive work behavior (H1, H2, H3, H4 and H5)?

The research question two was whether perceived dimensions of personality factors (extraversion, openness, conscientiousness, agreeableness, and neuroticism) influence counterproductive work behavior. In line with the foregoing, the second objective of the present study was to examine the extent to which the dimensions of personality factors influence counterproductive work behavior.

Firstly, on influence of perceived extraversion on counterproductive work behavior, hypothesis 1 predicted a significant relationship between extraversion and counterproductive work behavior (beta value=0.146; t value=1.366; p value=0.087). Interestingly, this study found a positive influence of extraversion on counterproductive work behavior. Thus, employees with good traits of extraversion tend to reduce counterproductive work behaviors in the universities. Costa and McCrae (1992) and Judge et al., (2002) opined that extraversion is related to individual's with positive mood, expressiveness, and energy. Individual that is known with high levels of extraversion are characterized by gregariousness, warmth, and positive emotions. Previous studies provide evidence that extraversion dimension of personality tend to be positively related to various forms of deviant behaviors including vandalism, drug abuse, theft, and alcoholism (Colbert et al., 2004). The finding is consistent with the study conducted by Judge and Bono (2000) established that people with high extraversion are often associated with high performers as well as commitment. They tend to have high sense of belonging as well as high standard of expectation of both group and individual that he or she participates in. Similarly, the study is in line with work of Raja et al., (2004) who found that extraversion helped to reduce counterproductive work behavior at work place.

Secondly, concerning the influence of perceived openness on counterproductive work behavior, hypothesis 2 predicted that perceived openness is significantly related to counterproductive work behavior. Surprisingly, this study found that perceived openness is negatively related to counterproductive work behavior (beta value=-0.017; t value=0.232; p value=0.408). Bolton et al., (2010) confirmed that openness has to do with insightful, imaginative, thoughtful, and a wide variety of interest. Individual with openness is likely to be more imaginative and creative in experiencing good things due to the feeling inquisitiveness. This finding is also similar to the work of Mount et al., (2006) on the relationship between openness and deviant work behavior. They found that people who are low in openness tend to engage in interpersonal deviant behaviors in the organization. Mount et al., (2006) study concluded that employees who are low on openness were reported to be too conventional, narrow-minded, chauvinistic, inflexible,

and dislike changes. Therefore, when employees exhibit low openness, they tend to involve in counterproductive behavior which is inimical to the growth of the organization they work.

Thirdly, hypothesis 3 of the study predicted that perceived conscientiousness is significantly related to counterproductive work behavior. As expected, the finding of this study established that perceived conscientiousness is positively related to counterproductive work behavior (beta value=0.306; tvalue=3.944; pvalue=0.000). Therefore, high conscientiousness of the employees helped to reduce counterproductive work behavior in the university. Research conducted by Lepine et al., (2004) and O'Neill et al., (2011) showed that employees with high conscientiousness are more likely to engage in counterproductive behavior, where they work. In the same vein, Raja et al., (2004) research confirmed that employees with high level of conscientiousness often choose a relational contract which shows that conscientious employees are mostly concerned with developing a long-term relationship with the place where they work. The study revealed that conscientious employee undertones their direction and have an unambiguous purpose. They understand their strength and weakness. Interestingly, the foregoing studies are consistent with this study.

Fourthly, hypothesis 4 predicted a significant relationship between perceived agreeableness and counterproductive work behaviour. Interestingly, results of this study found perceived agreeableness to be positively related to counterproductive work behavior (beta value=.159; t value=1.814; p value=0.036). The finding of this study is consistent with the study of Liao et al., (2004) who established that agreeableness can be likened to strong inclination to trust others and to be cooperative, altruistic and compliant at work place. In addition, agreeableness is associated with loyalty. Thus, employees with loyalty will perform to expectation. Agreeable employees seem to expect others to be equally helpful to them. As a result, employees with high display of agreeableness tend to be positively related (help to reduce) to counterproductive work behavior (Bodankin & Tziner, 2009; Bowling, Burns, Stewart & Gruys, 2011; Chang & Smithikrai, 2010; Costa & McCrae, 1992).

Lastly, hypothesis 5 predicted a significant relationship between perceived neuroticism and counterproductive work behavior. The finding of this study found neuroticism to be positively related to counterproductive work behavior (beta value=.163; t value=2.119; p value=.018). The outcome of this study found perceived neuroticism to be positively related to counterproductive work behavior. This study is supported with the research conducted by Bolton et al., (2010) and O'Neill et al., (2011) that there is positive relationship between neuroticism and counterproductive work behavior. According to them, neuroticism is sometimes referred to as emotional stability. This dimension of personality factor relates to one's emotional stability. As such, they assume that employees with high neuroticism are less likely to exhibit forms of counterproductive work behavior.

