ANTECEDENTS OF DEVIANT BEHAVIOUR IN HIGHER EDUCATION INSTITUTIONS AND ITS EFFECTS ON LECTURERS' PERFORMANCE

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ABSTRACT

Deviant behaviour in the workplace could significantly affect the organization's performance. Ignoring an employee may influence their comportment which may result in negative deviant behaviour. However, if management can control the negative behaviour, the employee's performance will improve to match that of the more productive employees in the organization. In particular, this paper analyses peculiar behaviour in higher education institutions and the factors driving its emergence. The results show that the incidence of deviant behaviour in higher education institutions is low. Justice and satisfaction were found to be the drivers of deviant workplace behaviour (DWB) in educational institutions. A positive organizational environment exists when there is good communication between superiors and subordinates and a transparent and fair operating system. These factors can reduce deviant behaviour. Results from the study show that individual employee factors presumably determine this peculiar behaviour. Moreover, employees' commitment can be a factor in the conduct of deviant behaviour.

JEL classification: E24, I23, L84, M12

1. Introduction

Every leader in a modern organization should pay attention to deviant behaviour in the workplace. Different terminologies are used in the literature

to describe deviant behaviour; these include deviant workplace behaviour (DWB), dysfunctional, anti-social, counterproductive behaviour, and organizational aggression. According to Robinson and Bennett (1995), DWB is an individual or group action against the organization's various rules, customs and policies. Such actions may adversely affect the organization and other individuals. Appelbaum, Iaconi and Matousek (2007) and Spreitzer and Sonenshein (2004) categorized DWB into positive DWB and negative DWB. Positive DWB, also called positive organizational study (POS), examines how to promote the potential for developing strengths, or enhancing individuals' vitality, resilience and recovery in building individual and excellent units and organizations (Cameron and Spreitzer, 2012; Roberts et al., 2005). However, the study of DWB tends to investigate negativity rather than positivity.

Negative DWB affects the organization and employees (Muafi, 2011; Olapegba, Onigbogi and Uye, 2021). Some reports related to negative DWB are quite surprising. Retail losses in the United States reach millions of dollars annually due to employee theft (Hollinger and Davis, 2003). This condition tends to increase every year. In the UK, 11% of workers get unfavourable treatment from co-workers (Rayner, Hoel and Cooper, 2002). Henle (2005); Dauda and Aziakpono (2015) suggest that the victims of deviant behaviour will contribute to decreasing productivity levels, loss of work time, and increased turnover of employees which will also result in stress for these employees. Unlike organizations in manufacturing or corporate offices, in educational institutions, DWB is not a policy refusal or opposing a leader's policy or confronting co-workers but can be in the form of a damaged school climate and disruption of the smooth process of teaching and learning in schools. Meanwhile, Ibrahim and Iqbal (2015) noted that DWB in educational institutions has received minimum attention from the institution's leaders.

With regard to higher education, DWB has no direct impact on the economic aspect; rather, in universities, it only includes political and production deviance (Typology of deviant workplace behaviour based on Robinson and Bennet, 1995). The "Production Deviant" in education violates the quality standards and the number of products produced. In addition, DWB in the deviant production scope comprises procrastination in starting the

lesson, leaving the job for longer than set without prior permission, absence without reason, and speeding up or shortening the learning schedule. Teaching slowly or working without energy and other related behaviour also can be classified as DWB (Kidwell et al., 2018).

Political deviance includes social relationship behaviours that put other people at individual or political disadvantage. Apart from that, behaviours such as institutional irreverence, complaining about partners, showing favoritism and opposing colleagues non-constructively are also classified as political deviance. Sarwar, Awan, Alam, and Anwar (2010) stated that political deviance also occurs in schools, for example, promoting and transferring teachers based on particular interests, not as reward for achievements. This condition has negatively affected the education system in Pakistan.

Ünal (2012) exposed that DWB can be classified into organizational and personal deviance. DWB can affect the quality and quantity of work, image, and relationships. Organizational DWB could destroy the organization's assets, resources and operations or affect the efficient use of resources. Personal deviance can affect the relationship between colleagues, students and parents. In fact, according to Robinson and O'Leary-Kelly (1998), DWB is also indirectly contagious to colleagues' behaviour. In another study conducted by Sarwar al. (2010), organizational success in discouraging DWB and encouraging positive DWB employee behaviour becomes very important in realizing organizational goals. Uii (2011) also indicated that if an organization aims to encourage employees' performance, commitment is required from the organization's leaders to try to discourage negative DWB. Success in reducing negative DWB will indirectly grow positive DWB.

