EFFECT OF JOB BURNOUT DIMENSIONS ON WORKPLACE DEVIANCE AMONG ACADEMIC STAFF OF KADUNA STATE UNIVERSITY, KADUNA

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Abstract

Academic staff of universities are supposed to be role models to students and the society at large, hence, they are expected to exhibit positively inclined behaviours. However, reverse is the case as there are many cases of academic staff`s engagement in various forms of deviant behaviours. Job burnout has been identified as the main trigger of workplace deviant behaviour among academic staff especially in Kaduna State University (KASU). Consequently, the current study emerges to examine the effect of the dimensions of job burnout on workplace deviant behaviour among the academic staff of KASU. The study drawing from stressor-emotion model, draws a total of 395 academic staff of the university through stratified sampling design and data were collected through the administration of questionnaire. PLS-SEM was used to test the hypotheses developed for the study at 5% significance level. The findings of the study revealed that emotional exhaustion has an insignificant effect on workplace deviance while depersonalization and reduced personal accomplishment were found to have a positive significant effect on workplace deviant behaviour. The study recommends among others that the university management should sustain its well-being program to suppress the chances of academic staff exposure to emotional exhaustion, provide recognition and reward programmes, and finally, the university management should provide staff`s access to research grants and resources that will boost their feelings of personal accomplishment. The study contributes to theory by examining the multidimensional perspective of job burnout on workplace deviance. On the practical perspective, the findings provide warning to the management of the university to take steps aimed at reducing job burnout so that the negative consequences of WDB are suppressed. The study concludes that the engagement of workplace deviant behaviour among academic staff in KASU is triggered by job burnout.

Key words: *Workplace Deviant Behaviour, Job Burnout, Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment, Academic Staff.*

Introduction

Employees nowadays suffer from excessive workloads due to the high level of competition that greeted organizations of the 21st century. This high level of workload leads to employees developing a syndrome known as job burnout. As Maslach (1982) puts, job burnout is a syndrome of emotional exhaustion, depersonalization, as well as reduced personal accomplishment developed by employees who engage in working directly with the recipients of services.

Job burnout is identified as a global phenomenon. For instance, a research conducted by talent advisory firm DHR Global has it that 82% of employees all over the globe are suffering from the syndrome of job burnout (Ahuja, 2024). However, despite the presence of job burnout in many occupations, it has been found that job burnout is more pronounced among academic staff of universities, especially in Nigeria (Goga, Idris, & Sahnun, 2025). This is because academic staff in Nigeria work in a chronic environment with high job demands (Goga, Aliyu, and Bashir, 2023). For instance, academic staff teach many and very large classes, invigilate students under tension, work in a poor working environment, supervise many students, engage in research, publication, and face increased work demands (Amir, 2020). These overwhelming demands make academic staff develop job burnout manifested in its dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. Thus, job burnout makes academic staff to engage in many negative behaviours that are against the established norms of the university known as Workplace Deviant Behaviour (WDB).

As Bennett and Robinson (1995) put, WDB is defined as a voluntary behaviour engaged by employees that are against the established norms of the organization which consequently hurt the organization, its members, customers, or both. Academic staff in the Nigerian university context have been found to engage in various forms of WDB. For instance, former President Muhammadu Buhari during the 25th convocation of the university of Uyo, Akwa Ibom state expressed his lamentation over increase in plagiarism, sorting and sexual harassment in many universities in the country (Lawal, 2020). Additionally, the Governing Council of University of Lagos (UNILAG) on June 02, 2021, sacked two of its staff over sexual harassment (Lawal, 2021). Other WDB behaviours academic staff engage include sexual harassment, leaking exams questions, abuse of office, money for grades, plagiarism, absenteeism from lectures, among others (Adeoti, 2018). Job burnout is a multi-dimensional variable which is reflected by emotional exhaustion, depersonalization, and reduced personal accomplishment.

