DEMOGRAPHIC COMPARISON OF DEVIANT WORKPLACE BEHAVIOUR AMONG UNIVERSITY TEACHERS

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
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The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

Thesis Title: Demographic Comparison of Deviant Workplace Behaviour among University Teachers

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **"Demographic Comparison of Deviant Workplace Behaviour among University Teachers"** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Demographic Comparison of Deviant Workplace Behaviour among University Teachers

This study scrutinized the deviant workplace behaviour of employees due to organizational and personal factors and compared it demographically. In demographic variation gender, age group, qualification, nature of job, designation, total years of teaching experience, total years of teaching experience in current organization and salary of the respondents were taken. University teachers' responses were taken on deviant workplace behaviour as absenteeism and job turn over due to organizational and personal factors. Independent variables included (i) organizational factors consisted of compensation, working conditions, recognition and training whereas (ii) personal factors comprised of health issues, distance from workplace, family issues and conveyance. Dependent variable encompassed absenteeism and job turnover as deviant workplace behaviour. The study adopted exploratory sequential mixed method approach. The data was collected and analysed in two stages. Phase I was qualitative study analysis of semi-structured interview and phase II was quantitative study analysis of survey questionnaire. After that data was triangulated to get in-depth findings. Sample of the study for quantitative questionnaire was 330, randomly selected teachers from public universities. Whereas 15 participants were selected through convenience sample for semi-structured interview. Results of the study showed that employees show deviant workplace behaviour due to organizational factors and there is significant relationship among the variables demographically. As the teachers having total work experience from six to ten were inclined towards both job turn over and absenteeism due to organizational factors i.e. training, compensation and working conditions. It was also found out that teachers having salary package from 60 to 70 thousand rupees showed inclination towards absenteeism as deviant workplace behaviour due to training and recognition. It is suggested that congenial and conducive working environment, promotion of just culture and development of good employees' relationship may help to overcome deviant workplace behaviour and for better teaching environment as building up the personality and social norms among students, teachers play a vital role.

Furthermore, management may provide a collaborative workplace by giving equal chances of professional development.

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LIST OF ABBREVIATIONS

DWB	Deviant Workplace Behaviour
Comp.	Compensation
WC	Working Conditions
T	Training
Rec	Recognition
TYTExp	Total Years of Teaching Experience
TYTExpcurr	Total Years of Teaching Experience in Current Organization
eq Var Assumed	Equal Variance Assumed
OF	Organizational Factors
PF	Personal Factors
P Corr	Pearson Correlation
Sq	Square
JT	Job turnover
Ab	Absenteeism
MC	Multiple Comparison
ANOVA	Analysis of Variance

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DEDICATION

This thesis is dedicated to the memory of my beloved mother, who passed away during my studies. I wish that she could still be alive to share with me the celebration.

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CHAPTER 1

INTRODUCTION

Productivity is the foremost issue for an institute or an organization. There are many factors on which the Productivity of an institute depends on, for instance employees' turnover and absenteeism.

Yorulmaz, Anasiz, Colak and Dumlu (2017) suggest teachers experience deviance in an organization due to organization at personal levels, causing job turnover which is people moving from an organization either deliberately or forcefully. Willingly or influential separation from an organization of an employee refers to turnover. To leave an institute intentionally and deliberately is called turnover intention. Turnover intention is directly related to organizational behaviour, in result organizational commitment and identification suffers (Robbins & Judge, 2013).

Employ turnover is considered one of the challenging issues. Several institutes are confronting globally this is most common and costly human resource challenge. For any institute, it is quite important to manage employee turnover, in today's age of competitive environment. Innately human beings seek diversity in everyday life and strive for new competitive and better working environment. Hereby, for an institute to provide such an environment and to meet employee's needs is such a difficult and

cumbersome task. On the other hand, it is really important too to hold the creative and talented employee of the institute. It is a goal to be achieved, if any organization manages to achieve the lower rate of turnover, as ultimately it leads to higher productivity.

In Pakistan, it is quite difficult to lower the rate of turnover, especially in private sectors, as compared to the public sector. According to Silva (2017), job turnover rate is significantly dependent on job stress, moreover another factor is work overload, different organizations and institutes have different turnover rates. Normally, as compare to the public sector, private sector has high turnover rate. Although, in private sectors there are greater salary but the job security is low and incentives provided in public sector are more. Due to these reasons turnover in private is greater than public.

The fulcrum on which whole educational system revolves, are teachers. There are great expectations from the teachers as teachers have the responsibility to educate future leaders. Therefore, teachers' any deviant workplace behaviour might be too catastrophic, and may affect good quality of education. After teachers' turnover absenteeism or irregularity towards work station is included (Dr. Donkor, Anthony Judjo, 2017). There is a strong and vibrant effect of teachers' absenteeism on any country's educational system. According to Iqbal, Muhammad and Haider, (2015) regular practice of staying away from an organization or institute without any solid or good reason is absenteeism. It is willful action to not to join the workstation. Researchers have found that school and result usefulness is affected by teachers' absenteeism and students' learning achievement is also delayed.

An important requirement, in order to provide quality education, is the presence of teacher and student during teaching learning process. With the absence of the teacher

from class the prescribed course either would not be completed or if completed but in dissatisfactory way. In order to have good education, good leadership is required, which cannot be provided in the absence of the teacher. Teachers must have job satisfaction. In order to promote job satisfaction, they would have to work out determinately without any distraction. A little motivation would also boost their moral too.

Absenteeism is the root cause of low Productivity and performance. The absenteeism of teachers cannot be ignored, as the learning and the performance of the students is mainly affected (Oben-Denteh, Yeboah, Sam & Monkah, 2012).

1.1 Rationale of the Study

According to Johns (1994), deviance model including few weaker and few stronger aspects. The weaker aspect of absenteeism is that because of the negative consequences affects the effectiveness and productivity of the organization. As per stronger term, absenteeism is considered as the product of bleak traits at the workplace which results to the disloyalty from the organization. Runcie (1998) reveals absenteeism as ‘Classic Example of Worker Deviance' (p. 134). A violation done voluntarily from which the function of any organization is threatened, is defined as deviance (Robinson & Bennett, 1995).

The ratio of the employees who left the organizational specific period of time, defined as turnover (Siddique, Burin, Noonan, Wood & Fakhr, 2007), regardless of any reason which affects the organizational productivity.

One of the reasons of high job turnover is instability of organization if the situation of an organization is not stable, employees quit for some stable organization to have a positive career development (Iftikhar & Zubair, 2013).there are many hidden costs of job turnover, from which the organizational productivity and profitability is

hampered (Kelliath & Beck, 2001), it would have a negative effect on profit, if it is not managed.

"Absenteeism" (Runcie, 1988) and "job turnover" (Siddique et al., 1997) are basic deviant workplace behaviours. Around work places there are many factors which effect deviant workplace behaviours. These factors are organizational (Fredrick, Wamba & Muli, 2015) and personal factors (Di Ling, 2002). Organizational factors are related to working condition, compensation, recognition and training, whereas personal factors are related to health issue and family issues.

Under these organizational and personal factors influence teachers workplace behaviour of university teachers at pubic level. Hence there is need to compare the deviant workplace behaviour demographically to address the issue. Dr Javed, Nazri and Sharfudin (2016) conducted a demographic survey on deviant workplace behaviour in Punjab region. They have had only closed ended Questionnaire. This present study addressed the gap for triangulation Semi-structured interview was also conducted.

Mostly researchers explores "sabotage" (Spector 2006) "theft, with drawl, bullying" (Spector, Fox & Penny, 2006) "property deviance, corruption, misuse of time and resources" (Bashir 2012) as deviant workplace behaviours. Whereas absenteeism strongly correlated with demographic variation as men tend to be less absent than woman (Cucchiella, Gastaldi & Ranieri, 2014). John (1997) has had an extensive discussion as there are domestic women's more domestic demands and there were some physical and mental stress issues were also found. To relate the absenteeism as DWB (deviant workplace behaviour) and with organizational and personal factors is the main focus of the present study.

It is taxing to have high job turnover rate. Organizations' reputation could be on stake and people think it a terrible working place. Job turnover rate is effected because of organizational issues and if the employee is having another good opportunity to move at the same time (Mehr, Asif & Hassan, 2018; Katie, 2017). Hence, in the present study job turnover along with absenteeism took as DWB and compared demographically that which factors effect more to show deviant behaviour in organizational and personal factors.

As the demographic comparison is also the ignored area. So, the deviant workplace behaviour with reference to demographic variations was compared i.e. gender, age group, qualification, nature of job, designation, marital status, total years of teaching experience, years of experience in current organization and salary. Finding out the causes and possible solutions to reduce deviant workplace behaviour. The reason of taking only public sector universities was to authenticate the study more. A study was done in Punjab in which the researcher compare deviant workplace behaviour among public and private sectors. It was recommended by Iqbal, Arif and Badar (2012), to compare the workplace deviance at demographic level of university teachers. In the same study it was further recommended to find the causes of workplace deviance at university level.

1.2 Statement of the Problem

The proclamation of the Problem is to compare the DWB demographically including the demographic variations i.e. gender, age group, qualification, nature of job, designation, marital status, total years of teaching experience, years of experience in current organization and salary, among university teachers of public sector.

To predict the causes of deviant workplace behavior, there were some studies attempted, as deviant workplace behaviour is serious issue. Those researches forecasted and explored the possible causes of deviant work place behaviour. Mostly researchers have tried to conclude deviant workplace behaviour at organizational level or organizational aspects (Fredrick et al., 2015; Aftabuddin et al., 2018) or at personal level (Di Ling, 2002; Liao et al., 2004; Robinson and O'Leary, 1998). The studies have done at management level and in health sector, now the present study is done at educational sector.

This study is intended to find out the factors that cause to deviant workplace behaviour and to look into the causes of its occurrence not only at organizational level but personal level also. This study aims to inquire the threat to workplace deviance and its negative impact, moreover how to reduce deviant workplace behaviour.

1.3 Objectives

1. To examine the dominant causes of deviant workplace behaviour at university level with reference to organizational factors.
2. To investigate the dominant causes of workplace behaviour at university level with reference to personal factors.
3. To compare the deviant workplace behaviour with reference to demographic variations i.e., gender, age group, qualification, nature of job, designation, marital status, total years of teaching experience, years of experience in current porganization and salary.
4. To explore the possible solutions of reducing absenteeism.
5. To explore the possible solutions of reducing the rate of job turnover.

1.4 Null Hypotheses

Ho1: There is no statistical difference in deviant workplace behaviour among university teachers with reference to gender in public sector universities.

Ho2: There is not any significant difference of deviant workplace behaviour among university teachers with reference to age group in public sector universities.

Ho3: There is no important difference of deviant workplace behaviour among university teachers with reference to qualification at public universities.

Ho4: There is no significant difference of deviant workplace behaviour among university teachers with reference to the nature of job at public sector universities.

Ho5: There is no substantial difference of deviant workplace behaviour among university teachers with reference to designation at public sector universities.

Ho6: There is no significant statistically difference of deviant workplace behaviour among university teachers with reference to marital status at university level in public sector.

Ho7: There is not any significant difference of deviant workplace behaviour among university teachers with reference to the total work experience at public sector universities.

Ho8: There is no significant difference of deviant workplace behaviour among university teachers with reference to the experience in current organization at public sector universities.

Ho9: There is no statistical significant difference of deviant workplace behaviour among university teachers with reference to salary at public sector universities.

1.5 Research Questions

1. What are the possible solutions of reducing absenteeism among university teachers?
2. What measures can be adopted to reduce high staff turnover among university teachers?

1.6 Significance of the Study

As a developing country, DWB is one of the major problems Pakistan facing. The stake holders of this study are educational and administrative managers and teachers. The present study will be significant for human resource managers and administrators at university level because they arrange trainings for the employees in this regard. They are the one who promote Ethical Organizational Culture and define ethical leadership roles. Furthermore, managers and administrators may adopt judicious human resource developmental practices to minimize DWB.

1.7 Theoretical Base

General Strain Theory: Jacobson (2009) argues that many researchers have presented many studies to foretell the causes of deviant work place behaviour, so to his argument general strain theory was presented which included the organizational factors causing the employees deviant workplace behavior(Agnew, 2006).

According to Agnew (2006), the theory explains the deviant behaviour in an organization.

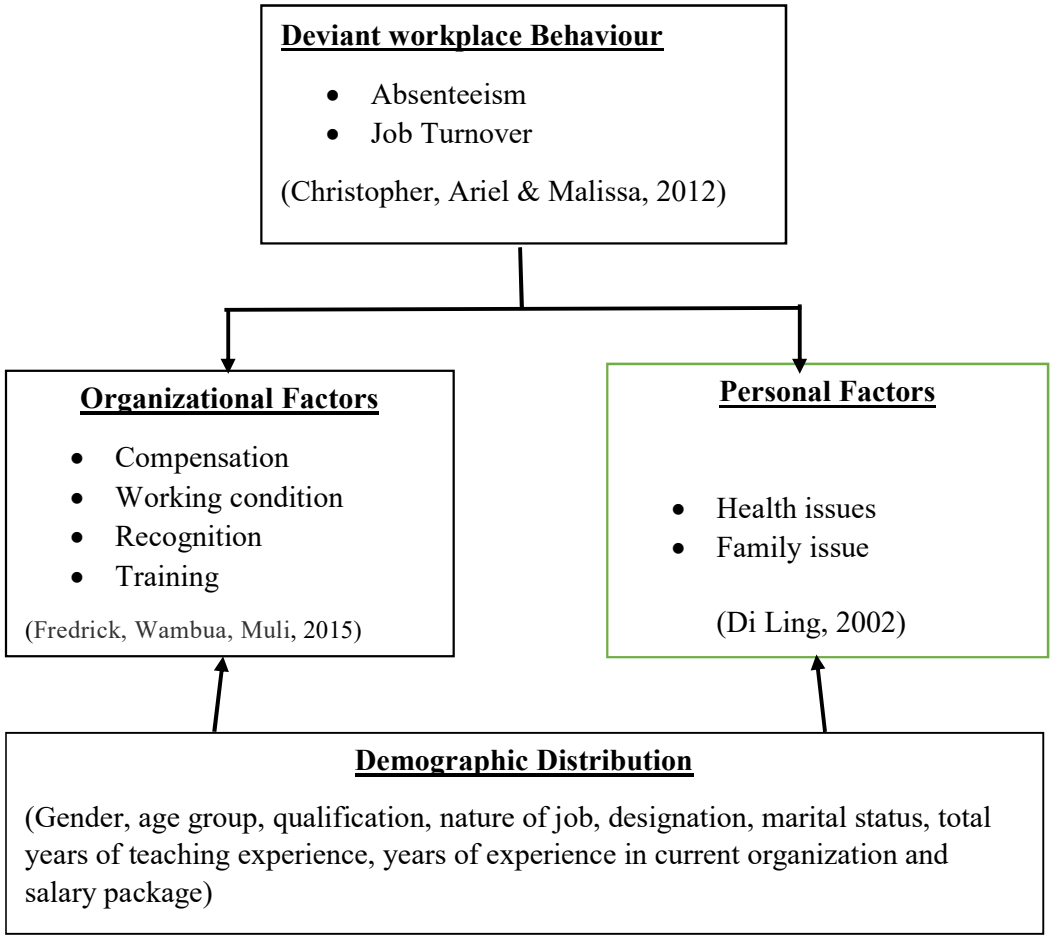
The employees because of organizational factors and stress retaliate and experience stress and become offensive and cause deviant behaviour in order to reduce their stress. According to general strain theory organizational factors causing stress are related to the psychological and emotional state of the employee, causing deviant workplace

behaviour (Hart and Cooper, 2001, Spector, 2007). The General Strain theory explains well the relationship of any organizational factor and the deviant workplace behaviour of an employee.

Control theory (Walter, 1973)

According to Walter Reckless (1973) presented two containments inner and outer in control theory. Deviant tendencies in a human being are controlled by these inner and outer containments. They have various restraints: morality, ethics, honesty, standards, and the desire to be a "good person" are part on internal control; and outer controls, such as family, forces, colleagues, and religious authorities combine and prevent someone to have deviant workplace behaviour.

1.8 Conceptual Framework



Absenteeism and job turn over are taken as DWB. Organizational factors including compensation, working conditions, recognition and training whereas personal factors consist of health and family issues. It was explored that demographically teachers showed DWB and which one of the above factors effected more on the teachers of public sector universities in Islamabad.

1.9 Data Collection

This research is exploratory sequential mixed method in which a demographic comparison of deviant workplace behaviour among public universities teachers (annexure D) was done. The data was collected in two phases. First phase was individualized SSI. The participants were fifteen in number. In phase II data was collected through Survey Questionnaire and 330 responses were received.

The rapid spread of pandemic Covid – 19, where disrupted the economic development of the whole world, it hampered the educational growth as well. Because of the uncertainty of the situation and continuous lock down it was not possible to have one to one meeting and to collect the data by self. So most of the communication was done online. For phase I and II, the researcher could not collect the data by self and questionnaires were sent by mail or whatsapp n received the answers throw massages, in the form of snap shots or in the form of voice notes.

1.10 Operational Definitions

1.10.1 Deviant Workplace Behaviour

Deviance is a deliberate or intentional as to harm an organization by deviating or violating its rules and regulations, such as absenteeism i.e. staying absent from workplace deliberately or intentionally and job turnover i.e. leaving an organization for any reason which affects badly of the organizational productivity.

1.10.2 Demographic Variables

Demographic refers to socio-economic information including gender, age group, qualification, nature of job, designation, marital status, total years of teaching experience, years of experience in current organization and salary.

1.10.3 Compensation

Compensation includes financial benefits, good pension plan, flexible number of working hours, insurance benefits, and wages an organization provides to its employees.

1.10.4 Working Conditions

Working condition of an environment involves work pressure, leaders and colleagues' behaviour, and working environment of an organization

1.10.5 Recognition

Recognition includes the acknowledgement of someone's efforts in the form of certificate, bonuses, developmental opportunities, and promotions.

1.10.6 Training

Training includes instructions provided to teachers to acquire particular skills or for professional growth, given by an expert like orientation or in-service trainings. It is given periodically at specific time or as per requirement.

1.10.7 Health Issues

Issues related to employees health. Any problem related to health most commonly considered any disease. Commonly talking about health but it also comprises wellness of emotions, mental stability, spiritual and intellectual areas of life.

1.10.8 Family Issues

Common problems existing in a family. Any tension or pain of grief prevailing and causes problem.

1.11 Delimitations of the study

The study was done only in federal area because of distance constraint. The data collection was delimited to public sector universities of Islamabad. Variables in deviant workplace behaviour is delimited to absenteeism and job turnover.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Absenteeism is defined in different ways by different authors. A habitual attitude of being absent from workplace (Hanebuth, 2008), whereas according to Fodluck (2007) not appearing for work or absence from work without any justification or explanation but intentionally. According to Cucchiella, Gastaldi and Ranien (2015) employees' absence from work habitually or intentionally is absenteeism.

The unexcused or intentional absence lowers the productivity affirms Patrick (2013), which ultimately adds up the stress to rest of the employees and causes low morale. Gangai (2014) reveals that for absent workers positive incentives should be provided for being present on workplace are quite motivational rather than penalties imposing to discourage absenteeism. According to Kocakulah, Kelley, Mitchell and Ruggieri (2016), absence of employee is both disruptive and costly for the organization.

Person factors including family issues and illness as the foremost cause for being absent from the workplace. Productivity of an organization is lost due to absenteeism. The loss of productivity is larger when the team worker is absent, the whole team will be hampered, which will consequently will affect the organizational productivity (Wei, Huiying, Simon & Aslam, 2017).

According to Thabang (2011) policies and procedures lack to control absenteeism. Mostly there are no policies to manage absenteeism in any organization. So, the employees take the advantage of such behaviour at workplace. To manage absenteeism, the presence of monitoring mechanic system is important. Whereas

Kathleen and Staphanie (2017), the main cause represented for absenteeism is low or bad health issues and as evidences medical certificates are also attached or provided.

On the other hand job turnover has also been a challenging issue for managers of an organization or at workplace. Mostly employers do not get the idea that why employees leave the organization. Employees leaving the organization is disruptive and catastrophic (Adnan, 2017).

According to Waleed, Ishaq, Al-husain and Siti (2021), employee leave their workplace for several reasons, such as work stress, dissatisfaction of job, working environment, incentives, compensation and rewards. Moreover it places the negative impact on the organization. Job turnover is a situation in which employee leaves the organization for any or no reason which affects the organization in terms of productivity. The leaving of an employee doen not only affect workplace but the entire workforce (Chowdhury & Nazmul, 2017).

Teacher absenteeism, are the days in which teachers are absent from the classroom as per any issue. The loss of the learning hours of pupils is synonyms to teacher absenteeism (Gyanseh, Soku & Esilfie, 2015).

Illness is one of the causes due to which many teachers absent from schools. Some teachers who are sick forced to join school which results the transmission of communicable diseases from the convict to rest of the teachers. This transmission of disease in the end causes to more absenteeism and the productivity of the teachers reduces, who continues the work while illness. Absenteeism is excused by the work forces often if any form of documentation or doctor’s note or any medical certificate is provided (Basiru, 2013).

According to Nelson and Quick (2008), stated that the employees who regularly avail leaves form their work station are dissatisfied with their nature of work. Five major features which effect absenteeism include workplace environment, institution, organization, administration, pay and environmental responsibilities (Gen, Kim, Hang & Hirosh, 2015).

The greatest problem among teachers is low pay structure, which does not even able to provide care for their children, which leads to live a dissatisfactory and emotionally unstable conditions which offers less security. A satisfied life a secure home and emotional stability is related to the pay structure of the individual (Xu, Tao and Xu, 2013).Teachers, as a result to fulfill their basic requirement take a secondary employment. It is sometimes lead to teacher absenteeism as to survive on a sole income is not affordable (Cheang & Appelbaum, 2015).

As compare to the public schools teacher absenteeism rate is quite higher than private sector (Berry, Ones & Sackett, 2007; Nacinovic, Aleksic, Rasic & Jelavic, 2020). The teacher absenteeism is dependent upon the working condition of an institute demographic condition of that organization, and the liabilities or the responsibilities and the tasks given to the teachers.

Motivation of colleagues also effects teacher absenteeism (Obeng-Denteh W, Yeboah AE, Sam C and Monkah, 2011).

The health care facilities which are provided, the distance of the school health and environmental conditions such as availability of medical room, purified water etc. effects teachers availability and absenteeism (Xu, Tao and Xu, 2013). In many countries teachers remain absent because of backward environment which needs struggle and teachers dedication. The remote schools, worse infrastructure, institutes at distance

have less teacher's availability. (Mulkeen, 2005; Harris van Keuren, 2009; UNICEF, 2012).

The educational institutes meeting the challenges in all over the world that how to have a greater number of students. Educational institutes, in spite of these greater number of students, expected to create, explore and grow opportunities and productivity (Cooper, Stanford, Kipple & Gibbons, 2012).

The rotation of teachers in any educational institute is employee turnover. The employee turnover can be understood by explaining the factors of Push and Pull. To look for another job because of the dissatisfaction at a work place, is Push factor while in any other organization because of better facilities or pay structure draws the employees towards its educational institutes is Pull factor (Abbasi & Hollman, 2000; Dar & Rahman, 2020). The factors for leaving the job or turnover could be poor organizational system authoritative leadership lack of productivity, frustration at workplace and better salary incentives somewhere else.

One of the case of teachers turnover is job dissatisfaction in which employee leaves the current employer easily. Teacher's turnover and job satisfaction is reciprocal to each other, when in a society there is less unemployment turnover rate would be high or vice versa (Abdali, 2011).