In previous studies, deviant behaviour research was more on problems of injustice incorporated into leadership behaviour (Thau & Mitchell, 2010; Aryati, Sudiro, Hadiwidjaja & Noermijati, 2018), work environment (Khattak, Khan, Fatima & Shah, 2019; Colbert, Mount, Harter & Barrick, 2004; Kanten, 2013), and personal factors (Lawrence & Robinson, 2007) (Henle, 2005). The present study aims to examine the factors that influence the habit of DWB in college institutions by considering the factors of justice – procedural, distributive and interpersonal justice – and employee satisfaction. At higher education institutions, employees are more required to be

independent and demonstrate high responsibility for their work. This differs from employees in manufacturing or corporate organizations that strongly depend on employees and are bound by differences associated with organizational structure.

The rest of this paper is as follows: section 2 explains the research methodology while section 3 presents the research results, including the descriptive analysis. The conclusion is presented in section 4.

2. Research Method and Review

Data were collected by survey method using questionnaires. Data sampling used non-probability via the purposive random sampling method to select respondents from four faculties and three regional offices. Data analysis was done utilizing the Structural Equation Model (SEM) with the Partial Least Squares (PLS) software. Figure 1 provides a simple framework of the study:
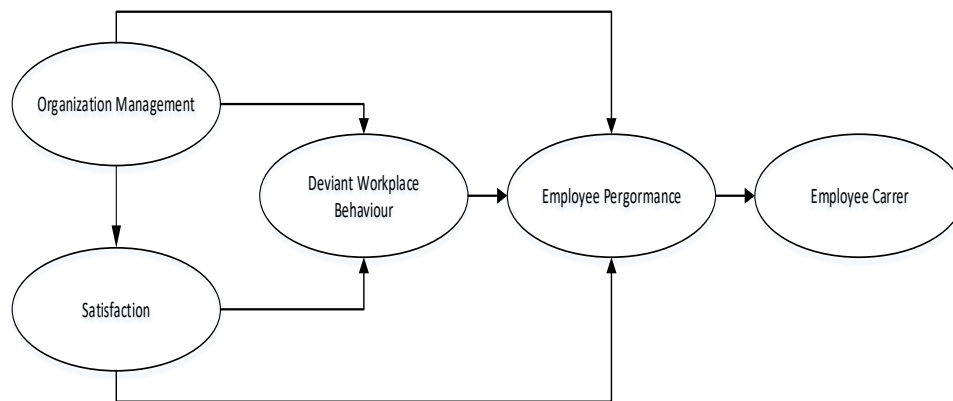

Figure **1. Mind Framework**

3. Results and Discussion

3.1 Analytic Description of Research Respondents

Data was collected from 97 respondents from four faculties and three regional offices. The characteristics of the respondents are presented in Table 1. The figures show that most of the respondents (60%) were female. The data depicts that out of the four faculties, the Faculty of Law, Social and Political

Science had the highest number of respondents (25) while Bandung regional office had the the lowest number of respondents (2).

Regarding functional positions, the respondents had representativeness in the various levels of available positions, ranging from teaching staff to professors. Nonetheless, the majority of respondents were at the functional level of Assistant Professor, which recorded 22% for males and 35% for females. With regard to age group, most respondents were in the 'Above 50' group, while the age group '20-30 years' had the lowest number of respondents.

3.2 Path Analysis

The results of data processing from the 97 respondents in this study show that three of the seven test results had insignificant results, namely the relationship between organizational management and performance; organizational management and deviant behaviour; and satisfaction and deviant behaviour at 95% significance level (t-value = 1.96). Moreover, the relationship between organizational management and satisfaction variables, satisfaction variables and performance relationships, relationships and deviant behaviour and performance, and relationships between performance and career functional test results showed significant results with a significance level of 99% (t-value = 2.87) as shown in table 2.