Emotional exhaustion is the tired and fatigued feeling that academic staff develop when their emotional resources become drained which make them unable to attend to their students as they do before (Maslach, 1982). Thus, emotional exhaustion arises when

academic staff are overworked (Margulescu, 2020), which then trigger their engagement in various forms of WDB like coming to classes late, absenteeism, among others (Spector & Fox, 2002). The second dimension is depersonalization which is defined as the negative feeling academic staff develop about their students, colleagues or co-workers which gives birth to academic staffs` feeling of distancing themselves from students and colleagues (Maslach, 1982). Finally, reduced personal accomplishment is the feeling of incompetence, lack of achievement and productivity in the work developed by academic staff due to chronic, overwhelming and exhausting demand that contribute to exhaustion or cynicism (Leiter & Maslach, 2003). Academic staff of Kaduna state University are especially suffering from this syndrome of job burnout which leads to their engagement in various forms of WDB. Some of these include teaching many classes, irregular payment of salaries, invigilating students under tension, non-payment of responsibility allowances, teaching in dilapidated classes, workloads, among others. These stressors make the university academic staff birth to develop the syndrome of job burnout which then trigger their engagement in various forms of WDB. Hence, it is imperative to determine how job burnout leads to the occurrence of WDB.

The current study acknowledged gap in previous studies. For instance, past studies on job burnout in relation to WDB is that they either looked at job burnout from unidimensional view (Wallace & Coughlan, 2022, Tageja, Chaturvedi, & Rajput, 2021; Enwereuzor, Onyishi, Onyebueke, Amazue, & Nwoke, 2017) or adopted the two-dimensional view of job burnout (Lubbadeh, 2021; Gutierrez, 2019; Raman, Sambasivan & Kumar 2016) which do not provide complete view of the construct (Maslach and Jackson, 1982). Furthermore, past studies have focused on specific types or dimensions of WDB. However, in reality, employees engage in different forms of WDB (Bennett & Robinson, 2000). Thus, focusing on specific or dimensions of WDB gives an unclear or incomplete picture of the phenomena (Bennett & Robinson, 2000). Hence, the current study will fill the aforementioned gaps by examining the effect of job burnout on WDB among the academic staff of KASU.

Literature Review

Concept of Workplace Deviant Behaviour

The increasing rate of employees engagement in WDB and its negative consequences on organizations, customers and members leads to the efforts by researchers to study the phenomenon using different conceptualizations like counterproductive work behavior (Mangione & Quinn, 1975), anti-social behavior (Glacolone & Greenberg, 1997), aggression (Fox & Spector, 1999), Revenge (Bies, Tripp & Kramer, 1997), delinquency (Hogan & Hogan, 1989), deviance (Bennett & Robinson, 1995), retaliation, among others. These behaviours in common are voluntary; intended to harm

the organization, colleagues, customers or both; have negative consequences; and violate significant norms (Oluwakemi & Olanrewaju, 2012; Idiakheua & Obetoh, 2014).

According to Bennet and Robinson (1995), WDB is defined as a voluntary behaviour engaged by employees which cast negative consequences on the organization, its members, customers, or both. According to the Bennett and Robinson`s (1995) categorization of WDB, WDB is categorized into interpersonal deviance and organizational deviance. Interpersonal deviance refers to deviant acts target toward individuals such as colleagues, customers, supervisors, or both. Organizational deviance are all forms of deviant acts target towards the organization (Bennett and Robinson, 1995). However, in the context of this study, WDB refers to voluntary behaviours engaged by academic staff in KASU which are against the norms of the institution which in consequence affect the university and its students.

Concept of Job Burnout

The term job burnout was coined by a psychiatrist Freudenberger (1974) who was employed in an alternative health care agency. In his attempt to describe this state of mental and physical exhaustion, Freudenberger used a word that was being used to mean the effects of chronic drug abuse: "burnout." (Maslach & Schaufeli, 1993). Maslach, Jackson and Leiter (1996) defined burnout as a psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that is experienced by employees that render services to customers. Hence, job burnout according to Maslach and Jackson, (1981) has three dimensions, which are emotional exhaustion, depersonalization, and reduced personal accomplishment.