Organizational culture is important in employee's turnover. The more of sense of commitment of an organization towards its employees the more the employees have professional contentment and employees in the response of it, as a part of educational institute would share the goals and play the part in its productivity.it will lead to low turnover rate and less intention to leave the educational institute (Kuria, Alice & Wanderi, 2012).

According to Taylor (2002) characteristics of the job are important, some are more appalling than others in some jobs. Many characteristics effect on job's attractiveness such as competitive environment, repetitiveness, and the feeling of accomplishment of any task. Any shortcoming of these characteristics may lead to employee turnover in any educational institute. (Kuria, Alice & Wanderi, 2012). Compensassion, salary or pay provided to an employee is defined as, in return incentive of the services he or she provides in an educational institute. According to Stalcup and Pearson (2001) mostly employees feel that worth more than the pay which is provided to them, so one of the causes, the employee leaves the job is the availability of high rise pays or salaries. According to Mahmood, Hassan, Sarffaraz, Abdullah and Basheer (2016), there could be two extreme conditions of paying the wages, one is that every employee of the organization knows the salary of each other and they know that what incentives others are being provided and the other, it is being kept a secret the no one in the organization would discuss about the pay and is confidential that what pay and incentives the employees are getting. Sometimes this second way becomes the cause of job turnover. The employee thinks that the institute follows no fairness and there is favouritism (Malini, & Sathappan, 2017).

Deviance is of two types: productive and destructive. Productive or Constructive deviance is when employees are engaged in innovative scenario and where organization provides there employees a constructive and creative environment. The study undergo is about destructive deviance where employees intentionally harm the environment of the organization.

According to Kimberlee (2019) keeping quality employee for any organization is to pay high compensation. Which includes salary, bonus, benefits and incentives. According to Harris (2018) any recruitment which is done for any organization, a

comprehensive compensation is offered to talented and motivated employee, which keeps the competitive and provides an additional attraction to the employees and the workers.

Deviant workplace behaviour is categorized amongst:

1. Organizational Factors
2. Personal Factors

2.1 Organizational Factors

The place where employees work for an organization or an employer is workplace. Every workplace has its own environment with some common features like honesty, truthfulness, character, respect, values, care, beliefs, accountability, ideas etc. every organization has its own culture to supervise and motivate their employees for work involvement and devotion to their assigned tasks. The organization offers benefits, incentives, compensation and recognition to their employees in return to their efforts (Rabl, Carmen, Byun & Bosch, 2020).

2.1.1 Compensation

The benefits and incentives which an employee gets in the form of pay, bonus, cash, etc. Basically compensation is in the exchange of the services any employee contributes to an organization. It is the largest amount which any organization pays back to its employees (Cebza, Albert, Belleville, Craik, Duarte, Grady & Rajah, 2018). An organization expects its employee to work and if employees work as per their expectations, the organization in return offers monetary and non-monetary pay to its employees, known as compensation. An organization offers different sorts of compensations to employees, few of them are listed below.

2.1.1.1 Salary

The motivator which is most effective is pay. For its instrumental value no other motivational factor of incentive come closer or crosses it as it is the most important motivational factor (Rabl, et. al, 2020). According to Tom Perrin, 2003, more than 35,000 employees ranked pay second as one of the motivational factors and on the basis of individual performances pay raised at eighth for is attraction.

2.1.1.2 Bonus

As a reward for the good performance, an amount of money added in the salary of the employee. It is a workplace reward, workers and employees prefer productive and positive workplace environment. Here are two types of bonuses; semi-annual bonus and annual bonus. Semi-annual includes mid-year and end-of-year is part of annual bonus.

2.1.1.3 Benefits

According to Kura (2016), here are many other paybacks offered by organization to its employees such as medical insurance, the organization is liable to pay the physician fee and the charges of hospital room and prescribed medicines. Medical insurance is offered for employees dependents (family) as well. Disability insurance if a worker is unable to perform because of injury or illness, it offers the employee all or part of his income. There is short-term disability; insurance begins right from the time of injury or illness or a week later, and Long term disability; offers the employee its remittance after a long time of illness. Life Insurance is to protect the family if any employee dies. It is paid once at all to the employee's dependents. Retirement Benefits are the funds given to the employee which were set aside during the time of his work. Retirement benefits includes defined benefit plans i.e. including plans regarding pension and defined contribution plan i.e. a specific contribution done

during the work period and returned as benefit amount with investment. Paid time off includes sick leave, vacation leave and holidays. Earned leaves are also very common. Fringe benefits are the payments which are non-cash in the form of child care center offered, child care benefits, children tuition fee, children marriage expenses reimbursement, or child tuition fee reimbursement etc.

2.1.1.4 Incentives

Anything includes any item of value of any object which motivates the employee to do more. Incentives are given to encourage the employee incentives given to employees play significant role in holding the employees in the organization. There are four types of incentives:

Compensation incentives i.e. profit sharing;

Recognition incentives i.e. thanking employees or certificates.

Reward incentive i.e. awards

Appreciation incentives i.e. company paid lunches or dinners, organizational paid family event, or birthday celebrations.

2.1.2 Working Condition

It is the scenario under which the employees are expected to work in an organization. Working condition plays significant role for working environment and leaves a deep impact on the productivity of the employee which ultimately leads to the success of an organization. Successful organizations pay attention and understand that under which environment and working conditions their employees expect to work (Javed, Fatima, Yasin Jahanzeb & Rawwas, 2019; Kalemci, Kalemci-Tuzun & Ozkan-Canbolat,2019).

2.1.2.1 Security

Security is a confidence provided by the organization to employee that he will not lose his job. Job security depends on many factors such as the organizational performance, performance of the individual and economic situation of the organization. The employees performing not up to the mark and with some differentiating expertise are replaced with the new ones. Job security would be very low in the organizations suffering from worse or unpredictable economic conditions. An employee can increase his job security at any time by contributing through his performance and participating through some differentiating expertise.

2.1.2.2 Adequate Tools

'You're only as good as the tools you use' identifies using the correct tool at work place. Tools __ anything which the employee uses for assisting the work in form of any device, application, equipment or resource. There are two types of tools;

The first kind is physical object or device which an employee uses to complete the task e.g. crape paper, glaze paper, charts, ribbons, paint, thumb pins, etc. for decorating the class board. The selection of the right tool is very important. Right tool guarantees the employee to finish the work on time. The second type of tool is not used to complete any business in the organization, it is not necessary to complete the task but plays as a role of catalyst in completing the task e.g. there are many applications and software programs to communicate effectively and efficiently in an organization.

2.1.2.3 Environment (Organizational Climate)

Environment is more often the combination of the factors that may affect the work environment. There are psychological and organizational climate (James, Gent, Hater & Coray, 1979; Javed, et al., 2019).

Individual's or employee's perception is psychological climate which is having a psychological impact on the work environment. When employees agree on any perception and its impact on the organization, their shared perception is organizational climate. There are few areas that build up the organizational climate in an organization:

1. Structure: Whether in hierarchical or matrix, employee have power to make decisions or they need approval for every decision.
2. Reward and Recognition: how organization rewards to their employee, pat on the back, a certificate or some award, or a bonus.
3. Cohesion: employee is working as an individual or as a team.
4. Warmth and support: how well employees work together. Employees go to their managers or HR easily to share their problems or not. Employee care for each other and make them to feel that they are integral part of the climate.
5. Customer care: how well an employee work as the part of an organizational climate. Organization supports the employee happiness over the customer support or develop a healthy climate of both customer support and employee happiness.

Every organization can develop the healthy organizational climate if leaders focus of customer supportive and employee reassuring organizational climate.

2.1.2.4 Noise

Noise is anything which creates hurdle in work at workplace, it annoys the employees and effects the efficiency of work to be done. Lack of incentives, low pay packages, favoritism, distance travelling, inadequate services are more of the factors causing deviant behaviour amongst teachers.

According to Cipiriano, Astolfi & Pelgrin (2016) anything that interrupts the communication is noise. There are four sorts of noise which can affect the communication. Noise can be at the end of the speaker, listener or somewhere in between.

1. Physical Noise: not at the end of both listener and speaker but external, hinders the communication. E.g. outside loud noise , sound of computer or any other object sound like of heater or Ac where the communication is taking place either listener or speaker or both sitting.
2. Physiological Noise: at the end of listener or speaker e.g. problem in articulating, mumbling, ineloquent, fast speaking, slow speaking, lack of pause etc. the example of physiological problem from listener's side is hard in hearing.
3. Psychological Noise: it can be at the end of speaker or the listener e.g. mental interference, these could be drifting thoughts. Listener may be distracted and would be difficult to keep the attention towards the speaker. It could be at the end of speaker as wandering thought would not allow the speaker to collect his thoughts related to the topic on which they are having the communication. Ideas which are preconceived could be the barrier in communication. It is when one thinks that s/he knows it well so the listener would be reluctant to listen the speaker and his new ideas or solutions (Wu, Wang, Estay & Akram, 2020). Another sort of psychological noise is Sarcasm; actually people want and persuade others to think and react as they want or see the things as per their vision. Sarcasm guarantees that the listener would not pay attention if his disagrees what the speaker is saying. In the result it causes to stop the true communication.

4. Semantic Noise: it is one of the sort of psychological noise but as it is related to language so it deserves its own category. It causes the barrier in communication when there are different meanings of the same text at the end of speaker and listener. And when the speaker says any word which is having a different meaning at the end of the speaker, may create a bit confusion. Jargon could be sort of noise if someone says something and every listener agrees and understand the meaning of the term then the communication can be better and fast because of jargon. And if it is different in meaning then obviously jargon would become a noise. Another noise could be abstract ideas. It is when some words and terms are vague and ambiguous and some people do not even know how to pronounce them or articulate them wrongly.

2.1.3 Recognition

According to Burn and Dugas (2018) the organizations which are at the top and performing as a model to rest of the organizations, they have well-skilled and well-trained staff. Employee recognition is one of the best motivators. It is not necessary to give very expensive, extravagant or glamorous rewards (Moore, 2015). It could be just a pat on the back, candid appreciation, a compliment or a gesture of appreciation. A simple thank you, an E. mail or a kindly or pleasant greeting.

According to Asaari, Desa and Subramaniam (2019), the most important thing which matters at the workplace is that employees input is acknowledged and they would feel appreciated. Appreciation is the basic need of human being.

2.1.3.1 Praise

Everyone wants and need recognition. An organization commissioned for the best company, O. C. Tanner (1981), investigated the root cause of their best

performance. They conducted an open-ended survey and asked the questions like what gesture and action of your manager or organization makes you to perform well and produce more? Employees answered on their own and there were multiple replies. Approximately, 37% employees responded that personal recognition made them to produce more work. This response was the most dominant was while other were like that we are self-sufficient, pay more, promote me or give trainings, etc. (Alimohammadi & Neyshabor, 2013) .

There are different ways to praise the employee, which are low in cost and that an organization can easily put in its routine practice to motivate and encourage the employee.

1. An employee can be nominated as the employee of the month by peer staff or managers: It makes them to be attentive that their daily progress is being monitored by the higher authorities. It makes them to be engaged in work. Through this type of praise, an employee gets an idea that what expectations one organization has from its employees and they strive for their best accordingly.
2. To give a reward to an individual, a group or department for their best performance: along with the employee of the month one organization can give reward to a team or any department for their efficient work (Kura, Shamsudin & Chauhan, 2015). This reward could be very low in cost as a lunch with higher authorities, or a ticket to movie, or any get together after working hours outside from the workplace just to show the intimacy and a bond with the manager at personal level.
3. A program to be started to appreciate the employees: the employees which show good performance, to motivate them, management can start appreciation

program. For their each completion of task efficiently and effectively, points to be awarded to them. All those points are gathered throughout of the year or at the end of the year those points are redeemed in form of some lunch voucher, shopping voucher, or half an hour or an hour early pack up, etc.

4. To appreciate employee personal achievements: as an employee accomplishes the higher studies or if any person donates the blood, appreciated by the manager or the staff. So the employee would feel that the organization is not only concerned with the employees' work but the management is also concern with the work and achievements one has out of the workplace.
5. Management to show interest when an employee flourishes professionally: management should show interest in employees' professional development and they should encourage and motivate them for achieving their personal or professional goal. Management should assist their employees for accomplishing their tasks.
6. A celebration calendar should be maintained and followed: employees birthday calendar should be maintained and small appreciation parties can be managed, that could be a single cup of tea or coffee as well.
7. Manager can thank the employee by calling them in to the office personally: usually when an employee receives a call from manager's office it is concerned worst is going to happen but a manager can call an employee for having 10 minutes chit chat or having a cup of coffee or thanking the employee for the work or task assigned done efficiently and effectively.

2.1.3.2 Promotion

Promotion is to higher the rank or advancement in position. In an organization promotion is hierarchical. Usually promotion is considered higher salary and position

or designation. Promotion results the employee to engage in the activities more and to take responsibilities (Mustafa & Zakaria, 2013).

To motivate the employee higher the designation from one position to another position, casually in result with the higher or more job duties and responsibilities (Sarboini, 2016), which refers to job satisfaction. There are three types of promotion:

1. Horizontal Promotion: when any employee is promoted in the same category e.g. from junior assistant to senior assistant or junior teacher to senior teacher. The promotion can be in the same section or department or from one section to another.
2. Vertical Promotion: in vertical promotion an employee is promoted from lower rank to higher one, which includes increase in salary, responsibilities, authorities and duties.
3. Dry Promotion: employees are promoted to higher rank but due to financial crises, promotion is granted without increase in salary and incentive.

2.1.3.3 Gifts

Employees are like the backbone of any organization. Management may have low in cost and inexpensive gifts for their employee, to motivate them. Managers could even celebrate employees' special days such as, Employee Recognition Day, Employee of the Month, Work Anniversary etc. to motivate their employees' hard work. Gifts could be as simple and low in cost as a juice bottle, or a cup of tea and a piece of cake, a pen, a key chain, a lunch or dinner, a hand bag or a wallet, a one to one and personal meeting with the manager except in working hours, etc. to make an organization successful, there a plenty of ideas which are unique as well to recognize the customers (Jelinek & Ahearne, 2015; Kura et al., 2015).

According to Lau, Lam and Wen (2014), employee performance can be improved through bottom line, managers should determine the gifts which are suitable or which are best to motivate the employees. Such as

1. Convenience Gifts: some special incentive given to the employee like a special parking slot, or a paid vacation, a longer lunch break etc. These awards can be used for individual or for group motivation.
2. Catalog Gifts: managers may give a catalog to their employee to place orders for their own gifts. Employees may have reward points, they may collect those points over a period of time and may order something according to those points.
3. Tickets: for their appreciation any specific show tickets could be given like of any concert or any movie etc.
4. Cash: this is one of the most attractive gifts given to employees. They enjoy the cash gift the most.
5. Food: it is a meaningful and low cost gift that appeals everyone. Everyone enjoys food and specifically when it is awarded as a gift.
6. Certificates or Cards**:** a gift given in the form of certificate or a card is a lifelong gift which remain among themselves, shows one's hard work and devotion in any working environment.
7. Learning Opportunities: the employee who performs the best must get more learning opportunities. Organizations should reward their employees learning opportunities who show involvement in learning. It would benefit and value the both; the learner and the organization.

About 80% employees reported that they prefer to have cards and certificates as gift as compare to rest of the incentives given in the form of the gift. As:

- They are lifelong to show their hard work and devotion to their work environment.
- They empower them, and shows their abilities and potentialities.
- It can be shared with family and friends. Moreover, it becomes the part of their curricular vitae (Lebreton, Langdon, Slieker, Goudriaan, Denys & Luigjes, 2018).

2.1.3.4 Benefits

To motivate and to promote job satisfaction, benefits were given to the employees, so that the employees' commitment to organization may increase (Hegazy & Ghorab, 2016). According to managerial point of view, benefits are non-wages compensation, organizations offer to their employees. Different benefit were given to the workers for their work loyalty (Chan, Gee & Steiner, 2000; Chirumbolo, 2015).

Benefits took its modern shape such as health care and retirement in 19th C. in Germany. They are basically the tool for managers to motivate the employees or a sort of compensation (Ogbu, 2017).

1. Health Benefits: involve health incentives provided to employees in form of cash

   provided to employees as medical benefits or health facilities.
2. Retirement Savings and Funds: given at the time of retirement given to the employees. A small amount from the pay is deducted from the pays of the employees during employment and at the time of retirement a handsome amount is offered to them.

3. Financial Benefits: are the benefits, an organization grants to their employees such as free life insurance, or cell-phone bill paid by the organization, funds given for educational purposes or paid study leaves granted to the employees.
4. Paid Time Off: employees get their off time paid by the organization as a benefit for their motivation. Commonly they get the amount paid on the holidays ass sick leave.
5. Fringe Benefits: these are the benefits which are non-cash facilities and given to employees to attract their valued employees. It may include tuition fee reimbursement or some amount paid, some other benefits provided for child care and bonuses given for their good performances.

2.1.4 Training

According to Orman (2016), employees are trained for their development. There are many sorts of trainings given to employees:

1. Communication: training wide variety of customs, employees are trained upward and downward.
2. Computer Skills: making employees to learn computer skills for their professional development. It provides them exposure which is quite necessary for workplace.
3. Ethics: according to today's society and as social responsibility, it is the workplace requirement to train the employees ethically.
4. Human Relations: training the employees' human relations increases their understanding and reduces the misunderstandings and conflicts at workplace.

There are many other sorts of trainings which helps in employees' development.

According to DeShong, Grant & Mullins-Sweatt, (2015), Sears Credit is the pioneer to start the programs related to the career development in early 90's. These programs were basically specified and equipped with the learning skills of the employees and providing the opportunities of growth to them in the organization.

2.1.4.1 Orientation

The process in which new inductees and colleagues are answers about any sort of query regarding organization and introduction of organization is given to them.

There are many sorts of organizational orientations which includes:

- Orientation about Organization
- Orientation about Department
- Orientation about Human resource
- Orientation of Industry

There may be three phases of orientation:

First Phase: new inductees are welcomed, they are given the orientation which includes policies and rules of organization.

Second Phase: it is basically related to the briefing given to new colleagues and inductees directly related to their jobs and its nature and rest of the duties assigned to the employees.

Third Phase: involves the brief introduction of the organization which includes history of organization and its culture.

There are few points which should be kept in mind while making checklist of orientation program for new inductees. The checklist is also known as the tasks checklist as well. Organization is not only responsible to see the orientation material

but to look after the assigned actions as well, as the organizational tool. Thereby, there are few points which should be kept in mind, and not forgotten while making the tasks list for the orientation program (Ghosh, 2015).

The foremost thing is the proper planning of orientation program, which will help to narrow down the tasks to be included. It will make the checklist more specific as per requirement and as it is needed. Once the orientation program is in hand, manager or the organization can break it down in segments which will later on help them to add or to execute the segments as per requirement.

Manager must be sure that all the important tasks which are needed to be shared with the new employee, should be included in the checklist of the orientation program. New checklist should be added in orientation program of new employee that should easily specify the requirement of the organization, with brief introduction of organization and the job. The checklist must include the venue, timings, procedure and the activities during the orientation program.

The new employees during the orientation program should be involved. The satisfactory answers of all the queries should be given to the new workers.

About the job designation, a brief discussion and presentation should be done with each employee. The expectations of the organization to the new employees, their performance and participation should be discussed timely (Sharizan, Abdul Rehman & Noor, 2019).

All the rules and specifications of the organization, its policies should be discussed during orientation program. So that new employees beforehand would be prepared and know that what the organization requires and expects from them and what they are needed to do.

The introduction of the new employee to staff and to their related department in the organization. Basically orientation program is the way to welcome new inductee, which transforms a strong message to the employee and it reduces the new employee's anxiety level as.

2.1.4.2 Workshop

According to Nadeem and Khawaja (2013), workshops are conducted to groom and polish the abilities and potentialities of the employees. Training is done for their professional development. To improve the skills and abilities of the employees, many companies internationally provide the platform for workshops (Nadeem & Khawaja, 2013; Blickle, Ones & Sackett, 2007). If organizations would provide the trainings through workshops to their employees as per their need and requirement of the job, they would be more productive, and valued for the organization.

Workshops are basically held and designed for the employees to cope up with problems they face in daily routine, or in their daily work. It helps them to stay satisfied, fit and productive. Any organization may have the best location and facilities but workforce is the most valuable strength. The abilities, capabilities, potentialities, employees' professional acquaintance and expertise are like the fuel which keeps the engine of the organization moving.

2.1.4.3 Seminars

A presentation presented or a lecture delivered on a topic or set of topics to the target audience or employees. It is educational in nature and a session of educational work series. There is much more audience in seminars rather than the workshops, because in it an expert shows the experiences, expertise and information to the audience.

A seminar is one way stream of information shared with employees through lecture and unlike workshop no activities are followed up. It is one way of communication (Botwe, Amoah & Enid, 2017).

2.1.4.4 Special Skills

According to Gondal and Husain (2013), every individual has different potentiality to learn any different skill. In today's world managers have now understood that it is easy for them to train the employees' different sorts of skills. They may include communication skills, analytical or research skills, adaptability, interpersonal abilities, problem solving and critical thinking, ability to plan, to priorities and organize the work, multitasking, leadership or management skills etc.

2.2 Personal Factors

Employee performance is deviated because of multiple factors, which includes some personal factors of the employee as well such as:

2.2.1 Health Issues

Worker's health is the most important factor that can affect the performance. Employee's moral is related to employee's health, it can be positive or negative accordance to his health condition (Yasir & Rasli, 2018). There is a crucial relationship between the workplace environment, employee's nature of job and employee's health condition. Sometimes workplace environment is quite friendly while sometimes it is quite hard for an unhealthy employee to cope up with his duties in time and to carry his job (Eller, 2016).

2.2.2 Distance from Workplace

Distance generally includes the physical distance which is in kilometers, it could be the time travelling distance as well, and as sometimes in rush hours a small distance is also covered in longer period of time. The value of distance is on estimation which is given by the employees. Mostly the employees who come to the workplace after covering a long distance their energy level is down, but in some places it is also found the distance between the house and the workplace does not create any negative affect (Hartnell & Kinicki, 2011).

2.2.3 Family Issues

Domestic issues are one of the major factors keep the employee disturbed and making the difference at workplace. According to 2003 study by the center of Disease, Control and Prevention (CDC) 8 million victims of family violence were reported who did not attend their workplace and cost the economy about $ 5.8 million/year (Mukuru, 2013).

2.3 Deviant Workplace Behaviour (DWB)

DWB is a destructive in nature and it effects entire organization (Yen & Teng, 2013; Vardi, 2001). Generally DWB includes absenteeism and job turnover.

2.3.1 Absenteeism

According to K. Robert and K Angelo (2008), absenteeism to an organization can be very costly. They held a survey in which 20% of 700 employee did not want to go on work because they called them sick. Reasons were quite bogus as they excused to be sick, want to have sleep more or just to relax. It is quite difficult to prove that how much loss a company or an organization bears. Result showed that absenteeism shows

weak negative relationship and this deviant workplace behavior is caused because of office related factors.

2.3.2 Job Turnover

The organizational fluency and continuity is disrupts because of job turnover. Managers and organizations may reduce job turnover by reducing organizational deviance which are job related factors. The organization bears almost 30% of annual income as a loss cost of job turnover. Turnover can be controlled by moderating the internal and organizational behaviour i.e. personal factors.

CHAPTER 3

METHODS AND PROCEDURES

This research was exploratory sequential mixed method in which a demographic comparison of deviant workplace behaviour in public university teachers was done. In this chapter the research methodology is described in detail which is employed on the research includes, the study type, population, sample size, pilot testing, techniques of sampling, study instrument and data collection procedure is also discussed.