Research Question 3: Does perceived group norm influence counterproductive work behavior (H6)?

The third research question was whether the group norm influence counterproductive work behavior. In line with the foregoing research question, the third research objective of this study was to determine the extent to which perceived group norm influence counterproductive work behavior. Hypothesis 6 predicted that group norm will significantly influence counterproductive work behavior. Surprisingly, perceived group norm is found not to be significantly related to counterproductive work behavior (beta value=.050; t value=.657; p value=.256). This finding is consistent with the study conducted by Smith and McSweeney (2007) who reported that attitude, perceived behavior control, injunctive norms, moral norms and past behavior were significant

predictors of donating intentions to charitable organizations. However, descriptive norm was not found to be a significant predictor.

Research Question 4: To what extent does perceived personality factors and group norm influence ethical leadership (H7, H8, H9, H10, H11, H12 & H13)?

This study found positive significant relationship between three (H7, H8 and H9) of the five personality factors and ethical leadership. Specifically, hypothesis 7 (perceived extraversion with beta value=0.296; t value=3.748; p value=0.000), hypothesis 8 (perceived openness with beta value=0.151; t value=2.091; p value=0.019) and hypothesis 9 (perceived conscientiousness with beta value=-0.100; t value=1.778; p value=0.039) were found to positively influence ethical leadership in the organization. The finding is consistent with the study conducted by Walumbwa and Schaubroeck (2009) who found that conscientiousness is positively related to leadership in organization. They are of the view that employees with extraversion, openness and conscientiousness help to influence ethical leaders. In the same vein, ethical leadership is shaped by employees with good personality extraversion, openness and conscientiousness.

In contrast, hypothesis 10 (perceived agreeableness with beta value=.084; t value=1.043; p value=.150) and hypothesis 11 (perceived neuroticism with beta value=.111; t value=1.246; p value=.108) were found not to influence ethical leadership. Hypothesis 12 predicted a significant relationship between perceived group norm and counterproductive work behavior. Interestingly, PLS-SEM results show that perceived group norm is positively related to ethical leadership (beta value=-.188; t value=2.242; p value=.013). This finding is congruent with the research conducted by Walumbwa et al., (2017) who found that ethical leadership helps to shape the group norm in organization. They observed that socio-cultural environment, organizational specific history, and organizational form are determinants of ethical climates. Hypothesis 13 anticipated a significant influence of ethical leadership on counterproductive work behaviors. Expectedly, the PLS-SEM results found that perceived ethical leadership positively influenced counterproductive work behavior (beta value=-.122; t value=2.068; p value=.020). The foregoing is consistent with the earlier studies conducted by Robinson and Bennett (1995), Wiernik and Ones (2018) and Vardi and Wiener (1996) who established the influence mechanism of ethical leadership on counterproductive work behavior from multilevel perspective. They concluded that organization's ethical climate help employees to understand what types of (un)ethical behavior are un(acceptable). In the same vein, Organizational control theory (Flamholtz et al., 1985; Jaworski, 1988; Ouchi, 1979; Snell, 1992) suggests that formal control designed and implemented by an organization should hypothetically be able to standardize individual's conduct in the workplace through monitoring, directing and rewarding system.

Research Question 5: Does ethical leadership mediate the relationship between group norm and counterproductive work behavior (H14)?

In answering the fifth research question, one hypothesis was formulated and tested through the use of PLS-SEM (i.e., H14). Earlier on, hypothesis H14 stated that ethical leadership mediates the relationship between perceived group norm and counterproductive work behavior. Interestingly, this study found that ethical leadership helped to mediate the relationship between perceived group norm and counterproductive work behavior (beta value=.023; t value=1.514; p value=.066). Relevant theories and empirical studies are discussed to support the new finding regarding mediating that represents one of the main contributions of this study.

