

# Examining the Counterproductive Work Behaviors within Taiwan Academic Setting: A Pilot Study

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## Abstract

Most mainstream occupational studies tend to focus more on the factors that instill a positive work environment. In reality, besides these positive factors, negative factors such as Counterproductive Work Behaviors (CWB) do exist in all levels of the workplace; even within an academic setting. Within the academe, such unwritten deviant behaviors are even rarely studied and talked about. Hence, a study depicting the CWB within the academic setting should be able to bridge the gap within the literatures. In order to arrive into a CWB Taiwan (CWB-T) survey, a series of focus group interviews with both current and retired school presidents, professors, education ministry officials, and academic staff are accomplished. Resulting list of CWB is then subjected to a pilot study with 217 participants consisting of faculty and staff. Then after, the results are psychometrically validated with the use of Structure Equation Modelling (SEM) to form the 46 items CWB-T. It is hoped that through a validated CWB-T, a clearer understanding of the deviant behaviors within the academe can be explained. More important, results can help serve as a way of measuring the organizational health of academic institutions. As with the tenured status of most faculty and staff, proper counselling and guidance is the key in minimizing CWB. Ultimately, such study shall be able to provide greater insights in the development of a continuous integrated, sustainable, and forward-thinking innovative approach to CWB studies in Taiwan.

**Keywords:** Counterproductive Work Behavior; Deviant Behaviors; Higher Education; Taiwan; Structured Equation Modeling

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## 1. Introduction

Within an organization (or an institution), it is found that Counterproductive Work Behaviors (CWB) exists in all levels of the workplace (Spector et al., 2006; Spector & Rodopman, 2010). In general, CWB is defined as any intentional behavior that is harmful to the organization and/or to the people within the organization (Dalal, 2005; Gruys & Sackett, 2003; Robinson & Bennett, 1995; Sackett, 2002). Behaviors such as work tardiness, absenteeism, non-work related internet use, and spreading rumors (talking behind somebody's back) are just some of the common day to day CWB. More serious ones are theft, embezzlement, violence, substance abuse; just to name a few, have already become common news to us nowadays.

In the US, a survey held in 2005 estimated that inventory theft within the retail industry alone amounts to around 17.6 billion US dollars in losses (Hollinger & Langton, 2006). While a recent statistics estimates that at least a third of the failing businesses are caused by CWB (Pomoni, 2013). Within higher education, a recent Pakistan study reported that the most frequent CWB are the withdrawal behavior and uncivil or discourteous treatment of faculty toward others (Bibi, Karim, & Din, 2013). Indeed, CWB and their consequences have all together resulted in the lowering of institutional performance and efficiency (Robbins, Ford, & Tetrick, 2012). Not to mention the economic costs accompanied with the extra manpower and time needed to remedy such consequences (Spector et al., 2006). In reality, CWB is ultimately seen as a barrier to job performance (Sackett, 2002).

Quoting a phrase from Hoy, Miskel, and Tater's (2013) book *We all know of teachers who barely do the minimum on their jobs. They often arrive late, give few tests, never volunteer for anything, leave promptly at the end of the school day, avoid all the meetings they can, and delegate their work to others* (p. 154). This clearly shows that within the academe, CWB also exists in various forms and dimensionality (Hoy et al., 2013). This quotation is such an eye opener. Besides from the obvious serious wrongdoings, many have actually failed to differentiate whether some considered to be common behaviors are actually counterproductive. This is partially due to the unfamiliarity and vagueness of the existing regulations for faculty and staff. More important, within the paradigm of the social learning theory, it is said that both positive and negative behaviors are learned (Akers & Sellers, 2004; Akers & Silverman, 2004). Hence, individuals (teachers and students) who are regularly exposed to CWB will eventually begin to exhibit similar deviant behaviors.