Table 3 presents the test results from the research model, as shown in Figure 2. The unidimensionality of each construct was tested by looking at the convergent validity of each construct indicator. An indicator is reliable if its value is more than 0.70 (Ghozali, 2011). Furthermore, the loading factor of less than 0.50 can still be maintained for model development. In this study, the minimum loading factor limit was set at 0.70.

Table 1. Characteristic of Respondents

Units	Male					Female					Total
	Lecturer	Instructor	Assistant Professor	Associate Professor	Professor	Lecturer	Instructor	Assistant Professor	Associate Professor	Professor	
Faculty of Economics	0	0	2	1	0	0	1	8	2	0	14
Law, Social and Political Science	0	0	3	6	1	1	2	8	4	0	25
Faculty of Education and Teacher Training	0	0	1	0	0	0	0	6	3	0	10
Faculty of Mathematics and Natural Science	0	0	3	0	0	3	1	7	3	0	17
Yogjakarta Regional Office	0	1	0	0	0	0	0	1	0	0	2
Surabaya Regional Office	0	1	5	4	0	0	0	0	3	0	13
Bandung Regional Office	1	2	8	0	0	0	0	5	0	0	16
Total	1	4	22	11	1	4	4	35	15	0	97
	39(40%)					58(60%)					

Table 2. Experiment of Research Hypothesis' Result

| Path	Loading	T-value	Result
Employee Satisfaction -> Lecturers' Performance/Educative	0.34685	2.96669	Accepted
Employee Satisfaction -> Deviant Behaviour	-0. 25580	1.48563	Rejected
Lecturers' Performance -> Performance/Functional Career	0.46879	6.40293	Accepted
Organization Management -> Employee Satisfaction	0.43976	4.37894	Accepted
Organization Management -> Lecturers' Performance	0.10948	0.79552	Rejected
Organization Management -> Deviant Behaviour	-0.02286	0.20426	Rejected
Deviant Behaviour -> Lecturers' Performance	0.23814	2.43203	Accepted
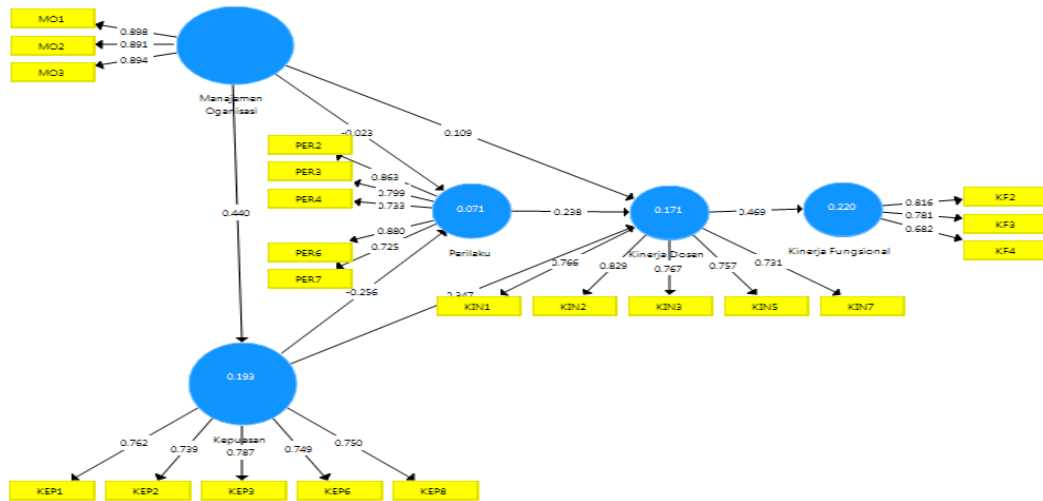
Figure 2. Algorithm Model

Based on measurements of reliability and validity as listed in table 3, the model in Figure 2 can be categorized as good.

Table 3. Reliability and Validity Test Result

Variable	AVE	√AVE	Composite Reliability	Cronbach Alpha
Functional Career	0.491947	0.700714	0.792371	0.65248
Satisfaction	0.484957	0.696389	0.881966	0.84732
Performance	0.473518	0.688126	0.873130	0.84564
Organization Management	0.800473	0.894692	0.923283	0.87547
Deviant Behaviour	0.548209	0.740411	0.892921	0.86887

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3.3 Organization Management and Employees' Satisfaction

The analysis results indicate that organizational management is positively correlated to employee satisfaction. In this condition, employee satisfaction

will increase with better operational management in the form of the following variables: distributive, procedural, and interpersonal justice. The estimated coefficient for testing shows a positive value of 0.439 with a t-value of 4.378. This t-value is greater than the critical value with a significance level of 1%, valued at 2.87, so it can be concluded that organizational management correlated positively with employee satisfaction and was statistically significant.

