RESEARCH ARTICLE

Assessment of psychosocial work hazards and workplace deviant behaviours of teachers in rural community-based schools

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Abstract

This is a cross-sectional study that assessed the psychosocial work hazards and workplace deviant behaviours of teachers in rural community-based schools. A total of 254 primary school teachers participated in the study. Copenhagen Psychosocial Questionnaire (COPSOQ) and Work Deviance Behaviour Scale were employed to elicit the teachers' responses. The descriptive statistics (frequency and percentage), and Pearson's correlation (r) statistical analysis were used to analyse the data. The results showed that the primary school teachers experience elements of psychosocial work hazards. It was also indicated that primary school teachers rarely exhibit work deviant behaviours. There is a significant positive relationship between psychosocial work hazards and workplace deviant behaviours of primary school teachers in Enugu State. In conclusion, it was suggested that teachers experience psychosocial work hazards and exhibit workplace deviant behaviours in primary schools in Enugu State Nigeria. Therefore, professionals in workplaces including schools should design practicable interventions that would help to reduce workplace deviance among employees in different works of life. With this, these should be reflected in decision-making and policies implementations to rural communities and beyond.

1 | INTRODUCTION

Workloads, roles and demands in rural schools have been shown to be stressful compared with urban locations (Ogakwu et al., 2022). Consequently, employees in rural areas become vulnerable to hazardous conditions leading to underrepresentation of the workforce. In the Nigerian work setting, employees seemingly avoid works that are expected to be done in rural settings (Agu et al., 2021). This has amplified the workloads to an unbearable level in most rural community-based schools, thus, affecting the well-being of the teachers (Boncinelli et al., 2015). Currently, most of the schools in rural locations lack accessible roads, suffer increased dilapidated structures and lack good water (Nakpodia, 2011). These seem to have exposed teachers in rural schools to psychosocial hazardous conditions.

1.1 | Psychosocial work hazards

Psychosocial hazards have been reported in several works of literature to be so common among employee populations (Niedhammer et al., 2012; Parker et al., 2017). It manifests in different ways such as strong mental demands, indecision, exploitation of emotions (e.g., Schuller, 2020; Vargas et al., 2014). They are called psychosocial hazards when the demands become harmful to the emotional dispositions, the physical and mental health of the workers (Leka & Jain, 2010). It has been shown to devastatingly affect the outputs of workers in several workplaces. Upon the negative impacts on occupational health, there seem limited studies for assessing its prevalence and challenges to workplace safety (Ahlers, 2016; van den Heuvel et al., 2018).

In Nigeria, employees work in a devastated and hazardous working environment (Igbe, 2017). Lack of a friendly work setting is a big challenge to the employees in developing countries where the psychological and social needs of employees are not catered for (Igbe et al., 2017). The mental health of Nigerian employees is toyed with by politicians subjecting employees to risks that could counterproductivity. Collaboratively, the International Labour Organization (ILO, 2009) and the World Health Organization (WHO) highlighted the need for workers' safety and an improved working environment. According to ILO, a healthy worker working in a good setting could develop positive working cultures in a direction and engage in enhancing quality performances. If there is a conducive work setting is created for employees, they can manage job stressors, psychological and physiological fatigues and exhaustions in workplaces. Maslow's theoretical assumptions become significant to this study.

Theoretically, Maslow's theory of needs developed by Maslow (1943) states satisfying the needs of individuals leads to higher achievements. But if there is dissatisfaction with needs, the person goes backwards and the essence will be threatened. According to Maslow, workers are productive when their needs are met. Contrary to that, they are unlikely to function as healthy individuals or well-adjusted individuals. For instance, in a time of recession, workers may stop attending to organisational assignments due to no payment, and job insecurity. This could happen if the worker is not motivated and is stressed about finances. Maslow highlighted that physiological needs such as food, water, and shelter are fundamental and maximum attention should pay to them. Stressing that water, shelter (office, chairs, etc.) should be available for workers and have access to food. The lack of these threatens the healthy living of a worker, hence, constituting risks to the person.

Besides the provision of food, water, and shelter, another important need is the security of the workers. Maslow stated the need for the individual to be safe. For him, when a worker feels safe, he is motivated to engage,

work harder and discharge occupational responsibilities adequately. Lack of these is dangerous working conditions leading to poor productivity, irregularity, negligence of duty, lack of commitments and absenteeism. Furthermore, Maslow stated that every worker has intrinsic and social needs to satisfy. Workers need to be loved, valued and commended. By doing this, the workers feel motivated in their work engagements. But if those are regularly overlooked, psychosocial risks may set in. Because the person may feel less human, moody, cognitive decline and withdrawn. Exhibiting such behaviours could lead to workplace deviant behaviours.

Also, Maslow recommended the need to develop healthy self-esteem, through cultivating self-respect and a sense of self-belief (Strick, 2022). Respecting employees in a workplace gives motivation and a sense of value. On the contrary, the employee may feel that his efforts to support the organisational development and growth are valued. This could create negative imagery about the workplace by the neglected employee. Maslow mentioned self-actualisation as the one that fulfils the preceding needs. This represents the key things or purposes a worker is striving to achieve. It gives a sense of achievement and accomplishment within a workplace. Therefore, a worker feels happy and motivated if he understands that he is actualising his purposes. Implying that the worker feels impressed if the employer values the work, he is doing by showing concern on how the employee is coping with work-related stress. These positive regards promote the 'peak experiences' of workers. According to Maslow's perspective, the peak experiences are moments of highest happiness and fulfilment. Therefore, if the working conditions do not support workers' needs to actualise the five basic needs, it may lead breakdown of organisational culture and workplace deviances.

