
The Role of Perceived Organizational Support and Emotional Intelligence towards Workplace Deviance among Teachers

Siti Aisyah Panatik¹⁺, Tan Ah Meng¹, Hamidah Abdul Rahman¹, Azizah Rajab²

¹Department of Human Resource Development, Faculty of Management, Universiti Teknologi Malaysia, 81310 Skudai, Johor

²Language Academy, Universiti Teknologi Malaysia, 81310 Skudai, Johor

Abstract Workplace deviant behaviour has been a challenging issue for the organization today. It is widely recognized as it leads to major loss in organization's productivity. Thus, this research aims to investigate the relationship between perceived organizational support and emotional intelligence towards workplace deviant behaviour among secondary school teachers. The study was carried out at nine secondary schools in Pasir Gudang district by using cross-sectional survey design. A total of 359 respondents were participated in this study. The data were analyzed using correlation and simple regression. The findings indicated that both perceived organizational support ($r=-0.38, p<0.01$) and emotional intelligence ($r=-0.23, p<0.01$) have a weak negative but significant relationship with the workplace deviant behaviour. In addition, the regression result indicated both perceived organizational support and emotional intelligence have significant impact on workplace deviance. The findings may help the school organization to understand the impact of organizational support and emotional intelligence of individual teacher to develop suitable course in handling workplace deviance.

Keywords: workplace deviance, perceived organizational support, emotional intelligence.

1. Introduction

In today's world, productivity is the crucial element in bringing the organization strives towards the strategic goals. The prevalence and occurrence of workplace deviance is recognized as devastating incident which brought to catastrophic loss on organizations and employees. The costs of workplace deviant behaviours are expensive for any organization, and these behaviours can be range from: leaving work earlier (Ferguson, Carlson, Hunter, & Whitten, 2012), work theft (Chen & Spector, 2011), sexual harassment (Popovich & Warren, 2010), workplace bullying (Murray, 2009; Neuman, 2012), and other behaviour like sabotaging company assets and taking excessive break (Robinson, 2008). The effort in dealing workplace deviance has become challenging as it is unnoticed by organization and unreported by employees until the significance loss of productivity.

In Malaysia context, a number of complaints have been made by public towards the civil servants, especially teachers. For instance, there is more than 60 cases received a month regarding the incivility of public servant, which including teachers (Pinvader, 2010, November 29). In addition, it was found that they frequently leave the workplace without permission or even leave earlier before the working hours (Kumar, 2012, August 10). Moreover, 200 complaints regarding problematic teachers in the first six months of 2007 were disclosed, where 37% for absenteeism, 17% for sexual harassment, 15% for bribery and corruption, and 10.5% for dishonesty and failure to obey the directives (Rajagopal & Wasilan, 2007, June 38). However, it is believed there are many cases of deviance remained unreported.

+ Corresponding author Tel.: +607-5610106 (office)

E-mail address: sitiaisyah@management.utm.my.

The concerns towards workplace deviant behaviour has become prominent among researchers in exploring the cause and effect relationship of workplace deviance (Muafi, 2011; Robinson & Bennett, 1995). Previous researchers have found limited organizational support given to the employees will lead the employee engaged in deviant behaviour (Alias, Rasdi, Ismail, & Samah, 2013). Moreover, limited emotional regulation

skills also lead the employees act rashly and eventually engaged in deviant behaviour (Deshpande, Joseph, & Shu, 2005). Thus, this study aims to investigate the relationship between perceived organizational support and emotional intelligence towards workplace deviant behaviour among secondary school teachers.

2. Literature Review

2.1 Workplace Deviance

A number of researchers have tried to develop a comprehensive classification of deviant behaviour, but they have only focused on the deviance that affects the well-beings of organization. Based on these frameworks, Robinson and Bennett (1995) has introduced a typology of workplace deviance, which also examining the cost towards individual personnel brought by the interpersonal deviance (Bennett & Robinson, 2000; Muafi, 2011; Robinson & Bennett, 1995). The framework introduced by Robinson and Bennett (1995) consisted of two dimensions, which is interpersonal deviance and organizational deviance. Interpersonal deviance consisted of the deviant behaviour that aims towards other individual worker, such as blaming, bullying, and gossiping about others. In addition, organizational deviance involves destructive behaviour of individual towards the organization, such as sabotage, leave early, or work theft (Bennett & Robinson, 2000; Robinson, 2008).