3.4 Organization management and deviant behaviour

The path analysis in Table 2 shows that the relation between organization management and deviant behaviour loading factor is -0.25580, while the t-value is 1.48563. The negative value at loading these factors illustrates that organizational management negatively correlates with deviant behaviour. The higher the t-value, the better the organization's management will further discourage the incidence of deviant behaviour in the organization. The management determines the level of fairness in the organization's management as measured by three indicators: distributive, procedural and interpersonal justice. In this condition, the more justly operational organization management is distributed, the more procedural it is, whereas interpersonal justice lowers the level of deviant behaviours. However, the t-value of the study result is 1.485, much smaller than the critical value with a significance level of 5%, worth 1.96, so it can be concluded that organizational management is negatively correlated to deviant behaviour and is not statistically significant.

Employees' behaviour in the organization depends on the working atmosphere built into the organization. Several studies have shown that employee behaviour is strongly influenced by the environment built into the organization. In agency theory, it is said that employee relations (agent) and management (principal) aim to maximize organizational benefits. However, both the agency and the principal have an opportunistic tendency. Given the opportunity, the agency (employee) can act opportunistically (deviant) in ways that can harm the organization. The principal in this case, as the owner of force, can control and suppress this deviant behaviour with the built mechanisms and monitor such behaviour. Robinson and Bennett (1997) found that behaviour diverges in reaction to some conditions in the organization,

such as financial, social and environmental conditions in the work environment. The result of the index measurement of the organizational management variable is classified as a moderate category.

In the respondents' perception, organization management still unfairly applies to distributive, interpersonal, and procedural justice. Concomitantly, the index of deviant behaviour falls into the low category. This is merely because distorted behaviour is determined by factors outside the organization's management, such as barriers to transcendence and health and cultural factors that encourage deviant behaviour. Although it is contrary to the feelings or beliefs of respondents, they still put the organization's interests first. Lawrence and Robinson (2007) argued that deviant behaviour is driven by what happens in an organization, namely how the organization uses its power to manage the organization. Organization strength will be related to perceptions of injustice or treatment that overrules justice. Another factor that affects the behaviour of cuddling in the workplace is the perception and integrity of the individual itself (Fagbohungbe, Akinbode et al., 2012). Nevertheless, men display more deviant behaviour than women in education (Anwar, Sarwar, Awan and Arif, 2011).

Fagbohungbe et al. (2012) indicated that it is necessary to build a trusting environment to reduce deviant behaviour in organizations. Employees tend to do their work better with little or no supervision when group members show a high positive reaction to their organization. Anwar et al. (2011) stated that to suppress deviant behaviour in educational institutions, positive strengthening methods, such as giving fair rewards, communication and feedback as well as providing motivation and support, can be applied. It is necessary to give warnings and punishments that are carried out fairly. Despite this study's insignificant results, it generally suggests support for the opinions expressed by Fagbohungbe et al. (2012). However, this study also shows that other factors can alleviate the growth of deviant behaviour, as presented by the following respondent's comment.

> *" I do almost all of my Super-ordinate orders, except those that I cannot afford. For example: put all the Faculty's annual work plan to my performance appraisal agreement, because it is more than 24 and not every boss command I always do, although contrary, I say it first."*

Martin, Rao and Sloan (2009) revealed that integrity is one factor that discourages deviant behaviour in the workplace. Notwithstanding, integrity does not correlate with plagiarism behaviour in educational institutions.

3.5 Employees' Satisfaction and Deviant Behaviour

The analysis results show that employee satisfaction is negatively correlated with deviant behaviour. In this study, the higher the employee satisfaction, the less the deviant behaviour that occured in the workplace. The estimated coefficient for testing showed a negative value of -0.255 with a t-value of 1.485. This t-value is smaller than the critical value with a significance level of 5% that is worth 1.96. These results illustrate that employee satisfaction is negatively correlated with deviant behaviour which indicates the value of loading of negative factors, even though statistically this result is not significant. Index analysis shows that employee satisfaction in this study is classified as moderate. It shows that respondents' perceptions of organizational management have not been met; this condition can be seen from the following statements.