Although there are quite a number of foreign studies that dealt with CWB, there seems to be only a few numbers of local studies that falls into this category. A search within the Chinese Electronic Periodical Services (CEPS) database revealed that since 2006 there are only 9 Masters' Theses with the keywords CWB. While searching through the Chinese articles database, results show that only 6 papers are found to have the keyword CWB. Only a single paper by Cheng (2013); which talks about the CWB of Chunghwa telecom employees, came from Taiwan, while the rest are from Mainland China. In addition, a search within google scholars also revealed that there are only 2 English CWB papers from Taiwan. Hung, Chi, and Lu (2009) which talks about the effects and motive towards CWB tendencies, while Yen and Teng (2013) which talks about the mediating effect of justice between Organizational Citizenship Behaviors (OCB) and CWB within the tourism industry in Taiwan. Not to mention that CWB studies within the school setting are even rarer.

Looking into the degree of severity of CWB; studies have shown that CWB varies from simple day to day activities to theft and other serious offense that are harmful to both individuals and organizations. On the negative point of view, as with the majority of the faculty and staff in the academic settings are tenured; they don't have the fear of being terminated or laid-off due to minor CWB. Furthermore, recent incidents within the Taiwan academe such as violation of publication ethics and other fund re-appropriation problems, just to name a few. Hence, there seems to be a continuous practicing of such deviant behaviors. While, giving the benefit of the doubt, most people except from the serious CWB, really don't know that some of their common behaviors are actually counterproductive. In most cases individuals just accepts these CWB as the typical norms within the academic setting. This is actually quite serious since norms will eventually define what an institution stands for. Hence, within the academic setting, CWB should be understood and dealt with.

With these in mind, the current study shall seek to fill the gap in the literature by providing a tool to measure the CWB within the academic setting in Taiwan. More important, the current study shall seek to determine and understand the constructs of CWB. Hence, a study depicting the CWB within the academic setting would indeed be a valuable contribution to the literatures. While a psychometrically validate tool; CWB-T can be used to clarify and describe common CWB and at the same time brought about the awareness of such practices.

Initial research objectives are as follows:

- Develop a list of common CWB within the academic setting in Taiwan,
- Validate the different factors within the list of common CWB with the use of a pilot study, and
- Test whether the frequency of CWB is related with its severity.

## 2. Types of CWB

As mentioned earlier, CWB is any intentional acts that are contrary to the organization's interests (Gruys & Sackett, 2003; Sackett, 2002). CWB is also sometimes refer to other literatures as deviant behaviors (Bennett & Robinson, 2000; Robinson & Bennett, 1995) or anti-social behaviors (Giacolone & Greenberg, 1997) and even sometimes as unethical behaviors (Umphress, Bingham, & Mitchell, 2010). While some other studies referred to only a single type of CWB, such as deceptive behaviors (Phillips, Meek, & Vendemia, 2011), workplace aggression (Hershcovis et al., 2007), theft (Hollinger & Clark, 1983), smoking (Tsai, Wen, Hu, Cheng, & Huang, 2005), alcohol use (McFarlin & Fals-Stewart, 2002), absenteeism (Shamian, O'Brien-Pallas, Thomson, Alksnis, & Kerr, 2003), drug use (Cook, Bernstein, Arlington, Andrews, & Marshall, 1995), and many others.

Studies in CWB started within the concepts of deviant behaviors (Rich, 1992). Since then many have tried to categorize these behaviors (Gruys & Sackett, 2003; Hollinger & Clark, 1982; Redeker, 1989; Robinson & Bennett, 1995; Sackett, 2002; Spector et al., 2006). One commonly used classification is established by Robinson and Bennett (1995), which classified the behaviors into four distinct groups, namely: *production deviance*, *property deviance*, *political deviance*, and *personal aggression* (p. 565). Production deviance refers to those behaviors and acts that are not that serious, but however still deemed as harmful to the organization (Hollinger & Clark, 1982). These includes leaving early, excessive breaks, killing time, waste of resource (Robinson & Bennett, 1995, p. 565). Property deviance includes those behaviors that are quite harmful to the organization, such as theft, sabotage, and the like. With respect to personal levels, political deviances are those issues that are harmful to co-workers, such as favoritism, finger pointing, and blaming. Lastly, personal aggression; from the word itself, refers to serious offenses towards co-workers and colleagues, such as sexual harassment, verbal abuse, and harming others (Robinson & Bennett, 1995, p. 565).

