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Emotional Intelligence in Counterproductive Work Behaviour in a Sample of Primary School Teachers Experiencing Role-based Stress

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ABSTRACT

This study investigated the moderating role of emotional intelligence in role-based stress and counterproductive work behaviour in a sample of primary school teachers. One hundred and ninety nine participants comprising 57 males and 142 females between the ages of 22-59 years (M = 37.7, SD= 9.5) were drawn using three-stage (cluster, stratified and purposive) sampling technique from Udenu Local Government Primary School teachers. The study was a correlational study in which 10-item Emotional Intelligence Scale, 15-item Role-based Stress Scale and 10-item Counterproductive Work Behaviour Checklist were administered for data collection. Moderated hierarchical multiple regression analysis was used for data analysis. The results indicated that role-based stress positively predicted counterproductive work behaviour (β =.49, t = 7.60, p< .01). The dimensions of emotional intelligence (appraisal of own emotions, appraisal of other's emotions, regulation of own emotions, regulation of other's emotions and utilization of emotions) jointly predicted counterproductive work behaviour (β = -.06, t = -.17, p< .05). Regulation of other's emotions dimension of emotional intelligence independently and negatively predicted counterproductive work behaviour (β = -.06, t = -.17, p< .05). Furthermore, the dimension of emotional intelligence (appraisal of own emotions, appraisal of other's emotions, regulation of own emotions, regulation of other's emotions and utilization of emotions) did not moderate the prediction of counterproductive work behaviour by role-based stress. The results of the study were discussed; the implications of the findings highlighted and suggestions were made for further study. It has been recommended that policy makers in the educational sector especially in primary schools should make policies that will reduce role-based stress in order to enhance productive work behaviours of teachers.

Introduction

Primary school teachers play a vital roles in shaping the educational path of pupils, thus, they will always be needed to establish a solid foundation for learning (Ventures, 2021). They are responsible for teaching approved national curriculum subjects to pupils guiding them through what is arguably the most important stage of their education. As a teacher in primary school, one will not only teach one or two specific subjects instead, one will be required to teach different lessons on a broad range of topics, prepare lesson plans, educate pupils in a fun and engaging manner, marking pupil's work and providing them with necessary feedbacks using creative, interactive and engaging teaching methods to encourage pupils to actively participate in classroom activities and develop cognitive, numerical and verbal reasoning skills under poor working conditions; thus, sources of stress to the teacher (Yusuf, Olufunke & Valentine 2015).

By undermining self-regulatory processes, stress is a proximal antecedent to counterproductive work behaviour, weakening and eventually overriding the cognitive controls that prevent productive work behaviour (Boye & Jones, 1997). Counterproductive work behaviour is that intentional behaviour exhibited by employees, which has likely detrimental effect on organizations and their members as well as other stakeholders (Spector & Fox, 2005). Counterproductive work behaviour has been conceptualized in a number of ways including employee negative behaviour and retaliatory behaviour (Yao, Fan, Guo & Lee, 2014). The bottom line is that these behaviours are harmful to the organization by directly affecting its functions or property or by hurting employees in ways that will reduce their effectiveness.

De Vore (2001) defined counterproductive work behaviour as any intentional behaviour on the part of an organization as contrary to its legitimate interest. This definition focuses on the behaviour itself rather than on the results and consequences of the behaviour (Gruys & Sackett, 2003). Counterproductive work behaviour is quite common among employees in many organizations, but much of it apparently goes unnoticed, unreported or both (Benett & Robinson, 2000).

All acts of counterproductive work behaviour violate the legitimate interests of an organization by harming the members of the organization and/or organization as a whole (Marcus & Schuler, 2004). It includes acts such as theft, sabotage, verbal abuse, withholding of effort, lying or refusing to cooperate (Spector & Fox,2002).

Brimecombe, Mangnusen and Bunds (2014) viewed counterproductive work behaviours as deliberations and conducts that breach explicit and implied rules about expected behaviours within an organization, compromising the overall wellbeing of organizational members, jeopardizing the interest of the organization as a whole. It includes abusive behaviours that consist of volitional acts that harm or intend to harm organization and their stakeholders (Kevin, Lori, Matthew & James, 2010).