Thus, workplace deviant behaviour is defined as the employees' personal voluntary effort and behaviour that go against and violate the organizational norms which might threaten the well-beings of individual colleague, productivity of organization, or both (Robinson, 2008; Robinson & Bennett, 1995). Extensive number of researches has confirmed workplace deviance is negative, unpleasant, and disruptive behaviour that has negative relationship towards individual personnel and organizational well-being (Dunlop & Lee, 2004; Jelinek, 2012; Robinson, 2008). In fact, workplace deviance serve as the challenges for organizational growth (Lawrence & Robinson, 2007). Furthermore, workplace bullying can eventually leads to lower level of morale and self-esteem, higher level of stress and depression, and profound impact in psychological health of victim employee (de Gouda, Van Vuuren, & Crafford, 2005; Duffy & Sperry, 2007). In the worst situation, organization might need to take responsibility and face the possible lawsuit regarding the workplace aggression, even though these behaviours were aimed at individual workers (Speedy, 2006). Therefore, the first objective in this study is to determine the prevalence of workplace deviance among secondary school teachers.

2.2 Perceived Organizational Support

Perceived organizational support is developed from organizational support theory (OST) and it is defined as the extent on the perception of employees believe their organization (1) values their contribution and effort, (2) care about their well-beings and development, and (3) fulfill their socioemotional needs (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Rhoades & Eisenberger, 2002). It is believed there is positive reciprocity norm existed between the organization and employees, where the employees will perform better when they received rewards and appreciation from the organization (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001). For instance, by acknowledge the contribution of individual employee towards the task assigned can help in increasing his/her self-esteem and meet his/her needs for approval and esteem. Individual employee will then treat it as the positive evaluation and recognition from the organization, thus increase their effort in future for the sake of organization growth (Shore & Shore, 1995).

The studies has showed that perceived organizational support is positively related to the organizational commitment, job satisfaction, and job performance of employees (Eisenberger, et al., 2001; Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002; Rhoades & Eisenberger, 2002). Furthermore, higher level of perceived organizational support among employees will lessen the withdrawal behaviours and alleviate psychological strains and stress of employees (Cropanzano, Howes, Grandey, & Toth, 1997; Jawahar, Stone, & Kisamore, 2007; Rhoades & Eisenberger, 2002). As the effort is being recognized, the employees are more likely and willingly engaged in future task assigned by putting fully effort. Unfortunately, there is also reciprocity norm occurred where employees withhold their effort when they did not receive any appreciation or compensation aligned with the contribution towards the tasks. Therefore, the second objective in this study is to examine the level of perceived organizational support among secondary school teachers.

2.3 Emotional Intelligence

The term emotional intelligence was first proposed in the scientific academic literature by Salovey and Mayer in the year of 1990 (Fernández-Berrocal & Extremera, 2006). Emotional intelligence is defined as the set

of abilities that enable a person to recognize, comprehend, monitor, and handle or dealing with one's own and others' feelings and emotional states, to differentiate among them and use this information to direct one's thinking and behaviours that successfully cope with environmental demands and pressures (Mayer & Salovey, 1997). Thus, the individuals who are high in emotional intelligence will be better in emotion appraisal ability and emotion regulation ability in order to enhance decision making and living even in the hassle environment, rather than act rashly and aggressively (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998).

Previous researches have also found that higher scores of emotional intelligence is associated with higher interpersonal relationship (Brackett, Mayer, & Warner, 2004). In addition, lower scores of emotional intelligence means using emotion to facilitate thought, which is then coupled with negative outcomes, including substance abuse, deviant behaviour, and poor relations with friends (Brackett, et al., 2004). Furthermore, those with high emotional intelligence are able to regulate their emotion and avoid themselves engaging in misbehaviours or deviant behaviour that will harm the organization they work. Research also confirmed higher emotional intelligence is related to important workplace outcomes such as stress tolerance and peer and supervisor ratings on interpersonal facilitation (Lopes, Cote, Grewal, Cadis, Gall & Salovey, 2006). Therefore, the third objective in this study is to examine the level of emotional intelligence among secondary school teachers.

