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5 **Abstract**

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7 *Index terms—*

8 **1 I. INTRODUCTION**

9 Counterproductive work behaviour is a complex and dynamic phenomenon. The study of such behaviour requires  
10 the consideration of various factors: emergence factors, vulnerability factors and moderating factors (Jauvin &  
11 al., 1999). In recent decades, the prevention of deviant behaviour and the promotion of well-being have become  
12 the major concerns of public and private companies (Bernaud & al., 2016). This concern becomes alarming  
13 in Cameroon where workers evolve in a context characterised by the collapse of the value placed on work,  
14 boredom, dissipation, vacuity, apathy and disloyal behaviour (Nyock Ilouga & al., 2018). An investigation by the  
15 Cameroonian Ministry of Finance reveals that the country lost nearly 6,000 billion CFA francs between 2012 and  
16 2017 as a result of embezzlement of public funds, desertion at work and unreported deaths (Biaga, 2019). In a  
17 bid to identify the causes and eventually find solutions to this phenomenon, researchers pay particular attention  
18 to the organisational disinvestment caused by long breaks, repeated absences, presenteeism (El Akremi, 2006),  
19 theft, aggression or sabotage (Le Roy, 2010) or any other form of disloyal practice aimed at harming a client,  
20 a colleague or the organisation itself (Buss, 1961). The psychodynamic perspective suggest that, these various  
21 types of behaviour often reflect a sort of revenge displayed by employees in response to a perceived frustration  
22 or injustice (Dejours, 2001). This situation is usually the root of interpersonal conflicts at work (Bies & TRipp,  
23 1996; Kim et al., 1998; Aquino et al., 1999; Le Roy, 2010).

24 The interest in the psycho-affective mechanisms that precede counterproductive work behaviour stems from  
25 an attempt to overcome the obvious limitations of behaviourism, which overlooks the interiority of individuals.  
26 However, as El Akremi (2006) points out, the first reaction to frustration is emotional and attitudinal. It  
27 is therefore appropriate to admit that the external stimuli for this behaviour is transmitted by psychological  
28 London Journal of Research in Management and Business mechanisms. In the same vein, this study examines  
29 the mediating role of emotions, expressed as resentment, in the relationship between perceived empowerment  
30 leadership and counterproductive work behaviour. Resentment refers to a memory of injustice (or frustration)  
31 experienced repeatedly, causing negative emotions which, combined with a feeling of powerlessness, drives the  
32 victim into taking revenge (Fleury, 2020). The Cameroonian work environment is dominated by an erratic mode  
33 of operation enforced by line managers. Workers must comply with operating rules from hierarchical structures  
34 that are rigid and poorly adapted to operational objectives and constraints ??Tamekou, 2008). This increases  
35 formalism and submission to the detriment of autonomy and creativity. Such a situation is the antithesis of  
36 so-called empowering managerial practices and can be a source of frustration for employees.

37 As a matter of fact, the steps taken by the Cameroonian authorities are barely able to considerably reduce  
38 counterproductive behaviour at work. Most of these legal and administrative measures -derived from the  
39 situational prevention model in criminology (Clarke, 1980) focus on prevention, control and repression. It is  
40 accepted from a behaviourist point of view that negative reinforcement contributes to the gradual reduction of  
41 unwanted behaviour (Skinner, 1938).

42 However, the persistence of counterproductive behaviour in the Cameroonian context leads to a closer look at  
43 some of the deeper psychological processes involving emotions and resentment, which motivate the willingness to  
44 violate organisational norms and harm stakeholders.

45 Based on an analysis of leadership practice in some Francophone African countries, Shu (2013) suggested  
46 that non-formal socio-cultural criteria such as: dowry, solidarity and the strong involvement of traditional power  
47 should be considered when designing and implementing management practices in African organisations. This

### 3 UNDERSTANDING THE DYNAMICS OF RESENTMENT

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48 reality hinders the ambitions of many employees in need of autonomy and a large degree of decision-making  
49 latitude in the practice of their professions. This frustration also affects many workers who, due to this managerial  
50 difficulty associated with the lack of resources, are bored at work.