Beyond this, it is also needful to assess how work-related psychosocial hazards relate to deviant behaviours in workplaces (Schuller, 2020). So far and to the best knowledge of the present researchers, the relationship between former and later has been established. Even if there are any, the experiences from the Nigeria region are yet unknown.

1.2 | Workplace deviant behaviours

Workplace deviant behaviours are dysfunctional actions that are thoughtfully carried out to abuse oath of office or work ethics by the employees or employers which lead to the destruction of organisational images and goals (Robinson & Bennett, 1995). The unacceptable behaviours exhibited to disobey professional practices in work environments. Nigerian teachers are not exempted in this regard as some of them are guilty of such unprofessional practice (Abiogu et al., 2021; Ede et al., 2021). Among the work, deviant behaviours are idleness (Ede et al., 2019), absenteeism, cheating during examination and lateness (Ede, 2018). Consequently, the expected achievements in academic settings seemed to have been truncated by the unwholesome behaviours of schoolteachers in Nigeria. This problem is not prevalent in Nigeria region, but it is prevalent in other regions of the world. For instance, Yunus et al. (2014) stated that deviant behaviours in work settings have become increasingly overwhelming among educators in Malaysia. Given this pervasive situation, the deviant workers have created in school settings, it was decried that educational organisations have suffered detrimental effects of deviance (Yunus et al., 2014). For over years, scholarly evidence has noted that workplace deviant behaviour leads to reduced productivity, truncated morale and loss of schedule of work (O'Leary-Kelly et al., 1996). Scholars in the field of work deviance have argued that work deviant behaviours are voluntary actions and are meant to destroy the goals of organisations/members (e.g., Henle & Gross, 2016).

1.3 | Relating psychosocial work hazards and workplace deviant behaviours

An organisational psychologist has associated work deviance with psychological constructs that seem to contribute to such deviant behaviours (Flaherty & Moss, 2007). In addition, if workers feel dissatisfied with organisational

system and conditions of work, it leads to revenge actions which may be counterproductive (Michalak & Ashkanasy, 2016). By indication, psychosocial work hazards could be associated with organisational misbehaviours leading to negative emotional responses (Michalak & Ashkanasy, 2016). As per the quest to establish whether relationships exist between psychosocial work hazards and workplace deviant behaviours using primary school teacher populations, this study emerged.

1.4 | Research gaps and motivation

Several reports from empirical studies in Nigeria demonstrated and confirmed that mischievous acts have become a practice in educational institutions (e.g., Igbe, 2017; Igbe et al., 2017). In fact, a survey conducted in one of the Nigerian universities similarly stated that there are theft, fraud, irregularity in conducting examination for students, abuse of office, absenteeism, aggression and sexual harassment among the workers (Igbe et al., 2017). Though, it is not certain whether it cut across all levels and sectors of education in Nigeria such as colleges of education, secondary schools and primary schools. Therefore, it becomes imperative to investigate whether similar situations exist at the elementary and basic levels of the educational institution (primary schools). It is also important because of the disturbing rates of workplace deviant behaviours in the world of work (Omotayo et al., 2015).

Moreover, if workers are extremely loaded with tasks, it could activate interpersonal and workplace deviant behaviour resulting from the increased workloads (Penney & Spector, 2005), psychosocial work hazards that workers are made to face (Faridahwati et al., 2011, Igbe, 2017). This could happen as workers that are frustrated as a result of deplorable working conditions, psychosocial hazards, dissatisfaction in physiological and social needs (Osibanjo et al., 2014), stringent social pressure to obey (Aronson et al., 2005) are vulnerable to workplace deviant behaviours (Omar, 2011). Working conditions are very hazardous in most tertiary institutions in Nigeria (Igbe et al., 2017). Given these claims, there is a need for scientific inquiry to investigate the current states psychosocial work hazards and workplace deviant behaviours in primary schools. In addition, the association between the independent and dependent variables of this study is not straightforward. The motivation of this study comes from the idea that if the possible predictor of workplace deviant behaviours is ascertained it could help to make policy decisions for relevant populations (Anis & Emil, 2022) especially primary school teachers. The present researchers assessed the prevalence and relationships that exist between psychosocial work hazards and workplace deviant behaviours of primary school teachers in rural communities in Enugu State Nigeria. Given the objective of this study, we hypothesised that there will be a significant relationship between psychosocial work hazards and workplace deviant behaviours of primary school teachers in rural communities in Enugu State Nigeria.

2 | MATERIALS AND METHODS

2.1 | Ethical considerations

Before embarking on this study, the researchers obtained written permission from one of the researchers' institutions. In addition to the ethical recommendations of the American Psychological Association were strictly adhered to during the study. Specifically, consent was obtained from participants, treated with respect, and information was treated with confidentiality. Participation in this study was made voluntary, hence, they have the right to decline whenever they wish to do so.