Emotional Exhaustion

As put by Codes and Dougherty (1993), emotional exhaustion is characterized by lack of energy and a feeling by an individual that their emotional resources are drained. Thus, employees that are emotionally exhausted lack enough energy to work the next day because their emotional resources are drained and have no source to restore it. Emotional exhaustion represents stress experience of employees (Leiter & Maslach, 2003). However, in the context of this study, emotional exhaustion refers to the tired and fatigued feeling that academic staff develop when their emotional resources are drained which makes academic staff to present themselves to students.

Emotional Exhaustion and Workplace Deviant Behaviour

Researchers have conducted many studies on the nexus between emotional exhaustion and WDB. For instance, Goga, Bello, and Sahnun (2024) conducted a study among 458 sample of academic staff in ABU Zaria on the effect of job burnout on WDB. Stratified sampling design was used in the study. The study findings revealed that both emotional

exhaustion has a positive significant effect on WDB among academic staff of the institution. Similarly, Goga, Bashir, and Aliyu (2023) have conducted a study on the moderating role of affective commitment on the relationship between emotional exhaustion and WDB among 142 sample of academic staff of the Faculty of Education, ABU Zaria. The study revealed that emotional exhaustion has a positive significant effect on WDB. However, the moderating role of affective commitment was not found.

Also, Tageja, Chaturvedi, and Rajput (2020) conducted a study on the effect of emotional exhaustion on workplace deviant behaviour among a sample of 205 sales executive of three insurance firms. The study established a positive significant relationship between emotional exhaustion and WDB. Additionally, a study was conducted by Jia, Liao, and Yin (2022) on the effect of job insecurity and emotional exhaustion on WDB with corporate social responsibility as a moderator. The study was conducted among 145 computer equipment providers in China. Findings revealed that employees` corporate social responsibility weakens the relationship between job insecurity and emotional exhaustion via organizational identification. Also, Makhdoom, Atta and Malik (2019) investigated the link between job burnout and counterproductive behavior based on a sample of 364 teachers of both private and public school of Sarghodha division. The study revealed that emotional exhaustion dimension was found to be a significant predictor of abuse but not a predictor of withdrawal. Gutierrez (2019) investigated the role of exhaustion and depersonalization on the relationship between pressure, emotional demands, work performance and CWB among information technology professionals in South Africa. Data were collected from 296 respondents. The study established that emotional exhaustion has no significant relationship with CWB.

Based on the foregoing, we hypothesize that:

$H0_1$: Emotional exhaustion does not have significant effect on WDB among the academic staff of KASU.

Depersonalization

According to Maslach (1993), depersonalization is the negative, callous or extensively detached response to other people (Maslach, 1993). Academic staff exposed to the feeling of depersonalization will have no positive feelings toward their students and will distant themselves from their students, (Maslach, Jackson & Leiter, 1996). Thus, in the context of this study, depersonalization refers to the negative feeling academic staff have about their students, colleagues or co-workers that leads to distancing.

Depersonalization and Workplace Deviant Behaviour

The effect of job burnout on WDB among 307 employees of Jordanian bank was investigated by Lubbadeh (2021). The study established a significant positive relationship between depersonalization and WDB. According to him, employees feel detached from their customers and work because of emotional exhaustion which make them engage in various forms of WDB like creating problems, complaining about work and task, talking about work inside and outside the work place inter alia. Meanwhile, Bicer (2020), in a study of 230 sales staff of pharmaceutical companies that are based in the provinces of Hatay and Gaziantep, found that, depersonalization to be statistically significant in predicting WDB. They pointed out that medical representatives with high level of depersonalization are more likely to engage in WDB toward their work. In another effort, Turek (2020) conducted a study among 253 telephone customer support service employees from Poland companies on the effect of emotional exhaustion, depersonalization, and reduced personal accomplishment on perceived organizational support, organizational citizenship behaviour, and workplace deviant behaviour. Findings in relation to the relationship between depersonalization and WDB has shown a positive significant relationship.