## 51 2 Frustration and negative emotions at work

52 Based on current knowledge in the field, we know that the increase in counterproductive work behaviour is  
53 a structural and systemic problem, rooted in social, economic, organisational and cultural factors (Chappell  
54 & Di Martino, 2000; Mayhew & Quinlan, 1999). Several individual, organisational and social factors are  
55 associated to it. Some are not work related (personality, family tensions) while others are directly related  
56 to work (incomprehension of tasks, impoverishment of workers, boredom and vacuity, perceived leadership).  
57 The emergence of counterproductive work behaviour may result from a combination of multiple, interrelated  
58 and accumulating factors. According to the explanatory models formulated, emotions play an important role.  
59 We can regard emotion as a mental state that triggers one to react in an impulsive and irresponsible manner.  
60 As such, emotion remains an intrinsic component of our action insofar as it is integrated in our beliefs and  
61 desires. Emotion is a particular state of a being mobilised under well-defined conditions (a so-called emotional  
62 state) accompanied by a subjective experience and somatic and visceral manifestations (Doron & Parot, 2004).  
63 Whether pleasant or unpleasant, emotions have the common characteristic of not being purely cerebral but  
64 rather being accompanied by somatic and physiological modifications. Some theories consider the cognition  
65 of emotional sequence as the perception and evaluation of the significance of an event for a person's well-being  
66 (Christophe, 1998). These cognitive approaches to appraisal also assume that the nature of emotion is determined  
67 by a cognitive evaluation ("appraisal") in which the criteria of usefulness or harmfulness to the organism of a  
68 transaction with the environment occupy a central position. Emotion is a temporal process that includes various  
69 psychological mechanisms through which an event, a situation will become an emotional stimulus and give rise  
70 to an evaluation. In other words, counterproductive work behaviour results London Journal of Research in  
71 Management and Business from the negative evaluation of an event that is emotionally perceived as harmful to  
72 the person's well-being. The frustrating event gives rise to emotions such as rage, anger, revenge and betrayal  
73 although reactions can vary over time and are intimately related to the subjective meaning given by the individual  
74 to the event (Fineman, 2008).

75 In the view of ??erkowitz (1998), strong emotions can lead to impulsive reactions. In this light, Fox and  
76 Spector's (1999) study clearly links frustration to the increase in counterproductive work behaviour. These  
77 authors consider frustration as the main trigger for revenge. What role do stable emotional tendencies play  
78 in the expression of the response to a frustrating event? Based on the frustration-aggression model ??Dollard  
79 et al., 1939), ??erkowitz (1989) highlights the role of negative emotions in the relationship between frustration  
80 and aggression. From this author's view, aggressive behaviour is a function of the individual's evaluation of  
81 a situation and the intensity of negative emotions. Emotion is an adaptive response to environmental stimuli  
82 (Plutchik, 1989) that gives way to the formulation of intentions to either engage or not in certain behaviour  
83 ??Bies & al., 1997).

84 Following the Stressor-Emotion Model (Spector & Fox, 2005), negative emotions do not only result from an  
85 unforeseen blockage in the quest for a goal; but also emerge in response to any stressful organisational situation.  
86 As such, based on the Stressor-Emotion Model, when an employee experiences a frustrating or stressful situation  
87 at work, he or she develops negative emotions and feelings and eventually adopts anti-social behaviour. ??mpirical  
88 The frustration-aggression dynamic model ??Dollard et al., 1939) emphasises that counterproductive behaviour  
89 is generally used to reduce the tension created by frustration. In this perspective, the individual will only resort  
90 to revenge if he or she does not have the right and legitimate means to repair a frustration (or injustice) incurred.  
91 The feeling of powerlessness then appears as an indispensable mediator in the relationship between frustration  
92 and revenge. As a matter of fact, Bies (2001) point out that negative emotions felt repeatedly form hostile  
93 scripts. As such, once the stressful and frustrating situation is felt, negative emotions settle in the individual  
94 and a primary and secondary evaluation follows according to the cognitive aspect (arousal of hostile thoughts,  
95 memory and affective scripts); the affective aspect (recurrence of hostile and angry feelings) and the conative  
96 aspect (transfer of arousal, willingness to engage in hostile behaviour). From the elaborated hostile schemas, the  
97 interpretation of ambiguous events feed the feeling of powerlessness resulting to resentment (Fleury, 2020).

## 98 3 Understanding the dynamics of resentment

99 Resentment is defined as a memory of injustice that arouses negative emotions accompanied by a desire for  
100 revenge. It is a form of resentment fostered by repeated instances of injustice experienced by man in his  
101 environment (Fleury, 2020). Resentment in individuals always results from an injury, violence suffered, frustration  
102 or trauma to which the victim cannot react directly, due to powerlessness. He therefore ponders his revenge,  
103 which he cannot carry out and which torments him incessantly to the point of "explosion".

104 Schematically, an employee experiences frustration or injustice as a result of a belief in a right that he or she is  
105 denied (Greenberg, 1996). This situation can expose the employee to the ordeal of resentment if he or she lacks  
106 the possibility of obtaining redress. As Fleury (2020) London Journal of Research in Management and Business  
107 points out, the mechanism of resentment is based on "mental rumination", which is a characteristic of bitterness

108 related to the uncomfortable situation experienced and maintained on a daily basis in the psyche with the desire  
109 to take revenge; this revenge is not only aimed at repairing the harm incurred, but also to get rid of the negative  
110 emotions associated with it.