3.1 Research design and Approach

The study is Quantitative in approach, design is descriptive survey The researcher opted for 'Exploratory Sequential Mix Method' to identify the dominant causes of the deviant workplace behaviour through SSI (semi-structured interview) and on the basis of the received factors thematic analysis was done and a questionnaire was constructed in which demographic comparison was done on the basis of themes generated. It helped out to triangulate the study.

3.2 Research population

Teaching faculty of public sector universities of Islamabad were taken as population. Due to time and financial constraints, the study was the limited to Islamabad public sector universities only.

Table 3.01

Universities in Islamabad

Universities in Islamabad	**No.**
HEC recognized Public Sector universities	13

According to HEC website there 13 are the public sector recognized universities in Islamabad.

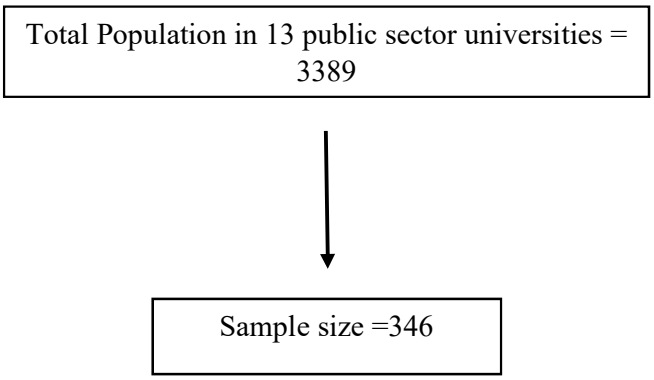
The population is the teaching faculty i.e. 3389 in public sector universities in Islamabad. Population is taken from the official website of HEC (Annexure D).

3.3 Sampling Procedure

The data was collected from the public sector universities in Islamabad through simple random technique. The researcher found the HEC recognized public sector universities from HEC website. The teachers' record was received from the universities and from the data received the researcher marked the teachers names randomly and distributed the questionnairs. The data was collected from engineering, social sciences and management departments of public sector universities.

3.4 Sample

In an exploratory sequential mixed method research design, qualitative research was conducted at the preliminary stage, and then progressively moves to quantitative phase. The sample method for qualitative research was purposive sampling and convenience sampling, whereas simple random sampling was done in quantitative phase.



3.5 Sampling Techniques

As the population is public universities of Islamabad. The data is collected from engineering, management sciences and social sciences only.

Exploratory sequential mixed method research is started with qualitative and then followed by quantitative research. Random sampling technique was used in order to generalize the entire population. Qualitative and quantitative findings were triangulated to ensure the final results. Qualitative study concluded some thematic codes and later on in quantitative study those codes were analyzed through themes or sub-themes. Findings of phase I and phase II were analyzed through thematic analysis.

3.6 Sample Size

Table 3.2

Sample Size

	Confidence level = 95%		
Population Size	**5**	**3**	**1**
2000	322	563	1655
2500	333	597	1984
3500	346	641	1068

According to Cohen's table of Sample Size, 346 sample size is recommended for about 3389 population size. The responses were taken from the teaching faculty including professors, assistant professors, associate professors and lecturers from public sector universities of Islamabad.

3.7 Research Instrument

The research instrument was self - constructed. For qualitative data collection semi – structure interview was prepared. Semi structured interview was designed consisting of four questions but it was flexible too and the researcher was free to ask the questions accordingly. The objectives of the study were kept in view while constructing the survey questionnaire with five point likert scale. This questionnaire has two divisions, section A and section B.

Section A: It consists of demographic information including gender, age group, qualification, nature of job, designation, marital status, total years of teaching experience, years of experience in current organization and salary packages.

Section B: It is comprised of five point likert scale questionnaire. The detailed questionnaire is attached in Annexure E.

It was 5 point Likert scale ranging from strongly agree to strongly disagree, to collect data from teaching faculty. This questionnaire was constructed after extensive literature review on the topic under study.

Table 3.3

Number of Items under Different Variables

Variable	No of items
Compensation	10
Working conditions	9
Recognition	5
Training	5
Personal factors	9

Research instrument's validity and reliability was checked via proper procedures validity was taken from the subject specialist and to determine reliability, Cronbach's Alpha is used.

3.9 Questionnaire's Validity and Reliability

The procedure for the validity and reliability of research instrument is as follows:

3.9.1 Validation of Instrument

To check the content and validity construction, experts were consulted. These experts provided their valued suggestions and amendments. Adjustments and modifications were done as per the suggestions of the experts and the questionnaire of 38 items were finalized. It was declared valid and suitable for the research purpose and the validity certificate was issued (Annexure C).

Table 3.4

Items Validity

S.No	Items deleted	Validity
	Compensation	
1.	Unfair pay increase leads to job turnover.	The content was same and repeated
2.	Lack of bonus may cause job switch over.	The content was same and repeated
	Working Condition	
1.	I receive meaningful recognition.	Irrelevant content.
2.	I feel unhappy working in this organization	The content was repeated
	Recognition	
1.	I know how my work contributes to the achievement of the department.	Content was not clear
	Personal Factors	
1.	I take leave when I have family responsibilities.	Content was repeated.
2.	I avail leave when I have appointment to the doctor.	Repeated construct.
3.	When I stay up too late in the organization I take leave next day.	Irrelevant content

3.9.2 Pilot Testing

The research instrument consists of 38 items with five likert scale was further refined and modified by pilot testing. Questionnaire was divided among one public sector university consisting of 439 faculty members, which were selected through simple random technique. 272 responses were received.

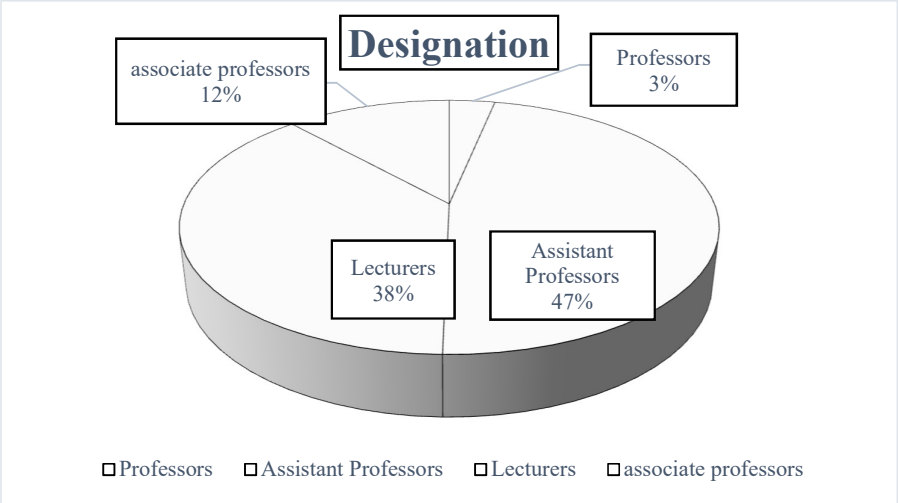


Figure1 Designation Chart of Teachers

In Figure 3.1, the pie chart shows that out of 272 respondents 103 were the lecturers, 127 were assistant professors, 8 were the professors and 32 were assistant professors, which shows about 38% lecturers, 47% assistant professors 3% professors and 12% associate professors.

3.9.3 Reliability of the Instrument

Following statistical procedure was carried out to determine the construct validity and reliability 272 respondents were taken out of 439 faculty members of one public sector university of Islamabad, form management sciences, engineering and social sciences departments.

Table 3.5

Items' Reliability

S.No.	Items deleted	Reliability
	Compensation	
1.	I am dissatisfied with the connection between pay and performance	.23*
2.	Inflexible working hours lead me to have a leave.	.29*
3.	I am dissatisfies with the incentives provided by the organization.	.19**
	Working Conditions	
1.	Dishonest and unethical leaders affect my job.	.15*
2.	Poor team work affects the work which leads to job turnover.	.07*
3.	No one misses me when I do not come to the workplace.	.18**
4.	I am not allowed to talk to the higher authorities if I have any question regarding benefits.	.25*
	Recognition	
1.	I hide telling others that I work in this organization.	.21*
2.	Innovation is valued at my work.	.16*
	Personal Factors	
1.	I take leave to take rest at home.	.05*
2.	Some domestic problems may lead me to quit the job.	.11*
3.	I missed the bus and availed leave.	.17*

*p<0.05,**p<0.01

Above table revealed that during reliability analysis, in the factor of compensation three items were excluded, in working conditions four items were omitted, in recognition two items were deleted, no item was excluded under the factor

training and in personal factors three factors were omitted. Therefore, from 49 items 12 items were omitted due to low reliability and 38 items were left.

3.9.4 Alpha Reliability Coefficient (Cronbach's Alpha)

Inner consistency of an instrument is determined by it. Reliability analysis is also done, from it following result was received from the questionnaire and its subscales.

Table 3.6

Cronbach's Alpha Items' Reliability

Cronbach's Alpha	N of Items
.631	5

*p<0.05,**p<0.01

There were total no of items five including; compensation, working conditions, recognition, training and personal factors. The Cronbach's Alpha of these items is 0.631 which is more than 0.5 shows inner consistency of the questionnaire.

3.9.5 Factor Analysis

Table 3.7

Factor Analysis

Items	F1	F2	F3	F4	F5	F6	F7	F8	F9
Comp1	.656								
Comp2	.791								
Comp3	.878								
Comp4	.874								
Comp5	.736								
Comp6	.619								
Comp7	.789								
Comp8		.802							
Comp9		.844							
Comp10			.827						
Comp11			.707						
Wco12				.848					
Wco13				.780					
Wco14				.811					
Wco15				.603					
Wco16				.526					
Wco17				.840					
Wco18					.615				
Wco19					.715				
Wco20					.669				
Wco21					.608				
Wco22					.635				
Wco23						.714			
Wco24						.703			
Wco25						.694			
R26							.669		
R27							.724		
R28							.891		
R29							.784		
R30								.695	
T31								.750	
T32								.675	
T33								.716	
T34								.690	
Pf35								.691	
Pf36									.591
Pf37									.621
Pf38									.701

*p<0.05,**p<0.01

Table 3.7 reveals the reliability of the factors individually. Compensation shows .818 values, working condition shows .666 reliability, .720 is the reliability of

recognition, training has the reliability of .690 and .669 is the reliability of personal factors all the reliability scores are greater that.5 which represents that reliability is acceptable and quite satisfactory.

Table 3.8

Component Matrix

	Component
	1
Compensation	.818*
Workingcondition	.666**
Recognition	.720*
Traning	.690
Personalfactors	.669

*p<0.05,**p<0.01

3.9.6 Scree Plot

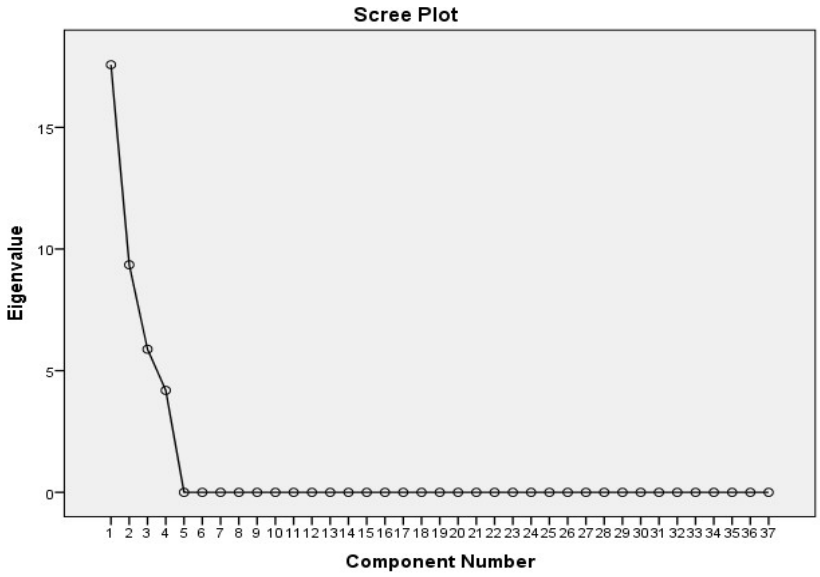


Figure 2 Components' Eigen Value

The scree shows components Eigenvalue. It is shown that four components are having values grater that one eigenvalue whereas rest of the components are less than one eigenvalue, which show strong reliability.

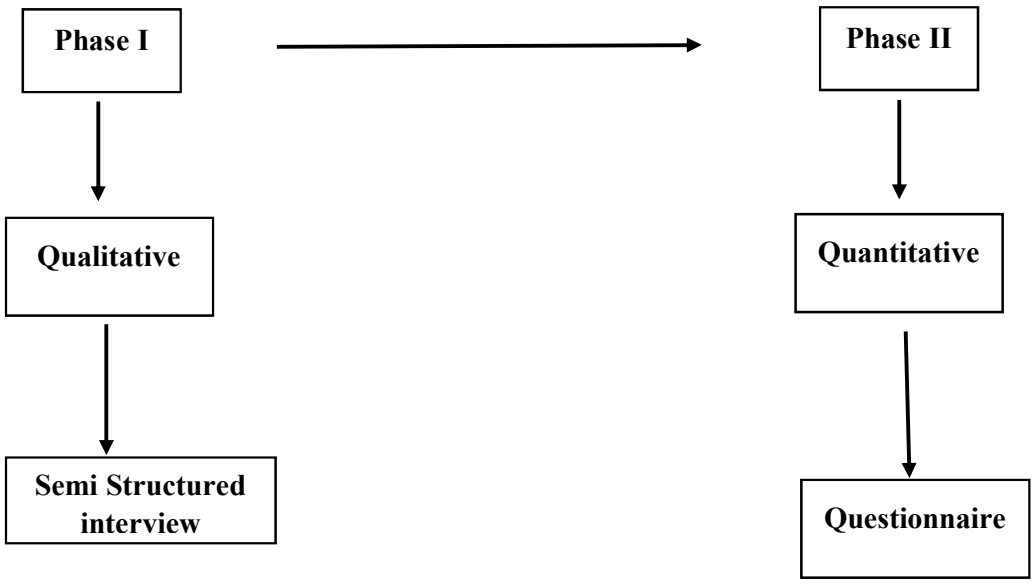
CHAPTER 4

DATA PRESENTATION AND ANALYSIS

Exploratory Sequential mix method research is started with qualitative and then followed by quantitative research. It has two consecutive phases.

Exploratory sequential mix method is the combination of quantitative and qualitative collection of data, in which it is analyses in sequence of phases.

There are two phases of data analysis:



Phase one is qualitative in which data (semi-structured interview) is collected and analyzed. Second phase is quantitative in which data is collected and analyzed through a questionnaire. The quantitative study is followed by qualitative study. In quantitative study the data is collected purposively to triangulate the study. The quantitative data outcomes are related of the phase one i.e. qualitative data.

Phase I Semi Structured Interview (SSI)

Is consisted of SSI. All the participants were assistant professors. They were having an average age of 47 years from that nine were males and six were females. The prospective of senior teachers was taken to triangulate the quantitative data.

They were asked that according to their point of view why teachers show DWB as absenteeism and job turnover and if they show DWB in any situation. If yes then in what situation. Following figure shows the responses of mostly participants:

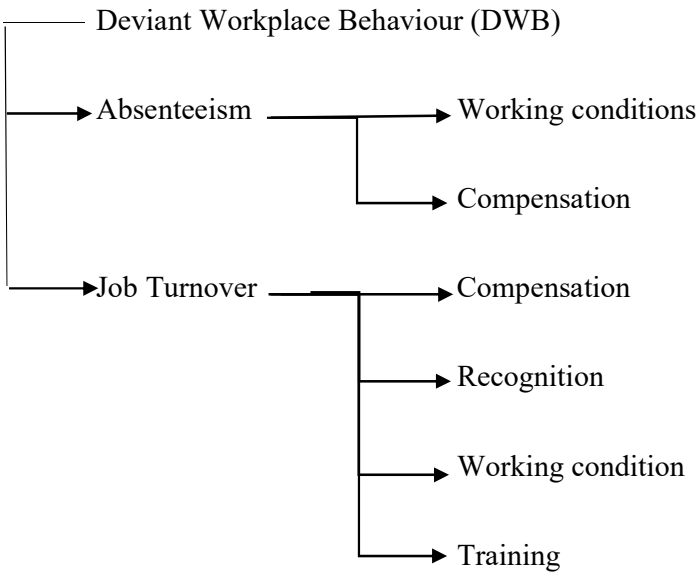


Table 4.1

Themes Generated From Semi Structured Interview

Construct	Major Themes	Sub-themes
Deviant behaviour as absenteeism	Working Condition (WC)	• Over work-load • Lack of affective system including monitoring and evaluation • Monotonous environment ans no innovation • Lack of chance of development • Head's biasness • Favouritism • Discrimination among staff
	Training	• No innovation • Same methodology od teaching • Lack of training • Untrained individuals given professional's tasks
Deviant behaviour as job turnover	Working Conditions (WC)	• Bad management • Unequal division of responsibilities • Favouritism causes sense of complex • Head behaves rudely
	Compensation	• Lack of salary packages • Job insecurity • Paid less as compare to workload • Lack of promotion
	Recognition	• Lack of appreciation • Disrespectful treatment
	Training	• Lack of new technology • Lack of new techniques to be introduced

Section A

4.1.1 Deviant Behaviour as Absenteeism

The first question in semi structured interview was: why do you think that teachers show deviant workplace behaviour as absenteeism? From the participants response these two themes were generated;

- Working Condition
- Training

4.1.1.1 Working Conditions

Mostly participant responded that the reason of showing DWB as absenteeism is working conditions. Unjust working environment affects the employees' performance, they first avoid the work by intentionally being absent and sometime it leads to job turnover then. As one of the participant responded

"Teachers show deviant workplace behavior as absenteeism because they are treated unjustly and being discriminated."

It is thus examined from the responses that unfair treatment with employees, over work-load and unequal distribution of responsibilities lead to deviant workplace behaviour as absenteeism.

4.1.1.2 Training

Majority of the respondents responded that lack of training leads to the deviant workplace behaviour. As teachers are assigned tasks in which they are not trained in or without training. As now in this modern age every institute is using new technology, teachers are being asked to use those modern gadgets without training. Lack of

innovation and same methodology of teaching is also one of the reason found for deviant workplace behaviour as absenteeism. As one of the participant responded:

> "Teachers show deviant work place behavior as absenteeism because of monotonies environment and lack of the chance to develop".

Another participant responded:

> "Another reason might be the lack of availability to flourish with newer technology used for teaching tools."

> "Sometimes teachers are incapable of performing their duties because of lack of instructions provided to them (Training), they are unable to cope with the situation and thus want to make disturbance within the organization."

Section B

4.1.2 Deviant Behaviour as Job Turnover

In semi structured interview the second question was: According to your experience why in any institute employee Job Turnover rate accelerates?

From the responses of the participants these four themes were generated:

- Working Conditions
- Compensation
- Recognition
- Training

4.1.2.1 Working Conditions

Mostly participants responded that working conditions and the deviant workplace behaviour of an employee are directly related. Bad working conditions may

affects employee job performance and ultimately it leads to job turn over. As one of the participants responded:

"Bad management may lead to job turnover."

4.1.2.2 Compensation

Many participants responded that compensation is also directly related to the deviant workplace behaviour as job turnover. Job intensity, work-load of responsibilities as compare to the lack of the salary packages or incentives provided to the employees may lead to accelerate the job turnover rate. As one of the participants replied:

"The rate of job turnover may accelerate due to the lack of promotions and development facilities (Comp), so they definitely look for better social and finical security."

4.1.2.3 Recognition

One of the reason which is found after the thematic analysis the participants also suggested that recognition is also one of the reasons to show deviant workplace behaviour as job turnover. As one of the participant responded:

"Employee job turnover rate accelerates due to following factors:

Employee who work under any head who behaves rudely or and treats disrespectfully…"

4.1.2.4 Training

Few participants responded that training is also one the reasons to job turnover. As employees are not trained well and ask to perform certain tasks which need to be performed by some trained person which cause them lots of difficulty or on the other hand, innovative ion in not introduced in institutes. Same method of teaching followed

and because of monotony highly qualified teachers move forward and leave the organization deliberately. As one of the participant responded:

"Another reason might be the lack of availability to flourish with newer technology used for teaching tools."

Phase II: Demographic Distribution Presentation

Table 4.2

Number of Respondents Demographically

	Value Label	N
Age	31-40 Years	155
	41-50 Years	138
	Over 50 Years	37
Qualification	MS/M Phil	128
	PHD	154
	Masters	48
Natureofjobs	Permanent	273
	Contractual	43
	Visiting	14
	Lecturer	121
Designation	assistant professor	181
	associate professor	25
	Professor	3
TYTExp	1-4	9
	5-9	58
	>10	263
TYExpcurrent	0-1	9
	1-5	30
	6-10	134
	>10	157
Salary	50000-60000	38
	60000-70000	24
	70000-80000	57
	>80000	211
Gender	Male	218
	Female	112
Marital status	Married	101
	Single	229

The above table illustrated the number of respondents demographically. The respondents from 31to 40 years were 155, from 41 to 50 years respondents were 138 in number, whereas 37 were the respondents who were above 50 years old.

In qualification, 48 respondents have done masters, 138 were MS/ MPhil, while 154 respondents were PhD holders.

In nature of job, permanent respondents were 273, 43 respondents were on contract, whereas 14 respondents were from visiting faculty.

In designation, 121 respondents were lecturers, 181 respondents were assistant professors, associate professors were 25 and respondents from professors were 3.

Teachers having total experience from one to four years were nine in number, teachers having experience from five to nine years were 58, and 263 were the teachers who have had experience more than 10 years.

Teachers having till one year experience in the current organization were 9, teachers having five to nine years teaching experience were 30 in number, from six to 10 years teaching experience the respondents were 134, while 157 were the respondents who works more than 10years in the current organization.

In salary, teacher having salary from 50 to 60 thousand rupees were 38 respondents, 24 were the respondents from teacher who take salary package of 60 to 70 thousand rupees, teachers take pay from 70 to 80 thousand rupees were 57 respondents, while respondents with salary package more than 80 thousand rupees were 211.

Gender wise, 218 respondents were male and females were 112. According to the marital status is watched then 101 respondents were married and 229 were single.

Section A: Organizational Factors

4.2.1 Gender

4.2.1.1 Compensation

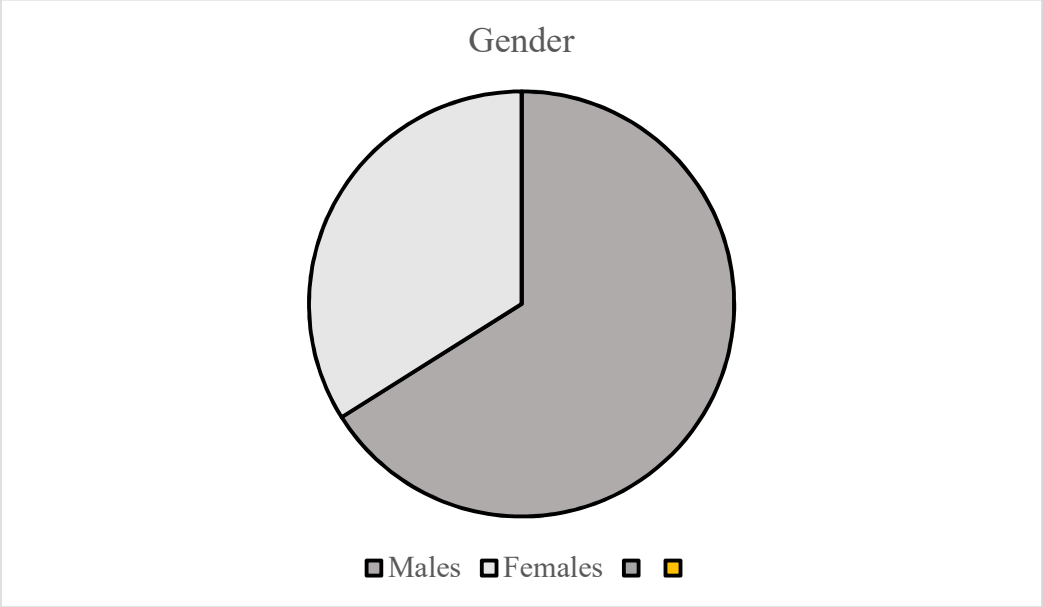


Figure 3 Gender

Above figure shows the number of males and females males are 218 whereas females are 112.