2.2 | Design

This study was of cross-sectional design. In this design, descriptive and correlation methods were employed. The descriptive design was used to describe the participants' characteristics and prevalence of psychosocial work hazards and workplace deviant behaviours. While the correlation design helped the researchers to establish the relationship between the psychosocial work hazards and workplace deviant behaviours.

2.3 | Participants

A total of 254 primary school teachers in rural communities in Enugu state Nigeria participated in this study. A multistage clustering sampling technique was employed during the participants' selection method using probability and nonprobability sampling methods were used.

First, a cluster sampling technique was used to categorise the schoolteachers in the Enugu State Nigeria into Educational zones. Second, a stratified sampling method for each cluster helped categorise the schoolteachers into various local governments. Third, a systematic random sampling method was employed to categorise every teacher from the various schools. This is because we could not access the list of all the teachers' population. It also helps the researchers to select the participants systematically according to age, working status and location. Finally, those identified were classified as clusters. In selecting the participants, criteria for inclusion were (i) must be a licensed teacher, (ii) must be an elementary school teacher, (iii) must be identified by the school head as one who has had a record of query, (iv) must have a certificate in education, (v) must be active in teaching professional practice. Teachers that lack these requirements were excluded from this study.

2.4 | Measures

Work Deviance Behaviour Scale (WDBS) is a 19-item self-report that measures organisational deviance (12 items) and interpersonal deviance (7 items) (Bennet & Robinson, 2000). Participants were asked to rate how often they engaged in each behaviour, from 1 (never engaging in the behaviour) to 7 (engaging in the behaviour daily). Where higher score indicates high engagement in workplace deviant behaviour and a low score depicts less engagement. Unit average of OD and ID scale scores was used to compute the overall workplace deviance among teachers. Some items of the scale read: 'made fun of someone at work', 'said something hurtful to someone at work', 'acted rudely toward someone at work', 'taken property from work without permission. The developer derived a Cronbach's coefficient of 0.81 for the organisational deviance items and 0.78 for the interpersonal deviance items. The reliability coefficient of WDBS was established by to be—by Berry et al. (2007). In this study, the internal consistency of the WDBS was 0.77.

Copenhagen Psychosocial Questionnaire (COPSOQ) (Kristensen et al. 2005). COPSOQ is a 30-item self-report questionnaire that assesses psychosocial factors like stress, individual health/well-being, personality factors (coping style, sense of coherence, etc.). The COPSOQ covered key dimensions of work-life in these modern times, and these include cognitive demands; commitment; freedom; demands to hide emotions; emotional demands; feedback; influence; insecurity; satisfaction; meaningfulness; career; predictability; leadership; quantitative demands; role clarity; role conflicts; community feeling; sensorial demands; social relations/support; mental/physical health; coherence; behavioural stress. COPSOQ contains the response categories that range from 'to a very large extent' to 'to a very small extent') or frequency (from 'always' to 'never/hardly ever'). This represents that a high value indicates a high level of the condition being assessed. The COPSOQ has been written in several languages such as Polish (Widerszal-Bazyl, 2017), Portuguese (Rosário et al., 2017), Swedish (Berthelsen et al., 2018; Berthelsen et al.,

2020). The validity and reliability of the scale were within the ranges of 0.61–0.81α. We also tested the internal consistency of COPSOQ using the primary schoolteacher populations and the value was 0.79.

2.5 | Procedure for data collection

The data collection lasted for about 3 weeks. Each participant was allowed to use 90 min for the completion of the scales that were distributed. All the questionnaires were in an envelope and each pack was assigned to each participant. The data collection was done offline, that is face-to-face. The researchers personally administered questionnaires to the participants in their respective school locations.

2.6 | Data analysis

Data analysis was performed using SPSS Software, version 20. The descriptive statistics (frequency and percentage) were utilised to analyse the prevalence of psychosocial work hazards and workplace deviant behaviours. The data collected for this study were subjected to Pearson's correlation (r) statistical analysis to analyse the posed research questions among the variables and to statistically test the associated hypothesis for the study. The researchers used correlation statistical tool following the view of Urbina's (2014) that correlations permit investigators to make predictions by implying a certain amount of common or shared variance.

3 | RESULTS

Demographic profiles of the participants using Bar Charts.

Figure 1 shows that majority of the participants are the middle cadre primary school teachers followed by those who are at the upper cadre.

Figure 2 shows that there was a higher percentage of primary school teachers who had bachelor's degrees than those who had PhD degrees and master's degrees, respectively.