111 According to Leventhal (1979), Lang (1985) and Bower (1980), the schematic process of emotions starts from  
112 the different components (circumstances, perceptual conditions, expressive, psychological, subjective, behavioural  
113 responses) of each particular emotional experience which are represented together in the episodic memory. The  
114 recurrence of these emotional experiences with similar elements then leads to the formation of a prototype  
115 (generalized pattern) of this class of emotion. Whether manifest or dormant, if this class of emotion is associated  
116 to feelings of powerlessness, the individual will be exposed to resentment. Once resentment sets in, the undefined  
117 address of the response broadens the target of revenge. This situation helps to deal with a reality that could  
118 not be tolerated because it is deemed unfair, unequal, humiliating, unworthy of the merit that one attributes to  
119 oneself. (Scheller, 1970).

## 120 **4 The test of empowering leadership in an entropic context**

121 In their analysis, Pinder and Harlos (2001) note that maintaining a culture of perceived unfairness and frustration  
122 in a company (with strong control, ambiguous rules, weak evaluations) often makes employees silent, so that they  
123 choose to not express their views. Yet leadership needs are constantly evolving to accommodate the fact that  
124 workers are the main resources for organisations to thrive in the knowledge economy (Davenport, 2010). Adopting  
125 an approach that helps to maximise organisational performance and human capital well-being has become an  
126 imperative that forces many organisations and managers to review their leadership practices. Considered as a  
127 process of power sharing by line managers, empowering leadership enhances the autonomy, potential, meaning and  
128 impact of employees and work teams (Kirkman & Rosen, 1999). Empowerment is a process of enhancing feelings  
129 of self-efficacy among organisational members by identifying, eliminating disempowering conditions, increasing  
130 resources, expanding room for manoeuvre and empowering people through formal and informal organisational  
131 practices of sharing useful information (Conger & Kanungo, 1988). Empowering leadership generally gives  
132 rise to prosocial behaviour since it requires formal leaders to encourage subordinates to express their opinions,  
133 promote collaborative decision making and support information sharing and teamwork (Arnold, Arad, Rhoades, &  
134 Drasgow, 2000; Chen, Bih, Zih, & Tsung, 2011; Pearce, Sims, Cox, Ball, & Smith, 2003). However, Cameroonian  
135 workplaces go through a leadership crisis which seems to have abandoned to the workers the responsibility for  
136 inventing their functioning mode. This leadership crisis is rooted in the difficulty, already chronic, of moving from  
137 bureaucratic and authoritarian style to manage by objectives and control (Nyock Ilouga & Moussa Mouloungui,  
138 2019). In reality, the networks of solidarity in charge of the organisation of professional circles in Cameroon  
139 disable the control mechanisms, which are indispensable in management by objectives. Nevertheless, some of the  
140 empowering leadership behaviour identified by Arnold and al. (2000) seem to have taken root in this context.  
141 These are : 1) management by example, which reflects the leader's commitment not only to his work, but also  
142 to that of his team members ; 2) coaching (autonomy) which is a set of behaviour aimed at empowering team  
143 members; 3) participatory decision-making, which comprises the inclusion of ideas and opinions of team members  
144 into the decision-making process; 4) consideration (interaction with collaborators) which is a set of behaviour that  
145 promotes the well-being of team members; and 5) information sharing which is the dissemination of important  
146 information such as information concerning the mission and philosophy of the organisation. These observations  
147 suggest the hypothesis that perceived empowering leadership reduces the expression of resentment in employees.  
148 This London Journal of Research in Management and Business

## 149 **5 ? ?**

150 In this conception, rather than focusing on the direct benefits of empowering leadership and the role of emotions,  
151 Baron and Kenny (1986) mainly focus on the effect of their interaction. There is therefore a high risk of inflation  
152 in London Journal of Research in Management and Business multicollinearity when the effects of the independent  
153 variable and the mediator on the dependent variable are jointly estimated ( ). As ? 3 a result, the independent  
154 variable could have a smaller coefficient when it predicts the dependent variable (c) on its own and a larger  
155 coefficient when it acts simultaneously in the same equation with the mediator ( ), but the ? ' larger coefficient  
156 will not be significant while the smaller coefficient would be. In the case where the value of is reduced to zero,  
157 we have strong ?