Table 4.3

Samples T-test, Compensation

		F	Sig.	T	Df
Com	Equal variances assumed	1.535	.216	4.087	328

To compare the deviant behaviour, independent t-test was conducted, gender wise among Public Sector University. There, significant difference is not present gender wise ($p = 0.216$) in deviant behaviour because of compensation granted to them. So Ho_1 was failed to reject.

4.2.1.2 Working Condition

Table 4.4

Mean Difference between Genders, Working Conditions

	Gender	N	Mean
Workingcondition	Male	218	23.0396
	Female	112	23.0657

Table 1 shows gender wise mean scores. Male 218 with mean score of 23.03 (SD = 1.8) and 112 female teachers with 23.06 mean score (SD = 2.06).

Table 4.5

t-score between genders, Working Conditions

		F	Sig.	T
WC	Eq variances assumed	24.769	.000	-.104
	Eq var not assumed			-.094

To compare the deviant behaviour, independent samples t-test is performed, gender wise among Public Sector University. The result shows that statistically significant difference is there gender wise (p = 0.000002) in deviant behaviour because of working conditions of the organization. Ho_1 was rejected.

4.2.1.3 Recognition

Table 4.6

Mean Difference between Genders in Recognition

	Gender	N	Mean
Recog	Male	218	7.2282
	Female	112	6.3371

Table shows gender wise mean scores. Male 218 with mean score of 7.22 (SD = 1.17) and 112 female teachers with 6.33 mean score (SD = 1.25).

Table 4.7

T-value of gender, Recognition

		F	Sig.	t-value
Recognition	Equal variances assumed	8.855	.003	6.353
	Equal variances not assumed			6.223

To compare the deviant behaviour, independent samples t-test is done to compare the deviant behaviour, gender wise among Public Sector University. The result shows statistically significant is difference gender wise (p = 0.003) deviant behaviour because of recognition. Ho_1 was rejected.

4.2.1.4 Trainig

Table 4.8

Mean value Gender-wise

	Gender	N	Mean	Std. Deviation
Training	Male	218	8.0906	.91524
	Female	112	7.7076	.45382

Table 1 shows gender wise mean scores. Male 218 with mean score of 8.09 (SD s= 0.91) and 112 female teachers with 7.70 mean score (SD = 0.45).

Table 4.9

T-value, Gender, Training

		F	Sig.	t-value
Training	Eq var assumed	36.934	.000	4.171
	Eq var not assumed			5.081

To compare the deviant behaviour, independent samples t-test was directed, to associate the deviant behaviour, gender wise among Public Sector Universities. There

was not any significant difference gender wise (p = 0.000) in deviant behaviour because of training given to them. Hence, Ho_1 was rejected.

4.2.2 Age

4.2.2.1 Compensation

Table 4.10

Mean Difference between Different Age Groups due to Compensation

Age	N	Mean	Std. Error
31-40 Years	135	29.379[a]	0.198
41-50 Years	138	29.018[a]	0.304
Over 50 Years	37	24.205[a]	0.552

Above table shows the distribution of Age of teaching faculty of public sector showing deviant behaviour because of compensation granted to them. Total number of responses of teaching faculty is 330 Faculty between 31 – 40 years is 155 in number and having 29.37 mean. Faculty between 41 – 50 years is 138 in number and having 29.01 mean. Faculty above 50 years is 37 in number and having 24.20 mean.

Table 4.11

ANOVA Age Wise

	Df	Mean Square	F	Sig.
Between Groups	2	300.878	28.508	.000
Within Groups	327	10.554		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance worth is 0.00001 (i.e., $p = .00001$), that is a smaller amount than 0.05. So, the statistically no significant difference is there of the deviant behaviour mean of

different age groups towards the organization because of compensation. It is good to know, it does not identify that which specific group shows deviant behaviour. Luckily, from **Multiple Comparisons** table it can be found out that which specific group shows deviant behaviour through Tukey post-hoc test.

Table 4.12

Post Hoc Tests, Tukey's HSD, Age-wise for Compensation

(I) Age	(J) Age	Mean Diff (I-J)	Std. Error	Sig.
31-40 Years	41-50 Years	.3936	.24681	.249
	Over 50 Years	4.4249*	.38585	.000
41-50 Years	31-40 Years	-.3936	.24681	.249
	Over 50 Years	4.0312*	.39041	.159
Over 50 Years	31-40 Years	-4.4249*	.38585	.000
	41-50 Years	-4.0312*	.39041	.159

Multiple Comparisons is the table which shows the deviant behaviour of different groups from each other. So, as of the table above it is found that here is significant no difference of the deviant behaviour among of age group of 41 – 50 and above 50 ($p = .249$) and 31 to 40 years age teachers and teachers having age between 41 to 50 years ($p = .159$), while statistically there is not any significant difference among 31- 40 an above 50 years teachers, ($p = .000$). To compare with means it is found that teacher having age between 31 to 40 years have higher significant value. Hence, the Ho_2 was rejected.

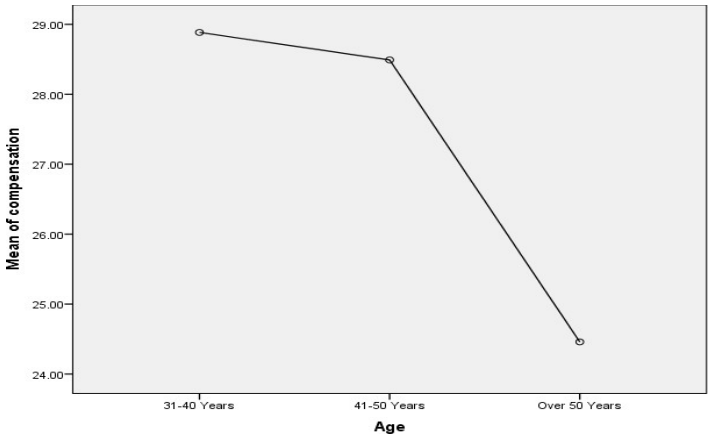


Figure 4 Means Plot (age)

Figure 4.2 shows deviant behaviour mean score of compensation and age of faculty members. Members of age between 31 – 40 having highest means then age group of 41 – 50 is near to them while people above 50 with the lowest mean score.

4.2.2.2 Working Conditions

Table 4.13

Mean Difference between Age, working Conditions

	N	Mean	Std. Deviation
31-40 Years	155	22.6944	2.17805
41-50 Years	138	23.5066	2.05066
Over 50 Years	37	22.8231	2.14916
Total	330	23.0485	2.15171

Above table shows the distribution of Age of teaching faculty of public sector showing deviant behaviour because of working conditions in the organization. Total number of responses of teaching faculty is 330 Faculty between 31 – 40 years is 155 in number and having 23.00 mean score. Faculty between 41 – 50 years is 138 in number and having 24.14 mean. Faculty above 50 years is 37 in number and having 22.68 mean.

Table 4.14

ANOVA, Age Group, Working Condition

	Df	Mean Square	F	Sig.
Between Groups	2	25.135	5.580	.004
Within Groups	327	4.504		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance rate is 0.0041 (i.e., p = .0041), that is less than 0.05. So, the vital significant difference is there in the mean of the deviant behaviour of different age group towards the organization because of working conditions.

As the significant rate is 0.0041 (i.e., p = .0041), so Tukey post-hoc test is conducted to check either which group of teachers with different qualification is showing deviant behaviour.

Table 4.15

Post-hoc, Age Group, Working Conditions

(I) Age	(J) Age	Mean Diff. (I-J)	Std. Error	Sig.
31-40 Years	41-50 Years	-.8164*	.26704	.008
	50+ Years	-.0740	.43395	.984
41-50 Years	31-40 Years	.8164*	.26704	.008
	50+ Years	.7424	.43978	.074
50+ Years	31-40 Years	.0740	.43395	.984
	41-50 Years	-.7424	.43978	.074

The table 4.31 reveals the difference of deviant behaviour of different groups. There is statistically significant no difference among teachers with age 41 to 50 and above 50 (p = 0.074) and teachers having age between 31 to 40 above 50 years teachers (p = 0.984), while there is significant difference of age set of 30 to 40 years and above

age 50 (p = 0.008). To compare with means it is found out that the teachers having age 41 to 50 years have higher significant value. H_o3 was rejected.

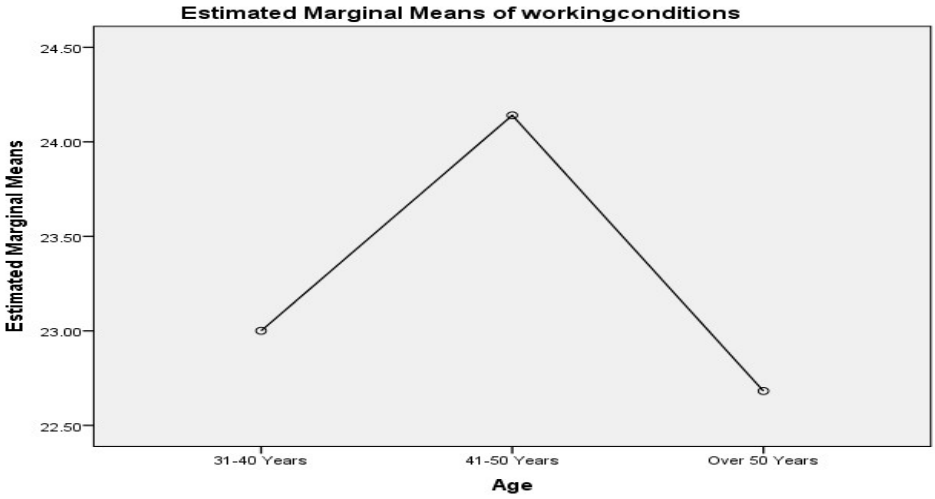


Figure 5 Means plot, Age , Working Conditions

Figure 5 shows mean score of different age groups of faculty members. Members of age between 41 to 50 years having highest means then age group of 31 to 40 years while people above 50 with the lowest mean score.

4.2.2.3 Recognition

Table 4.16

Mean Difference between Age Groups, Recognition

Age	N	Mean	Std. Deviation
31-40 Years	155	6.870	1.19631
41-50 Years	138	7.474	1.29613
Over 50 Years	37	5.773	.82927
Total	330	6.925	1.27676

Above table shows the distribution of Age of teaching faculty of public sector showing deviant behaviour because of recognition they have in the organization. Total number of responses of teaching faculty is 330 Faculty between 31 – 40 years is 155 in number and having 6.87 (SD = 1.19) mean score. Faculty between 41 – 50 years is 138

in number and having 7.47 (SD = 1.29) mean. Faculty above 50 years is 37 in number and having 5.77 (SD = 0.82) mean score.

Table 4.17

ANOVA, Age Group, Recognition

Age	Df	Mean Square	F	Sig.
Between Groups	2	30.499	20.983	.000
Within Groups	327	1.454		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the p value is 0.000005 (i.e., $p = .000005$), which is fewer than 0.05. So, the statistically substantial difference is there in the value of mean of the deviant behaviour of different age group towards the organization because of working conditions.

As the significant value is 0.000005 (i.e., $p = .000005$), so Tukey post-hoc test is conducted to check either which group of teachers with different qualification is showing deviant behaviour because of recognition.

Table 4.18

Post-hoc, Age Group, Recognition

(I) Age	(J) Age	Mean Diff (I-J)	Std. Error	Sig.
31-40 Years	41-50 Years	-.7126*	.12524	.000
	50+ Years	.6442*	.20352	.305
41-50 Years	31-40 Years	.7126*	.12524	.000
	50+ Years	1.3567*	.20626	.000
50+ Years	31-40 Years	-.6442*	.20352	.305
	41-50 Years	-1.3567*	.20626	.000

In the above table of Multiple Comparisons**,** it is analyzed that which group is different from the other group in showing deviant behaviour. The table shows that there is significant no difference among teachers with age 31 to 40 and above 50 (p = 0.305) while there is significant difference of teacher have age between 31 to 40 years, 41 to 50 years (p = 0.000), and of age 41 to 50 years and above 50 years teachers (p = 0.000).To compare with means it is found out that the teachers age 41 to 50 years have higher significant value than the age of 31 to 40 years and above 50 years. Ho was rejected.

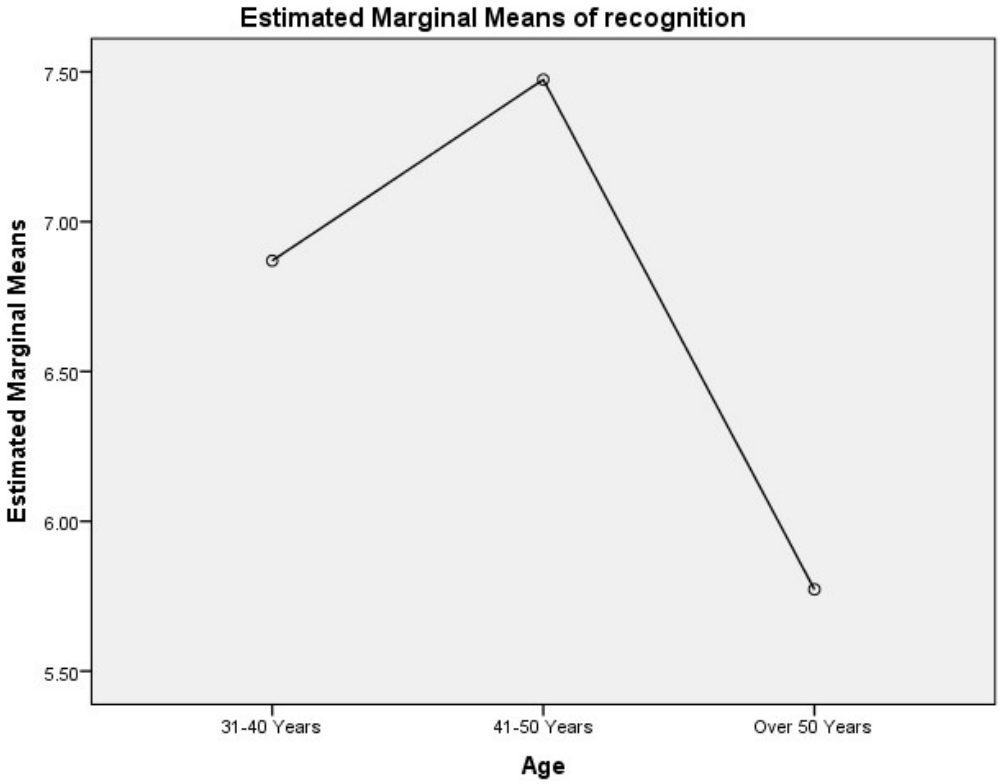


Figure 6 Means plot, Age , Recognition

Figure shows mean score of different age groups of faculty members. Members of age between 41 to 50 years having highest means then age group of 31 to 40 years while people above 50 with the lowest mean score.

4.2.2.4 Training

Table 4.19

Mean Difference between Groups, Training

Age	N	Mean	Std. Deviation
31-40 Years	155	7.9419	.70872
41-50 Years	138	8.0380	.95611
Over 50 Years	37	7.7500	.53684
Total	330	7.9606	.80931

Above table shows the distribution of Age of teaching faculty of public sector showing deviant behaviour because of training given in the organization. Total number of responses of teaching faculty is 330 Faculty between 31 – 40 years is 155 in number and having 7.9 (SD = 0.708) mean score. Faculty between 41 – 50 years is 138 in number and having 8.03 mean (SD = 0.95). Faculty above 50 years is 37 in number and having 7.7 mean (SD = 0.536).

Table 4.20

ANOVA, Age Group, Training

	df	Mean Square	F	Sig.
Between Groups	2	1.261	1.937	.146
Within Groups	327	.651		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the value significance is 0.146 (i.e., $p = .146$), more than 0.050. So, the statistically is significant difference there in the deviant behaviour mean of different age group towards the organization because of training provided to faculty members by the organization. Hence, Ho_2 was failed to reject.

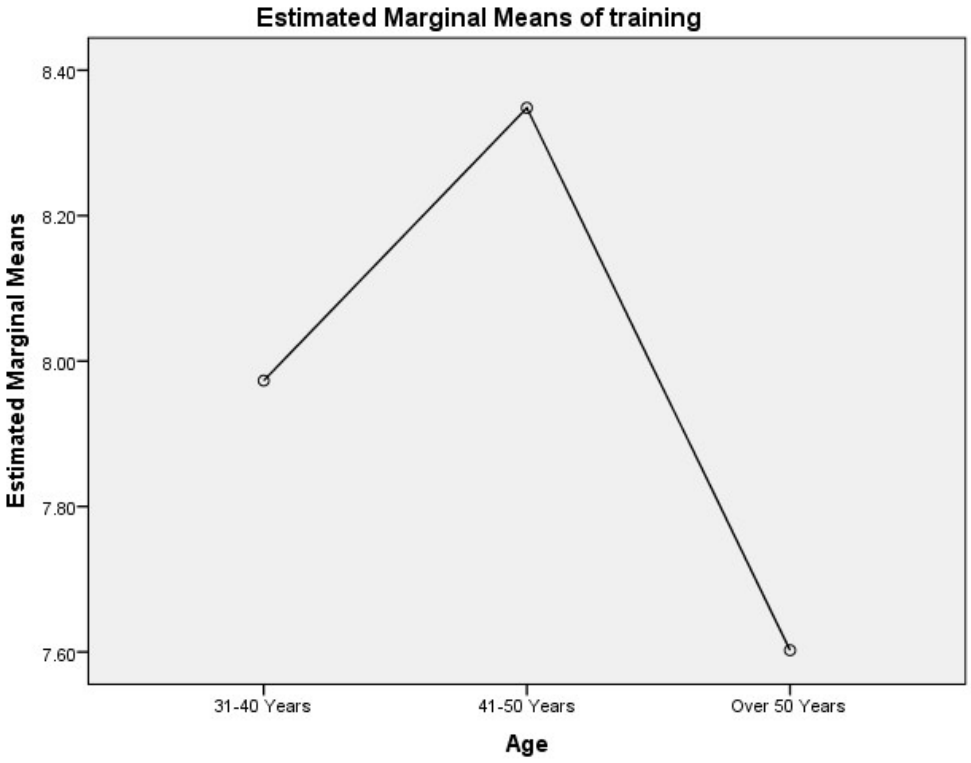


Figure 7 Means plot, Age , Training

Figure 7 shows mean score of different age groups of faculty members. Members of age between 41 to 50 years having highest means then age group of 31 to 40 years while people above 50 with the lowest mean score.

4.2.3 Qualification

4.2.3.1 Compensation

Table 4.21

Mean Difference between Qualifications due to Compensation

Qualification	Mean	Std. Error
MS/M Phil	28.509[a]	.275
PHD	28.115[a]	.254
Masters	30.465[a]	.315

Above table shows the distribution of qualification of teaching faculty of public sector showing deviant behaviour because of compensation granted to them. Faculty

members have done MS/M Phil have the mean score 28.5, PHD faculty members with mean score of 28.11 and masters are with 30.46 mean score between 31 – 40 years is 155 in number and having 29.37 mean.

Table 4.22

ANOVA of Qualification, Compensation

	df	**Mean Square**	**F**	**Sig.**
Between the Groups	2	246.517	22.644	.000
Within the Groups	327	10.887		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance rate is 0.00002(i.e., $p = .00002$), that is a lesser amount of than 0.05. So, in the mean, statistically significant difference is there, of the deviant behaviour of different faculty members with different qualification because of compensation.

As the significant value is 0.00002 (i.e., $p = .00002$), so Tukey post-hoc test is conducted to check either which group of teachers with different qualification is showing deviant behaviour. Hence, Ho_3 was rejected.

Table 4.23

Multiple Comparison

(I) Qualification	**(J) Qualification**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**
MS/M Phil	PHD	-.8439*	.25223	.003
	Masters	-3.7481*	.35692	.300
PHD	MS/M Phil	.8439*	.25223	.003
	Masters	-2.9043*	.34861	.070
Masters	MS/M Phil	3.7481*	.35692	.300
	PHD	2.9043*	.34861	.070

Multiple Comparisons shows the deviant behaviour of different groups from each other. There is found as of the table below that there statistically significant no difference in deviant behaviour between MS/M Phil and Masters Teachers (p = .300) and PHD and Masters (p = 0.070), while there is statistically significant difference among MS/M Phil and PHD teachers (p = .003). To compare with mean scores it is found that MS/M Phil teachers have higher significant value. Ho_3 was rejected.

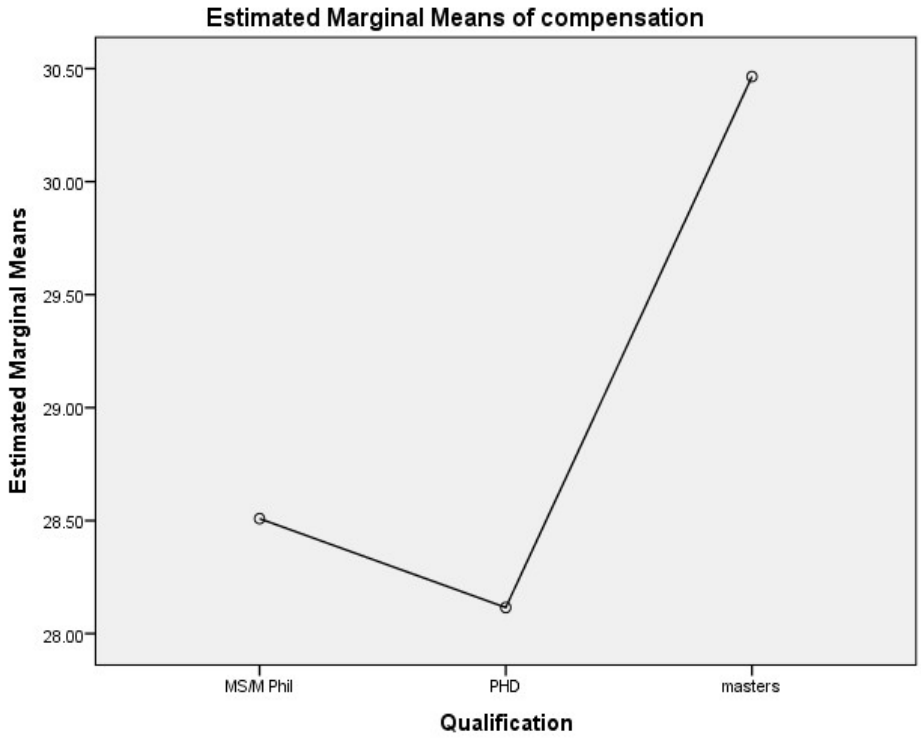


Figure 8 Means plot, Qualification, Compensation

Figure shows deviant behaviour mean score of compensation and teachers with different qualification. Teachers with masters having highest means then teacher with MS/M Phil and the lowest mean score of teachers who have done PHD.

4.2.3.2 Working Conditions

Table 4.24

Mean Difference between Qualifications, Working Condition

	N	Mean	Std. Deviation
MS/M Phil	128	22.6207	2.08104
PHD	154	23.2692	2.35266
Masters	48	23.4811	1.35633
Total	330	23.0485	2.15171

Above table shows the distribution of qualification of teaching faculty of public sector showing deviant behaviour because of working conditions. Faculty members have done MS/M Phil have the mean score 23.37 (SD = 0.222), PHD faculty members with mean score of 23.43 (SD = 0.231) and masters are with 23.2 (SD = 0.343).