A study of 401 nurses of South-Eastern Nigeria by Ugwu, Enwereuzor, Fimber and Ugwu (2017) found a positive significant relationship between depersonalization and WDB. They emphasized that nursing is a job that requires too much interpersonal interaction that deplete nurses` resources which make them become detached from their clients. The result of this detachment is translated into withdrawal, tardiness, and aggressive behaviours targeted toward clients. Also, in an empirical study aimed at investigating whether job demands and WDB would be mediated by Job burnout, Smoktunowicz, Baka, Cieslak, Nichols, Benight and Luszcynska (2015) collected data from 625 police officers in Poland. They maintained that high level of depersonalization is likely to be related to high WDB, hence established a positive relationship.

Thus, we hypothesize that:

$H0_2$: Depersonalization does not have significant effect on WDB among the academic staff of KASU.

Reduced Personal Accomplishment

Leiter and Maslach (2003), defined reduced personal accomplishment as the feeling of incompetence, lack of achievement and performance developed by employees in the work. Reduced personal accomplishment is developed in a work situation characterized by emotional exhaustion or cynicism (Leiter & Maslach, 2013 In the context of this study, reduced personal accomplishment refers to the feeling of decline in competence and successful achievement by academic staff which makes them unhappy about themselves and dissatisfied with their accomplishment in the academic profession.

Reduced Personal Accomplishment and Workplace Deviant Behaviour

Ogungbamila and Adedayo (2021) conducted a study to investigate the moderating role of psychological hardiness on the burnout-WDB relationship. The study collected data from 233 personnel of the Nigerian Immigration Service. The study established a positive relationship between reduced personal accomplishment and WDB. They grounded their argument on the fact that employees who felt frustrated and underachieved are engaged in high level of WDB. Also, Akbar & Julie (2020) conducted a study on the effect of the three dimensions of job burnout on WDB with psychological capital as a moderator. Data of the study were collected from 274 employees in information Technology industry of Pakistan. Result using PLS-SEM revealed that reduced personal accomplishment has a positive significant effect on WDB.

Meanwhile, Mahrukh, Batool, Batool and Quraishi (2020) conducted an empirical study on the effect of the three dimensions of job burnout on WDB with forgiveness as a mediator and emotional intelligence as a moderator among 200 nurses in six different public and private hospitals in Multan, Paskitan. Findings of the study in relation to the relationship between reduced personal accomplishment and WDB shows that reduced personal accomplishment is positively related to WDB. Similarly, Makhdoom, Atta and Malik (2019) examined the relationship between burnout and counterproductive work behavior among 364 high school teachers of different private and public schools of Sarghodha division. The study established an insignificant relationship between reduced personal accomplishment and abuse. They justified the insignificant relationship based on the argument that researchers found a weak relationship between inefficacy and frustration. Again, Makhdoom, Mehmood and Atta (2017) conducted a study to examine the mediating role of job burnout on the relationship between perceived organizational politics and counterproductive behavior. Data were collected from 453 teachers from both private and public schools in Sargodha. The study established that employees enjoying less accomplishment in their work tend to be involved in those activities that are aimed at hurting the organization.

Hence, based on the foregoing discussions, we hypothesize that:

$H0_3$: Reduced personal accomplishment does not have significant effect on WDB among the academic staff of KASU.