158 evidence of a single dominant mediating variable, whereas, if this same residual effect of on is ? ? non-zero,  
159 then several mediating factors are involved. In order to reduce the risk of multicollinearity inflation and to ensure  
160 the significance of the mediator effect, the use of the factorial approach suggested by Yzerbyt et al. ( ??018)  
161 is recommended. This approach proceeds to the demonstration that the two coefficients that form the product  
162 between the direct effect of on (a) and the residual effect of on (b) ? ? ? ? are simultaneously significant.

## 163 **6 Hypotheses**

164 Emotions arise from the stimuli perceived by the individual in his or her environment. This evaluation is further  
165 intensified when combined with issues of perceived organisational justice. In a given organisational context  
166 indeed, emotions are not always entirely similar in nature, although Rein et al. (1995)

### 167 7 H2: The practice of empowering leadership reduces the 168 occurrence of counterproductive work behaviour.

169 Following the logic of the stressor-emotion model (Spector & Fox, 2005), the employee's emotional state is  
170 expected to determine his behaviour at work (H3).

171 In other words, an employee with negative emotional experiences shows more CWB while the expression of  
172 positive emotions will likely show less.

### 173 8 H4: The employee's emotions mediate the relationship be- 174 tween perceived empowering leadership and CWB.

175 Based on the studies of Van Katwijk and al.

176 (2000) who distinguish negatives emotions from positives emotions at work, the following sub-hypotheses are  
177 formulated:

178 H4a) Positive emotions mediate the relationship between empowering leadership practices and CWB. This

179 H4b) Negative emotions mediate the relationship between empowering leadership and CWB.

## 180 9 III. METHODOLOGY

### 181 10 1 Participants

182 This study was carried out with a snowball sample of 156 civil servants from the central administration (78 men  
183 and 78 women), serving in different government ministries in Yaoundé, Cameroon. Following the code of ethics  
184 and professional conduct for university research, we presented the objectives of the study to the participants  
185 and assured them that their anonymity as well as the confidentiality of their answers would be maintained.  
186 According to the implied consent method (Fortin et al., 2006) Respondents were asked to express their opinions  
187 on a five-point Likert scale ranging from 1) never to 5) very often.

188 The fourth section measuring counter-productive work behaviour comprises the Counterproductive Work  
189 Behaviour Check list (CWB-C) by (Spector et al., 2006). This scale was designed using the compilation of  
190 certain items from previous scales (Fox & Spector, 1999; Hollinger, 1986; Neuman & Baron, 1998; Robinson &  
191 Bennett, 1995; Spector, 1975). Since this study measures the probability of occurrence of CWBs as a result of the  
192 employee's feelings, we opted for the actor's (aggressor's) perspective and respondents were asked to rate their  
193 frequency of CWBs observation using a five-point Likert scale ranging from 1) never to 5) every day. Example:  
194 Verbally abusing a colleague or client.

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196 Internal consistency tests (Cronbach's alpha) were used to assess the internal consistency between the items of the  
197 tools used. Descriptive analyses (means and standard deviations) were also used to summarise the information  
198 collected on each variable. To test our different hypotheses, the linear least squares technique was used to solve  
199 linear regression equations (Baron & Kenny, 1986).

## 200 IV. RESULTS

### 201 12 Descriptive analysis

202 The

### 203 13 Hypothesis tests

204 The results of the relationship hypothesis test from the linear regression analysis indicate that all dimensions  
205 of perceived empowerment leadership have a statistically significant effect on employees' emotions. Multiple  
206 regression analysis was carried out on SPSS to estimate the direct effects of empowerment leadership dimensions  
207 on counterproductive behaviour. These results equally reveal the respective contributions of each empowerment  
208 leadership crisis dimensions in the explanation of the variance of the scores obtained during the evaluation of  
209 counterproductive behaviour.

210 Overall, it appears that empowering leadership is a predictor of counterproductive behaviour against the  
211 organisation ( ) and the effect of information sharing remains  $\beta = 0, 222$ ;  $t = 9, 861$ ;  $p = 0, 000$  significant ( ). However, the effects of other dimensions are  $\beta = -0, 254$ ;  $t = -2, 289$ ;  $p = 0, 023$  insignificant, i.e., management  
212 by example ( ), interaction with the  $\beta = -0, 021$ ;  $t = 0, 819$ , supervisor ( ), autonomy ( and participation in  $\beta = 0, 068$ ;  $t = 0, 551$ ),  $\beta = -0, 173$ ;  $t = 0, 275$ ) decision making ( ).

213 Concerning counter-productive behaviour against  $\beta = 0, 102$ ;  $t = 0, 420$  individuals, the analyses carried out  
214 show that empowering leadership practices represent an explanatory factor with a significant effect ( ).