Figure 3 shows that majority of the participants are those who had years of teaching experience below 10 years and within 10–20 years.
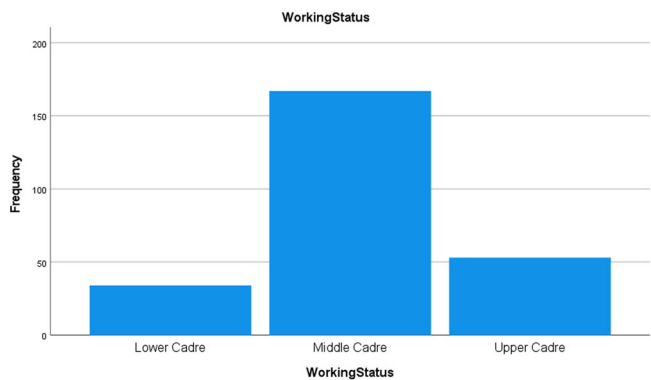

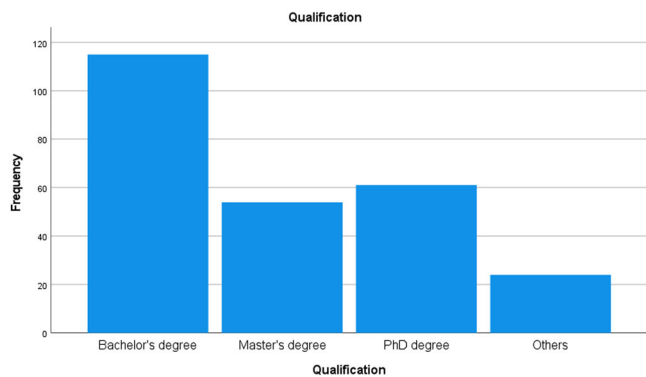**FIGURE 1** Bar chart of the participants' working status

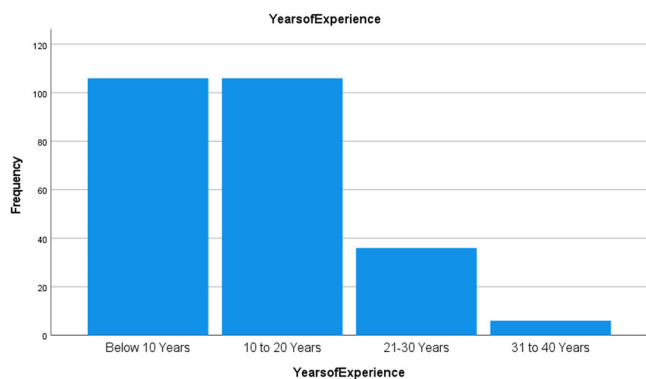**FIGURE 2** Bar chart of the participants' qualification

FIGURE 3 Bar chart of the participants' years of teaching experience

Table 1 shows that 91 of the participants representing 35.8%, responded that they do not have enough time for their work *several times a year*, while 62 of the participants representing 24.4%, responded that they *never* had enough time for their work. *Several times a year and never* were the two response options that had a higher percentage of responses with respect to *Item 1* statement. For Item 2 statement, 85 of the participants representing 33.5%, responded that their work requires them to remember a lot of things *several times a year*, while 71 (28.0%) of them responded that their work *never* require them to remember a lot of things. For the Item 3 statement, 83(32.7%) of the participants responded that their work is emotionally demanding *several times a year*, while 54 (21.3%) of them responded that their work is *never* emotionally demanding. For Item 4 statement, 87 (34.3%) of the participants responded that their work requires that they hide their feelings *several times a year*, while 54 (21.3%) of them responded that their work *never* requires that they hide their feelings. For Item 5 statement, 80 (31.5%) of the participants responded that their work requires that they have very clear and precise eyesight *several times a year*, while 53 (20.9%) of them responded that their work *never* requires that they have very clear and precise eyesight. In response to the item 6 statement, 76 (29.9%) of the participants indicated that they have a large degree of influence concerning their work *several times a year*, while 56 (22.0%) of the participants indicated that they have a large degree of influence concerning their work *weekly*.

In response to Item 7 statement, 76 (30.3%) of the participants indicated that they have the possibility of learning new things through their work *several times a year*, while 58 (22.8%) of the participants indicated that they have the possibility of learning new things through their work *weekly*. For the Item 8 statement, 70 (27.6%) of the

TABLE 1 Frequency and percentage analysis of the psychosocial work hazards of primary school teachers