Besides the aforementioned four groups, Spector et al. (2006) categorized common CWB into five subscales, namely: *abuse towards others*, *production deviance*, *sabotage*, *theft*, and *withdrawal*. Abuse towards others, simply put, is physical or psychological actions that are harmful against others. While, Hershcovis et al. (2007) noted that workplace aggressions can be separated into interpersonal and organizational levels. Such classification denotes that abuse towards others or hostile motives are either emotionally or contextually (situational) triggered, making it as one of the difficult CWB to predict. Spector et al. (2006) also classified CWB into *production deviance* and *sabotage*. Production deviance which is similar to what Robinson and Bennett (1995) earlier definition except the issues regarding work time is separated into a standalone category called *withdrawal*, while sabotage is the destruction of physical properties of the organization. Lastly, *theft*, which is quite familiar with the literature; however some suggested that theft itself is a form of organizational abuse (Neuman & Baron, 1997). All in all, these negative behaviors would fall within or are related with the category of CWB.

### 3. Antecedents of CWB

The antecedents and mediators of CWB are also quite important (Gruys & Sackett, 2003; Robinson & Bennett, 1995; Sackett, 2002; Spector et al., 2006). Martinko, Gundlach, and Douglas (2002) in an analysis of 19 studies came up with a causal model of CWB. They concluded that there are two distinct groups of antecedents for CWB, namely: situational variables and individual differences. These are then said to be mediated by a cognitive reasoning (decision) for which CWB would or would not takes place.

With regards to individual differences (some studies note this as personal differences); gender and age for instance plays an important role in determining CWB. In a study by Moretti (1986), results show that male employees are more likely to engage in serious CWB such as theft, violence, and alcohol abuse, as compared with their female counterparts. Furthermore, male employees are more viable to undergo favoritism (or biases) than their female peers (Dobbins, Pence, Orban, & Sgro, 1983). While younger employees are more likely to engaged in theft than their older counterparts (Hollinger & Clark, 1983).

Besides, gender and age, a person's emotions are also quite predictive of CWB (Hershcovis et al., 2007; Penney & Spector, 2005; Salami, 2010; Scott & Judge, 2013). As aggression is quite related to a person's emotion, Hershcovis et al. (2007) noted that various workplace situations can trigger this type of outburst. In addition, Penney and Spector (2005) noted that negative affectivity or tendency

for negative emotions actually moderates CWB. Research have shown that negative affectivity tends to be prone to aggression (Watson & Pennebaker, 1989). Moreover, negative affectivity is also said to strengthen negative emotions; stimulating CWB towards both personal and organizational (Yang & Diefendorff, 2009).

Certain personality traits are also found to affect the employees' tendencies of CWB (Phillips et al., 2011; Spector & Fox, 2005; Yang & Diefendorff, 2009). Results from various studies have consistently shown that the personality trait conscientiousness is the strongest predictor of CWB (Bowling, Burns, Stewart, & Gruys, 2011; Chang & Smithikrai, 2010; Mount, Ilies, & Johnson, 2006; Spector & Fox, 2005). It is said that conscientious employees are more likely to be more engaged and productive; they tend to have more control over their work behaviors (Berry, Ones, & Sackett, 2007), hence less CWB. Berry et al. (2007) also added that besides conscientiousness, personality traits such as agreeableness and emotional stability tends to have some degree of relationship with CWB, but not as strong as the former. In other words, employee with high degree of conscientiousness, agreeableness, and emotional stability are less likely to express CWB in the workplace.

As for the organizational factors such as organizational trusts and organizational commitments; it is noted that CWB is also quite related to these factors (Mayer, Davis, & Schoorman, 1995). Organizational trust is the relationship between individuals within an organization; in this case, between the employers and employees (Starnes, Truhon, & McCarthy, 2010). While, organizational commitments are the feeling of responsibility that an employee has towards the mission of the organization (BusinessDictionary, 2013). These factors can sometimes create a sense of expectation that the employee expect from their employer; what they might get if they accomplished organizational goals (Salgado, 2002). Being as the expectations are implicit, there is an increased likelihood that the anticipations shall not be met by the employer. Hence, negative feelings toward the organization arises, which increases the chance of committing CWB (Hoobler & Brass, 2006; Rousseau, 1989).

In sum, these antecedents and mediators mentioned are all contributing elements for the occurrences of CWB. Understanding these would definitely lead to better identification of the important factors that would help institutions and organizations in preempting if not stopping the occurrence of CWB.