215 Among the  $\beta = 0, 321$ ;  $t = 12, 115$ ;  $p = 0, 000$  empowerment leadership dimensions, only the effect  
216 of information sharing remains significant ( ).

217 The effects of other dimensions are insignificant. Namely,  $\beta = -0, 325$ ;  $t = -2, 763$ ;  $p = 0, 006$  management  
218 by example ( interaction with the supervisor  $\beta = -0, 071$ ;  $t = 0, 476$ ),

---

## 221 14 (

222 ), autonomy ( and participation in decision ? = 0, 42; ? = 0, 725), ? = -, 079; ? = 0, 637)

## 223 15 making (

224 ). The result of this analysis indicates that empowering leadership ? = -0, 164; ? = 0, 222) contributes  
225 to a significant reduction in counterproductive work behaviour; this observation confirms our first hypothesis  
226 . Similarly, the effect of empowering leadership practices on employees' (?) In terms of negative emotions, it  
227 appears that empowering leadership contributes to a significant decrease in negative emotions in employee (

228 ). With a significant ? ?? 2 = 0, 162 ; ?12, 115; ? = 0, 000 effect for information sharing (.

229 ).Regarding management by example ? = 0, 217; ? = 0, 06)(

230 ); participative decision making ( ); interaction ? = 0, 071; ? = 0, 476) ? = -0, 164; ? = 0, 222)

231 with the superior ( ); autonomy ( ). These results ? = -0, 042; ? = 0, 725) ? = 0, 079; ? = 0, 637)

232 reveal that potential effects produced by the different dimensions of the leadership crisis may favour the  
233 multiplication of counterproductive behaviour against individuals. However, not all the potential effects observed  
234 here are statistically significant. In other words, all dimensions of the empowering leadership crisis are involved  
235 in explaining this type of behaviour. This result goes in line with Hypothesis 2. The analysis of the effect of  
236 emotions on counterproductive work behaviour carried out revealed that emotions felt by employees explain their  
237 adoption of counterproductive work behaviour against organisations ( ), while the negative emotions expressed ?  
238 ?? 2 = 0, 320 ; ? = 37, 45; ? = 0, 000 tend to favour their multiplication ( , the positive emotions felt ? = 0,  
239 539; ? = 5, 655; ? = 0, 000)

240 London Journal of Research in Management and Business rather contribute to their reduction (

241 ). This result indicates a ? =-0, 250; ? =-2, 390; ? = 0, 018) need for leaders to multiply actions that generate  
242 positive emotions while avoiding those that may cause negative emotions in employees. This would significantly  
243 reduce aggressive behaviour towards their organisations. Furthermore, our analyses revealed that employees'  
244 emotions account for their engagement in aggressive acts against people ( ). In fact, it ? ?? 2 = 0, 315 ; ? = 36,  
245 575; ? = 0, 000 appears that the expression of negative emotions significantly increases CWBP while positive  
246 emotions slightly contribute to their reduction ? = 0, 585; ? = 6, 654; ? = 0, 000)(

247 . This result confirms the third hypothesis of this study. ? =-0, 085;; ? = 0, 392)

## 248 16 The mediation Analysis

249 To establish the relationship between the three main variables of this study, a mediation analysis was applied.  
250 Structural equation modelling was used to ensure the validity of the proposed models. The objective of the  
251 structural model test is to evaluate the fit level of the study's model to the data, in order to assess the relationship  
252 between each latent variable and the overall model. The goodness of fit of the structural model is verified via  
253 the evaluation of the absolute, incremental and parsimony indices.

254 As such, the results of this analysis, implemented using JASP software under Windows, show satisfactory  
255 incremental indices (CFI, TLI, NFI) and parsimony indices (RMSEA and SRMR) for the first model (Table  
256 3). ??003). This suggests that the structural model is valid and can be applied to the study population for an  
257 explanation of the CWBs.

258 Since the saturation coefficients of the manifestations of each construct are high and significant, it thus appears  
259 that each construct is well informed by its dimensions which represent the different manifestations at the same  
260 time. This allows us to test the postulated mediating effect.