Schaufeli, Bakker and Rhenen (2009) stated that employees use counterproductive work behaviour as a coping mechanism for stressful conditions which lead to experience of emotional exhaustion at work. Maslach, Schaufeli and Leiter (2001), and Schular, Trivedi (2008) described counterproductive work behaviour as a behavioural reaction to job related stress. De Clercq, Haz and Hazeem (2019) also stated that counterproductive work behaviour is spurred by stress.

The term stress was first used by Selye (1936) describing stress as the force, pressure, or strain exerted upon a material object or person which resist these forces and attempt to maintain it's original state. However, stress can emanate from the role an employee (e.g. teacher) plays in the organization. To this end this present study is interested in role-based stress. Role-based stress is the feelings of tension, discomfort, uncertainty, indecisiveness and distress that a worker experiences asa result of social and physical circumstances of the work settings (kahn & Byosiere, 1997). Okonkwo (2013) defined role stress asthestress emanating from the demands of the job which may vary across settings. It is a stress people experience within their role (job) in an organization. It is a condition which happens when one realizes that the pressure on them or requirements of situation are wider than they can handle, and if these requirements are huge and continue for a long period of time without interval; mental, physical or behavioural problems may occur (Water &Ussery, 2007).

Role-based stress is the response of employees to job demand and pressures that are not in line with their knowledge, interest, skills and abilities (Hicks &Caroline, 2007), and affects their capacity to cope (Fried, 2008). Role-based stress develops because a person is unable to cope with the demands being placed on them. Stress arises in wide ranging work

situations but becomes worse when employees sense they have little or no control over work process.

Role related stress can be caused by poor work design, lack of recognition, rigid bureaucratic structure (Hicks & Caroline2007), office ergonomics (Moran, 2010), poor management style (Nelson, 2005), unfavourable working conditions (AL-Anzi, 2009), pay inequality (Stecher & Rosse, 2007), role conflict, among other factors. If role-based stress is so aversive to employees, they will try to avoid it by withdrawing either psychologically (disinterest or lack of involvement in the work etc), physically (frequent late coming, absenteeism, laziness etc) or by leaving their job entirely (Mansoor, Fida, Nasir & Ahmad, 2011). Stress at work has considerable consequences on employee's work behaviour and it is worse when employees think that having little or no personal resources such as emotional intelligence.

According to Albesher and Alsaeed (2015) an individual's ability to deal with stress is related to emotional intelligence. Marianaki, Antoniou and Drosos (2017) also indicated that stress coping strategy is positively associated with emotional intelligence, hence the interest of this present study in emotional intelligence as a moderator.

Emotional intelligence is the ability to recognize and also monitor one's own and other people's emotions to understand feelings, and subsequently to use emotional information to guide thinking and adapt behaviour to suit the environment (Furnham &Taylor, 2020; Robinson, 2020). According to Bradberry and Greaves (2009) emotional intelligence is one's ability to recognize and understand emotions in self and others, and the ability to use this awareness to manage your behaviours and relationships. It is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in a way that promote intellectual growth (Mayer, Salovey& Caruso, 2004). Hein (2009) defined emotional intelligence as the innate potential to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions. Emotional intelligence is the ability to acquire and apply knowledge from one's emotions and the emotions of others (Stock, 2007).

Regulation of the emotions helps employees to maintain "positive affect", a positive outlook that influences work behaviour favourably; additionally, the regulation also restrains "negative affect" (Cheung &Tang, 2012). Hence, employees with high emotional intelligence have the tools to regulate their emotions and to cope with adversities, and they tend to create emotional and behavioural balance by utilizing self-control and self-regulation (Mayer, Salovey & Caruso, 2008).

Individual differences in abilities such as emotional intelligence can have important association with role stressors and counterproductive work behaviour (Bowling & Eschleman, 2010; Dixit & Singh, 2019), thus this present study on the moderating role of emotional intelligence in role-based stress and counterproductive work behaviour among primary school teachers.