## **4. Methodology**

### **4.1 Study Design**

The current study is designed as a mixed-method study, wherein qualitative



data was collected using a series of focus group interviews, while the quantitative data was later validated using a survey; CWB-T. During the fall semester of 2014, five focus group interviews with a total of 30 current and retired school presidents, professors, education ministry officials, and academic staff are accomplished. The design for addition of retired personnel during the focus group interviews is deliberate, so as to secure a more stress free discussion. Since, retired individuals are longer officially connected with any schools; they tend to open up more easily during discussions. Data collected from the focus group interviews were analyzed using the Miles and Huberman (1994) method for generating meaning from transcribed and interview data. Resulting themes are then organized and analyzed to form the various factors for the CWB-T.

For the validation of the resulting factors within the CWB-T; a pilot study was administered. A call for participation within strategically selected schools during the spring semester of 2015 was sent out through email. A total of 217 volunteer faculty and staff participated in the survey. Table 1 shows that within the participants 74 or 34.6% are male, while 140 or 65.4% are female. In addition, for the participants job characteristics, 45 or 20.8% are faculty, 42 or 19.4% are faculty with class adviser duties, 81 or 37.5% are faculty with administrative duties, 44 or 20.4% are administrative personnel or staff, and 4 or 1.9% are school presidents.

Table 1. Participants' Demography (*N* = 217)

	<i>n</i>	%
Gender		
male	74	34.6
female	140	65.4
Job characteristics		
president	4	1.9
faculty with administrative duties	81	37.5
faculty with class adviser duties	42	19.4
faculty	45	20.8
administrative personnel (full time staff)	44	20.4
Location		
north	181	83.4
central	34	15.7
south	1	0.5
east	1	0.5

**Source:** This study.

## 4.2 Research Tool

After the results from the focus group interviews are organized into an eight factors 46 items CWB-T, a pilot study was conducted. As for the CWB-T contains sensitive questions; the effects of social desirability would greatly affect the validity of the results. To remedy this, the CWB-T is designed to be administered using two types of scale. Part 1 is for the perceived severity of the items with Likert type scale ranging from 1 to 4; denoting least severe to most severe/damaging to the organization/institution. Part 2 is for the perceived occurrence (frequency) within the school with Likert type scale ranging from 0 to 3; denoting never to always. Assuming that most participants would be answering with social desirability considered, hence, most likely response would be 1; denoting sometimes. To remedy the effects of social desirability and capture a more accurate perspective, the responses from part 2 of the survey is recoded into either 0 or 1; denoting none occurrence and possible occurrence.

## 4.3 Limitations of the Study

As for the limitations of the study, since the research project is still ongoing, the current paper shall only summarize the initial findings of the entire project. Hence, the current paper depicts only how the CWB-T was conceived and together with how the different factors are formulated and validated. Furthermore, as for the respondents of the pilot study are mostly from the Northern area of Taiwan (around 83%) and are mostly female participants (around 65%), the resulting findings shall be limited their perspective and might not be the entire academe. However, the CWB-T can be further tested in future studies to better represent the actual current situation of CWB.

# 5. Results and Discussions

## 5.1 List of Common CWB within the Academic Setting in Taiwan

As mentioned earlier, in order to better understand the various CWB within the academic setting in Taiwan, a series of focus group interviews are accomplished. Results are then analyzed which resulted in the formation of the 8 factors 46 items CWB-T. Figure 1 shows the conceptual diagram of the CWB-T.



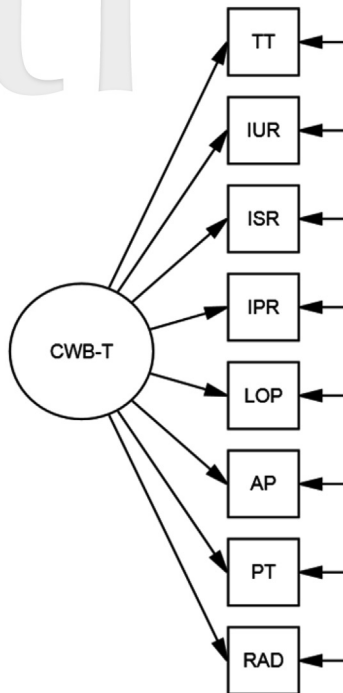


Figure 1. Conceptual Diagram of CWB-T

Source: This study.