2.4 Perceived Organizational Support and Workplace Deviance

A number of studies have been carried out and past researches have supported that perceived organizational support was negatively related to workplace deviant behaviour among employees (Ferris, Brown, & Heller, 2009; Thau, Bennett, Mitchell, & Marrs, 2009). A research that involved 173 sales and customer service employees and 122 clerical employees has showed that employees who received high level of organizational support were less likely engaged in interpersonal deviance (Colbert, Mount, Harter, Witt, & Barrick, 2004). Moreover, a study involved 187 workers of manufacture factories and 640 employees of electronics and appliances store in U.S. have found that high level of perceived organizational support reduces the organizational deviance in workplaces, especially work group withdrawal and individual withdrawal (Eder & Eisenberger, 2008). The researchers suggested that higher level of perceived organizational support indicated the socioemotional needs of employees have been fulfilled, which resulted in higher satisfactions and prevent employees from engage in destructive behaviours.

A study involved 237 employees from various occupations has found that the perceived organizational support is positively correlated with organization-based self-esteem of employees. It was then lessen the chance of employees engaged in organizational deviance like work theft and taking excessive breaks (Ferris, et al., 2009). Researchers suggested that an employee who had received social support from the organization has higher self-esteem and percept himself as important, effectual, and worthwhile within organization. In Pakistan, a study showed limited organizational support has contributed to counterproductive behaviour among 508 employees of telecom and IT companies (Khan, Quratulain, & Crawshaw, 2013). This study showed that procedural injustice and unfair human resource policies have lead to emotional consequences among employees, like anger and sadness. Then, they engaged in destructive behaviours like verbal threaten, purposely worked slow, and work theft. It was providing insight that how organizational support can prevent potential destructive behaviours in workplace. Therefore, the forth objective in this study is to investigate the effect of perceived organizational support on workplace deviance among secondary school teachers.

2.5 Emotional Intelligence and Workplace Deviance

Extensive researches about emotional intelligence and workplace deviance has been carried out. In United States, a study involved 220 employees from various occupation and 100 new entrants of residential treatment centre have found that employees who were high in emotion regulation ability were related to higher task performance, engaged in organizational citizenship behaviour and less likely engaged in workplace deviant behaviour (Kluemper, DeGroot, & Choi, 2013). The researchers suggested that employees who have inadequate emotion regulation ability would express and control their emotion ineffectively which then leads to lower productivity. Contradictory, some studies has showed that emotional intelligence contributed in workplace deviance. In a study conducted among 234 individual employees from diverse industries has showed emotional intelligence is positively related both interpersonal and organization deviance (Winkel, Wyland, Shaffer, & Clason, 2011). Researchers suggested an employee with high emotional intelligence is more effective in adapting environments. They then develop necessary networks in aiding them exert the control and influence to achieve his target deviant behaviours.

In contrast, a study involved 73 undergraduates who have employed experiences and 45 managers in China has found that the emotional intelligence has greater impact in prohibiting the occurrence of workplace deviant behaviour (Deshpande, et al., 2005). Consistently, a study on the relationship between emotional

intelligence and workplace deviant behaviour among 225 police personnel in Nigeria has found that negative significant relationship between emotional intelligence and unethical or deviant workplace behaviours, although it was conducted in effort-rewards imbalance settings (Ojedokun, 2010). The findings suggested emotional intelligence serve as crucial element in preventing workplace deviance, as it helps to better regulation of emotion among personnel when they received unfair treatment in adverse situation. Therefore, fifth objective in this study is to investigate the effect of emotional intelligence on workplace deviance among secondary school teachers.

3. Method

3.1 Participants

There were 3038 secondary school teachers service in 33 secondary schools in Pasir Gudang district. According to Krejcie and Morgan's table, a sample size of 346 participants was needed in this study (Krejcie & Morgan, 1970). The study has utilized simple random sampling. Thus, a total of 465 set of bilingual version self-report questionnaires were distributed to nine secondary schools through the counsellors of each school. A total of 372 questionnaires were returned, giving 80% of return rate. However, 13 questionnaires were eliminated as they were incomplete or ranked in same score for all items. Thus, a total of 359 respondents were participated in this study.

Majority of respondents have average age ranged from 20 years to 29 years and from 30 years to 39 years, which marked 42.3% and 39.3% respectively. Furthermore, they were made up of 76.9% of female and 23.1% of male teachers. With respect to their racial identity, 80.2% were Malay, 10.9% were Indian, 8.4% were Chinese, and 0.6% referred to other racial categories. Moreover, majority of them were married which showed 67.1%, while 32.6% were single and 0.3% were divorced. In addition, the findings indicated that majority of respondents have year of service in teaching less than five years or between five years to ten years, which marked by 39.3% and 28.4% respectively.