## 261 17 The mediating role of negative emotion

262 The objective of this analysis is to examine the mediating role of the negative emotions (M) in the relationship  
263 between empowering leadership (X) and counterproductive work behaviour (Y). A causal path analysis was used  
264 following the structural equation modelling technique (Alger & De Boeck, 2017). The guidelines of Baron and  
265 Kenny (1986) were followed in order to verify the respect of the basic postulates of a mediation effect. Firstly,  
266 these authors mention that, in order to conclude a mediation effect, the independent variable must be related to  
267 the mediating variable. This first condition was met, as the regression equation [ ] shows that: ? = ? 2.0 + ?? +  
268 ? 2 (? 2 )

269 -Empowering leadership significantly contributes to explaining the variance in negative emotion scores,  
270 adjusted R 2 = .32 -0.761, z = -6.566, p < .001. ? = -Secondly, it is necessary for the independent variable to be  
271 significantly related to the dependent variable. This second condition was equally met. The regression equation  
272 ([ reveals that: ? = ? 1.0 + ?? + ? 1 (? Thirdly, the mediating variable must be related to the dependent  
273 variable. This third condition was met, as the regression equation reveals that:

274 -Negative emotions significantly contribute to explaining the variance in scores obtained from the assessment  
275 of counterproductive work behaviour, adjusted R 2 = .54; b= 0.486, z = 5.648, p < .001.

276 Finally, according to Baron and Kenny (1986), perfect mediation is observed if the independent variable  
277 no longer has an effect on the dependent variable when the mediating variable is controlled. Conversely, if  
278 the relationship between the independent and dependent variable decreases but remains significant when the  
279 mediating variable is controlled, then a partial mediating effect can be concluded. ??l., 2003). This makes it

280 possible to apply it to the study population for an explanation of the CWBs. Since the saturation coefficients of  
281 the manifestations of each construct are high and significant, it thus appears that each of the three constructs  
282 (empowering leadership, positive emotion and CWB) is well informed by its dimensions which represent the  
283 different manifestations at the same time. The test of the postulated mediator of the positive emotion effect is  
284 carried out through a multiple regression analysis and the results are presented in the table below.

## 285 **18 The mediating role of positive emotions**

286 The objective of this analysis is to examine the mediating role of the positive emotions (M) in the relationship  
287 between empowering leadership (X) and counterproductive work behaviour (Y). Following the approach outlined  
288 above, the first step is assured and reveals that: London Journal of Research in Management and Business  
289 From the analyses carried out, it appears that the emotions felt by employees mediate the effect of perceived  
290 empowering leadership on the counterproductive behaviour that employees engage in at work. Furthermore, the  
291 mediation of positive emotions significantly reduces CWBs, while the mediation of negative emotions contributes  
292 to increasing them. Hence, the severity of transgressions may increase as the discomfort of negative emotional  
293 sanctions is intensified. However, empowering leadership practices contribute to increasing positive emotional  
294 feelings in employees while reducing negative emotions and CWB.

## 295 **19 V. DISCUSSION**

296 The result of this study highlights that in a context where employees experience more positive than negative  
297 emotions, they are tempted to engage in very few counterproductive behaviour, although the studies of Rein et  
298 al. (1995) acknowledge that negative effect tends to be retained longer in memory longer rather than positive  
299 effect. Following this logic, positive emotions can significantly counteract aggressive tendencies. However, if  
300 positive emotional sequences occur in a context where employees are dominated by negative emotions, there  
301 will be an increase in CWBs against the organisation and individuals. This result is in line with Berkowitz's  
302 (1969) model which notes that any unpleasant event (provocation, frustration, unpleasant stimulus...) causes a  
303 negative effect, which induces a temporary activation of various thoughts, memories, reactions and physiological  
304 responses, making the individual more likely to later act aggressively. It is therefore clear that, out of frustration,  
305 civil servants will react directly to the crisis of empowering leadership by adopting counterproductive behaviour  
306 against the organisation or individuals, probably when the intensity of the frustration is high. This observation  
307 goes in line with the Stressor Emotion Model (Spector & Fox, 2005).

## 308 **20 London Journal of Research in Management and Business**

309 The Stressor-Emotion Model establishes a linear causal relationship between lack of autonomy, negative emotions  
310 and CWBs. This reflects the need to emphasise employees' autonomy and access to information in order to reduce  
311 their tendency to engage in theft, embezzlement, corruption, etc., which are rife in the public service today. In his  
312 study model, Kelley (1992) points out that in leadership practice, the best followers are committed subordinates  
313 who are able to courageously state their views. However, in order to achieve this, managers need to create a  
314 framework that enables them to become "exemplary employees". This can only be possible if the manager sets  
315 an example and is a role model for the employees.

316 Bies and his collaborators have found that employees generally also expect managers to treat them with  
317 respect, honesty, courtesy and politeness, to care about their rights and well-being and to observe certain moral  
318 standards of interpersonal behaviour (Bies & Moag, 1986; Bies, 2001). In this case, the superior appears as a  
319 relational partner whose level of respect for the principles of interpersonal behaviour constitutes a criterion for  
320 employees to judge his or her fairness (Bies, 2001) and loyalty ??Tyler & Degoey, 1996). Moreover, Erhart and  
321 Klein (2001) observed in a study that employees would prefer to work with a relationship-oriented leader, as  
322 opposed to a charismatic or task-oriented leader.