S/N	Statement	Never	Once a year	Twice a year	Several times a year	Monthly	Weekly	Daily
1	Do you have enough time for your work tasks?	62 (24.4%)	21 (8.3%)	17 (6.7%)	91 (35.8%)	3 (1.2%)	38 (15.0%)	22 (8.7%)
2	Does your work require that you remember a lot of things?	71 (28.0%)	22 (8.7%)	17 (6.7%)	85 (33.5%)	3 (1.2%)	32 (12.6%)	23 (9.1%)
3	Is your work emotionally demanding?	54 (21.3%)	46 (18.1%)	19 (7.5%)	83 (32.7%)	2 (0.8%)	33 (13.0%)	17 (6.7%)
4	Does your work require that you hide your feelings?	62 (24.4%)	25 (9.8%)	33 (13.0%)	87 (34.3%)	1 (0.4%)	35 (13.8%)	11 (4.3%)
5	Does your work require that you have very clear and precise eyesight?	53 (20.9%)	22 (8.7%)	18 (7.1%)	80 (31.5%)	6 (2.4%)	34 (13.4%)	41 (16.1%)
6	Do you have a large degree of influence concerning your work?	51 (20.1%)	16 (6.3%)	21 (8.3%)	76 (29.9%)	13 (5.1%)	56 (22.0%)	21 (8.3%)
7	Do you have the possibility of learning new things through your work?	48 (18.9%)	20 (7.9%)	16 (6.3%)	77 (30.3%)	13 (5.1%)	58 (22.8%)	22 (8.7%)
8	Can you decide when to take a break?	65 (25.6%)	17 (6.7%)	17(6.7%)	70 (27.6%)	12 (4.7%)	38 (15.0%)	35 (13.8%)
9	Do you feel that the work you do is important?	53 (20.9%)	17 (6.7%)	8 (3.1%)	76 (29.9%)	13 (5.1%)	59 (23.2%)	28 (11.0%)
10	Do you enjoy telling others about your place of work?	49 (19.3%)	19 (7.5%)	15 (5.9%)	73 (28.7%)	12 (4.7%)	61 (24.0%)	25 (9.8%)
11	At your place of work, are you informed well in advance about, for example, important decisions, changes, or plans for the future?	53 (20.9%)	24 (9.4%)	11(4.3%)	74 (29.1%)	10 (3.9%)	63 (24.8%)	19 (7.5%)
12	Do you know exactly how much say you have at work?	52 (20.5%)	24 (9.4%)	65(25.6%)	53 (20.9%)	18 (7.1%)	23 (9.1%)	19 (7.5%)
13	Are contradictory demands placed on you at work?	28 (11.0%)	22 (8.7%)	50(19.7%)	78 (30.7%)	7 (2.8%)	28 (11.0%)	41 (16.1%)
14	To what extent would you say that your immediate superior is good at work planning?	48 (18.9%)	14 (5.5%)	70(27.6%)	52 (20.5%)	20 (7.9%)	30 (11.8%)	20 (7.9%)
15	How often do you get help and support from your colleagues?	45 (17.7%)	24 (9.4%)	43(16.9%)	82 (32.3%)	13 (5.1%)	27 (10.6%)	20 (7.9%)
16	How often does your superior talk with you about how well you carry out your work?	44 (17.3%)	23 (9.1%)	38(15.0%)	90 (35.4%)	16 (6.3%)	29(11.4%)	14 (5.5%)
17	Do you work isolated from your colleagues?	67 (26.4%)	24 (9.4%)	17 (6.7%)	115 (45.3%)	9 (3.5%)	8 (3.1%)	14 (5.5%)
18	Is there a good atmosphere between you and your colleagues?	50 (19.7%)	21 (8.3%)	13(5.1%)	123 (48.4%)	13 (5.1%)	6 (2.4%)	28 (11.0%)

TABLE 1 (Continued)

S/N	Statement	Never	Once a year	Twice a year	Several times a year	Monthly	Weekly	Daily
19	Are you worried about becoming unemployed?	36 (14.2%)	19 (7.5%)	15 (5.9%)	119 (46.9%)	8 (3.1%)	6 (2.4%)	51 (20.1%)
20	Regarding your work in general, how pleased are you with the people you work with?	58 (22.8%)	19 (7.5%)	14 (5.5%)	121 (47.6%)	7 (2.8%)	6(2.4%)	29 (11.4%)
21	In general, would you say your health is excellent, very good, good, fair or poor?	51 (20.1%)	19 (7.5%)	18 (7.1%)	120 (47.2%)	11 (4.3%)	10 (3.9%)	25 (9.8%)
22	How much of the time during the past 4 weeks have you been a very nervous person?	65 (25.6%)	17 (6.7%)	35 (13.8%)	74 (29.1%)	39 (15.4%)	13 (5.1%)	11 (4.3%)
23	How much of the time during the past 4 weeks did you feel worn out?	37 (13.0%)	15 (5.9%)	16 (6.3%)	116 (45.7%)	40 (15.7%)	17 (6.7%)	13 (5.1%)
24	During the past 4 weeks, I have not had the time to relax or enjoy myself	33 (13.0%)	17 (6.7%)	41 (16.1%)	48 (18.9%)	38 (15.0%)	11 (4.3%)	66 (26.0%)
25	How much of the time during the past 4 weeks have you had a stomachache or stomach problems?	42 (16.5%)	16 (6.3%)	17 (6.7%)	70 (27.6%)	61 (24.0%)	16 (6.3%)	32 (12.6%)
26	How much of the time during the past 4 weeks have you found it difficult to think clearly?	57 (22.4%)	10 (3.9%)	16 (6.3%)	62 (24.4%)	65 (25.6%)	7 (2.8%)	37 (14.6%)
27	I believe I can cope with most situations in life. What do you usually do when problems arise at work?	30 (20.5%)	24 (9.4%)	16 (6.3%)	75 (29.5%)	61 (24.0%)	6 (2.4%)	42 (16.5%)
28	Do you try to find out what you can do to solve the problem?	52 (20.5%)	28 (11.0%)	20 (7.9%)	87 (34.3%)	36 (14.2%)	8 (3.1%)	23 (9.1%)
29	Do you try to think of something else or do something you like?	51 (20.1%)	17 (6.7%)	52 (20.5%)	81 (31.9%)	32 (12.6%)	5 (2.0%)	16 (6.3%)
30	Do you accept the situation because there is nothing to do about it anyway?	59 (23.2%)	26 (10.2%)	20 (7.9%)	73 (28.7%)	58 (22.8%)	5 (2.0%)	13 (5.1%)