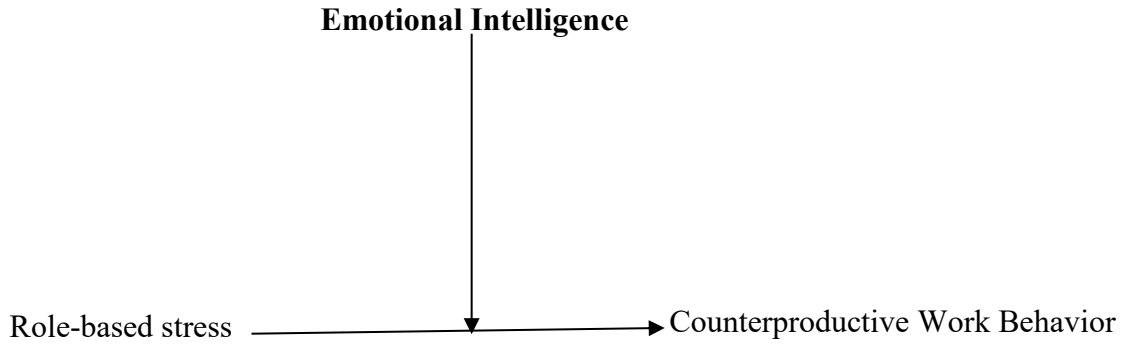

Fig. 1. Emotional intelligence as a moderator in role-based stress and counterproductive work behaviour

Hypotheses

The following hypothesis were tested

1. Role-based stress will significantly predict counterproductive behaviour.
2. Emotional intelligence (appraisal of own emotions, appraisal of other's emotions, regulation of own emotions, regulation of other's emotions and utilization of emotions) will significantly predict counterproductive work behaviour.
3. Emotional intelligence (appraisal of own emotions, appraisal of other's emotions, regulation of own emotions, regulation of other's emotions and utilization of emotions) will significantly moderate the prediction of counterproductive work behaviour by role-based stress.

Method

Participants

One hundred and ninety-nine (199) primary school teachers comprising 142 females and 57 males between the ages of 22 to 59 years (M = 37.7, SD = 9.5) were drawn from Udenu Local Government in Enugu State, Nigeria using a three-stage sampling which involved cluster, stratified and purposive sampling techniques. The participants were divided into clusters (zones). Stratified sampling (70% from each zone) was applied in each cluster (zone) to ensure proper representation (Salkind, 2010). Purposive sampling was also applied in each cluster (zone) because it allowed the researchers to select participants that met predetermined criteria. The inclusion criteria were primary school teachers with minimum of Nigeria Certificate of Education (NCE), from grade level 7 to 14, had spent at least three years (to must have gotten confirmation of appointment letter) and must be a permanent staff. The exclusion criteria exempted Corp members, Npower beneficiaries, volunteers and temporal staff. Among the participants, 150 were married while 49 were single. In addition, 141 were NCE holders, 56 were B.Ed. holders, and 2 were B.Sc. holders.

Instrument

Brief Emotional Intelligence Scale

Emotional intelligence was measured using 10-item Brief Emotional Intelligence Scale (Davies, Lane, Devonport and Scott, 2010) designed to measure the capacity of individuals to perceive, control and evaluate emotions. Sample item reads "I know why my emotions change". The scale has five subscales that measure appraisal of own emotions, appraisal of other's emotions, regulation of own emotions, regulation of other's emotions and utilization of emotions. Ratings were on a 5-point scale ranging from 1(strongly disagree) to 5(strongly agree).

Davies, Lane, Devonport and Scott (2010) reported a test-retest reliability of .48 for appraisal of own emotions; .35 for appraisal of others emotions; .40 for regulation of own emotions; .41 for regulation of others emotions and .40 for utilization of emotions. Davies *et al.,* (2010) also obtained validity of .97 for the overall scale. Ugwu, Enwereuzor, Fimber and Ugwu (2017) obtained a Cronbach's alpha of .76 for the overall scale.Ikpenwa (2022) obtained a Cronbach's alpha of .70 for appraisal of own emotions; .64 for appraisal of others emotions; .75 for regulation of own emotions; .58 for regulation of other's emotions and .64 for utilization of emotions. A pilot study was conducted by the researchers to determine the reliability of the instrument for use in the present study. The researchers obtained a Cronbach's alpha of .76 for the overall scale.