> *"Decisions are usually fixed, so no input is required; only three out of five suggestions are given attention."*

> *" Only willing to have a routine job set by the organization. Do not want to have any additional jobs."*

> *"The printer already exists, 1 for each study programme, but it often crashes. What is required is A4 paper but only the Folio size paper is available; the room is often hot, especially during the dry season."*

While the index of deviant behaviour is categorized as low category, the incidence of deviant behaviour is more due to other factors that respondents cannot avoid and not just as a form of retaliation or the effects of dissatisfaction. Below are the statements that support this conclusion.

> *"Over 90% of potential time, I use to work in the office, by working optimally in carrying out the task to produce a good job."*

> *"I often come late if the road conditions are very jammed (especially in Toll), I do not want time corruption. If I am late, there must be a reason. I frequently come late for treatment/therapy."*

This factor is assumed to be the reason for the statistically insignificant results of the analysis. Lawrence and Robinson (2007) argue that deviant behaviour in the workplace is a form of expressing a sense of dissatisfaction with organizational systems and management. The forms of deviant behaviour are also very much a reaction to the behaviour of the organization's management in using its power. Systemic forces in the form of discipline or domination) are prone to encourage organizational-directed deviations. In contrast, episodic forces (influences or forces) tend to trigger irregularities inflicted on members of individual organizations. Power that excludes employees (power or dominance) will tend to encourage a relatively-heavy deviant response, while power that relies on target agency (influence or discipline) will tend to trigger less severe deviations.

3.6 Organization management and lecturers' performance

The analysis shows that organizational management correlates positively with lecturer performance. The result shows that the better the organizational management, the higher the performance of lecturers at educational institutions. A positive correlation between organization management and lecturer performance is seen from the positive value loading factor of 0.109. In comparison, the estimated coefficient of the test shows a t-value of 0.795. The t-value is smaller than the critical value with a significance level of 5%, that is worth 1.96. These results indicate that organizational management correlates positively with lecturer performance. The analysis of the average index value of the organizational management variable is 54.97, categorized as a moderate category. Respondents' perceptions on this score indicate that organizational management, measured by three justice indicators, has not been implemented as the respondents expected. This can be seen from the following statements.

> *"More or less the same, the size used is not the same, the treatment for the award depends on the leadership season,*

> *who and the leadership taste that will give the award more precedence.*"

> "*Yes, sometimes leadership decisions do not see background and ability*".

> "*Following procedures and criteria depend on who gave the assignment.*"

> "*Still picky about the staff.*"

> "*Divide the task of fair opportunity by the competence of self, procedural done for the sake of formalities, protection that favours interests. The rights that need to be given less attention or much less ignorance. Interactions need to be enlightened, and understanding legal issues are often ignored.*"

The average index value of the lecturer's performance variable is 47.95, categorized as moderate. It appears that the value of this index is so diverse. Some indicators describe lower values and fall into the low category, such as the indicator of the paper maker about community service with an index value of 33.3 and journal writing with an index of 41.7. The condition of this index value illustrates that the performance of the lecturers varies. It shows not only good performance but also some that still need to be improved. Following are some relevant statements of respondents:

> *"Rarely did I write the paper to be published in a journal.I do not have time to write a book. Even, I never publish my article in a reputable indexed journal. As a lecturer, I seldom serve my community in several years."*

Kanten (2013) states that organizational management affects employee performance indirectly. Positive work environments will foster positive perceptions of existing conditions and assume them according to their personal goals. This condition encourages the growth of a positive attitude toward colleagues and organizations. On the contrary, a negative organizational climate that does not support employees leads to frustration and ultimately encourages counterproductive employee behaviour.

Mayer (2013) pinpoints that leader ethics will have implications for the organization's work environment, in this case, the management of the organization or employee perceptions of the work environment. Employee perceptions of the work environment will influence deviant behaviour. The impact of organizational management is also explained by Khattak et al. (2019) who found that the work environment will be greatly influenced by how the organization is managed.