These 8 factors are as follows: *time theft* (TT) -- reducing work hours using any form of improper or inappropriate reasons, *inappropriate use of resources* (IUR) -- deliberate use, waste, theft, or destruction of schools' properties, *inappropriate student-teacher relationship* (ISR) -- any inappropriate, unethical, or unprofessional interactions between teachers and students, *inappropriate parent-teacher relationship* (IPR) -- any inappropriate, unethical, or unprofessional interactions between teachers and parents, *lack of professionalism* (LOP) -- lack of pedagogical and professional content knowledge resulting in poor teaching performance, *apathy* (AP) -- lack of enthusiasm and/or unwilling to improve oneself, *political tactics* (PT) -- forming alliances to gain control and personal attacks, and *reluctant to accept administrative duties* (RAD) -- unwilling to accept any duties besides teaching (for the specific list of items, please see Table 2).

## 5.2 Validation of CWB-T

As for the initial CWB-T items are generated by means of qualitative

expert opinions, therefore, in order to have a psychometric validated instrument, the CWB-T is then subjected to a quantitative Confirmatory Factor Analysis (CFA). Descriptive statistics and correlation estimated was computed using the SPSS version 21, while the Composite Reliability (CR) and Average Variance Extracted (AVE) were used to prove the reliability and validity of measurement model. Structure model was used to explain the relationship and effect among latent variables. Structure Equation Modeling (SEM) was estimated using the maximum-likelihood method in the AMOS 20 program (Arbuckle, 2011).

Anderson and Gerbing (1988) proposed the use of a CFA to examine whether the measurement model provides an acceptable fit to the data. Since the conceptual design (as shown in Figure 1) of the CWB-T is of a second order CFA; meaning that within the CWB-T there are various different dimensionality or factors, while within these factors there are items (description of attitudes) that describe them. To remedy this, the two step method was used (DLittle, Cunningham, Shahar, & Widaman, 2002). First, based on the focus group session results, the CR and AVE for each of the factors are computed (see Table 2 for the CR and AVE values, all of which are within the accepted values). This then followed by examining the first and second order fit of the 46 items.

To determine the goodness of fit of the CWB-T, five indices were used (Byrne, 2001; Tucker & Lewis, 1973). SEM method with the use of AMOS 20 program was used to compute for various fit indices. Results show that the test for the second order CFA resulted in a relatively good fit to the data with  $\chi^2 = 115.03$ ,  $df = 20$ ,  $GFI = .94$  (Goodness of Fit Index; values  $> 0.90$  which indicate good fit),  $CFI = .96$  (Comparative Fit Index; values  $> 0.90$  which indicate good fit),  $TLI = .95$  (Tucker-Lewis Index; values  $> 0.90$  which indicate good fit),  $NFI = .95$  (Non-normed Fit Index; values  $> 0.90$  which indicate good fit), and  $RMSEA = .071$  (Root-Mean-Square Error of Approximation; values  $< 0.08$  which indicate good fit); while all of the standardized loadings of the measured variables on the latent variables were greater than .63 and statistically significant at  $p < .001$ . All in all denoting a relatively good fit (Arbuckle, 2011; Byrne, 2001; Tucker & Lewis, 1973).

For the factor analysis of the CWB-T, Table 2 shows the various items together with their corresponding factor loadings and CR with values ranging from .73 to .90 denoting quite reliable results. In addition, factor loadings are above .6, while the AVE ranges from 46.69% to 63.25% denoting appropriate factorability (Anderson & Gerbing, 1988; Fornell & Larcker, 1981).