Role-based Stress Scale

Role-based stress was measured using 15-item Role-based Stress Scale(Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1964) designed to assess the nature, causes and consequences of role-based stress. Sample item reads "Feeling that you have too little authority tocarry out the responsibilities assigned to you". Ratings were on a 5-point scale ranging from 1 (never) to 5 (nearly all the time).

Kahn*et al.,* (1964) reported an internal reliability coefficient of .87. The scale also has a concurrent validity of .01 when it was correlated with rated performance by Sheridan and Vredenburgh (1978) and .46 when it was correlated with checklist symptoms stress by Kyriacou and Sutcliffe (1978). Oseghare (1988) using Nigerian samples found a Cronbach's alpha of .39. Okonkwo, Egbujor and Onyeneje (2018) reported Cronbach's alpha of .97. A pilot study was conducted by the researchers to determine the reliability of the instrument in the present study. A Cronbach's alpha reliability coefficient of .69 was reported.

Counterproductive Work Behaviour Checklist

Counterproductive work behaviour was measured using 10-item version of Counterproductive Work Behaviour Checklist (Spector, Bauer & Fox, 2010) designed to measure the intentional behaviour exhibited by employees which has likely

detrimental effects on organizations and their members as well as other stakeholders. Sample item reads "Purposely wasted your employer's material/supplies". Ratings were on a5-point scale ranging from 1 (never) to 5 (everyday).

Spector *et al.,* (2010) reported internal reliability coefficient of .78. Ugwu, Enwereuzor, Fimber and Ugwu (2017) reported a Cronbach's alpha of .81. A pilot study was conducted by the researchers to determine the reliability of the instrument in the present study. The pilot study yielded a Cronbach's alpha of .73.

Procedure

The researcher first of all obtained ethical approval from the Chairman Research Ethics Committee Department of Psychology Enugu State University of Science and Technology Agbani for this present study. An introductory letter was also obtained from the Head of Psychology Department, Enugu State University of Science and Technology. Thereafter, the researcher also secured an approval for this study from the Education Secretary and Personnel of Udenu Local Government Area.

The researcher proceeded to the various schools to identify with the head teachers and also administer the questionnaire to the various primary school teachers in order to elicit their responses. Three-stage sampling technique was adopted to draw the participants for this study. Stage one; schools were clustered into three namely: Obollo-afor zone, Obollo-etiti zone and Obollo-eke zone. Stage two; stratified sampling (teachers from grade level 7 to 14) was used to draw primary school teachers from the three zones to ensure proper representation (Salkind, 2010). Stage three; purposive sampling was used to draw primary school teachers that met the criteria for the research. The instrument was administered by the researcher to the participants during the break period with the help of the head teachers who served as research assistants. Two hundred and thirty (230) copies of questionnaire were distributed, seventeen (7.39%) were not returned, fourteen (6.09%) were discarded due to errors in completion and incomplete data leaving one hundred and ninety nine (86.52%) which were used for analysis.

Design and Statistics

The design for this study was correlational design as data were collected to consider the relationships among the variables. The statistical test used for data analysis was moderated hierarchical multiple regression. This was to determine the moderation, the direction and strength of the relationships among study variables.

Results

Table 1: descriptive and correlation matrix

		M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Age	37.71	9.48	1												
2	Gender			-.01	1											
3	MS			.46**	.28**	1										
4	EQ			.24**	.01	.15*	1									
5	YOE	11.61	9.29	.83**	.00	.46**	.31**	1								
6	TGL	9.75	2.87	.81**	.01	.46**	.37**	.89**	1							
7	AOE	8.64	1.54	-.14*	.17*	.02	.03	-.16*	-.14*	1						
8	AOTHE	8.32	1.54	-.02	-.03	-.02	.05	.00	-.04	.42**	1					
9	ROE	8.50	1.48	-.06	.14*	.11	.03	-.05	-.02	.30**	.23**	1				
10	ROTHE	8.10	1.55	-.21**	.22**	-.02	-.04	-.19**	-.17*	.26**	.22**	.41**	1			
11	UOE	8.65	1.37	-.13	.20**	.03	.02	-.15*	-.15*	.32**	.32**	.30**	.39**	1		
12	RBS	31.88	10.13	.14*	-.27**	-.18*	-.05	.13	.09	-.21**	-.16	-.22**	-.34**	-.22**	1	
13	CWB	15.95	5.54	.17*	-.26**	-.10	-.02	.17*	.18**	-.19**	-.11	-.22**	-.38**	-.26**	.54**	1