Table 4.25

ANOVA, Qualification, Working Condition

	Df	Mean Square	F	Sig.
Between Groups	2	19.951	4.398	.013
Within Groups	327	4.536		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the value of significance is 0.0130 (i.e., $p = .0130$), that is not as much of than 0.05. So, the statistically significant is difference of the deviant behaviour mean because of working conditions of different faculty members with different qualification.

As the significant worth is 0.0130 (i.e., $p = .0130$), so Tukey post-hoc test is conducted to check either which group of teachers with different qualification is showing deviant behaviour.

Table 4.26

Post-hoc, Qualifications, Working Conditions

(I) Qualification	(J) Qualification	Mean Diff (I-J)	Std. Error	Sig.
MS/M Phil	PHD	-.5457	.27475	.020
	Masters	-.5771	.39457	.082
PHD	MS/M Phil	.5457	.27475	.020
	Masters	-.0314	.38151	.106
Masters	MS/M Phil	.5771	.39457	.082
	PHD	.0314	.38151	.106

Multiple Comparisons is the table which shows the difference of deviant behaviour of different groups. The table 4.30 reveals that there statistically is significant no difference in deviant behaviour among MS/M Phil and Masters Teachers (p = 0.082), and PHD and Masters (p = 0.106), while there is statistically significant difference among MS/M Phil and PHD teachers (p = 0.020). To compare with mean scores it is found that PHD teachers have higher significant value. Ho_4 was rejected.

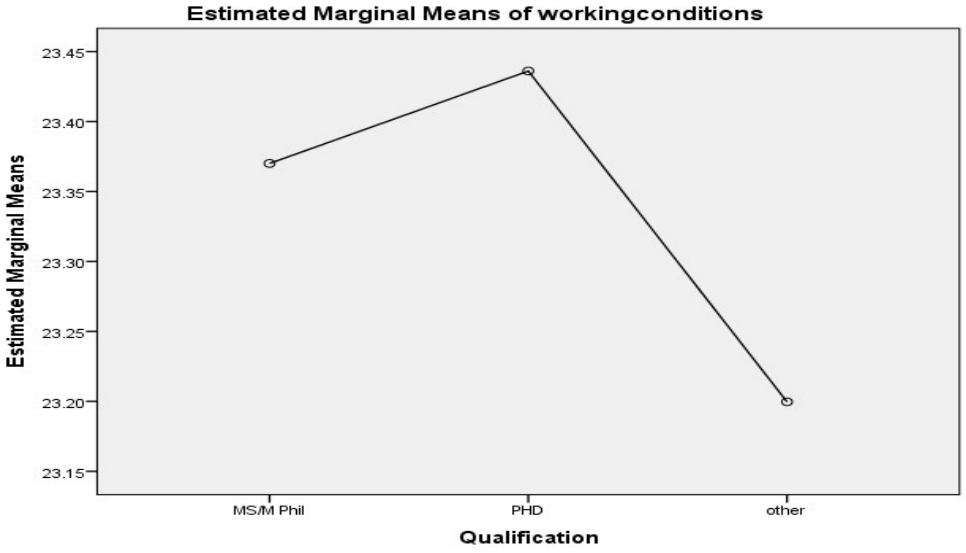


Figure 9 Means plot, Qualification, Working Conditions

Figure 9 shows deviant behaviour mean score of working conditions and teachers with different qualification. Teachers with PHD having highest means then teacher with MS/M Phil and the lowest mean score of teachers who have done masters.

4.2.3.3 Recognition

Table 4.27

Mean Difference between Qualification, Recognition

Qualification	N	Mean	Std. Deviation
MS/M Phil	128	6.4004	1.27025
PHD	154	7.2760	1.19064
Masters	48	7.2031	1.09721
Total	330	6.9258	1.27676

Above table shows the distribution of qualification of teaching faculty of public sector showing deviant behaviour because of recognition. Faculty members have done MS/M Phil have the mean score 6.4 (SD = 1.27), PHD faculty members with mean score of 7.27 (SD = 1.19) and masters are with 7.2 (SD = 1.09).

Table 4.28

ANOVA, Qualification, Recognition

	Df	Mean Square	F	Sig.
Between Groups	2	28.955	19.792	.000
Within Groups	327	1.463		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance worth is 0.000032 (i.e., p = .000032), that is a lesser amount than 0.05. So, the statistically significant is difference in the score of mean of the deviant behaviour because of recognition with different qualification.

As the significant value is 0.000032 (i.e., p = .000032), so Tukey post-hoc test is conducted to check either which group of teachers with different qualification is showing deviant behaviour.

Table 4.29

Post-hoc, Qualification, Recognition

(I) Qualification	(J) Qualification	Mean Diff (I-J)	Std. Error	Sig.
MS/M Phil	PHD	-.9116*	.12886	.000
	Masters	-.6560*	.18506	.002
PHD	MS/M Phil	.9116*	.12886	.000
	Masters	.2557	.17893	.329
Masters	MS/M Phil	.6560*	.18506	.002
	PHD	-.2557	.17893	.329

In the above table of Multiple Comparisons**,** it is analyzed that which group is different from the other group in showing deviant behaviour. The table shows that significant no difference in deviant behaviour among PHD and Masters Teachers (p = 0.329), whereas statistically significant there is difference amongst PHD teachers and MS/M Phil faculty (p = 0.000), and between teachers who have done MS/M Phil and Masters Teachers (p = 0.002). To compare with mean scores it is found that masters and PHD teachers have higher significant value than MS/M.Phil. teachers. Ho_3 was rejected.

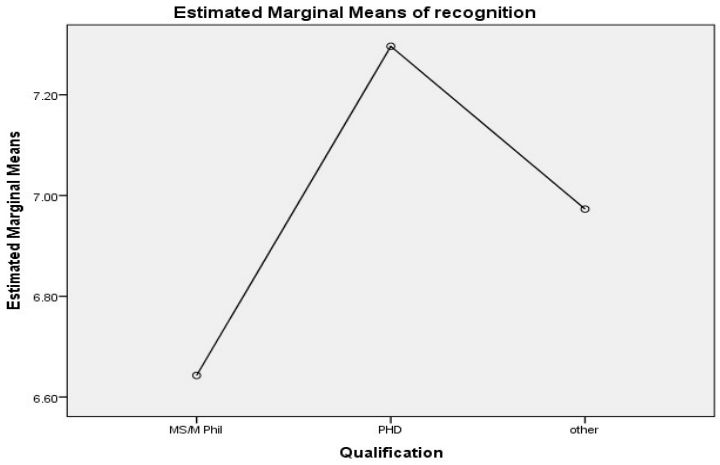


Figure 10 Means plot, Qualification, Recognition

Figure 10 shows mean score of teachers with different qualification. Teachers with PHD having highest means then teacher with MS/M Phil and the lowest mean score is of teachers who have done masters.

4.2.3.4. Training

Table 4.30

Mean Difference between Qualification, Training

Qualification	N	Mean	Std. Deviation
MS/M Phil	128	7.7148	.50949
PHD	154	8.2224	.98955
Masters	48	7.7760	.52145
Total	330	7.9606	.80931

Above table shows the distribution of qualification of teaching faculty of public sector showing deviant behaviour because of working conditions. Faculty members have done MS/M Phil have the mean score 7.71 (SD = 0.50), PHD faculty members with mean score of 8.22 (SD = 0.989) and masters are with 7.77 (SD = 0.521).

Table 4.31

Anova, Qualification, Training

Qualification	Df	Mean Square	F	Sig.
Between Groups	2	9.960	16.655	.000
Within Groups	327	.598		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the worth significance is 0.00001 (i.e., $p = .00001$), not as much of 0.05. So, the statistically significant is difference there in the deviant behaviour mean because of training given by organization to different faculty members with different qualification.

As the significant value is 0.00001 (i.e., p = .00001), so Tukey post-hoc test is conducted to check either which group of teachers with different qualification is showing deviant behaviour.

Table 4.32

Post-hoc, qualification, Training

Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.
MS/M Phil	PHD	-.5413*	.07090	.000
	Masters	-.0443	.10183	.901
PhD	MS/M Phil	.5413*	.07090	.000
	Masters	.4970*	.09845	.000
Masters	MS/M Phil	.0443	.10183	.901
	PHD	-.4970*	.09845	.000

In the above analysis of Multiple Comparisons, it is analyzed that which group is different from the other group in showing deviant behaviour. There significant not any difference in deviant behaviour among MS/M Phil and Masters Teachers (p = 0.901) while there is statistically significant difference among MS/M Phil and PHD teachers (p = 0.00002) and PHD and Masters Teachers (p = 0.00011). To compare with mean scores it is found that PHD teachers have higher significant value than MS/ M Phil and Masters Teachers. Hence, Ho_3 was rejected.

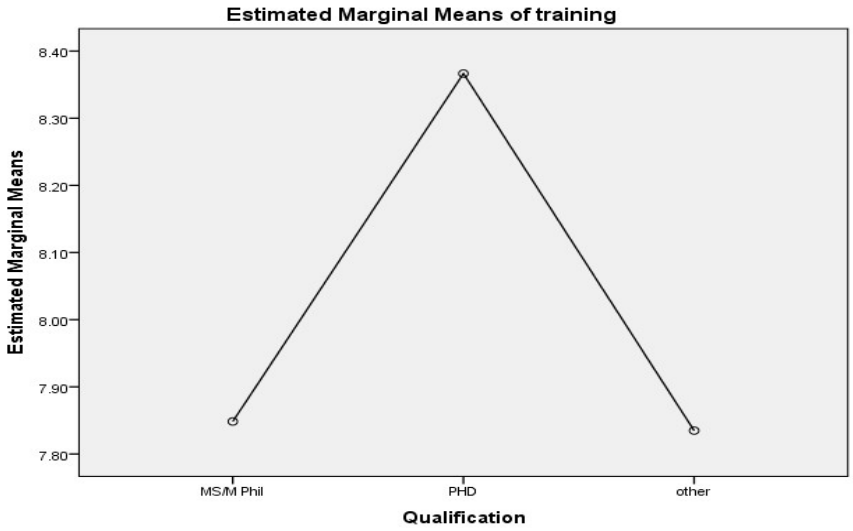


Figure 11 Means plot, Qualification, Training

Figure 4.9 shows mean score of teachers with different qualification. Teachers with PHD having highest means then teacher with MS/M Phil and teachers who have done masters have almost the same mean score.

4.2.4 Nature of Job

4.2.4.1 Compensation

Table 4.33

Mean Difference between Nature of Jobs due to Compensation

Natureofjobs	Mean	Std. Error
Permanent	28.213[a]	.193
Contractual	29.847[a]	.384
Visiting	29.717[a]	.588

Above table shows the distribution of nature of job of teaching faculty in public sector showing deviant behaviour because of compensation granted to them. Permanent faculty members have mean score 28.21, Contractual faculty members with mean score of 29.84 and visiting staff with 29.71 mean score.

Table 4.34

ANOVA of Nature of Jobs, Compensation

	Df	Mean Sq	F	Sig.
Between Groups	2	24.769	2.023	.134
Within Groups	327	12.243		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the value of significance is 0.134 (i.e., $p = .134$), that is more than 0.05. So, the statistically significantly no difference of the deviant behaviour of different faculty members with different Nature of jobs because of compensation. So, Ho_4 was failed to reject.

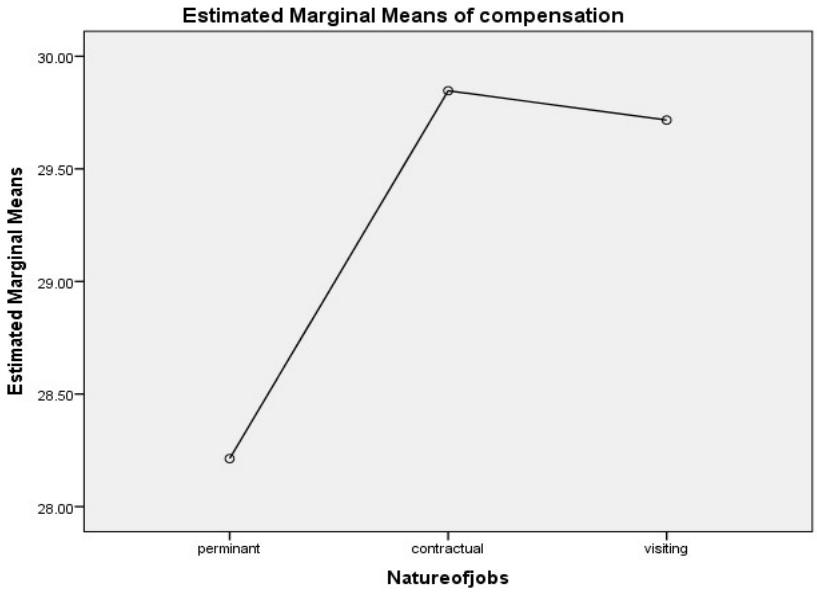


Figure 12 Means plot, Nature of job, Compensation

Figure 12 shows deviant behaviour mean score of the deviant behaviour of the teachers with different nature of jobs. Teachers on contract having highest mean score and then visiting and the teachers having permanent job with the lowest mean score.

4.2.4.2 Working Conditions

Table 4.35

Mean Difference between Nature of Jobs, Working Conditions

	N	Mean	Std. Deviation
Perminant	273	22.8851	2.20726
contractual	43	23.6765	1.83062
Visiting	14	24.3052	.91717
Total	330	23.0485	2.15171

Above table shows the distribution of nature of job of teaching faculty in public sector showing deviant behaviour because of working conditions granted to them. Permanent faculty members have mean score 23.04 (SD = 0.160), Contractual faculty

members with mean score of 24.10 (SD = 0.41) and visiting staff with 23.87 mean score (SD = 0.70).

Table 4.36

ANOVA, Nature of Job, Working Conditions

	Df	Mean Square	F	Sig.
Between Groups	2	23.179	5.132	.006
Within Groups	327	4.516		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the p value is 0.006 (i.e., $p = .006$), that less than 0.05. So, statistically significant difference is there in the mean of the deviant behaviour of different faculty members with different Nature of jobs because of working conditions.

As the significant rate is 0.006 (i.e., $p = 0.006$), so Tukey post-hoc test is conducted to check either which group of teachers with different nature of job is showing deviant behaviour.

Table 4.37

Post-hoc, Nature of Job, Working Conditions

(I) Natureofjobs	(J) Natureofjobs	Mean Diff (I-J)	Std. Error	Sig.
Permanent	Contractual	-.8001	.39668	.112
	Visiting	-1.7112*	.51742	.003
Contractual	Permanent	.8001	.39668	.112
	Visiting	-.9111	.62151	.311
Visiting	Permanent	1.7112*	.51742	.003
	Contractual	.9111	.62151	.311

Multiple Comparisons is the table which shows the difference of deviant behaviour of different groups. The table describes that any statistically significant not different in deviant behaviour among contractual and permanent teachers (p = 0.112),

and visiting and contractual teachers (p = 0.311), while there is statistically significant difference among permanent and visiting teachers (p = 0.003). To compare with mean scores it is found that teachers on contract have higher significant value. Ho_5 was rejected.

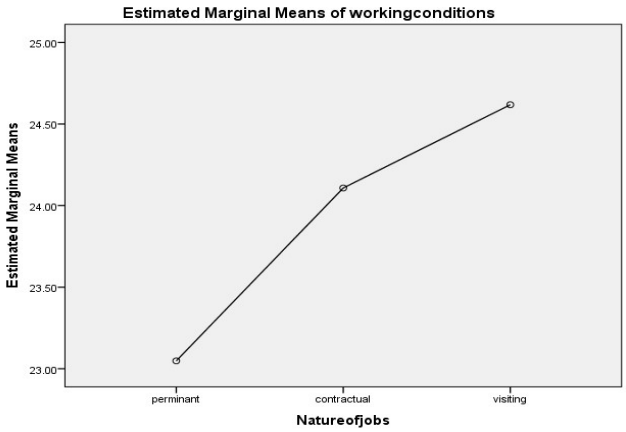


Figure 13 Means plot, Naturre of Job, Working Conditions

Figure 4.9 shows mean score of the deviant behaviour of the teachers with different nature of jobs. Visiting teachers having highest mean score and then contractual and the teachers having permanent job with the lowest mean score.

4.2.4.3 Recognition

Table 4.38

Mean Difference between Nature of Job, Recognition

Natureofjobs	Mean	Std. Deviation	N
Permanent	6.9707	1.26063	128
Contractual	6.9444	1.37615	18
Visiting	6.5000	1.58114	10
Total	6.9375	1.29161	156

Above table shows the distribution of nature of job of teaching faculty in public sector showing deviant behaviour because of recognition. Permanent faculty members

have mean score 6.97 (SD = 1.26), Contractual faculty members with mean score of 6.94 (SD = 1.37) and visiting staff with 6.93 mean score (SD = 1.29).

Table 4.39

ANOVA, Nature of Job, Recognition

Nature of Job	df	Mean Square	F	Sig.
Between Groups	2	.493	.301	.740
Within Groups	327	1.637		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the value of significance is 0.740 (i.e., $p = .740$), that more than 0.050. So, statistically difference is not there in the mean of the deviant behaviour of different faculty members with different Nature of jobs because of recognition. Ho_4 was failed to reject.

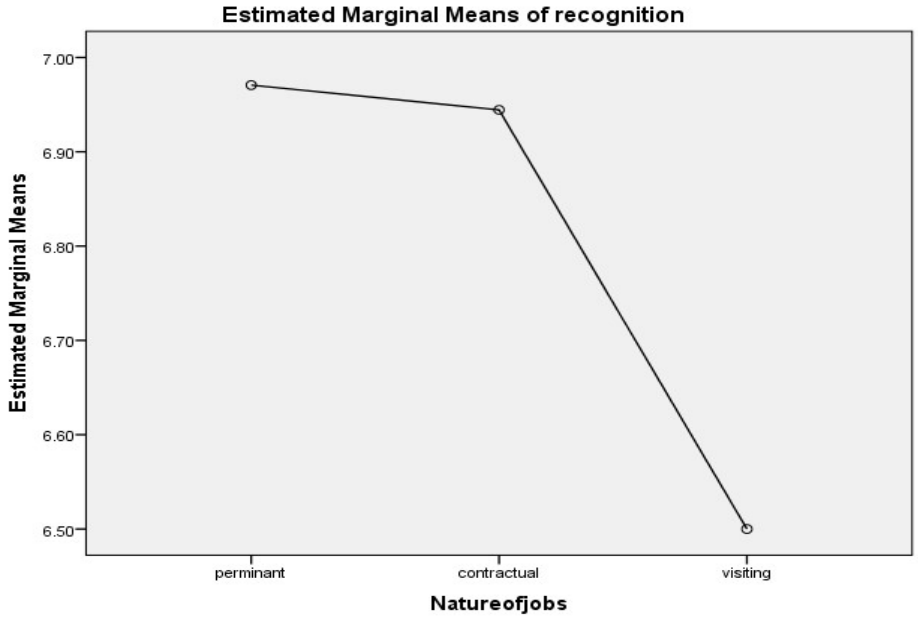


Figure 14 Means plot, Nature of Job, Recognition

Figure 14 shows mean score of the deviant behaviour of the teachers with different nature of jobs. Permanent teachers having highest mean score and then contractual and the teachers working as visiting faculty with the lowest mean score.

4.2.4.4 Training

Table 4.40

Mean Difference between Nature of Job, Training

Natureofjobs	Mean	Std. Deviation	N
Permanent	8.0059	.92455	128
Contractual	8.1111	.74864	18
Visiting	7.7000	.42164	10
Total	7.9984	.88285	156

Above table shows the distribution of nature of job of teaching faculty in public sector showing deviant behaviour because of training given to them. Permanent faculty members have mean score 8.00 (SD = 0.924), Contractual faculty members with mean score of 8.11 (SD = 0.74) and visiting staff with 7.7 mean score (SD = 0.42).

Table 4.41

ANOVA, Nature of Job, Trainig

Nature of job	Df	Mean Sq	F	Sig.
Between Groups	2	.082	.124	.883
Within Groups	327	.658		
Total	329			

Table 4.41 demonstrates the analysis of the ANOVA. It describes the comparison of means whether mean between groups or mean within the groups id significant or not, of the groups made on the basis of the nature of job. It is described in the table above that the p value is 0.883 (i.e., $p = 0.883$), more than 0.05, so here is statistically major no difference in the deviant behaviour of varied faculty members

mean with different Nature of jobs because of trainings provided to them. Hence, Ho_4 was failed to reject.

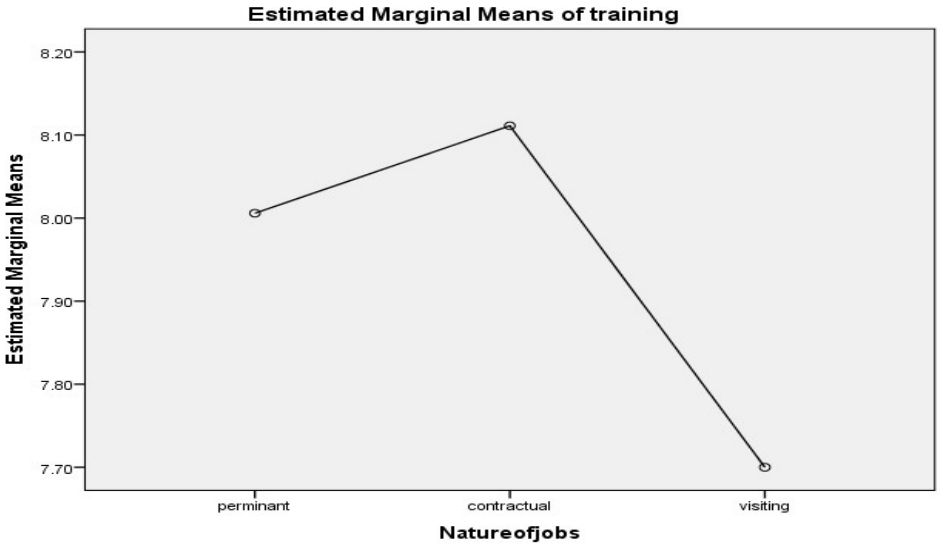


Figure 15 Means plot, Nature of Job, Training

Figure 15 shows mean score of the deviant behaviour of the teachers with different nature of jobs. Contractual teachers having highest mean score and then contractual and the teachers as visiting faculty with the lowest mean score.

4.2.5 Designation

4.2.5.1 Compensation

Table 4.42

Mean Difference between Designations due to Compensation

Designation	Mean	Std. Error
Lecturer	29.336[a]	.268
assistant professor	27.748[a]	.196
associate professor	27.712[a]	.527
Professor	30.452[a]	1.218

Above table shows different designation of teaching faculty in public sector showing deviant behaviour because of compensation granted to them. Lecturers have mean score 29.33, assistant professors with mean score of 27.74, associate professors having mean score of little difference from assistant professors with 27.71 and professors with 30.45 mean score.

Table 4.43

ANOVA of Designations, Compensation

	df	**Mean Sq**	**F**	**Sig.**
Between of Groups	3	188.343	17.603	.000
Within of Groups	326	10.699		
Total	329			

In Table 4.42 ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance worth is 0.00003 (i.e., $p = .00003$), that is a smaller amount than 0.05. So, the significant difference is present in the mean of the deviant behaviour of different faculty members with different designations because of compensation.