Table 2. Factor Loadings of CWB-T (*N* = 217)

Item	TT	IUR	ISR	IPR
Lying about being sick	.74			
Leaving without asking for leave	.70			
Coming to school late and/or going home early	.60			
Asking for leave regardless of the work situation	.63			
Doing personal stuff while on duty	.70			
Being online (personal internet surfing; FB) while on duty	.73			
Chatting while on duty	.67			
Waste of school's resources		.65		
Occupying school's resources as if one's own property		.63		
Stealing school resources		.84		
Destruction of school's resources		.85		
Favoritism or discriminating specific students			.71	
Improper student punishment			.69	
Mocking students			.75	
Discrimination against students			.64	
Deliberate singling out of specific students			.76	
Focusing only on students with good grades and ignoring others			.81	
Separated and cold towards students' problems			.74	
Deliberate concealment or providing misleading information				.77
Improper behavior in front of parents				.81
Encouraging parents to go against the school				.80
Conniving with parents				.78
Ignoring or unwilling to communicate with parents				.73
AVE	46.69	55.96	53.68	60.34
CR	.86	.83	.89	.88
Item	LOP	AP	PT	RAD
Inadequate teacher preparation	.78			
Not following proper curriculum	.79			
Saying improper things during class	.79			
Too few or too much assignments/class activities	.76			
Casual checking of students' assignments	.79			
Improper use of teaching pedagogy (such as too much movie time)	.79			
Unwilling to undergo tutoring		.64		
Lacks teaching enthusiasm		.76		
Wrong use of educational resources		.79		
Lacks professional content knowledge		.69		
Unwilling to participate in professional development workshops		.80		

Table 2. Factor Loadings of CWB-T (*N* = 217) (continued)

Lacks the motivation to join professional development programs	.84			
Gossiping		.72		
Spreading wrong/bad information		.83		
Improper verbal conduct		.77		
Deliberate neglect or ignoring others		.80		
Deliberate singling out others		.85		
Forming small groups/alliances to go against others		.81		
Convincing others to go against the school		.77		
Unwilling to cooperate with school administration			.86	
Going against all educational reforms			.78	
Unwilling to undertake administrative responsibilities			.75	
Miscommunication between teachers and administrators			.78	
AVE	61.16	57.11	63.02	63.25
CR	.90	.89	.92	.87

**Source:** This study.

Table 3 shows the various correlations and mean values of the CWB-T factors. Lowest mean values are IPR with .36 denoting that faculty and staff are either not having much interactions (or the opportunity to interact) with parents or are quite cautious in dealing with their students' parents. This is followed by IUR with .45, which is actually nearing the boundary of 50% chance of taking advantage of the schools' resources. For the remaining six CWB-T factors, the mean values ranges from .52 to as high as .76 for RAD. The reason for faculty to shy away from taking on administrative responsibilities might be due to the financial incentives for faculty who have administrative responsibilities. It is noted that for some individuals the additional income might not be comparable to the additional time spent (having to come to work every day) as compared to the more flexible teaching work schedules. Analysis shows that the CWB-T factors are quite correlated with each other, denoting the occurrence of one CWB might lead to other deviant behaviors.

Table 3. Correlations among the CWB-T Factors

factors	Mean	SD	Skew	1	2	3	4	5	6	7	8
1. TT	0.69	0.30	-0.72	1							
2. IUR	0.45	0.31	0.29	.66	1						
3. ISR	0.60	0.34	-0.36	.58	.50	1					
4. IPR	0.36	0.36	0.63	.54	.44	.58	1				
5. LOP	0.63	0.38	-0.55	.54	.48	.63	.68	1			
6. AP	0.67	0.35	-0.72	.50	.46	.55	.48	.66	1		
7. PT	0.52	0.39	-0.07	.47	.42	.49	.58	.59	.69	1	
8. RAD	0.76	0.33	-1.23	.44	.36	.45	.38	.51	.67	.52	1

**Source:** This study.

**Note:** All values of correlation are significant ( $p < .001$ ).

Lastly, analysis was done on the various background demographics of the participants. Table 4 shows the results of the various tests of differences (T-test and ANOVA). Results actually show that there are no significant differences among the participants perceived CWB within their institutions. This means that no matter what gender, job position, or school location, both faculty and staff tends to have similar opinions towards CWB. In other words, CWB is non-selective and does exist in all levels of academic institutions.