participants indicated that they can decide to take a break *several times a year*, while 65 (25.6%) of the participants indicated that they can *never* decide to take a break. For Item 9 statement, 76 (29.9%) of the participants responded that *several times a year*, they feel that the work they do is important, while 59 (23.2%) of the participants responded that they feel that the work they do is important *weekly*. In response to Item 10 statement, 73 (28.7%) of the participants indicated that they enjoy telling people about the place of their work *several times a year*, while 61 (24.0%%) of the participants indicated that they enjoy telling people about the place of their work *weekly*. For Item 11 statement, 74 (29.1%) of the participants indicated that *several times a year* they are informed well in advance about, for example, important decisions, changes or plans for the future, while 63 (24.8%) of the participants indicated that *weekly* they are informed well in advance about, for example, important decisions, changes or plans for the future. For Item 12 statement, 65 (25.6%) of the participants indicated that *several times a year* they know exactly how much say they have at work, while 53 (20.9%) of the participants indicated that they know exactly how much say they have at work *weekly*.

In response to Item 13 statement, 78 (30.7%) of the participants indicated that contradictory demands are placed on them at work *several times a year*, while 50 (19.7%) of them indicated that contradictory demands are placed on them at work *twice a year*. For Item 14 statement, 70 (27.6%) of the participants responded that they would say that their immediate superior is good at work planning *twice a year*, while 52 (20.5%) of them responded that they would say that their immediate superior is good at work planning *several times a year*. Similarly, Items 15–23, 25, 27–30 had the highest percentage of participants who responded *several times a year* on the statements of those items. Based on the analysis of data in Table 1 it was found that the primary school teachers experience elements of psychosocial work hazards.

Table 2 indicates that 131 of the participants representing 51.6% responded that they *never* made fun of someone at work, while 27 (10.6%) of them responded that they made fun of someone at work monthly. In response to Item 2 statement, 145 (57.1%) indicated that they *never* said something hurtful to someone at work, while 30 (11.8%) of the participants indicated that they have said something hurtful to someone at work *daily*. For Item 3 statement, majority 87 (34.3%), never made an ethnic, religious or racial remark or joke at work, 67 (26.4%) do that several times a year. For Items 4–7, majority 140 (55.1%) of the participants never cursed at someone at work, 165 (65.0%) played a mean prank on someone at work, 177 (69.7%) acted rudely toward someone at work and 185 (72.8%) publicly embarrassed someone at work. This implies that the majority of the participants rarely engage in interpersonal deviance in the workplace.

On the other hand, from Items 8 to 12, the majority 152 (59.8%) of the teachers never engage in taking property from work without permission, 141 (55.5%) spent too much time fantasising or daydreaming instead of working, 150 (59.1%) falsified a receipt to get reimbursed for more money than you spent on business expenses, 127 (50.0%) taken an additional or a longer break than is acceptable at your workplace and 91 (35.8%) come in late to work without permission. Also, 120 (47.2%) participants never indulge in littering in the work environment, 186 (73.2%) neglected to follow your boss's instructions, 175 (68.9%) intentionally worked slower than you could have worked, 184 (72.4%) discussed confidential company information with an unauthorised person, 187 (73.6%) used an illegal drug or consumed alcohol on the job, 160 (63.0%) put little effort into your work and 180 (70.9%) dragged out work to get overtime. Indicating the primary school teachers in rural schools rarely indulge in organisational deviant behaviours.

Table 3 shows that there is a positive relationship between psychosocial work hazards and workplace deviant behaviours of primary school teachers in Enugu State, r (254) = 0.165. Also, the result shows no significant association between psychosocial work hazards and workplace deviant behaviours of primary school teachers in Enugu State, $p = 0.009$. This implies that an increase in the psychosocial work hazards of primary school teachers will bring about a corresponding increase in their workplace deviant behaviours. Though, the increase in psychosocial work hazards is not significant.

TABLE 2 Frequency and percentage analysis of the work deviant behaviour of primary school teachers