Underpinning Theory

Stressor-Emotion Model

The stressor emotion model provides a theoretical explanation on how the dimensions of job burnout affect WDB. According to the theory, employees develop emotional responses as they appraise the environment (Smoktunowicz, Baka, Cieslak, Nichols, Benight & Luszcynska, 2015), consequently, all events that threatens well-being are stressors that heralds negatie emotional reactions (Spector, 1998). Spector and Fox (2002) stated that when people become continually exposed to events that are emotionally-induced, there is high tendency of them to engage in behavioural responses. Hence, negative emotions increase the tendency or facilitates the occurrence of WDB while positive emotions facilitate the occurrence of Organizational Citizenship Behavior (OCB). Thus, the model posits that people first perceive the environment which then leads to forming perception of the environment which can be positive or negative and finally to WDB or OCB (Fox, Spector & Miles, 2001).

In the context of academic staff of KASU, emotional exhaustion, depersonalization and reduced personal accomplishment are stressors that induce negative emotions among them which increases the likelihood of their engagement in various forms of WDB. Hence, as academic staff continue to work in an environment characterized by high level of workload (such as the KASU environment), academic staff will develop emotional exhaustion, depersonalization, and reduced personal accomplishment, these stressors will then give birth to the development of negative emotions which in turn trigger academic staff engagement in WDB.

Methodology

The current study is located on positivist paradigm which hinges on objectivism as underlining ontological position. Additionally, the current study employed survey research method to collect data through self-administered questionnaire. Also, cross sectional research design was employed where data were collected once from the study respondents.

The academic staff of KASU constitutes the population of the study. The population of the academic staff stands as 933 (KASU Registry, 2024). To determine the sample size for the study, Krejcie and Morgan (1970) sample size determination table was used and a sample of 269 was arrived. However, due to the likelihood for non-response and to mitigate its effect on the study, 50% markup was added (Salkind, 2007), which brings the sample size to 404. Stratified sampling design was used to draw the sample of the study. Stratified sampling was used in order to avoid overrepresentation of staff from a particular college of the university. Hence, each college stands as stratum and simple random sampling was used to select participants from the stratum. A total of 395 questionnaires were retrieved, and 25 were found to be unengaged and were removed.

Consequently, 370 (92%) questionnaires were retained and used for analysis.

To measure the dimensions of job burnout, the Maslach`s Burnout Inventory (1986) Educators Survey (ES) was used to measure emotional exhaustion (9 items), depersonalization (5 items) and reduced personal accomplishment (8 items). While workplace deviant behaviour was measured using organizational deviance dimension which consist of 12 items adapted from Bennett and Robinson (2000) workplace deviance scale. All the items adapted were scored on a 5-point scale ranging from always=5 to never=1 was used. The adapted items were subjected to face validity and content validity. Specifically, 3 experts who are Senior Lecturers in ABU Zaria were asked to assess the quality of the instruments for its simplicity, clarity, format, and ambiguity (Dillman, 1991). Consequently, some corrections and improvements were suggested which were used to alter the adapted items. Finally, Lawshe (1975) method was used to assess the essentiality of the measurement items by using 5 subject matter experts. Hence, the essentiality of all the measurement items were favourably indicated by the subject matter experts.

Results

The measurement model constitutes the individual item reliability, internal consistency reliability and discriminant validity. Firstly, the individual item reliability was examined by assessing each measure`s outer loadings (Hair et al, 2017). According to Hair et al (2017), items with loadings of 0.70 are reliable for a scale already developed. According to them, researchers should consider eliminating items below 0.7. However, the elimination should be capable of improving the AVE and CR. Thus, based on the aforementioned rule of thumb, the study has 34 items, however, 11 items were deleted because the loadings were below the threshold (0.70). However, some loadings that were less than 0.70 were retained because deleting them will not improve the AVE and the CR. Consequently, the study was left with 23 items which were acceptable for analysis. This is shown respectively in Figure 1 and Table:

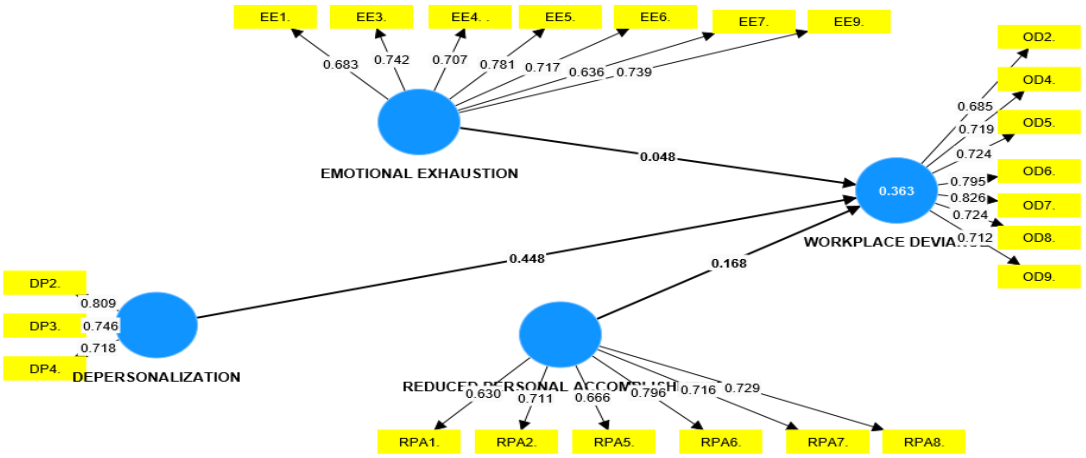


Figure 1: Measurement Model

Table 1: Loading of Items, AVE, and Composite Reliability

Variable	**Code**	**Loading**	**AVE**	**CR**
Workplace Deviance	OD2	0.685	0.551	0.895
	OD4	0.719		
	OD5	0.724		
	OD6	0.795		
	OD7	0.826		
	OD8	0.724		
	OD9	0.712		
Emotional Exhaustion	EE1	0.683	0.513	0.880
	EE3	0.742		
	EE4	0.707		
	EE5	0.781		
	EE6	0.717		
	EE7	0.636		
	EE9	0.739		
Reduced Personal Accomplishment	RPA1	0.630	0.504	0.858
	RPA2	0.711		
	RPA5	0.666		
	RPA6	0.796		
	RPA7	0.716		
	RPA8	0.729		
Depersonalization	DP2	0.809	0.576	0.802
	DP3	0.746		
	DP4	0.718		

Secondly, composite reliability was employed by the current study to investigate the constructs1 internal consistency. According to Hair et al (2019), internal consistency reliability of 0.70 and above is significant. Table 1 shows that, the internal consistency reliability is adequate because the CR ranges from 0.802-0.895 which is beyond the threshold. Thirdly, this study employed AVE to measure the construct`s convergent validity. The recommended threshold of the AVE should be 0.50 or higher, (Hair et al, 2017). The construct`s convergent validity was achieved because the values are above the threshold. Lastly, to assess discriminant validity, Heterotrait-Monotrait ratio (HTMT) was employed. Hair et al. (2021) proposed a threshold HTMT value of 0.90 for structural models that are conceptually similar construct but a lower and more restricted threshold HTMT value of 0.85 for structural models that have conceptually different constructs. Consequently, Table 2 shows that the constructs inter-correlations are all less than HTMT 0.85. This means that the study construct achieves discriminant validity.