As the significant value is 0.00003 (i.e., $p = .00003$), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.44

Post hock, Tukey HSD, Designation, Compensation

(I) Designation	(J) Designation	Mean Dif (I-J)	Std. Error	Sig.
Lecturer	assistant professor	1.9180*	.24763	.000
	associate professor	4.6519*	.46329	.620
	Professor	-.8320	1.23253	.907
assistant professor	Lecturer	-1.9180*	.24763	.000
	associate professor	2.7339*	.44995	.070
	Professor	-2.7499	1.22758	.115
associate professor	Lecturer	-4.6519*	.46329	.620
	assistant professor	-2.7339*	.44995	.070
	Professor	-5.4838*	1.28851	.100
Professor	Lecturer	.8320	1.23253	.907
	assistant professor	2.7499	1.22758	.115
	associate professor	5.4838*	1.28851	.100

Multiple Comparisons reveals the deviant behaviour of different groups from each other. It is found that there is significant statistically no difference in deviant behaviour among teachers with different designations, including lecturers, associate professors and professors, showing the significant value additional than 0.05 (p = .005) , while statistically significant difference is there of the deviant behaviour among lecturers and associate professors (p = .000). To compare with means it is found that lecturers are higher significant than assistant professors. Ho_5 was rejected.

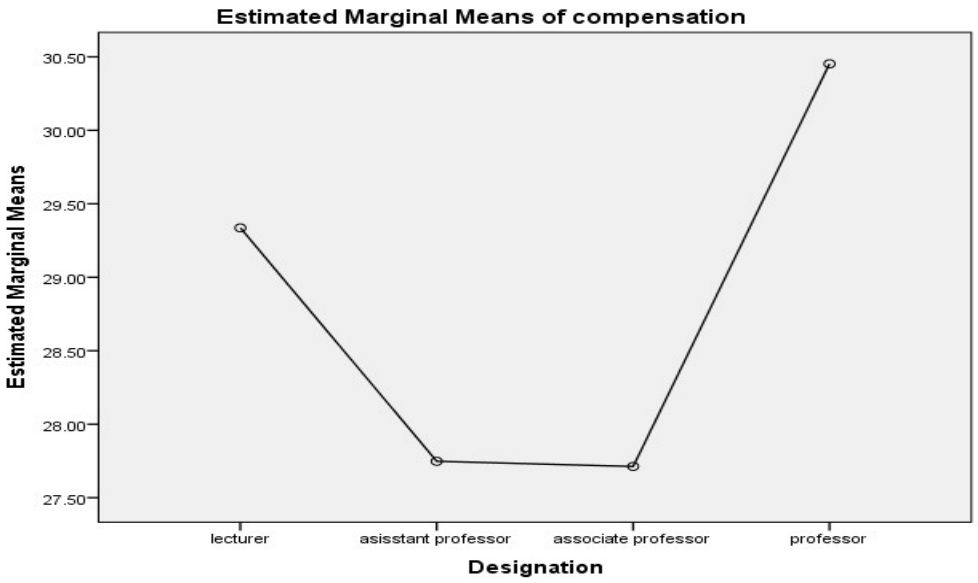


Figure 16 Means plot, Designation, Compensation

Above table shows different designation of teaching faculty in public sector showing deviant behaviour because of compensation granted to them. Lecturers have mean score 29.33, assistant professors with mean score of 27.74, associate professors having mean score of little difference from assistant professors with 27.71 and professors with (30.45) highest mean score.

4.2.5.2 Working Conditions

Table 4.45

Mean Difference between Designations, Working Conditions

	N	Mean	Std. Deviation
Lecturer	121	23.5740	1.87884
asisstant professor	181	22.6233	2.24067
associate professor	25	23.5455	2.26666
Professor	3	23.3636	.00000
Total	330	23.0485	2.15171

Above table shows different designation of teaching faculty in public sector showing deviant behaviour because of compensation granted to them. Lecturers have mean score 29.06 (SD = 0.21), assistant professors with mean score of 22.61 (SD = 0.20), associate professors having mean score and professors have the mean score p = 23.68 (SD = 1.11).

Table 4.46

ANOVA of Designation, Working Conditions

	df	**Mean Square**	**F**	**Sig.**
Between Groups	3	24.203	5.439	.001
Within Groups	326	4.450		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the worth of significance is 0.001 (i.e., $p = .001$), that is a lesser amount than 0.05. So, the statistically is significant different of the deviant behaviour of different faculty members with different designations because of working conditions.

As the significant worth is 0.0010(i.e., $p = .0010$), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.47

Post-hoc, Designations, Working Conditions

(I) Designation	(J) Designation	Mean Difference (I-J)	Std. Error	Sig.
Lecturer	assistant professor	1.0768*	.27333	.001
	Professor	.3179	.45902	.900
	associate professors	.3603	1.13435	.989
assistant professor	Lecturer	-1.0768*	.27333	.001
	Professor	-.7589	.44171	.318
	associate professors	-.7165	1.12746	.920
Professor	Lecturer	-.3179	.45902	.900
	assistant professor	.7589	.44171	.318
	associate professors	.0424	1.18623	1.000
associate professor	Lecturer	-.3603	1.13435	.989
	assistant professor	.7165	1.12746	.920
	Professor	-.0424	1.18623	1.000

The above table describes the difference of deviant behaviour of different groups. The table reveals significant no difference in deviant behaviour among teachers with different designations, including lecturers and professors (p = 0.900), lecturers and associate prof. (p = 0.989), assist. Prof. and Prof. (associate) (p =0.920), and professors and professors (associate) (p = 1.00), while there is statistically significant difference among lecturers and professors (assistant) (p= 0.001) showing the significant value less than 0.05 (p = .005). To compare with means it is found that lecturers have higher significant value. Ho_6 was rejected.

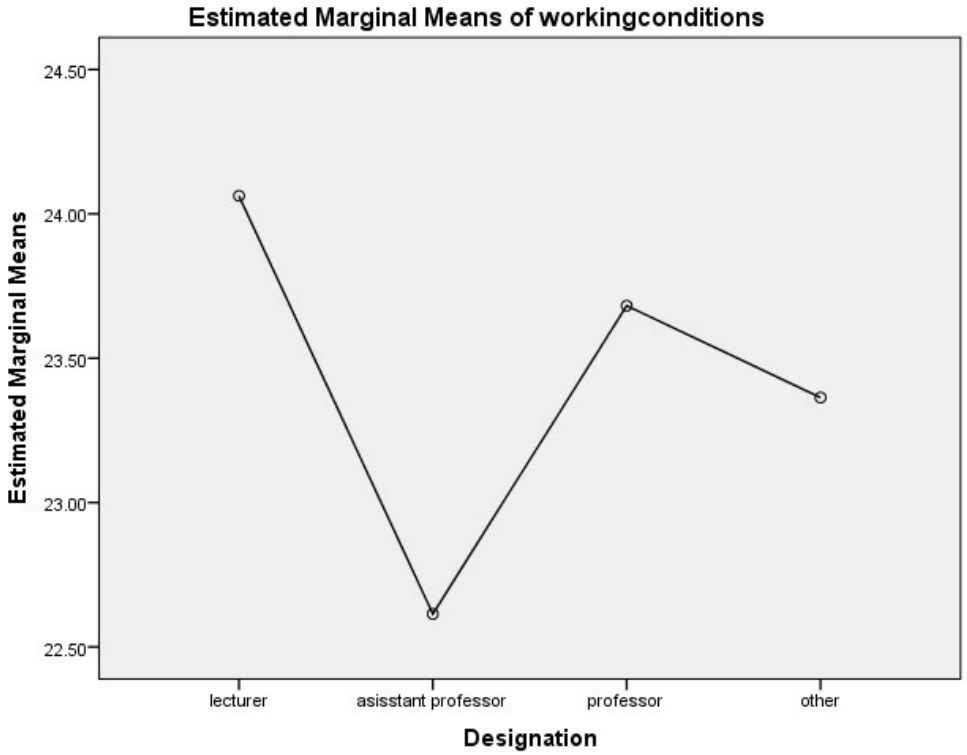


Figure 17 Means plot, Designation, Working Conditions

Above table shows different designation of teaching faculty in public sector showed deviant behaviour because of working conditions of an organization. Lecturers have highest mean score, the professors and associate professors, while assistant professors have the lowest mean score.

4.2.5.3 Recognition

Table 4.48

Mean Difference between Designations, Recognition

Designation	N	Mean	Std. Deviation
Lecturer	121	7.1839	1.25199
asst professor	181	6.7721	1.32505
associate professor	25	6.9300	.80855
Professor	3	5.7500	.00000
Total	330	6.9258	1.27676

Above table shows different designation of teaching faculty in public sector showing deviant behaviour because of recognition. Lecturers have mean score 7.18(SD = 1.25), assistant professors with mean score of 6.77 (SD = 1.32), associate professors having mean score 5.75(SD = 0.00) and professors have the mean score 6.92 (SD = 1.27).

Table 4.49

ANOVA, Designation, Recognition

Designation	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	3	5.494	3.446	.017
Within Groups	326	1.595		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the value significance is 0.017 (i.e., $p = .017$), less than 0.050. So, the statistically is major difference in the score of mean of the deviant behaviour of different faculty members with different designations because of recognition.

As the significant rate is 0.017 (i.e., $p = .017$), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.50

Post-hoc, Designation, Recognition

(I) Designation	(J) Designation	Mean Diff (I-J)	Std. Error	Sig.
Lecturer	assistant professor	.3270	.12819	.057
	Professor	.1455	.21528	.906
	associate professors	1.3955*	.53201	.047
assistant professor	Lecturer	-.3270	.12819	.057
	Professor	-.1815	.20716	.817
	associate professors	1.0685	.52878	.186
Professor	Lecturer	-.1455	.21528	.906
	assistant professor	.1815	.20716	.817
	associate professors	1.2500	.55635	.116
associate professors	Lecturer	-1.3955*	.53201	.047
	assistant professor	-1.0685	.52878	.186
	Professor	-1.2500	.55635	.116

In the above table of Multiple Comparisons**,** it is analyzed that which group is different from the other group in showing deviant behaviour. There significant no difference is found from the table, in deviant behaviour among teachers with different designations, including lecturers and assist. Prof. (p = 0.057), lecturers and professors (p = 0.906), prof. (assistant) and Professors (p = 0.817), and prof. (assistant) and professors associate (p = 0.186), professors and professors associate (p = 0.906), while there is statistically significant difference among lecturers and professors associate (p= 0.047) showing the significant value less than 0.05 (p = .005). To compare with means it is found that lecturers have higher significant value. Ho_5 was rejected.

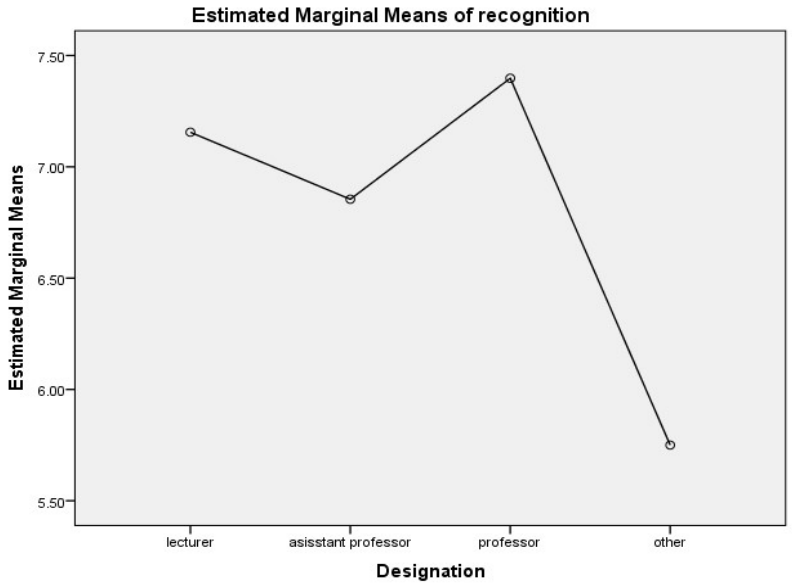


Figure 18 Means plot, Designation, Recognition

Above figure shows different designation of teaching faculty in public sector showed deviant behaviour because of recognition. Professors have highest mean score, then lecturers and professors assistant, while professors associate possess the lowest mean mark.

4.2.5.4 Training

Table 4.51

Mean Difference between Designations, Training

`Designation	N	Mean	Std. Deviation
Lecturer	121	7.7541	.54389
asisstant professor	181	8.0152	.76792
associate professor	25	8.6200	1.53623
Professor	3	7.5000	.00000
Total	330	7.9606	.80931

Above table shows mean score of different designation of teaching faculty in public sector showing deviant behaviour because of training provided to them. Lecturers have mean score 7.75 (SD = 0.54), assistant professors with mean score of

8.02 (SD = 0.76), professors having mean score (M = 7.5, SD = 0.00) and associate professors have the mean score M = 8.6 (SD = 1.53).

Table 4.52

ANOVA, Designation, Training

Designation	Df	Mean Square	F	Sig.
Between Groups	3	5.735	9.429	.000
Within Groups	326	.608		
Total	329			

The table is the outcome of ANOVA analysis. It further demonstrated the mean value is significant or not of between the groups or within the groups, made on the basis of designation. The table reveals that the significance value is .000012 (i.e., p = .000012), a reduced amount than 0.05, so in the mean there statistically significant is difference. There is deviant behaviour of different faculty members with different designations because of training given to them.

As the significant value is 0.000012 (i.e., p = .000012), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.53

Post-hoc, Designation, Training

(I) Designation	(J) Designation	Mean Diff (I-J)	Std. Error	Sig.
	Assist. professor	-.2243*	.07054	.070
Lecturer	Professor	-1.1273*	.11846	.089
	Associ. professors	.2727	.29274	.788
	Lec.	.2243*	.07054	.070
assistant professor	Professor	-.9030*	.11399	.000
	Assoc. professors	.4970	.29096	.323
	Lec.	1.1273*	.11846	.089
Professor	Assis. professor	.9030*	.11399	.000
	Assoc. professors	1.4000*	.30613	.000
	Lec.	-.2727	.29274	.788
associate professors	Assist. professor	-.4970	.29096	.323
	Prof.	-1.4000*	.30613	.000

In the Multiple Comparisons, it is analyzed that which group is different from the other group in showing deviant behaviour. There significant no difference in deviant behaviour among teachers with different designations, including lecturers and assist. Professors (p = 0.070), lecturers and prof. (p = 0.089), lecturers and assoc. Prof. (p =0.788), and assist. Prof. and assoc. professors (p = 0.323), while there is statistically significant difference among assist. Professors and prof. (p= 0.001) and assoc. prof. and prof. Showing the value of significance (p = 0.000013) not as much of 0.050 (p = .050). To compare with means it is found that professors have the higher significant difference than assistant professors and associate professor.Hence, Ho_5 was rejected.

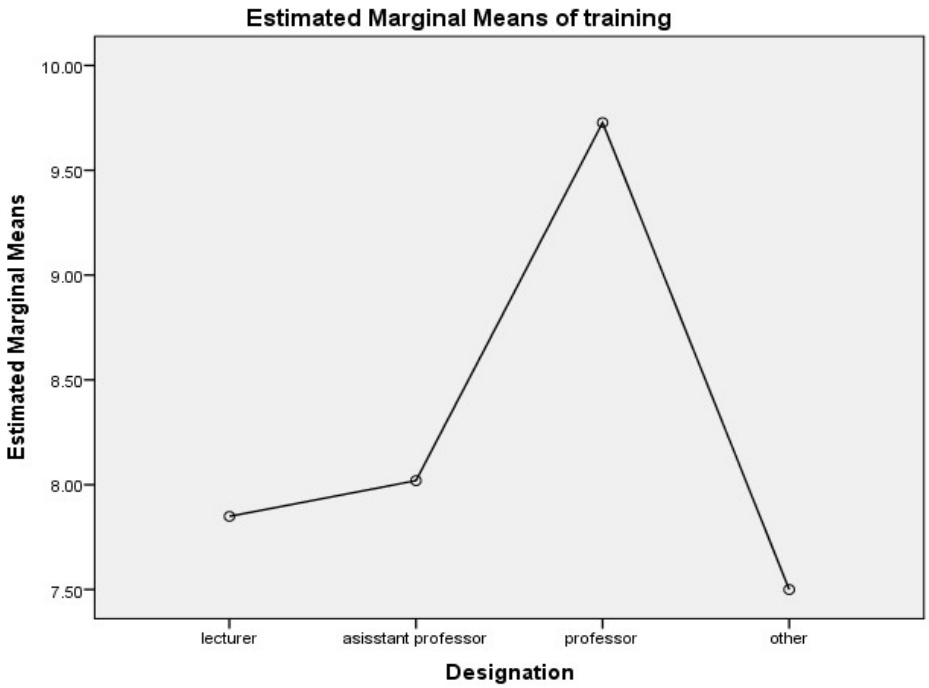


Figure 19 Means plot, Designation, Training

Above figure shows different designation of teaching faculty in public sector showed deviant behaviour because of training given by an organization. Professors have highest mean score, then assistant professors and lecturers respectively. Whereas associate professors lowest mean score.

4.2.6 Marital Status

4.2.6.1 Compensation

Table 4.54

Mean Difference between Marital Status due to Compensation

	Maritalstatus	N	Mean	Std. Dev
Comp	Single	101	27.6796	3.22143
	Married	229	28.4635	3.61050

Table shows mean scores according to marital status. Single 101 in number with mean score of 28.77 (SD =3.2) and 229 married teachers with 28.46 mean score (SD = 3.61).

Table 4.55

T-test, Marital Status, Compensation

		F	Sig.	t value
Comp	Eq variances assumed	1.348	.047	-1.877
	Eq var not assumed			-1.962

To compare the deviant behaviour among Public Sector University, an independent sample t-test is done. Hence, statistically significant difference is there between married and unmarried teachers' deviant behaviour because of compensation in Public sector universities Islamabad, as the significance value is .047 (*p = 0.*047*)*. A significant difference is there in mean score between single (M = 27.6, SD= 3.2) and married (M= 28.4, SD= 3.60). Ho_6 was rejected.

4.2.6.2 Working Conditions

Table 4.56

Mean Difference between Marital Status in Working Condition

	Maritalstatus	N	Mean	Std. Deviation
WC	Single	101	23.2997	2.58596
	Married	229	22.9377	1.92549

Table shows mean scores according to marital status. Single 101 in number with mean score of 23.29 (SD =2.5) and 229 married teachers with 22.93mean score (SD = 1.9).

Table 4.57

T- score of Marital Status, Working Conditions

		F	Sig.	t value	df
WC	Eq var assumed	1.747	.187	1.411	328
	Eq var not ass			1.261	150.927

To compare the deviant behaviour of the faculty members marital status wise, independent samples t-test is done, at among Public Sector Universities. There is significant no difference amongst married and single teachers' deviant behaviour because of working condition in Public sector universities Islamabad, as the significance value is 0.187 (*p = 0.187)*, showing the significant worth more than 0.050 (p = 0.050). Ho was failed to reject.

4.2.6.3 Recognition

Table 4.58

Mean Difference between Marital Status, Recognintion

	Maritalstatus	N	Mean	Std. Deviation
recognition	Single	101	6.7550	1.19110
	Married	229	7.0011	1.30818

Table shows mean scores according to marital status. Single 101 in number with mean score of 6.75 (SD = 1.19) and 229 married teachers with 7.00 mean score (SD = 1.3).

Table 4.59

t-value of marital status, Recognition

		F	Sig.	t-value	df
Recognition	Equal var assumed	.038	.846	-1.618	328
	Equal var not assumed			-1.678	208.788

To compare the deviant behaviour, samples independent t-test is steered and deviant behaviour among the faculty members of different marital status is compared, because of recognition in Public Sector Universities. There is significant no difference amongst married or unmarried faculty staff in deviant behaviour because of recognition they receive in Public sector universities in Islamabad, as the significance value is 0.846 (p = 0.846), showing the value of significance is more than 0.05 (p = 0.05). So, H_o6 was rejected.

4.2.6.4 Training

Table 4.60

Mean Difference between Married and Single Teachers, Training

	Maritalstatus	N	Mean	SD
Training	Single	101	7.7871	0.53
	Married	229	8.0371	0.8

Table shows mean scores according to marital status. Single 101 in number with mean score of 7.78 (SD = 0.53) and 229 married teachers with 8.03 mean score (SD = 0.89).

Table 4.61

T-value, Marital Status, Training

		F	Sig.	T-value
Training	Eq var assumed	19.551	.000	-2.609
	Equal var not assumed			-3.136

To compare the deviant behaviour, independent samples t-test is directed, gender wise among Public Sector University. There statistically is significant difference among married or single faculty members' deviant behaviour because training given to them in Public sector universities Islamabad, as the significance value is 0.000 (p = 0.000), showing the worth significant less than 0.050 (p = 0.050). Hence, Ho_6 was rejected.

4.2.7 Total Years of Teaching Experience

4.2.7.1 Compensation

Table 4.62

Mean Difference between Total Years of Teaching Experience, Compensation

	N	Mean	Std. Deviation
1-4	9	30.1190	3.16812
5-9	58	29.7266	1.97447
>10	263	27.8273	3.67880
Total	330	28.2236	3.50985

Above table shows mean score of faculty on the basis of total years of teaching experiences. Teachers having experience from one to four years (M = 30.11, SD = .703) and five to nine years (M = 30.03, SD = 0.384) having almost the same mean score, while teachers have experience more than 10 years have low mean score (M = 27.90, SD = 0.173).

Table 4.63

ANOVA of total Years of Teaching Experience, Compensation

	df	Mean Square	F	Sig.
Between of Groups	2	102.335	8.696	.000
Within of Groups	327	11.768		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance worth is 0.00004 (i.e., p = .00004), that is fewer than 0.05. So, the significant statistically difference is present in the mean of the deviant behaviour of different faculty members of teaching experience with different teaching experience in regard with Compensation.

As the significant value is 0.00004 (i.e., p = .00004), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.64

Post-hoc, Total Years of Teaching Experience, Compensation

(I) TYTExp	(J) TYTExp	Mean Diff (I-J)	Sig.
1-4	5-9	.3924	.862
	>10	2.2918*	.074
5-9	1-4	-.3924	.862
	>10	1.8993*	.000
>10	1-4	-2.2918*	.074
	5-9	-1.8993*	.000

MC test was lead from the table that statistically significant difference is there in deviant behaviour amongst teachers with different designations showing the significant value 0.000 (p = .000) , while there is not any significant difference of the deviant behaviour among teachers with different teaching experiences of having from

one to four and five to 9 years (p = 0.862) and having experience from one to four and more than 10 years (p = .074), while teachers with teaching experience from five to nine years and more than 10 years (p = 0.862) show the deviant behaviour regarding compensation. To compare with their mean value it is found out that teachers teaching experience from five to nine years show higher deviant behaviour than the teachers having experience more than 10 years. Ho_7 was rejected.