3.2 Instrument

This study assessed workplace deviance based on two dimensions, which are interpersonal deviance and organizational deviance. Workplace deviance was measured using Workplace Deviant Behaviour Scale (WDBS) developed by Bennett and Robinson (2000). This instrument has 19 items, where 7 items represent interpersonal deviance and 12 items represent organizational deviance. The respondents were required to answer on 7-point Likert scale (1 = never; 7 = daily) to measure the frequency they engaged in certain deviant behaviour in workplace.

This study employed eight items shorter version of Survey of Perceived Organizational Support (SPOS) developed from original 36-items SPOS (Eisenberger, et al., 1986; Rhoades & Eisenberger, 2002). This instrument has four reversed items. The respondents were required to answer on 5-point Likert scale (1 = strongly disagree; 5 = strongly agree) to measure their perception towards the support given by school organization.

This study assessed emotional intelligence of respondents by using Schutte's Emotional Intelligence Scale, SEIS (Schutte, et al., 1998). This instrument has 33 items and it is single factor instrument which developed from original 62-items pool. Moreover, SEIS has three reversed items. The respondents were required to answer on 5-point Likert scale (1 = strongly disagree; 5 = strongly agree) to measure their level of emotional intelligence.

In order to provide respondents a better understanding on the meanings and concepts of each item, the administration of survey was done by using bilingual version, which was original English version item followed by Malay version item. Thus, a careful translation and back-translation technique has been used with the assistance of subject matter expert in Malay and English language. The pilot study which involved 21 secondary school teachers has showed high reliability for each three instruments as the Cronbach's alpha for WDBS, SPOS, and SEIS were 0.82, 0.90, and 0.96 respectively. The Cronbach' alpha for WDBS, SPOS, and SEIS in this study were 0.87, 0.89, 0.94 respectively, which demonstrated high reliability for each three instruments. The analysis is carried out by using SPSS version 18.0.

4. Results

Table 1 showed the level and mean value of each variable. Although the mean value of interpersonal deviance ($m=1.81$) was higher than organizational deviance ($m=1.52$), but both mean values indicated a low level deviant behaviour among the secondary school teachers. In overall, the mean value of workplace deviance was $m=1.63$, which indicated a low level of prevalence in workplace deviance. Then, the mean value of

perceived organizational support was $m=3.51$, which demonstrated medium level. Lastly, the mean value of emotional intelligence was $m=3.81$, which indicated high level of emotional intelligence among secondary school teachers.

Table 1: The level for each variable among secondary school teacher

Variables	Mean	Standard Deviation	Level
Workplace Deviance	1.63	0.61	Low
Interpersonal Deviance	1.81	0.89	Low
Organizational Deviance	1.52	0.56	Low
Perceived Organizational Support	3.51	0.70	Medium
Emotional Intelligence	3.81	0.45	High

Table 2 demonstrated the findings of Pearson correlation between dimensions of workplace deviance with perceived organizational support and emotional intelligence among secondary school teachers. The findings showed there was a weak negative correlation between perceived organizational support and interpersonal deviance ($r=-0.30$, $p<0.01$). Moreover, there was also a weak negative correlation between perceived organizational support and organizational deviance ($r=-0.38$, $p<0.01$). In overall, perceived organizational support has a weak and negative relationship with workplace deviance among secondary school teachers ($r=-0.38$, $p<0.01$). Thus, hypothesis 1, 1(a), and 1(b) are accepted.

Furthermore, the findings showed there was a weak negative correlation between emotional intelligence and interpersonal deviance ($r=-0.15$, $p<0.01$). Then, result indicated there was also weak negative correlation between emotional intelligence and organizational deviance ($r=-0.27$, $p<0.01$). In overall, emotional intelligence has a weak and negative relationship with workplace deviance among secondary school teachers ($r=-0.23$, $p<0.01$). Thus, hypothesis 2, 2(a), and 2(b) are accepted. In general, perceived organizational support has a stronger negative relationship with workplace deviance and its dimensions, compared to emotional intelligence.