323 Previous studies have shown that empowering leadership leads to the development of positive effect and  
324 prosocial behaviour at work. This form of leadership is based on a process of power sharing by formal leaders that  
325 improves the autonomy, potential, purpose and impact of employees and work teams (Kirkman & Rosen, 1999).  
326 This study follows this trend by noting that the crisis of empowering leadership activates negative emotions in  
327 employees and leads them to adopt counterproductive work behaviour in response, which may be targeted either  
328 against the organisation that employs them, or against individuals working there (authorities and colleagues) or  
329 who attend for a service needed (customers).

330 This study encourages managers to focus more on empowering employees in order to stimulate positive  
331 emotions, which are one of the key factors of commitment and prosocial work behaviour. More importantly,  
332 these leadership practices help to avoid tensions and resentments within the organisation which can lead to  
333 revenge (Fleury, 2020) or counterproductive behaviour (Spector & Fox, 2005).

334 Similar to previous studies on the model, the emotions felt by the employee are addressed in this study as  
335 processes through which certain identified variables contribute to the development of counterproductive work  
336 behaviour. Nonetheless, Fida and al. (2015) noted the importance of moral disengagement in the process of an  
337 employee violating an organisational norm. Bandura (2016) defines moral disengagement as a set of ways in which  
338 individuals rationalise their wrong (unethical) actions. It is the propensity of an individual to use cognitions that

339 allow them to restructure their unethical actions so that they appear less cruel, while mitigating the distress  
340 that would result from the harm they cause others. Future research could further explore this relationship by  
341 including this mediating variable to better explain anti-organizational behaviour.

342 Author's contribution and conflict of interest 1. Nyock Ilouga Samuel was responsible for the Conceptuals  
343 aspects, data analysis and Discussion of the results ; 2. Djigou Jacques was responsible for redaction, littérature  
344 review and data collection ;

345 3. Moussa Mouloungui Aude Carine was responsible for the forms issue, ethical considerations and references.

## 346 **21 Declaration of Conflicting Interests**

347 The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or  
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349 and/or publication of this article.

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1 2 3 4



Figure 1: 1 )

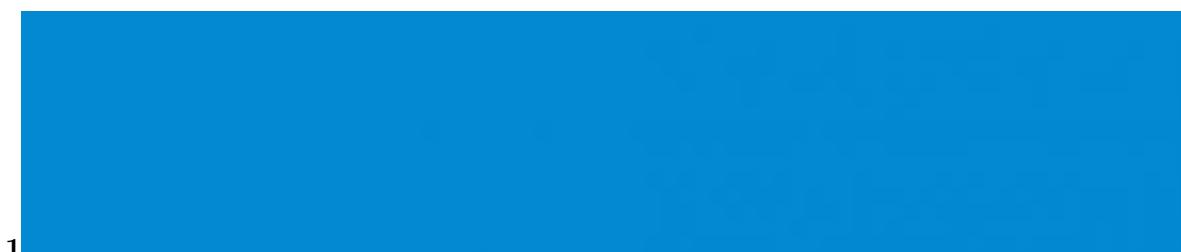


Figure 2: Figure 1 :

350

<sup>1</sup> Volume 23 | Issue 2 | Compilation 1.0 © 2023 London Journals Press Emotions Interact with Empowering Leadership to Reduce Counterproductive Work Behaviour

<sup>2</sup> Volume 23 | Issue 2 | Compilation 1.0 © 2023 London Journals Press Emotions Interact with Empowering Leadership to Reduce Counterproductive Work Behaviour

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**21 DECLARATION OF CONFLICTING INTERESTS**

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1



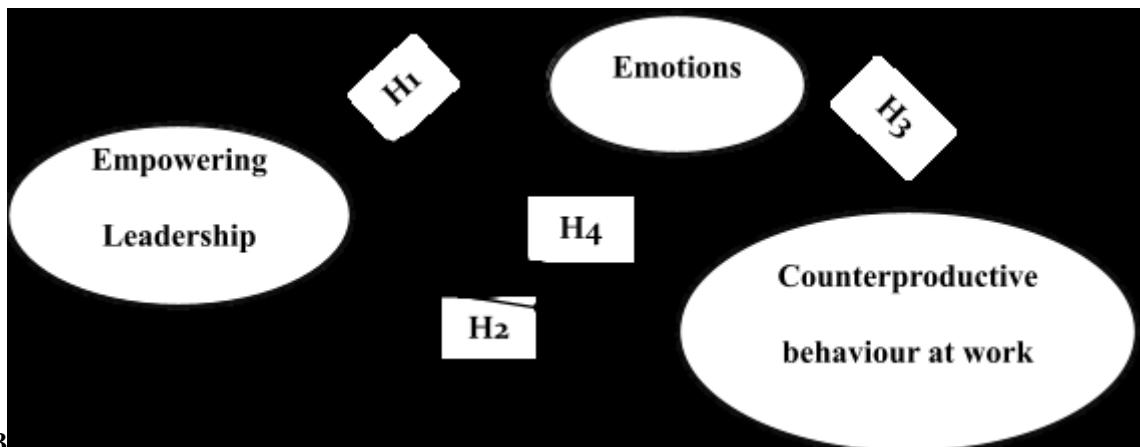
Figure 3: 1 )