Table 2: Discriminant Validity (HTMT)

	DP	**EE**	**RPA**	**WDB**
Depersonalization				
Emotional Exhaustion	0.753			
Reduced Personal Accomplishment	0.764	0.611		
Workplace Deviance	0.777	0.407	0.549	

Structural Model Result

Hair et al (2017) stated that finding the predictive abilities and the interrelationships between the latent constructs is the purpose of the structural model. The current study`s structural model consists of main effect where the direct relationships between emotional exhaustion, depersonalization and workplace deviance were investigated. This is shown in Figure 2:

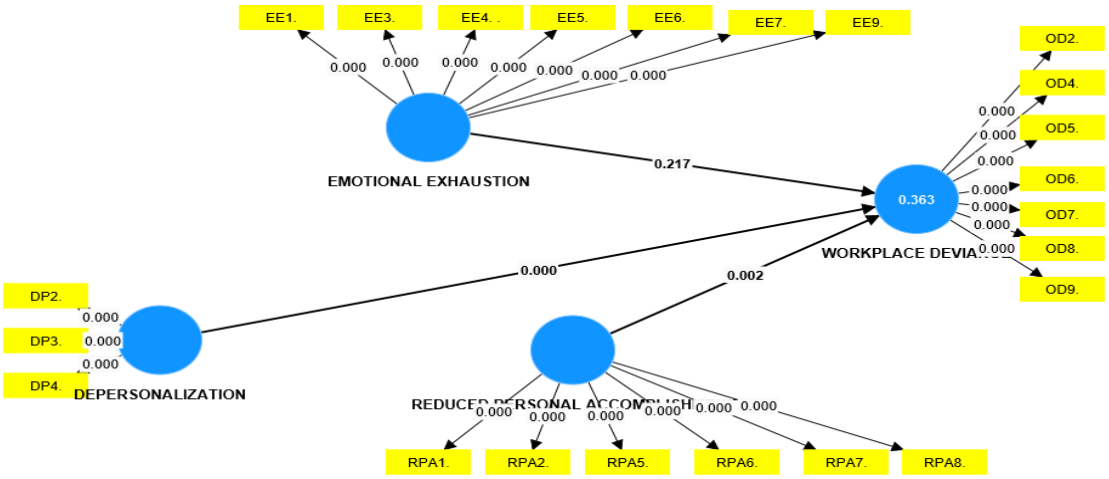


Figure 2: PLS Algorithm for the Direct and Indirect Relationship

Table 3: Hypothesis Testing

Relationship	Beta Value	Standard Deviation	T Statistics	P Value	Decision
EE->WD	0.052	0.039	1.234	0.217	Failed to Reject
DP->WD	0.446	0.063	7.137	0.000	Reject
RPA->WD	0.171	0.055	3.063	0.002	Reject

The assessment and explanation of the path coefficient`s significance is provided by the structural model. The coefficient of determination (R-Squared) explains the extent to which the dependent variable is explained by the independent variable. The R-squared for this model is 0.363. This implies that variation in WDB among academic staff in KASU is explained by the independent variables by 36.3%. Thus, the remaining 63.7% is explained by other variables not included in the model. The low R-Squared implies that there are other variables that play significant roles in determining WDB among academic staff.

The result of the hypotheses testing shows that hypothesis one which stated that emotional exhaustion does not have significant effect on workplace deviant behaviour was failed to be rejected (β=0.052, T=1.234, P=0.217). Hypothesis 2 which sated that depersonalization does not have significant effect on WDB was rejected (β=0.446, T= 7.137, P=0.000) at 5% level of significance. Finally, hypothesis 3 which stated that reduced personal accomplishment does not have significant effect on WDB was also rejected (β=0.171, T= 3.063, P=0.002) at 5% level of significance.

Discussion

The academic environment is one in which ethically inclined behaviours should be exhibited especially among academic staff. However, reverse is the case as there are many reported cases of WDB among academic staff. Recently for instance, on the 11th of April 2025, the management of Abubakar Tafawa Balewa University (ATBU) dismissed a lecturer for sexually harassing a postgraduate married student (Ibrahim, 2025). Thus, a thorough investigation of the Nigerian university environment revealed that job burnout is the main factor that trigger academic staff`s engagement of deviant behaviours. As a result, the current study emerges to investigate the effect of job burnout on WDB among academic staff in KASU. Thus, the result of the hypotheses testing is discussed and implications of the findings were provided.