*Note:**p<.01; *<.05;Gender (dummy coded '0'- male, '1'- female); marital status (dummy coded '0'- single, '1'- married); EQ=Educational qualification (NCE, B.Ed, B.Sc); YOE=Years of experience; TGL= Teacher's grade level; AOE=Appraisal of own emotions; AOTHE=Appraisal of others' emotions; ROE= Regulation of own emotions; ROTHE=regulation of others' emotions; UOE= Utilization of emotions; RBS= Role-based stress; CWB= Counterproductive work Behaviour.*

Table 1 depicted the correlations between the demographics (age, gender, marital status, educational level, years of experience and teacher's grade level) and study variables (emotional intelligence, role-based stress and counterproductive work behaviour). Age was positively related to counterproductive work behaviour (r = .17, p<.05). This means that the higher the age, the more counterproductive work behaviour. Gender (more with the male participants) were negatively related to counterproductive work behaviour (r = -.27, p<.01), indicating that males were less likely to exhibit counterproductive work behaviour. This means that marital status and educational qualification were not significantly related to counterproductive work behaviour. Years of experience was positively related to counterproductive work behaviour (r = .17, p<.05). Teacher' grade level was positively related to counterproductive work behaviour (r = .18, p <.01). This means that the higher the teacher's grade level, the more the counterproductive work behaviour. Appraisal of own emotions dimension of emotional intelligence was negatively related to counterproductive work behaviour (r = -.19, p<.01). This means that the more the appraisal of own emotions dimension of emotional intelligence, the less the counterproductive work behaviour. Appraisal of other's emotions was not related to counterproductive work behaviour. Regulation of own emotions dimension of emotional intelligence was negatively related to counterproductive work behaviour (r = -.22, p<.01). This means that the higher the regulation of own emotions dimension of emotional intelligence, the less the counterproductive work behaviour. Regulation of other's emotions dimension of emotional intelligence was negatively related to counterproductive work behaviour (r = -.38, p<.01). This means that the higher the regulation of other's emotions dimension of emotional intelligence, the less the counterproductive work behaviour. Utilization of emotions dimension of emotional intelligence was negatively related to counterproductive work behaviour (r = -.26, p<.01). This means that the higher the utilization of emotions dimension of emotional intelligence, the less the counterproductive work behaviour. However, role-based stress was positively related to counterproductive work behaviour (r = .54, p<.01). This means the higher the role-based stress, the higher the counterproductive work behaviour.

Table 2: Summary of Moderated Hierarchical Multiple Regression Analysis for Variables Predicting CWB

Variables	Step 1			Step 2			Step 3			Step 4		
	B	SE	T	β	SE	T	B	SE	T	B	SE	t
Age	.06	.08	.47									
M_S	-.15	1.04	-1.82									
Gender	-.22	.88	-3.07									
EQ	-.10	.87	-1.36									
YOE	.00	.10	.00									
TGL	.25	.30	1.59									
RBS				.49	.04	7.60**						
AOE							.02	.25	.01			
AOTHE							.00	.25	.00			
ROE							-.08	.25	-.02			
ROTHE							-.61	.26	-.17*			
UOE							-.24	.28	-.06			
RBSXAOE										.02	.03	.30
RBSXAOTHE										-.02	.03	-.29
RBSXROE										.36	.03	.86
RBSXROTHE										-.06	.03	-.81
RBSXUOE										.05	.03	.70
R	.359			.577			.606			.61		
R^2	.129			.333			.368			.374		
Δ R^2	.129			.204			.035			.006		
F	4.678**			13.470**			8.922**			6.283**		