Employees' perceptions of their organizational climate can influence their tendency to behave positively, negatively or ethically. The organization's climate includes organizational structure and standards, responsibility sharing, reward system, support and warm working conditions. Therefore, if organizations treat their employees with trust and respect and apply fair policies, positive rules, and procedures regarding employee well-being, then employee behaviour can achieve a positive level of progress (Litzky, Eddleston and Kidder, 2006). In other words, organizational climate affects the prevalence of positive or counterproductive behaviour of employees. It is likely to decrease counterproductive behaviour levels when employees perceive the organizational climate as more socially and emotionally supportive (Kidwell and Valentine, 2009). Khattak et al. (2019) stated that sometimes employees blame the organization by declaring procedural injustice related to employees' failure in showing their performance or achieving performance. This shows how important procedural justice is in managing the organization.

3.7 Employees' Satisfaction and Lecturers' Performance

The analysis shows that employee satisfaction correlates positively with lecturer performance. It can be concluded that the higher the employee satisfaction, the more productive the performance of lecturers at educational institutions. Further, the coefficient of estimation of the test results shows a positive value of 0.346 with a t-value of 2.966. The t-value is greater than the critical value with a significance level of 1%, worth 2.86. These results illustrate that employee satisfaction correlates positively and significantly with lecturer performance.

Index analysis shows that employee satisfaction in this study is classified as moderate. It also shows that respondents' expectations of organizational management have not been met

Litzky et al. (2006) investigated six management factors that can encourage deviant behaviour: 1) reward compensation or structure, 2) social pressure to conform, 3) negative and untrusted attitudes, 4) ambiguity about job performance, 5) unfair treatment, and 6) violating employee trust. Out of these six management factors, at least four are related to employee satisfaction measured in this study. Meanwhile, deviant behaviour will decrease work productivity (Kanten and Ülker, 2013).

3.8 Deviant Behaviour and Lecturers' Performance

The analysis indicates that deviant behaviour correlates positively with lecturer performance. Under this condition, the higher the deviant behaviour, the higher the productivity level that occurs in the workplace. The estimated coefficient for testing shows a positive value of 0.23814 with a t-value of 2.43203. The t-value is greater than the critical value with a significance level of 5% that is worth 1.96. This result illustrates that deviant behaviour positively correlates to lecturer performance and statistically significant.

The index analysis of the mean of deviant behaviour is categorized as a low category equal to 19.66. The respondents' concerns associated with deviant behaviour indicate that it is caused more by other factors that cannot be avoided by the respondents and is not just a form of retaliation or expressing dissatisfaction. Here are statements by respondents that support this conclusion.

> "*Over 90% of potential time, I use to work in the office, by working optimally in carrying out the task to produce a good job.*"

> "*Frequently come late, if the road conditions are very jammed (especially in Toll), I do not want time corruption. There must be a reason if I am coming late to the workplace. For instance, I am often late for treatment/therapy.*"

Robinson and Bennett (1997) divide deviant behaviour within organizations into four categories: production deviance, that is deviant behaviour related to quality and quantity standards such as waste, and production performance; (2) political deviance; (3) property deviance; and (4) personal deviance. The the deviant behaviour eventually is not approved by the organization but can help the organization's financial and economic goals if it is positive. Positive DWBs include innovative behaviour, disobedience to wrong directions and criticizing tops or leaders when they are mistaken (Galperin, 2002). Spreitzer and Sonenshein (2004) found that three aspects influenced positive deviance: Organization Citizenship Behaviour, Corporate Social Responsibility, and Whistle Blower and Creativity and Innovation. Deviant behaviours appear to include productive deviant behaviour and personal deviants. Nonetheless, the respondent's statements presented earlier demonstrate that deviant behaviour that elevates or distinguishes the respondent is related to positive deviant behaviour or organization citizenship behaviour.

4. Conclusion

The study results reveal that operational management comprising procedural justice, distributive justice and personal justice is not significantly related to employees' deviant behaviour in higher education institutions. On the one hand, employee satisfaction does not significantly affect deviant behaviour. On the other hand however, deviant behaviour and satisfaction significantly impact employees' performance. Further research should be conducted to discover the characteristics of deviant behaviour that have dire implications for the organization and what factors influence deviant behaviour for employees in higher education institutions.

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