Table 4. Test of Difference Against the Various Demographical Backgrounds

	Gender	Position	Location
1. TT	0.26	1.00	2.37
2. IUR	0.10	1.04	1.50
3. ISR	0.01	0.72	1.59
4. IPR	0.00	0.74	1.44
5. LOP	0.99	1.86	1.95
6. AP	1.35	1.32	0.99
7. PT	0.02	1.15	0.73
8. RAD	0.06	1.70	0.76

**Source:** This study.

**Note:** All values of correlation are significant ( $p > .05$ ).

### 5.3 Relationship Between the Frequency and Severity of CWB-T

To understand the relationship between the frequency and severity of CWB-T, scatter plot of the items are accomplished. After the data from the pilot

study was encoded and analyzed. Figure 2 shows the scatter plot of the items from the CWB-T with X-axis denoting severity, while Y-axis is for the occurrences. Results show that variations between the items occurrences are quite varied ranging from never to always, while severity ranges from 1.4 to 2.4, denoting that the CWB items are not causing much damage to the school. For the current study, it is hypothesized that participants would consider the notion of having frequent small (minor) CWBs, while having less to none extreme CWBs.

Much to the researchers' surprise, results are quite contrary to the previous assumption. Figure 2 shows that within the school setting, the more damaging the CWB is, the more frequent its occurrence (denoted by an upward slope). This result is actually quite disturbing. The only logical explanation is that within an educational institution, faculty and staff might unknowingly commit CWB. Frequent CWB might be caused from the lack of proper knowledge on the legal implications or unfamiliarity with the concepts and scopes of CWB.

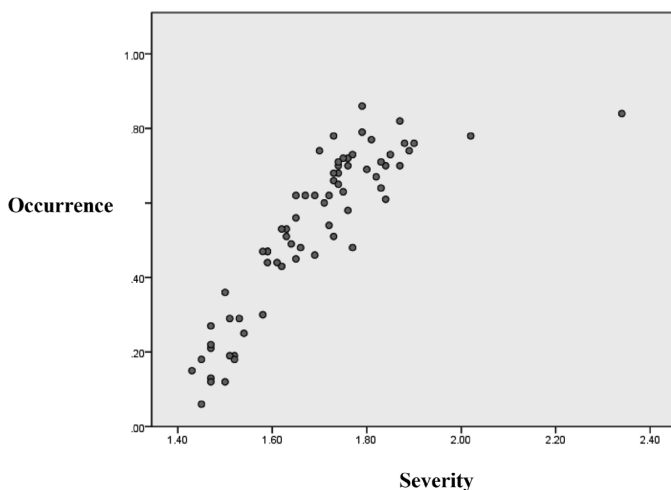


Figure 2. Scatterplot of CWB-T Results

**Source:** This study.

**Note:** X-axis is severity, Y-axis is frequency.

## 6. Conclusions

The primary objective of this study is to compile a list of CWBs that are

prevalent within the academic setting in Taiwan. As earlier mentioned CWB exists in all levels of an organizations and institutions. Within the academic setting, such unwritten deviant behaviors are rarely studied and talked about. Within a mixed method research paradigm, the current study proposes 8 categories of CWB, namely: *time theft, inappropriate use of resources, inappropriate student-teacher relationship, inappropriate parent-teacher relationship, lack of professionalism, apathy, political tactics, and reluctant to accept administrative duties*. While a test of differences found out that no matter what gender, job position, or school location, both faculty and staff tends to have similar opinions towards CWB. Such results clearly authenticate the notion of having CWB in all types of institutions; even within an academic setting.

A more surprising finding is that within the school setting, participants noted that the more serious CWB seems to occur frequently than the lesser damaging ones. The only logical explanation is that within an educational institution, faculty and staff might unknowingly commit CWB. Frequent CWB might be caused from the lack of proper knowledge on the legal implications or unfamiliarity with the concepts and scopes of CWB. Further studies into this result should be urged, in order to gain a better understanding into various antecedents of CWB in Taiwan.

Lastly, with a psychometrically validate tool; CWB-T can be used to clarify and describe common CWB and should brought about the awareness of such practices. More important, results can be help serve as a way of measuring the organizational health of academic institutions. As with the tenured status of most faculty and staff, proper information dissemination, counselling and guidance is the key to minimizing CWB. Ultimately, such study shall be able to provide greater insights in the development of a continuous integrated, sustainable, and forward-thinking innovative approach to CWB studies in Taiwan.

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