S/N	Statement	Never	Once a year	Twice a year	Several times a year	Monthly	Weekly	Daily
	Interpersonal deviance							
1	Made fun of someone at work	131 (51.6%)	21 (8.3%)	9 (3.5%)	26 (10.2%)	27 (10.6%)	22 (8.7%)	18 (7.1%)
2	Said something hurtful to someone at work	145 (57.1%)	20 (7.9%)	11 (4.3%)	6 (2.4%)	17 (6.7%)	25 (9.8%)	30 (11.8%)
3	Made an ethnic, religious, or racial remark or joke at work	87 (34.3%)	40 (15.7%)	16 (6.3%)	67 (26.4%)	19 (7.5%)	9 (3.5%)	16 (6.3%)
4	Cursed at someone at work	140 (55.1%)	15 (5.9%)	9 (3.5%)	10 (3.9%)	39 (15.4%)	9 (3.5%)	32 (12.6%)
5	Played a mean prank on someone at work	165 (65.0%)	49 (19.3%)	11 (4.3%)	17 (6.7%)	5 (2.0%)	2 (0.8%)	5 (2.0%)
6	Acted rudely toward someone at work	177 (69.7%)	42 (16.5%)	10 (3.9%)	8 (3.1%)	7 (2.8%)	4 (1.6%)	6 (2.4%)
7	Publicly embarrassed someone at work	185 (72.8%)	38 (15.0%)	5 (2.0%)	9 (3.5%)	4 (1.6%)	3 (1.2%)	10 (3.9%)
	Organisational deviance							
8	Taken property from work without permission	152 (59.8%)	21 (8.3%)	5 (2.0%)	7 (2.8%)	24 (9.4%)	0 (0%)	45 (17.7%)
9	Spent too much time fantasising or daydreaming instead of working	141 (55.5%)	9 (3.5%)	10 (3.9%)	42 (16.5%)	32 (12.6%)	1 (0.4%)	19 (7.5%)
10	Falsified a receipt to get reimbursed for more money than you spent on business expenses	150 (59.1%)	11 (4.3%)	6 (2.4%)	26 (10.2%)	12 (4.7%)	2 (0.8%)	47 (18.5%)
11	Taken an additional or a longer break than is acceptable at your workplace	127 (50.0%)	31 (12.2%)	12 (4.7%)	25 (9.8%)	18 (7.1%)	10 (3.9%)	31 (12.2%)
12	Come in late to work without permission	91 (35.8%)	37 (14.6%)	17 (6.7%)	29 (11.4%)	45 (17.7%)	3 (1.2%)	32 (12.6%)
13	Littered your work environment	120 (47.2%)	34 (13.4%)	9 (3.5%)	28 (11.0%)	31 (12.2%)	1 (0.4%)	31 (12.2%)
14	Neglected to follow your boss's instructions	186 (73.2%)	22 (8.7%)	12 (4.7%)	7 (2.8%)	2 (0.8%)	16 (6.3%)	9 (3.5%)
15	Intentionally worked slower than you could have worked	175 (68.9%)	26 (10.2%)	13 (5.1%)	10 (3.9%)	5 (2.0%)	2 (0.8%)	23 (9.1%)
16	Discussed confidential company information with an unauthorised person	184 (72.4%)	29 (11.4%)	6 (2.4%)	4 (1.6%)	6 (2.4%)	17 (6.7%)	8 (3.1%)
17	Used an illegal drug or consumed alcohol on the job	187 (73.6%)	38 (15.0%)	9 (3.5%)	7 (2.8%)	3 (1.2%)	3 (1.2%)	7 (2.8%)
18	Put little effort into your work	160 (63.0%)	48 (18.9%)	11 (4.3%)	14 (5.5%)	5 (2.0%)	5 (2.0%)	11 (4.3%)
19	Dragged out work to get overtime	180 (70.9%)	42 (16.5%)	6 (2.4%)	12 (4.7%)	6 (2.4%)	2 (0.8%)	6 (2.4%)

4 | DISCUSSION

The purpose of this study was to assess the psychosocial work hazards and workplace deviant behaviours of primary school teachers in rural communities in Enugu State Nigeria. The results showed that the primary school teachers experience elements of psychosocial work hazards. The outcome of the current study supports a past study conducted in Nigeria, which showed that lecturers reported a high level of psychosocial work-related hazard and it is very prevalent (Kennedy, 2018). It is not surprising that employees are experiencing the highest psychological and social hazards in Nigeria, as it is already perceived that the work environment is not friendly (Kennedy, 2018). Because work setting is that so hazardous could expose staff to ill-health such as hypertension, coronary heart diseases (Melamed et al., 1999; Schnall et al., 2000). This seemingly affects the psychosocial behaviours of teachers who are parents in their family relationships (Ede et al., 2021). It is possible that the work-related hazard which is frequently occurring in the workplace is due to environmental elements (Kennedy, 2018). These elements constitute stress, fatigue and sleeplessness that lead to strenuous mental and physical demands in the work settings (Kennedy, 2018).

In line with the findings of the present study, a survey study conducted in Europe demonstrated that all the staff of educational institutions is greatly affected by psychological distress (Ales, 2015). Similarly, another survey reported teachers are experiencing stress resulting in the negative well-being of teachers (Ales, 2015). In the same vein, higher work-related stress has been found among schoolteachers (Mello, 2013; Ales, 2015). Our study supports past studies that educators experience high levels of occupational stress, and they will be working beyond their abilities to achieve psychological and organisational demands (Bentley & Kyvik, 2012; Kinman, 2014; Tytherleigh et al., 2005).

It was also indicated that primary school teachers rarely exhibit work deviant behaviour. This study supports some past studies on the prevalence of workplace deviant behaviours. For example, evidence showed there is a serious rise in deviant behaviour in secondary level schools in developing countries (Adegun, 2013; Carra et al., 2009; Masese et al., 2012). Also, another literature documented that majority of educators are guilty of workplace deviant behaviours (Adekanmbi & Ukpere, 2019). Similarly, it was noted that educational settings are around the globe have been rassling with a high level of deviant behaviour among students (Torrente & Vazsonyi, 2012). Though these studies found an alarming level of deviant behaviour among the student populations, it may be difficult to disassociate traces or how deviant behaviour is learned from the teacher populations. Possibly, that is why past literature highlighted that escalation of misbehaviours could be attributed to the sensational unethical practices in workplaces (Kidwell & Martin, 2004). These misbehaviours include fraud, sexual harassment, theft, suppression of efforts and hostile behaviours and have consistently led to organisational damages (Appelbaum, et. al., 2007; Aquino, Galperin & Bennett, 2004; Lawrence & Robinson, 2007).