Firstly, the result established a positive but insignificant effect of emotional exhaustion on WDB among academic staff. This means that as academic staff become emotionally exhausted, the tendency to engage in WDB might not increase. This finding is not in line with the stressor-emotion model (Spector & Fox, 2002), which states that when people become consistently exposed to emotion induced events like emotional exhaustion, they automatically develop negative emotions, these negative emotions will then facilitate engagement in WDB. The insignificant result may be due to the fact that the adapted scale of emotional exhaustion (Maslach & Jackson, 1981) being developed in the United States does not capture specific emotional exhaustion items obtainable in the Nigerian university context. Additionally, the respondents due to social desirability bias, may underreport their exposure to emotional exhaustion in order to fake being dedicated to the work which also underreport exposure to emotional exhaustion. This finding is also consistent with the findings of Makhdoom et al, (2019), and Guetirrez (2019) who found an insignificant relationship between emotional exhaustion and WDB.

The second finding established that depersonalization has a positive significant effect on WDB among academic staff. This implies that when academic staff develop depersonalization, the tendency to engage in WDB increases. Thus, when depersonalization sets in, academic staff develop negative feelings about their students, colleagues or co-workers, these feelings then lead to psychological withdrawal and physical distancing (Maslach, 1982). Subsequently, academic staff experiencing depersonalization will have negative feeling toward their students and will exhibit distant attitudes (Maslach, Jackson & Leiter, 1996). This undermines teaching quality and students would be dissatisfied. The same result was also found by previous studies (such as Goga, 2024; Goga, Aliyu & Bashir, 2023; Lubbadeh, 2021; Bicer, 2020; Turek, 2020; Ugwu et al, 2017, among others) who found a positive significant effect of depersonalization on WDB.

The third finding revealed that reduced personal accomplishment has a positive significant effect on WDB among the academic staff of KASU. This implies that academic staff who have developed the feeling of reduced personal accomplishment are more likely to engage in WDB in the university such as coming to meetings late, absenteeism, daydreaming, among others. The study finding is not unexpected because in KASU, there is presence of heavy workload among academic staff with little recognition and reward which dampens the feeling of personal achievement and increase academic staff susceptibility to deviance. The finding is also in line with the stressor-emotion model (Spector & Fox, 2002) which posits that, job conditions that interfere with the achievement or maintenance of objectives and goals of individuals would induce feeling of anger and frustration, which in turn leads to WDB. The practical implication of this finding is that high. The finding also goes in line with previous empirical studies (such as Ogungbamila & Adedayo, 2021; Akbar & Julie 2020; Mahrukh et al, 2020).

The practical implications for the significant effect of depersonalization and reduced personal accomplishment on WDB in KASU is that the management of the university should prioritize interventions aimed at suppressing job burnout in order to address WDB and maintain an academic environment that is productive.

Conclusion and Recommendation

The current study concludes that the dimensions of job burnout contribute to WDB among the academic staff of KASU. Specifically, emotional exhaustion has an insignificant effect while depersonalization and reduced personal accomplishment have a positive significant effect on WDB. Based on the findings and the conclusion, the following recommendations are made:

i. The finding establishes an insignificant link between emotional exhaustion and WDB among KASU academic staff. Therefore, the university should sustain its wellness programmes to prevent academic staff from being exposed to emotional exhaustion.

ii. The university should be organizing mentorship programmes that will foster supportive relationship among the academic staff.

iii. The management of the university should ensure academic staff`s access to research grants and resources that will boost their feelings of personal accomplishment.

Ethical Consideration

The participants were told that the research is purely for research purposes and their anonymity and confidentiality was assured. The participants were equally informed that their participation in the survey is voluntary, as a result, the researcher tried to secure

their consents by asking them to tick Yes/No in the questionnaire to show that they agreed to participate in the survey.

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