2

Figure 5: Finally, as prescribed 2 ???"



3

Figure 6: Figure 3 :

1

Frequency

Percentage

information sharing ( $\alpha = .89$ ); 29-38 measure interaction with collaborators ( $\alpha = .93$ ). The overall value of Cronbach's  $\alpha$  (0.97) confirms a good internal consistency of this scale. In the third part, the evaluation of emotions was based on the scale of Van Katwyk et al. (2000). This scale (Job Affective-Relative Work Scale-JAWS) provides 20 items (Ex: My job irritates me) and measures 10 negative ( $\alpha = .90$ ) and 10 positive ( $\alpha = .88$ ) emotions encountered at work.

Figure 7: Table 1 :

descriptive statistics on the variables show that the average level of positive emotions expressed ( $M= 3.54$ ) by the Cameroonian civil servant is relatively higher than the level of negative emotions ( $M= 2.29$ ). The values of the standard deviations are low, which reflect a high concentration of respondents' opinions around the means of the different variables of the study. As regards the dimensions of empowerment leadership, the mean scores obtained are very close to each other and slightly above the

Variables	M	SD	1	2	3	4
ME	3.791.00	1	,			
DECISION T	3.291.00	,659 **	1			
AUTO	3.351.08	,622 **	,802	1		
			**			
INFO S	3.301.08	,504 **	,665	,821 **	1	
			**			
INTERAC	3.181.06	,510	,729	,806 **		,668 **
		**	**			
NEG EMOT	2.490.88	-,338 **	-	-,531 **		-,558 **
			,498			
			**			
PO EMOT	3.540.80	,331 **	,323	,378 **		,406 **
			**			
CWB O	2.471.05	-,366 **	-	-,487 **		-,509 **
			,455			
			**			
CWB P	1.730.96	-,317 **	-	-,464 **		-,474 **
			,409			
			**			

## 21 DECLARATION OF CONFLICTING INTERESTS

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3

Fit index of the causal model	Normed square	chi-square	Chi-square	SRMR	RMSEA	NFI	CFI	TLI
Value	1.939	34.910, ddl=18		0.032	0.078	0.96	0.98	0.97

Statistics in Table 3 indicate a very good fit of the data to the structural model (Shermelleh-Engel & al.,

Figure 9: Table 3 :

4

Negative emotions as Mediator		Direct Effect	Indirect Effect	Total Effect	Effect	Conclusions
EL	NE	(?)	(?i*?j) -.37 **		Full	Hypothesis
		CWB44**	(-.76*.49)	-.81**	Mediation	accepted

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Figure 10: Table 4 :

5

Fit index of the causal model	Normed Chi-square	SRMR	RMSEA	NFI	CFI	TLI
Value	34.143, 1.896 ddl=18	0.031	0.076	0.96	0.98	0.97

Statistics in Table 5 indicate a very good fit of the data to the structural model (Shermelleh-Engel &

Figure 11: Table 5 :

	EL	PE	CWB	Direct		Effect C Partial
				Total Effect	Indirect Effect	
Positive emotions as Mediator				Effect (?)	Effect (?i*?j)	
					-.16 **	

Empowering leadership significantly contributes to explaining the variance in negative emotion scores, adjusted R<sup>2</sup> = .165; ? = 493, z = 4.823, p < .001.

Empowering leadership significantly contributes to explaining the variance in scores obtained from the assessment of counterproductive work behaviour, adjusted R<sup>2</sup> = .44; b = 33; z = -3.629, p < .001.

< .001.

Thirdly, the mediating variable must be related to the dependent variable. This third condition was met, as the regression equation reveals that: Positive emotions significantly contribute to explaining the variance in scores obtained from the assessment of counterproductive work behaviour, adjusted R<sup>2</sup> = .44; b = 33; z = -3.629, p < .001.

Figure 12: Table 6 :

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