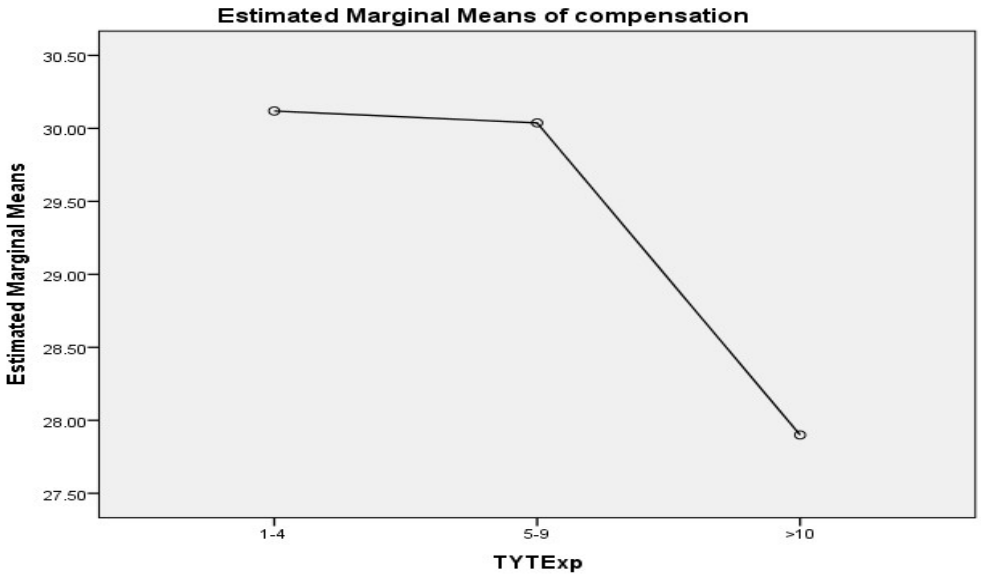


Figure 20 Means plot, Total Years of Teaching Experience, Compensation

Above table shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of compensation granted to them. Teachers with total years of experience from one to four have highest mean score, then teachers with total years of teaching experience from five to 10 and the teachers having experience in years more than 10 have the lowest mean score.

4.2.7.2 Working Conditions

Table 4.65

Mean Difference between Total Years of Teaching Experience, Working Conditions

	N	Mean	Std. Deviation
1-4	9	23.7172	.52705
5-9	58	23.9310	1.15034
>10	263	22.8310	2.29830
Total	330	23.0485	2.15171

Above table shows mean score of faculty on the basis of total years of teaching experiences. Teachers having experience from one to four years (M = 23.87, SD = 0.703), five to nine years (M = 23.92, SD = 0.15) and teachers have experience more than 10 years have almost same mean score (M = 23.10, SD = 0.167).

Table 4.66

ANOVA, Total Years of Teaching Experience, Working Conditions

	df	Mean Square	F	Sig.
Between Groups	2	30.822	6.896	.001
Within Groups	327	4.470		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the worth of significance is 0.0012 (i.e., p = .0012), that less than 0.050. So, the significant is difference there in the mean of the deviant behaviour of different teaching staff with teaching experience of different years, in regard with working conditions.

As the significant rate is 0.0012 (i.e., p = .0012), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.67

Post-hoc, Total Years of Teaching Experience, Working Conditions

(I) TYTExp	(J) TYTExp	Mean Diff (I-J)	Std. Error	Sig.
1-4	5-9	-.0030	.91089	1.000
	>10	.9854	.86057	.488
5-9	1-4	.0030	.91089	1.000
	>10	.9885*	.38460	.030
10+	1-4	-.9854	.86057	.488
	5-9	-.9885*	.38460	.030

In the above table of Multiple Comparisons**,** it is analyzed that which group is different from the other group in showing deviant behaviour. It is revealed from the above table that statistically significant is difference in deviant behaviour among teachers with different year of total teaching experiences showing the significant value 0.0010 (p = 0.001) , while there is significant no difference of deviant behaviour among teachers with different teaching experiences of having from one to four and five to 9 years (p = 1.00) and having experience from one to four and more than 10 years (p = 0.488), while teachers with teaching experience from five to nine years and more than 10 years (p = 0.30) show the deviant behaviour regarding working condition. To compare with their mean value it is found out that teachers have teaching experience from five to nine years show higher deviant behaviour. Ho_7 was rejected.

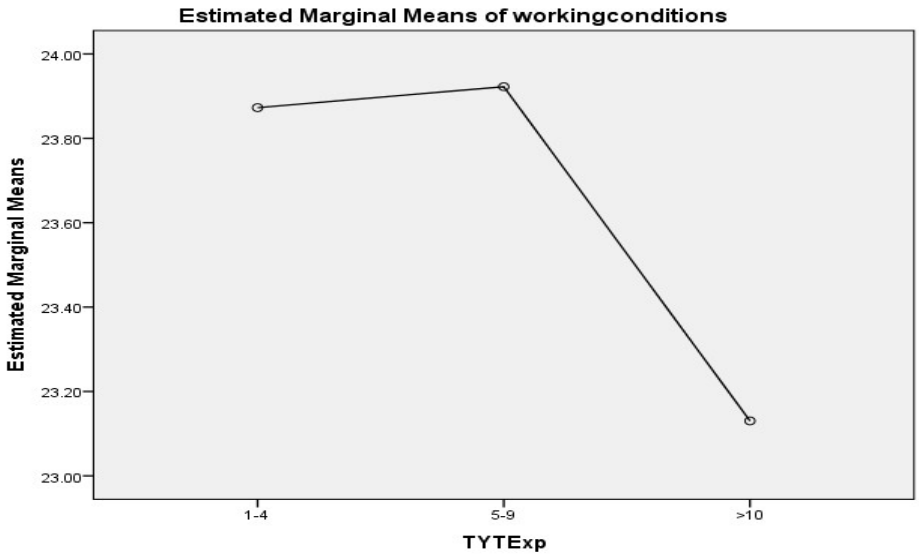


Figure 21 Means plot, TotalYears of Teaching Experience, Working Conditions

Above table shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of working conditions of an organization. Teachers with total years of experience from five to nine have highest mean score, then teachers with total years of teaching experience from one to four and the teachers having total years of teaching experience more than 10 have the lowest mean score.

4.2.7.3 Working Conditions

Table 4.68

Mean Difference between Total Years of Teaching Experience, Recognition

Years	N	Mean	Std. Deviation
1-4	9	8.0000	.00000
5-9	58	6.5733	1.00111
>10	263	6.9667	1.32669
Total	330	6.9258	1.27676

Above table shows mean score of faculty on the basis of total years of teaching experiences. Teachers having experience from one to four years have the highest mean

score (M = 8.00, SD = 0.000), then teachers have experience more than 10 years (M = 6.96, SD = 1.32) while teacher have experience between five to nine years have almost same mean score (M = 6.57, SD = 1.00).

Table 4.69

ANOVA, Total Years of Teaching Experience, Recognition

	Df	**Mean Square**	**F**	**Sig.**
Between Groups	2	9.017	5.689	.004
Within Groups	327	1.585		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance rate is 0.004 (i.e., $p = .004$), less than 0.050. So, the statistically is noteworthy difference there in the value of mean of the deviant behaviour of different faculty members of teaching experience in years in regard with recognition.

As the significant worth is 0.004 (i.e., $p = 0.004$), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.70

Post-hoc, Total Years of Teaching Experience, Recognition

(I) TYTExp	**(J) TYTExp**	**Mean Diff (I-J)**	**Std. Error**	**Sig.**
1-4	5-9	1.3833*	.35700	.000
	10+	1s.0269*	.33728	.088
5-9	1-4	-1.3833*	.35700	.000
	10+	-.3565	.15074	.059
10+	1-4	-1.0269*	.33728	.088
	5-9	.3565	.15074	.059

In the above table of Multiple Comparisons, it is analyzed that which group is different from the other group in showing deviant behaviour. There significant difference is in deviant behaviour among teachers with different year of total teaching experiences showing the significant value 0.004 ($p = 0.004$) , while there is not any significant difference of the deviant behaviour among teachers with different teaching experiences of having from one to four and more than 10 years ($p = 0.059$) while teachers with teaching experience from one to four years and five to nine years ($p = 0.000$) have statistically significant difference and show the deviant behaviour regarding recognition. To compare with their mean value it is found out that teachers have teaching experience from one to four years show higher deviant behaviour. Hence, Ho_7 was rejected.

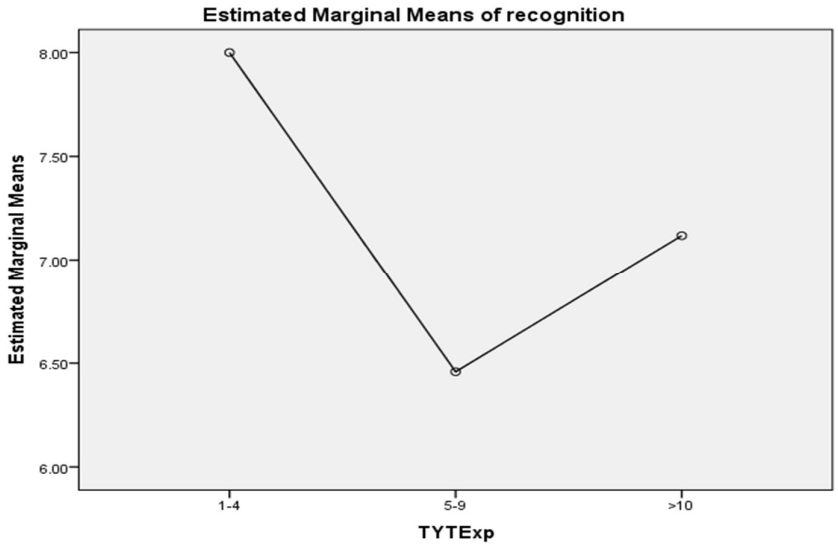


Figure 22 Means plot, Total Years of Teaching Experience, Recognition

Above figure shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of recognition

given in an organization. Teachers with total years of experience from one to four years have highest mean score, then teachers with total years of teaching experience more than 10 , whereas from five to nine years' experience of teaching have the lowest mean score.

4.2.7.4 Training

Table 4.71

Mean Difference between Total Years of Teaching Experience, Training

Years	N	Mean	Std. Deviation
1-4	9	8.0556	.52705
5-9	58	8.3190	.81890
>10	263	7.8783	.79534
Total	330	7.9606	.80931

Above table shows mean score of faculty on the basis of total years of teaching experiences. Teachers having experience from five to nine years (M = 8.31, SD = 0.81) and more than 10 years (M = 7.8, SD = 0.79) have almost same mean score and then teachers have experience one to four with mean score (M = 8.05, SD = 0.527).

Table 4.72

ANOVA, Total Yeears of Teaching Experience, Training

TYTExp	Df	Mean Square	F	Sig.
Between Groups	2	4.655	7.383	.001
Within Groups	327	.631		
Total	329			

The ANOVA analysis demonstrated the difference amongst the mean value either they is significant difference of between groups or with groups, made on the basis of multiple teaching experiences. The table reveals that the value of significance is 0.00011(i.e., p = .00011), a lesser amount than 0.05, so in the mean there statistically significant is difference. There is the deviant behaviour of different faculty members of teaching experience in regard with training given to them.

As the significant rate is 0.0011 (i.e., $p = .0011$), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.73

Post-hoc, Total Years of Teaching Experience, Training

(I) TYTExp	(J) TYTExp	Mean Diff (I-J)	Std. Error	Sig.
1-4	5-9	1.3833*	.35700	.000
	>10	1.0269*	.33728	.078
5-9	1-4	-1.3833*	.35700	.000
	>10	-.3565	.15074	.057
>10	1-4	-1.0269*	.33728	.078
	5-9	.3565	.15074	.057

From the above table, it is analyzed that which group is different from the other group in showing deviant behaviour. There, the significant is not difference of the deviant behaviour among teachers with different teaching experiences of having from one to four and more than 10 years (p = 0.78) and having experience from five to nine and more than 10 years (p = 0.057), while teachers with teaching experience from one to four years and five to nine years (p = 0.000) have statistically significant difference and show the deviant behaviour regarding training. To compare with their mean value it is found out that teachers have teaching experience from five to nine years show higher significant value and deviant behaviour. Hence, Ho_7 was rejected.

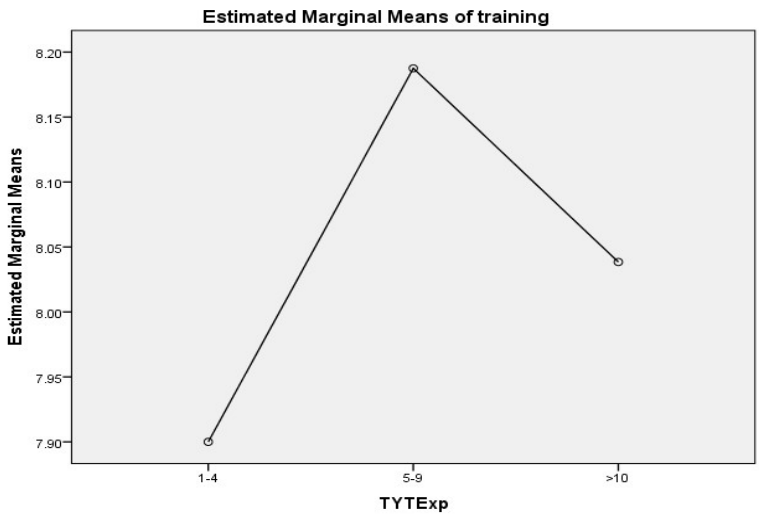


Figure 23 Means plot, Total Years of Teaching Experience, Training

Above figure shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of training given by an organization. Teachers with total years of experience from five to nine have highest mean score, then teachers with total years of teaching experience from more than 10 years and teachers having total years of teaching experience from one to four have the lowest mean score.

4.2.8 Total Years of Experience in Current Organization

4.2.8.1 Compensation

Table 4.74

Mean Difference between Total Years of Teaching Experience in Current Organization due to Compensation

	N	Mean	Std. Deviation
0-1	9	30.1190	3.16812
1-5	30	30.2667	2.32107
6-10	134	28.8465	3.17338
>10	157	27.1929	3.66965
Total	330	28.2236	3.50985

Above table shows different mean score of teaching faculty with total year of teaching experiences in the current institute in public sector showing deviant behaviour because of compensation granted to them. Teachers with total years of experience in current organization of one year (p = 30.11, SD = 0.703) and from one to five years (p = 30.43, SD = 0.536) have almost same mean score, teachers of teaching experience in years in current organization from six to 10 years have less mean score (p = 28.82, SD = 0.208) and the teachers having total years of teaching experience more than 10 have the lowest mean score (p = 26.99, SD = 0.27).

Table 4.75

ANOVA of Total Years of Teaching Experience in Current Organization, Compensation

	df	**Mean Square**	**F**	**Sig.**
Between the Grps	3	125.445	11.123	.000
Within the Grps	326	11.278		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the value of significance is 0.000001 (i.e., $p = .000001$), that is a reduced amount than 0.05. So, the statistically here is significant difference of the deviant behaviour mean of different faculty members with teaching experience in years in the current organization in regard with Compensation.

As the significant value is 0.000001 (i.e., $p = .000001$), so Tukey post-hoc test is conducted to check either which group of teachers with different designation is showing deviant behaviour.

Table 4.76

Post-hoc, Total Years of Teaching Experience in Current Organization, Compensation

(I) TYExpcurrent	(J) TYExpcurrent	Mean Difference (I-J)	Std. Error	Sig.
	1-5	-.1476	.80147	.998
0-1	6-10	1.2726	.72616	.069
	>10	2.9261*	.72281	.102
	0-1	.1476	.80147	.998
1-5	6-10	1.4202*	.42594	.065
	>10	3.0738*	.42019	.000
	0-1	-1.2726	.72616	.069
6-10	1-5	-1.4202*	.42594	.065
	>10	1.6536*	.24802	.000
	0-1	-2.9261*	.72281	.102
>10	1-5	-3.0738*	.42019	.000
	6-10	-1.6536*	.24802	.000

Multiple comparisons shows the difference among the significant differences of the deviant behaviour of the faculty members group made on the basis of teaching experience they have in total in years. showing the significant worth 0.000 ($p = .000$) are teachers having experience from six to 10 and above 10 years, while there is not any significant difference among teachers with different teaching experiences of having from one and one years ($p = 0.998$) and having experience from one and six 10 years ($p = .069$), teachers with teaching experience from one and more than 10 years ($p = 0.102$), teachers with teaching experience from one to five and six to 10 years ($p = 0.065$) and teachers with teaching experience from one to five and above 10 years ($p = 0.662$). To compare with their mean value it is found out that teachers teaching experience from six to 10 years show higher significant value than the teachers having experience more than 10 years. Ho_8 was rejected.

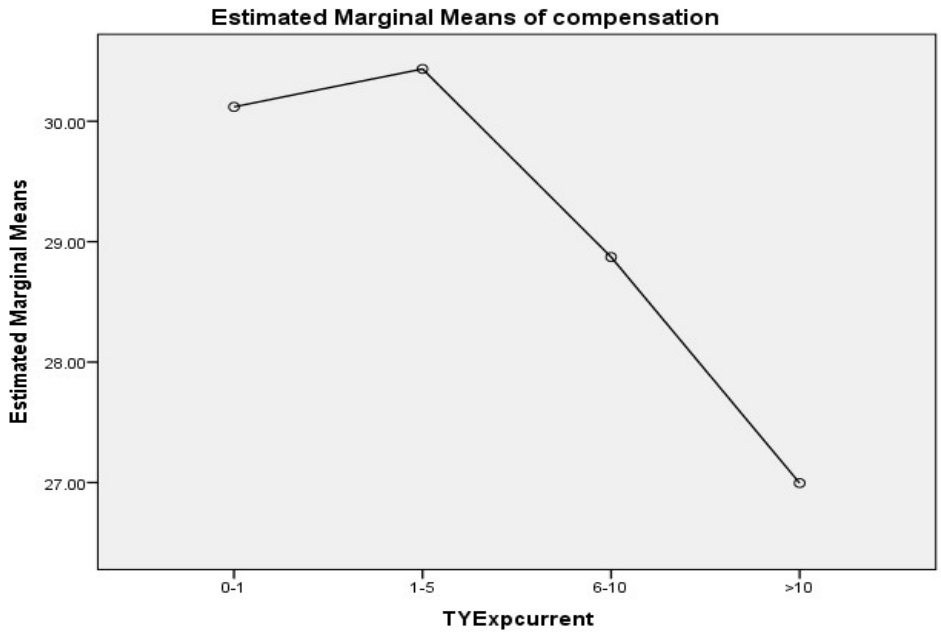


Figure 24 Means plot, Total Years of Teaching Experience in Current Organization, Compensation

Above table shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of compensation granted to them. Teachers with total experience in current organization from one to five have the highest mean score, then teachers with teaching experience in years of one year, from one to five have lower mean score than one year teaching experience, then six to 10 and the teachers having total years of teaching experience more than 10 have the lowest mean score.

4.2.8.2 Working Conditions

Table 4.77

Mean Difference between Total Years of Teaching Experience in Current Organization, in Working Conditions

Years	N	Mean	Std. Deviation
0-1	9	23.7172	.52705
1-5	30	24.1091	1.52539
6-10	134	23.2008	2.05275
>10	157	22.6775	2.30746
Total	330	23.0485	2.15171

Above table shows different mean score of teaching faculty with total year of teaching experiences in the current institute in public sector showing deviant behaviour because of working condition of the organization. Teachers with total years of experience in current organization of one year (M = 23.71, SD = 0.52) and from six to 10 years (M= 23.20, SD = 2.05) have almost same mean score, teachers with total years of teaching experience in current organization more than 10 years have the least mean score (M = 22.67, SD = 2.30), and the teachers having total years of teaching experience from one to five have the highest mean score (M = 24.10, SD = 1.52).

Table 4.78

ANOVA, Total Years of Teaching Experience in Current Organization, Working Conditions

	df	**Mean Square**	**F**	**Sig.**
Between Groups	3	20.830	4.649	.003
Within Groups	326	4.481		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance rate is 0.0031 (i.e., p = .0031), a lesser amount of than 0.05. So, statistically p value is there in the mean of the deviant behaviour of different teaching staff of teaching experience with different years in the current organization in regard with working condition of the organization.

As the significant worth is 0.0031 (i.e., p = .0031), a reduced amount of than 0.05, so Tukey post-hoc test is conducted to check either which group of teachers with different years of teaching experiences show the deviant behaviour.

Table 4.79

Post-hoc, Total Years of Teaching Experience in Current Organization, Working Conditions

(I) TYExpcurrent	(J) TYExpcurrent	Mean Diff (I-J)	Std. Error	Sig.
	1-5	-.2303	.99013	.996
0-1	6-10	.6404	.89085	.889
	>10	1.1268	.88635	.583
	0-1	.2303	.99013	.996
1-5	6-10	.8707	.55085	.393
	>10	1.3571	.54355	.035
	0-1	-.6404	.89085	.889
6-10	1-5	-.8707	.55085	.393
	>10	.4864	.32972	.455
	0-1	-1.1268	.88635	.583
>10	1-5	-1.3571	.54355	.035
	6-10	-.4864	.32972	.455

Multiple Comparisons is the table which shows the difference of deviant behaviour of different groups. There significant no difference among teachers with different teaching experiences of having till one and one to five years (p = 0.996) and having experience till one to five and six to 10 years (p = 0.889), teachers with teaching experience till one and more than 10 years (p = 0.583), teachers with teaching experience from one to five and six to 10 years (p = 0.393) and teachers with teaching experience from one to five and above 10 years (p = 0.455). While there statistically significant is difference in deviant behaviour amongst teachers with different teaching experiences showing the significant value 0.030 (p = .030) are teachers having experience from six to 10 and above 10 years. To compare with their mean value it is found out that teachers teaching experience from six to 10 years show higher significant value. Ho_8 was rejected.

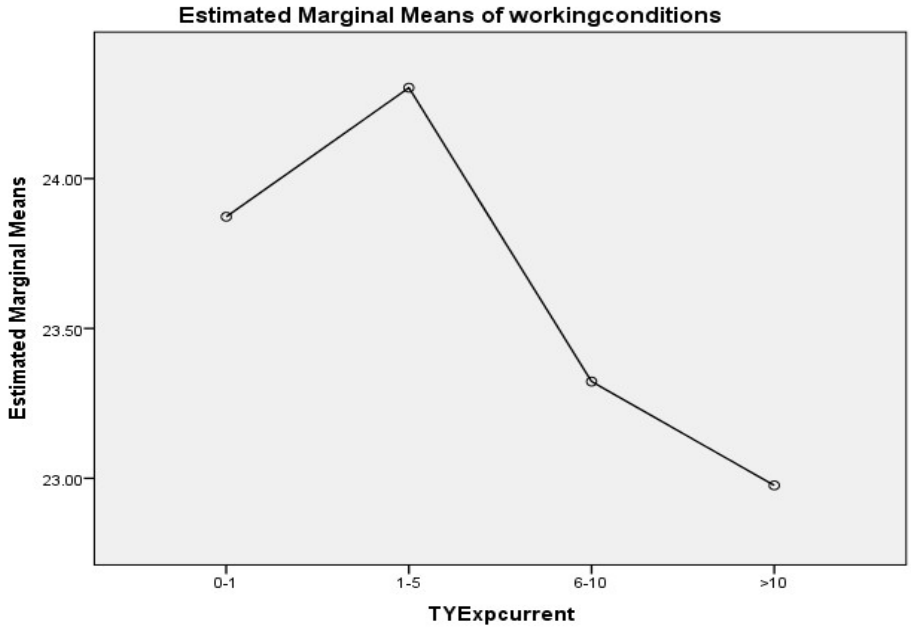


Figure 25 Means plot, Total Years og Teaching Experience in Current Organization, Working Conditions

Above table shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of working condition of the organization. Teachers with total years of experience in current organization from one to five have the highest mean score, then teachers with total years of teaching experience till one year, then six to 10 and the teachers having total teaching experience in years added than 10 have the lowest mean score.

4.2.8.3 Recognition

Table 4.80

Mean Difference between Total Years of Teaching Experience in Current Organization, Recognition

	N	Mean	Std. Deviation
0-1	9	8.0000	.00000
1-5	30	6.0000	.90972
6-10	134	7.4366	1.10139
>10	157	6.6051	1.30031
Total	330	6.9258	1.27676

Above table shows different mean score of teaching faculty with total year of teaching experiences in the current institute in public sector showing deviant behaviour because of recognition. Teachers with total years of experience in current organization of one year (M = 8.00, SD = 0.000) have the highest mean score then from six to 10 years (M = 7.44, SD = 1.100) whereas, teachers with total years of teaching experience in current organization more than 10 years have the least mean score (M = 6.6, SD = 1.3), and the teachers having total years of teaching experience from one to five (M = 6.00, SD = 0.90) have almost the same mean score.