In addition, the correlation results of the present study showed that there is a positive relationship between psychosocial work hazards and workplace deviant behaviours of primary school teachers in Enugu State. However, the hypothesis result showed no significant association between psychosocial work hazards and workplace deviant behaviours of primary school teachers in Enugu State. Implying that an increase in the psychosocial work hazards of primary school teachers will bring about a corresponding increase in their workplace deviant behaviours. The outcomes of our study are in line with several empirical studies. For example, Chovwen (2013) revealed that high demands and increased role implementation in workplaces bring about increased poor relationships. If the stress becomes higher, it leads to organisational deviance such as protracted absenteeism and violence (Chovwen, 2013). Absenteeism, substance abuse, work aggression and violence are elements of workplace deviant behaviours (De Clercq et al., 2020; Naseer et al., 2020; Penney & Spector, 2005; Salami, 2010) and seem to be more frequent among primary school teachers. These inappropriate behaviours have been associated with some illegal practices in the school environment (Dlamini et al., 2022a, 2022b; Gcelu et al., 2021). Also, Obiora and Iwuoha (2013) stated that occupational stress and working conditions in the Nigerian work setting could lure workers to corruption. Similarly, Mojoyinola (2008) showed that job stress is correlated to workers' deviant behaviour. In the same vein,

TABLE 3 Pearson product moment correlation analysis of the relationship between psychosocial work hazards and workplace deviant behaviours of primary school teachers

		Work deviant behaviours	Psychosocial work hazards
Work deviant behaviours	Pearson correlation	1	0.165**
	Sig. (two-tailed)		0.009
	Sum of squares and cross-products	311393.657	52278.547
	Covariance	1230.805	206.635
	N	254	254
Psychosocial work hazards	Pearson correlation	0.165**	1
	Sig. (two-tailed)	0.009	
	Sum of squares and cross-products	52278.547	323514.114
	Covariance	206.635	1278.712
	N	254	254

**Correlation is significant at the 0.01 level (two-tailed).

Salami (2010) and Penney and Spector (2005) demonstrated a positive association between work stress and workplace deviant behaviour among employees. Workload correlates with aggression and sabotage (Chen & Spector, 1992; Omar et al., 2011). A recent study conducted in Nigeria using the banker population reported similar results that occupational stress is positively related to deviant behaviours (Adekanmbi & Ukpere, 2019). This shows that the hazardous conditions in occupational settings lead to deviant behaviours of Nigerian employees (Adekanmbi & Ukpere, 2019). It could be inferred that the poor conditions in most primary schools contribute to some of the aggression, corruption, ethical practices, lateness, irregularity and absenteeism among teachers.

5 | CONCLUSION

In conclusion, this study has successfully shown that primary school teachers experience elements of psychosocial work hazards and rarely exhibit work deviant behaviours. There is a positive relationship between psychosocial work hazards and workplace deviant behaviours of primary school teachers in Enugu State Nigeria. Though, the relationship is not significant. Having the psychosocial work hazards in occupational settings are contradictory to workers' wellbeing and needs that lead them to engage in deviant behaviours. Thus, employers are called to make the workplace a friendly and healthy environment for workers. Therefore, professionals in workplaces including schools should design practicable interventions that would help to reduce workplace deviance among employees in different works of life. With this, these should be reflected in policies implementations to rural communities and beyond.

5.1 | Implications

Given the prevalence and relationship between psychosocial work hazards and workplace deviant behaviours, there are practice implications for practitioners in private and public establishments. On account of the prevalence of psychosocial hazards in school settings, school management or leadership should think of satisfying teachers' needs.

There should be a reorientation programme to change possible negative perceptions of the teachers about their jobs. There should be policy statements on how welfare and benefits attributed to teachers could reach them accordingly. School headmasters should liaise with the government to provide infrastructures that are lacking and probably engineer the stress in the schools. Each school leadership should avoid posing excess workload to teachers by regulating the activities of each staff with his or her workability. If not, it will lead to role abandonment, irregularities, absenteeism and abuse of office.

Also, primary school boards such as Universal Basic Education (UBE) should develop educational policies, which regulate teachers' recruitment, roles descriptions and timing, benefits, and salaries to propagate good working conditions. The policy should include a transparent teachers' salary system and benefits based on respective workloads. It will enhance commitments, turnover, achievement of goals and increased interpersonal relationships among the teachers and leadership.

5.2 | Limitations

Like other cross-sectional surveys, there are some notable methodological weaknesses in this present study. First, using only teachers in primary schools is a limitation. The sample of this study should have been extended to their counterparts in secondary schools and tertiaries. Second, the participants' responses should have been analysed according to the dimensions in the psychosocial work hazard scale to ascertain how each subscale correlates with workplace deviance. Third, we also acknowledged that the failure to use qualitative measures during the study is a limitation. Therefore, future studies are encouraged to fill the gaps in the subsequent investigations, especially in developing countries.

CONFLICTS OF INTEREST
The authors declare no conflicts of interest.

DATA AVAILABILITY STATEMENT
The statistical data associated with this manuscript is available with the corresponding author and can be released based on request.

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