*Note:**p<.01; *<.05; Gender (dummy coded '0'- male, '1'- female); marital status (dummy coded '0'- single, '1'- married); EQ=Educational qualification (NCE, B.Ed, B.Sc); YOE=Years of experience; TGL= Teacher's grade level; AOE=Appraisal of own emotions; AOTHE=Appraisal of others' emotions; ROE= Regulation of own emotions; ROTHE=regulation of others' emotions; UOE= Utilization of emotions; RBS= Role-based stress; CWB= Counterproductive work Behaviour.*

Results of the hierarchical multiple regression for the test of counterproductive work behaviour as shown in Table 2. The variables were entered in stepwise models. The demographic variables (age, gender, marital status, educational qualification, years of experience, and teacher's grade level) were entered in the Step 1 of the regression analysis. None of the demographic variables was found be a significant predictor of counterproductive work behaviour. The demographics accounted for 12.9% (ΔR^2= .129) variance in counterproductive work behaviour

Role-based stress in the second step of the regression analysis was a significant positive predictor of counterproductive work behaviour (β =.49, t = 7.60, p< .01) which indicated that for every 1 unit increase in role-based stress, the counterproductive work behaviour increased by .49. The contribution of role-based stress accounted for 20.4% (ΔR^2= .204) variance in counterproductive work behaviour. Thus, supporting the first hypothesis.

In the third step, regulation of other's emotions was the only dimension of emotional intelligence that significantly predicted counterproductive work behavior (β = -.06, t = -.17, p< .05) which equally means that for every 1 unit increase in regulation of other's emotions components of emotional intelligence, the counterproductive work behavior decreases by -.06. Therefore, supporting second hypothesis. Appraisal of own emotions, appraisal of other's emotions, regulation of own emotions and utilization of emotions components of emotional intelligence were not significant predictors of counterproductive work behaviour. Thus, did not support hypothesis 2. Emotional intelligence accounted for 3.5% (ΔR^2=.035) variance in counterproductive work behaviour.

The moderating terms were entered in the fourth step after entering the data. None of the moderating terms were a significant predictor of counterproductive work behaviour. Thus hypothesis 3 was not supported. The moderating terms accounted for 0.6% (ΔR^2=.006) variance in counterproductive work behaviour.

Discussion

This study investigated the moderating role of emotional intelligence in role-based stress and counterproductive work behaviour in a sample of primary school teachers. Considering the results, the first hypothesis which stated that role-based will significantly predict counterproductive work behaviour was confirmed. The result is in agreement with Hira and Anam (2011) finding which found a sufficient positive correlation between job stress and counterproductive work behaviour. According to the result, role-based stress positively predicted counterproductive work behaviour which suggests that the higher the role-based stress employees (teachers) experience, the more they exhibit counterproductive work behaviour while doing their job. Meanwhile, the results of the finding supported the first hypothesis which states that role-based stress will significantly predict counterproductive work behaviour. This implies that the role teachers play in an organization contribute significantly to counterproductive work behaviour. It could be that employees (teachers) because of the feelings of tension, discomfort, uncertainty, indecisiveness, and distress they experience as a result of the social and physical circumstances of the work setting act counterproductively to cope with stress. This finding has given credence to stressor-emotion theory (Spector & Fox, 2005) which suggests that stressors in the workplace leading to the arousal of negative emotions increase the likelihood of counterproductive work behaviour.

The second hypothesis which stated that emotional intelligence (appraisal of own emotions, appraisal of other's emotions, regulation of own emotions, regulation of other's emotions and utilization of emotions) will significantly predict counterproductive work behaviour was supported because all the dimensions of emotional intelligence jointly predicted counterproductive work behaviour. This prediction was further supported byregulation of other's emotions dimension of emotional intelligence which independently and negatively predicted counterproductive work behaviour. In the case of regulation of other's emotions component of emotional intelligence, it is in congruence with Susanti and Alwansyah (2021) finding where they examined the effect of emotional intelligence on counterproductive work behaviour and found that emotional intelligence has a significant negative relationship with counterproductive work behaviour. The finding is also in agreement with Miao, Humphrey and Qian (2017) finding that reported