The above finding is congruent with Bandura's (1977) social learning theory, which explained that effective ethical modelling in organization requires more than visibility and power. He

submits that for ethical behaviour of social learning to be effective, credible role models in terms of acceptable behaviour must be enshrined to form part of code of ethics for employees to observe. By treating employees with fairness, leaders will definitely become worthy of imitation by others. Or else, employees might shun a leader whose behavior is not in consonance with his/her ethical statements. Thus, this implies that for organization to achieve success, ethical standards must be put in place by leaders so that employee can follow it with a view to achieving leader's set goals. In the same vein, organizational control theory helped to support the finding on the mediating effect of ethical leadership on the relationship between perceived group norm and counterproductive work behavior (Flamholtz et al., 1985; Ouchi, 1979; Snell, 1992; Wiernik & Ones, 2018; Vardi & Wienr, 1996). Organizational control theory postulates that formal control that is designed and implemented by an organization should practically and theoretically be able to control employees' behavior at workplace via directing, monitoring and reward system.

Similarly, organizational control theory is of the view that counterproductive work behavior can be minimized by formal control that is instituted by organization through a series of policies and set rules that promote employees' compliance (Jaworski, 1998; Ouchi, 1979; Snell, 1992). Furthermore, social exchange theory is used to back the new finding on the mediating effect of ethical leadership on the relationship between perceived group norm and counterproductive work behavior (Blau, 1964; Eisenberger et al., 2001). Social exchange theory is concerned with organizations to create exchange relationships that are useful in establishing systems within the organization (Blau, 1964; Wiernik & Ones, 2018; Vardi & Wienr, 1996). The theory assume that success of reciprocity is dependent upon a feeling of gratitude and obligation on both sides (leader and employee) to exhibit favorable treatment for each other wherein the employees should assist the organization to achieve its goals and the organization reciprocates in form of attention and care to the employees that are working in the organization . If the organization has true values as well as concern for its employees, good gestures would be reciprocated with unblemished behavior and attitudes by the workers too, therefore employees are likely to demonstrate good behavior in the organization (Davies, Gould, Williams & Seymour, 2005).

Conclusion and Recommendations

Based on study findings, it can be said that the current study has provided empirical evidence to the body of knowledge regarding the investigation on mediating effect of ethical leadership on the relationship between personality factors, group norm and counterproductive work behavior. Specifically, results of this study lend support to theoretical prepositions. All the five research questions and five objectives have been achieved in this study despite some if its shortcomings. Despite many studies investigating the underlying predictors of counterproductive work behaviors, nonetheless, the current study filled the gap by integrating ethical leadership as a key mediating variable that can be used to minimize unethical behaviors in the universities. This study lends empirical support for the mediating effect of ethical leadership on the relationship between group norm and counterproductive work behavior. In view of the foregoing, the following recommendations were made:

- (1) University management should set up a special committee that will be saddled with the responsibilities of dealing with all forms of counterproductive work behaviors.
- (2) Both academic and non-academic staff of the university should be sensitized on the need to shun acts that could jeopardize and tarnish the image of the university.
- (3) University management, Deans of Faculties, Heads of Departments (HODs) and Directors of units should always exhibit good behavior that their subordinates could emulate.

- (4) Staff of the university should carry out their responsibility in line with the laid down rules and regulations.
- (5) Whistle blowing policy should be set up in the universities with a view to exposing staff that indulge in counterproductive behavior.

Future Research Direction

Though the present research provided support for many of the hypothesized relationships between exogenous and endogenous variables, the outcome of the findings have to be explained to identify the limitation of the study.

Firstly, this study used self-report measure to assess counterproductive work behavior. Self-report measures are valid in assessing counterproductive work behavior at work when anonymity was assured when collecting data (Bennett & Robinson, 2000). Yet, self-reports is associated with common method variance as suggested by Podsakoff, MacKenzie and Podsakoff (2012). Even though this study attempts to reduce these constraints by ensuring anonymity and scale items improvement (Hair et al., 2014). There is possibility that participants in this study might have under-reported their counterproductive behavior on survey questionnaires. Hence, future studies may employ other techniques to assess counterproductive work behavior among employees in universities. Specifically, superior ratings of counterproductive work behavior and peer reporting of counterproductive work behavior should be employed to control social desirability bias and common method variance.

Secondly, subjective data for counterproductive work behavior was used in this study. Studies indicate that the use of subjective data is reliable and valid for assessing counterproductive work behavior. Nonetheless, subjective measure is inclined to many types of judgmental biases. Even though it is not easy to obtain objective data (Dunlop & Lee, 2004), the use of objective measure would have strengthened the results, therefore future research on objective measure is needed to replicate the findings of the current study.

Lastly, this study offers limited generalizability as it focused mainly on universities in north-western Nigeria. Future research is needed to compare universities with other higher institutions such as colleges of education, monotechnics and polytechnics in Nigeria.

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