Table 2: The relationship among the variables

Variables	Interpersonal Deviance		Organizational Deviance		Workplace Deviance	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Perceived Organizational Support	-0.30**	0.00	-0.38**	0.00	-0.38**	0.00
Emotional Intelligence	-0.15**	0.006	-0.27**	0.00	-0.23**	0.00

Note: ** $p<0.01$; N=359

Table 3 demonstrated the findings of simple regression among variables. The results indicated perceived organizational support contributed 15% in predicting the workplace deviance among secondary school teachers. Moreover, emotional intelligence explained 6% in the occurrence of workplace deviance. Specifically, perceived organizational support ($\beta = -0.38$, $p<0.01$) and emotional intelligence ($\beta = -0.23$, $p<0.01$) have significantly predicted the workplace deviance.

Table 3: Simple regression among variables

Variables	Workplace Deviance	
	β	p
Perceived Organizational Support	-0.38**	0.00
$R = 0.38$ $R^2 = 0.15$ $F(1,357) = 60.93$		
Perceived Organizational Support	-0.23**	0.00
$R = 0.23$ $R^2 = 0.06$ $F(1,357) = 20.65$		

Note: ** $p < 0.01$, $N = 359$

5. Discussion

This study has found out the prevalence of workplace deviance among secondary school teachers were remained in low level. Moreover, there was medium level of perceived organizational support. This result showed teachers have received satisfied level of support given by organization, which have meet their socioemotional needs (Eisenberger, et al., 2002; Rhoades & Eisenberger, 2002). In addition, the findings showed that emotional intelligence of secondary school teachers were in high level. The high level of emotional intelligence reflected the teachers have better emotional management and regulation (Bar-On, 2000).

The relationship between perceived organizational support and workplace deviance in this study has been supported by previous researches (Colbert, et al., 2004; Eder & Eisenberger, 2008; Ferris, et al., 2009; Hochwarter, Kacmar, Perrewe, & Johnson, 2003; Shanock & Eisenberger, 2006; Thau, et al., 2009). In specific, the perceived organizational support is negatively related to workplace deviance, both interpersonal deviance and organizational deviance among secondary school teachers. This relationship has showed organizational support helps to meet individual employees' needs for approval, esteem, and affiliation (Eisenberger, et al., 2001). As their previous contribution and individual well-beings has been valued by organization, the employees will then decrease their misbehavior and increase their effort for the sake of organization (Shore & Shore, 1995). Thus, it is confirmed that socioemotional needs of employees should not be neglected by organization.

On the other hand, the results of relationship between emotional intelligence and workplace deviance has also been supported by previous researches (Aremu, Pakes, & Johnston, 2011; Deshpande, et al., 2005; Hu, 2012; Kluemper, et al., 2013; Ojedokun, 2010; Samad, 2011; Yunus, Khalid, & Nordin, 2012). In specific, emotional intelligence is negatively related to workplace deviance, both interpersonal deviance and organizational deviance among secondary school teachers. Also, employees high in emotional intelligence better regulate their emotion and manage the unpleasant experience when they are service in people-oriented or customer-oriented task (Hu, 2012). Thus, authorities should not neglected the development of emotional intelligence among teachers and employees, as it can be learned and strengthen through classroom training and life experience (Bar-On, 2000).

Hence, this study serves as an extension of knowledge to get to the bottom of the relationship between perceived organizational support and emotional intelligence towards workplace deviant behaviour, where these studies are limited in Malaysia. Also, this study highlights the importance of organizational support and development of emotional intelligence among employees. Thus, the findings could be serve as references for organization in boosting the productivity of employees and lessen the workplace deviance, by carry out appropriate programs and remedy in correcting previous flaws.

However, there are few limitations in this study. First, this study involved a small sample size and was limited to respondents in Pasir Gudang district. Thus, the findings may not be utilized to represent the whole population of Malaysian teachers. Secondly, the administration of study was conducted through self-report survey. Thus, limitation existed as some participants might not respond honestly and answer in socially acceptable manner. Lastly, current study only examines perceived organizational support and emotional

intelligence on the occurrence of workplace deviance. As there was limited time and resources, limitation existed when this study does not account other factors, such as organizational climate, job stress, and others on the occurrence of workplace deviance.

In conclusion, this study has highlights the importance of organizational support and emotional intelligence in the occurrence of workplace deviance. However, more studies are required to explore other factors related to workplace deviance, in order to provide a more comprehensive explanation for the occurrence of workplace deviance in Malaysia context.

6. References

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