emotional intelligence to be negatively related to counterproductive work behaviour. This could be because regulation of other's emotions component of emotional intelligence negatively predicted counterproductive work behaviour suggesting that the more emotionally intelligent (regulation of other's emotion) employees (teachers) are, the less likely they will act counterproductively at work. The finding is in congruence with Bar-on theory of emotional intelligence (Bar-on, 2002) which posits that emotional intelligence is an array of inter-related emotional and social competencies, skills and facilitators (e.g. stress tolerance and impulse control) that determine how effectively we express ourselves, understand others, relate with them and cope with daily demands, challenges and pressures.

However, other dimensions (appraisal of own emotions, appraisal of other's emotions, regulation of own emotions and utilization of other's emotions) independently and jointly did not support the second hypothesis because they did not predict counterproductive work behaviour.

The third hypothesis which stated that emotional intelligence (appraisal of own emotions, appraisal of other's emotions, regulation of own emotions, regulations of other's emotions and utilization of emotions) will significantly moderate the prediction of counterproductive work behaviour by role-based stress was not supported because all the dimensions of emotional intelligence jointly and independently did not moderate the prediction of counterproductive work behaviour by role-based stress. The result is not consistent with previous study by Zhang, Cart and Weng (2019) which found negative relationship between the three dimensions (role ambiguity, role conflict and role overload) of role stressor and counterproductive work behaviour. The result is also in disagreement with Salami (2010) on the relationship between job stress and counterproductive work behaviour and the moderator effect of negative affectivity on the relationship which found that negative affectivity moderated the relationship between job stress and counterproductive work behaviour.

Implications of the findings of the study

The findings of this study have theoretical, empirical and practical implications.

Theoretically, the findings of this study have given credence to stressor-emotion theory (Spector & Fox, 2005) which suggests that stressors in the workplace leading to the arousal of negative emotions increase the likelihood of counterproductive work behaviour. For example, the findings revealed that when the primary school teacher's role-based stress increased, their counterproductive work behaviour increased. Also, when the teacher's regulation of other's emotions dimension of emotional intelligence increased, it cushioned off counterproductive work behaviour.

Empirically, the findings of this present study which found that role-based stress positively predicted counterproductive work behaviour and regulation of other's emotions component of emotional intelligence negatively predicted counterproductive work behaviour align with the earlier findings (e.g. Hira &Anam, 2011) which found a sufficientpositive correlation between job stress and counterproductive work behaviour. The result is also in agreement with Susanti and Alwansya (2021) that reported significantly negative relationship between emotional intelligence and counterproductive work behaviour.

Practically, the positive relationship between role-based stress and counterproductive work behaviour has shown that favourable work conditions should be provided to primary school teachers in order to create an enabling environment that will alleviate the impact of role-based stressors. This will help to abate high role-based stress which results in counterproductive work behaviour. Therefore, interventions that cultivate favourable work conditions such as providing teachers with enough teaching materials, tables and chairs, implementation of the new minimum wage and prompt payment of allowance which are likely to reduce role-base stress might be beneficial in increasing productive work behaviour.

Limitations of the study and suggestions for further studies

The study has some notable limitations. First, the use of correlational study and self-report could not allow cause effect relationship. Longitudinal studies and experimentation, therefore, are likely to provide better data and more robust findings.

The sample size represented only primary school teachers from three zones within Udenu Local Government Area of Enugu State located in Eastern part of Nigeria, the external validity of the findings is limited; hence the generalization should be done with caution. Future researchers should broaden the

scope of this study by considering teachers beyond Udenu Local Government. This will ensure true representation and robust findings for valid generalization. Teachers from different cultures should also be considered in future studies.

Conclusion

Findings of this study have shown that regulation of other's emotions negatively predicted counterproductive work behaviour, therefore emotional intelligence should be considered in order to enhance productive work behaviour among primary school teachers.

In addition, the positive prediction of counterproductive work behaviour by role-based stress suggests that policy makers in the education sectors especially in primary schools should make policies that will reduce role-based stress in order to enhance productive work behaviour of teachers.

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