Table 4.81

ANOVA, Total Years of Teaching Experience in Current Organization, Recognition

	Df	**Mean Square**	**F**	**Sig.**
Between Groups	3	29.068	21.100	.000
Within Groups	326	1.378		
Total	329			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the significance worth is 0.000023(i.e., p = .000023), a reduced amount than 0.05. So, there is substantial difference in the value of mean score of the deviant behaviour amongst different faculty of teaching experience in years in the current organization in regard with recognition given in any organization.

As the significant value is 0.000 (i.e., p = .000023),less than 0.050, so Tukey post-hoc test is conducted to check either which group of teachers with different years of teaching experiences show the deviant behaviour.

Table 4.82

Post-hoc, Total Years of Teaching Experience in Current Organization, Recognition

(I) TYExpcurrent	(J) TYExpcurrent	Mean Diff(I-J)	Std. Error	Sig.
	1-5	1.9333*	.38165	.080
0-1	6-10	.5794	.34338	.334
	>10	1.3733*	.34165	.071
	0-1	-1.9333*	.38165	.080
1-5	6-10	-1.3540*	.21233	.072
	>10	-.5600*	.20952	.062
	0-1	-.5794	.34338	.334
6-10	1-5	1.3540*	.21233	.072
	>10	.7939*	.12709	.000
	0-1	-1.3733*	.34165	.071
>10	1-5	.5600*	.20952	.062
	6-10	-.7939*	.12709	.000

In the above analysis Multiple Comp., it is analyzed that which group is different from the other group in showing deviant behaviour. There significantly no difference among teachers with multiple teaching experiences of having till one and one to five years (p = 0.080) and having experience till one and six to 10 years (p = 0.334), teachers with teaching experience till one and more than 10 years (p = 0.71), teachers with teaching experience from one to five and six to 10 years (p = 0.072) and teachers with teaching experience from one to five and above 10 years (p = 0.062). While there statistically is a significant difference in deviant behaviour of teachers with

many teaching experiences showing the significant value 0.000 (p = .000) are teachers having experience from six to 10 and above 10 years. To compare with their mean value it is found out that teachers teaching experience from six to 10 years show higher significant value. Hence, Ho_8 was rejected.

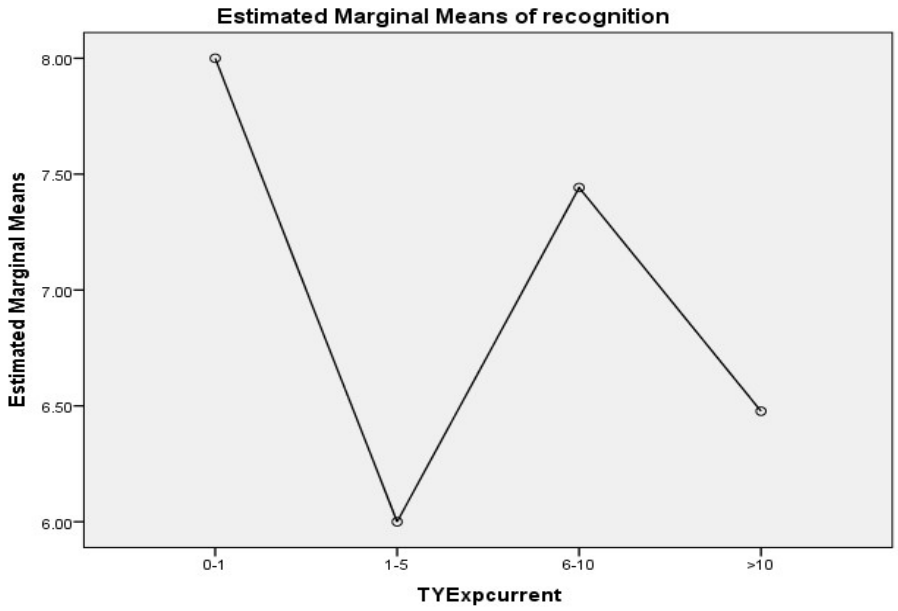


Figure 26 Means plot, Total Years of Teaching Experience in Current Organization, Recognition

Above figure shows different mean score of teaching faculty members with total year of teaching experiences in public sector showing deviant behaviour because of recognition given by any organization. Teachers with total years of experience in current organization from till one have the highest mean score, then teachers with total years of teaching experience from six to 10 and above 10 respectively, whereas the teachers having total years of teaching experience from one to five have the lowest mean score.

4.2.8.4 Training

Table 4.83

Mean Difference between Total Years of Teaching Experience inCurrent Organization, Training

	N	Mean	Std. Deviation
0-1	9	8.0556	.52705
1-5	30	8.1500	.65522
6-10	134	7.8918	.74746
>10	157	7.9777	.89397
Total	330	7.9606	.80931

Above table shows different mean score of teaching faculty with total year of teaching experiences in the current institute in public sector showing deviant behaviour because of training given in any organization. Teachers with total years of experience in current organization of one year (M = 8.0, SD = 0.52) and from one to five years (M = 8.1, SD = 0.655) have almost same mean score, teachers with total years of teaching experience in current organization six to ten have mean score (p = 7.8, SD = 0.74), and the teachers having total years of teaching experience more than 10 years have mean score (p = 7.9, SD = 0.89).

Table 4.84

ANOVA, Total Years of Teaching Experience inCurrent Organization, Training

TYTExpcurr	df	Mean Square	F	Sig.
Between Groups	3	.613	.935	.024
Within Groups	326	.655		
Total	329			

The table 4.84 is the outcome of the ANOVA investigation which reveals the substantial difference amongst the value of means scores in between the groups or

within the groups. It is found that the value of p is 0.024 (i.e., $p = .024$), more than 0.05, so the significant value is there in the mean scores of the deviant behaviour of different faculty members of teaching experience of different year, in the current organization in regard with training given to them by the organization.

Table 4.85

Post-hoc, Multiple Comparison of Total Years of Teaching Experience in Current Organization, Training

(I) TYExpcurrent	(J) TYExpcurrent	Mean Diff(I-J)	Std. Error	Sig.
	1-5	1.9333*	.38165	.090
0-1	6-10	.5794	.34338	.434
	>10	1.3733*	.34165	.081
	0-1	-1.9333*	.38165	.090
1-5	6-10	-1.3540*	.21233	.092
	>10	-.5600*	.20952	.062
	0-1	-.5794	.34338	.434
6-10	1-5	1.3540*	.21233	.092
	>10	.7939*	.12709	.000
	0-1	-1.3733*	.34165	.081
>10	1-5	.5600*	.20952	.062
	6-10	-.7939*	.12709	.000

The table above, Multiple Comp. shows the result that which group of teachers show deviant workplace behaviour on the basis of teaching experience in the current organization due to training. There significantly no difference among teachers with multiple teaching experiences of having till one and one to five years (p = 0.090) and

having experience till one and six to 10 years (p = 0.434), teachers with teaching experience till one and more than 10 years (p = 0.081), teachers with teaching experience from one to five and six to 10 years (p = 0.092) and teachers with teaching experience from one to five and above 10 years (p = 0.062). While there statistically is a significant difference in deviant behaviour of teachers with many teaching experiences showing the significant value 0.000 (p = .000) are teachers having experience from six to 10 and above 10 years. To compare with their mean value it is found out that teachers teaching experience from six to 10 years show higher significant value. Hence, Ho_8 was rejected.

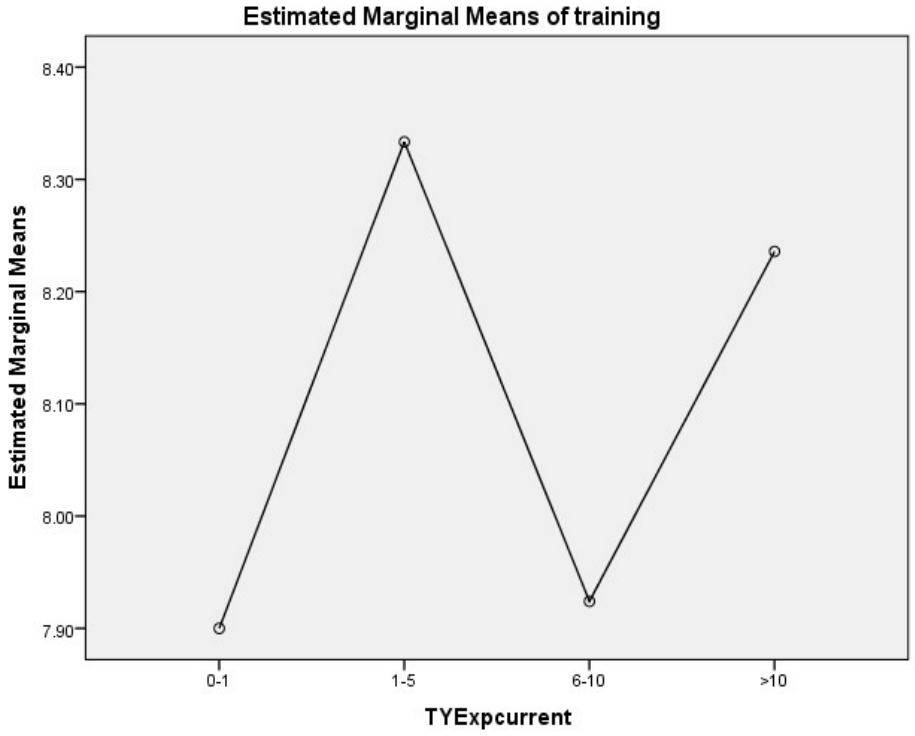


Figure 27 Means plot, Total Years of Teaching Experience in Current Organization, Training

Above figure shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of training

given to them by the organization. Teachers with total years of experience in current organization from one to five have the highest mean score, then teachers with total years of teaching experience more than 10 and six to 10 years teaching experience respectively, whereas teachers having teaching experience till one have the lowest mean score.

4.2.9 Salary Package

4.2.9.1 Compensation

Table 4.86

Mean Score between Salary Packages, Compensation

	N	Mean	Std. Deviation
50000-60000	38	31.8327	3.13800
60000-70000	24	30.1756	2.77058
70000-80000	57	28.1416	1.83506
>80000	211	27.3737	3.50801
Total	330	28.2236	3.50985

Above table shows mean score of faculty on the basis of salary. Teachers having salary from 50,000 – 60,000 (M = 30.63, SD = 0.523) and 60,000 – 70,000 (M = 30.65, SD = 0.438) having almost the same mean score, while teachers have salary 70,000 – 80,000 (p = 28.28, SD = 0.292) have a little less mean score and teachers have salary having more than 80,000 years have the lowest mean score (M = 27.60, SD = 0.210).

Table 4.87

ANOVA, Salary Pachage, Compensation

	df	Mean Square	F	Sig.
Between Groups	3	37.396	3.935	.010
Within Groups	152	9.502		
Total	155			

ANOVA output analysis is shown in the table in which it can be seen that between or with in groups there statistically significant difference is present or not. Here the value significance is 0.010 (i.e., $p = .010$), that is less than 0.05. So, the significant difference is there in the mean of the deviant behaviour of different faculty members with different salary packages in regard with Compensation.

As the significant rate is 0.0100 (i.e., $p = .0100$), that is less than 0.05, so Tukey post-hoc test is conducted to check either which group of teachers with different salary package is showing deviant behaviour.

Table 4.88

Post-hoc, Salary Packages, Compensation

(I) Salary	(J) Salary	Mean Diff. (I-J)	Std. Error	Sig.
	60000-70000	1.6571*	.54984	.115
50000-60000	70000-80000	3.6911*	.44164	.100
	>80000	4.4590*	.37163	.100
	50000-60000	-1.6571*	.54984	.115
60000-70000	70000-80000	2.0340*	.51314	.101
	>80000	2.8019*	.45428	.100
	50000-60000	-3.6911*	.44164	.100
70000-80000	60000-70000	-2.0340*	.51314	.101
	>80000	.7679	.31480	.002
	50000-60000	-4.4590*	.37163	.100
80000+	60000-70000	-2.8019*	.45428	.100
	70000-80000	-.7679	.31480	.002

The above table displays the difference of deviant behaviour of different groups. Here is statistically significant no difference in deviant behaviour among teachers with different salary packages of 50,000 – 60,000and 60,000 – 70,000 (p = 0.115), 50,000 – 60,000 and 70,000 to 80,000 rupees (p = 0.100) 50,000 to 60,000 rupees and above 80,000 rupees (p = 0.100), 60,000 – 70,000 and 70,000 to 80,000 rupees(p = 0.101) and having salary of 60,000 to 70,0000 above 80,000 rupees (p = 0.100), while there is

significant difference among teachers with salary package of 70,000 – 80,000 and above 80,000 rupees (p = 0.002). To compare with the mean score it is found that teachers having salary between 70,000 to 80,000 rupees have higher significant value. So, Ho_9 was rejected.

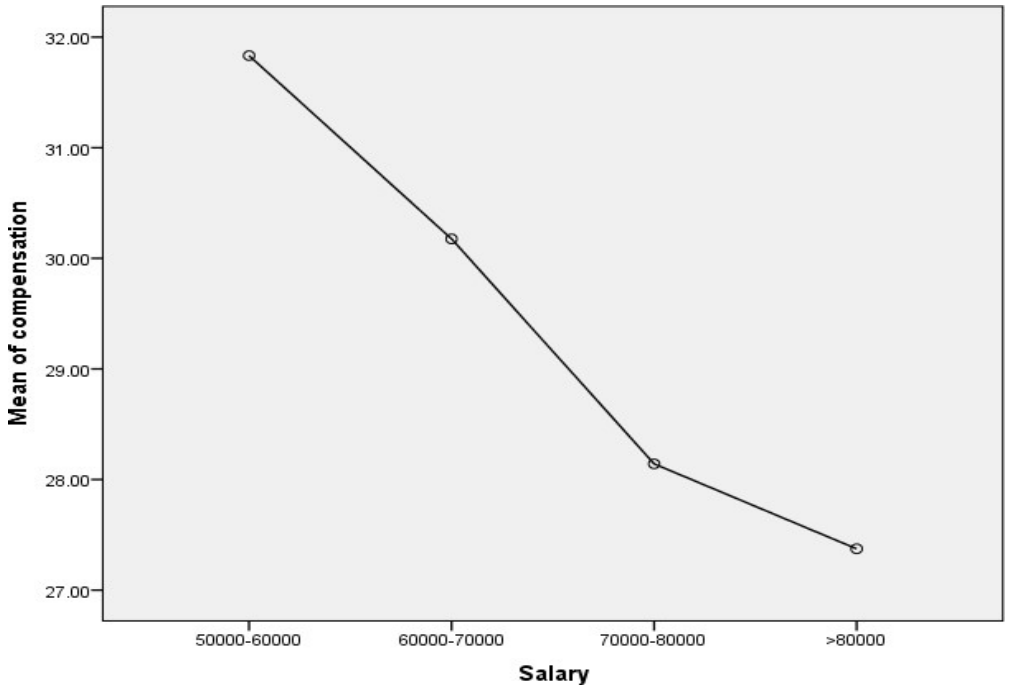


Figure 28 Means plot, Salary Packages, Compensation

Above table shows different mean score of teaching faculty with salary packages in public sector showing deviant behaviour because of compensation granted to them. Teachers with salary package of 50 – 60 thousand rupees have the highest mean score, then teachers with of 60 – 70 thousand rupees and 70 – 80 thousand rupees, while teachers having the salary package more than 80 thousand rupees have the lowest mean score.

4.2.9.2 Working Conditions

Table 4.89

Mean Difference between Salary Packages in Working Conditions

Salary	N	Mean	Std. Deviation
50000-60000	38	24.5646	.92400
60000-70000	24	25.8409	1.15312
70000-80000	57	21.9841	.87840
>80000	211	22.7454	2.24604
Total	330	23.0485	2.15171

Above table shows mean score of faculty on the basis of salary. Teachers having salary from 60,000 to 70,000 (M = 25.84, SD = 0.492) have the highest mean score, then teacher having salary 50,000 to 60,000 (M = 25.84, SD = 1.15), while teachers having salary 70,000 to 80,000 (M = 21.98, SD = 0.87) and more than 80,000 (M = 22.74, SD = 2.24) almost have the same mean score.

Table 4.90

ANOVA of Salary Packages, Working Conditions

	df	Mean Square	F	Sig.
Between Groups	3	119.486	33.442	0.000
Within Groups	326	3.573		
Total	329			

Table displays the output of ANOVA analysis that reveals if significant is difference present between groups or within groups means. It is found that significance rate is 0.000004 (i.e., p = .000004), that is lower than 0.05, hence, significant difference is present in the mean of the deviant behaviour of faculty members with different salary packages in regard with Compensation.

As the significant value is 0.000004 (i.e., $p = 0.000004$), which is less than 0.05, so Tukey test, post-hoc is conducted to check either which group of teachers with different salary package is showing deviant behaviour

Table 4.91

Post-hoc, Salary Range, Working condition

(I) Salary	(J) Salary	Mean Diff (I-J)	Sig.
	60000-70000	-1.4385	.197
50000-60000	70000-80000	2.4356*	.000
	>80000	1.7874*	.063
	50000-60000	1.4385	.197
60000-70000	70000-80000	3.8741*	.080
	>80000	3.2259*	.225
	50000-60000	-2.4356*	.000
70000-80000	60000-70000	-3.8741*	.080
	>80000	-.6482	.418
	50000-60000	-1.7874*	.063
80000+	60000-70000	-3.2259*	.225
	70000-80000	.6482	.418

In Multiple Comparisons table, it is analyzed that which group is different from the other group in showing deviant behaviour. There is significant no difference in deviant behaviour among teachers with different salary packages of 50,000 to 60,000 rupees and 60,000 to 70,000 (p = 0.197), 50,000 – 60,000 and above 80,000 rupees (p = 0.063), 60,000 to 70,000 and 70,000 to 80,000 rupees(p = 0.080) and having salary of 60,000 to 70,0000 above 80,000 rupees (p = 0.225) and teachers having salary

package between 70,000 to 80,000 rupees (p = 0.418), while there is significant difference among teachers with salary package of 50,000 to 60,000 rupees and 60,000 to70,000 rupees (p = 0.000). To compare with the mean score it is found that teachers having salary between 50,000 to 60,000 rupees have higher significant value. Ho_9 was rejected.

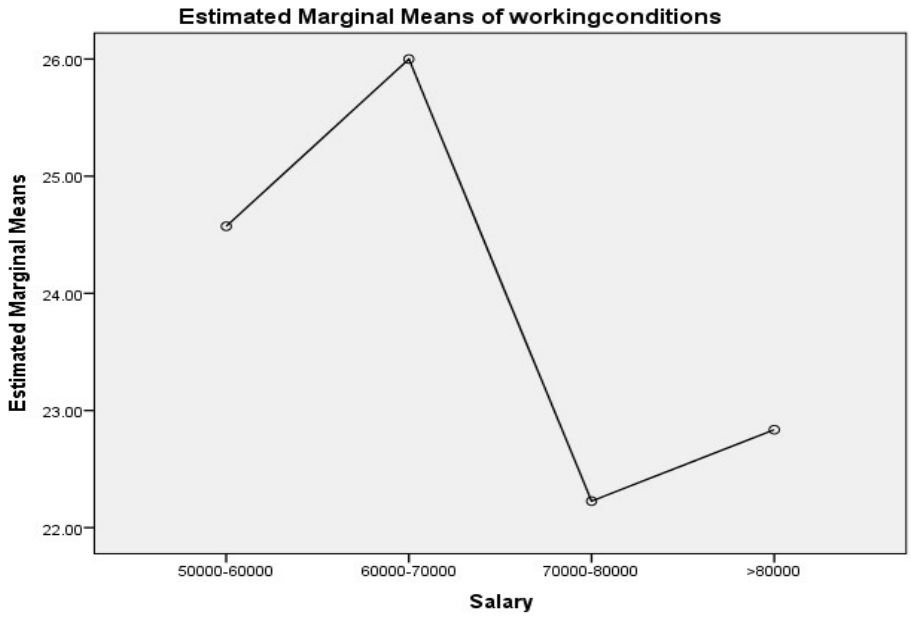


Figure 29 Means plot, Salary Packages, Working Conditions

Above figure shows different mean score of teaching faculty with salary packages in public sector showing deviant behaviour because of working condition in the organization. Teachers with salary package of 60 to 70 thousand rupees have the highest mean score, then teachers with of 50 to 60 thousand rupees and above 80 thousand rupees, while teachers having the salary package 70 to 80 thousand rupees have the lowest mean score.

4.2.9.3 Recognition

Table 4.92

Mean Score between Salary Packages, Recognition

Salary	N	Mean	Std. Deviation
50000-60000	38	7.1513	1.67407
60000-70000	24	7.4063	.98027
70000-80000	57	7.1360	1.03085
>80000	211	6.7737	1.26516
Total	330	6.9258	1.27676

Above table shows mean score of faculty on the basis of salary. Teachers having salary from 60,000 to 70,000 rupees (M = 7.4, SD = 0.98) and 70 to 80 thousand rupees (M= 7.1, SD = 1.03) and the teachers having salary 50,000 to 60,000 (M = 7.1, SD = 1.67) have almost the same mean score and more than 80,000 (p = 6.7, SD = 1.26) almost has the lowest mean score.

Table 4.93

ANOVA, Salary Packages, Recognition

	df	Mean Square	F	Sig.
Between Groups	3	4.957	3.099	.027
Within Groups	326	1.599		
Total	329			

Table 4.93 describes ANOVA analysis. It reveals if there is any significant difference of the mean between groups or the mean of within groups. The table discloses that the value of significance is 0.027 (i.e., $p = .027$), a lesser amount than 0.05, hence, statistically there is substantial difference of value of the mean score of deviant behaviour of different faculty members with different salary packages in regard with recognition.

As the significant worth is 0.027 (i.e., $p = 0.027$), that is less than 0.050, so Tukey post-hoc test is conducted to check either which group of teachers with different salary package is showing deviant behaviour.

Table 4.94

Post-Hoc, Salary Range, Recognition

(I) Salary	(J) Salary	Mean Diff(I-J)	Std. Error	Sig.
	60000-70000	-.2598	.27865	.788
50000-60000	70000-80000	-.0322	.23052	.999
	>80000	.2493	.19375	.573
	50000-60000	.2598	.27865	.788
60000-70000	70000-80000	.2276	.25793	.814
	>80000	.5091	.22567	.014
	50000-60000	.0322	.23052	.999
70000-80000	60000-70000	-.2276	.25793	.814
	>80000	.2815	.16253	.311
	50000-60000	-.2493	.19375	.573
80000+	60000-70000	-.5091	.22567	.014
	70000-80000	-.2815	.16253	.311

Which group is different from the other, it is shown in Multiple Comparisons **t**able. From the analysis is revealed that statistically significant no difference in deviant behaviour among teachers with different salary packages of 50 to 60 thousand rupees and 60,000 to 70,000 (p = 0.788), 50,000 – 60,000 and 70 to 80 rupees (p = 0.999), 50 to 60 thousand rupees and above 80 rupees(p = 0.573) teachers having of 60 to 70 thousand rupees and 70 to 80 thousand rupees (p = 0.814) and teachers having salary package between 70 to 80 thousand rupees and above 80 thousand rupees (p = 0.311), while there is significant difference among teachers with salary package of 60 to 70 thousand and above 80 thousand rupees (p = 0.014). To compare with the mean score it is found that teachers having salary between 60 to 70 thousand rupees have higher significant value. Hence, Ho_9 was rejected.

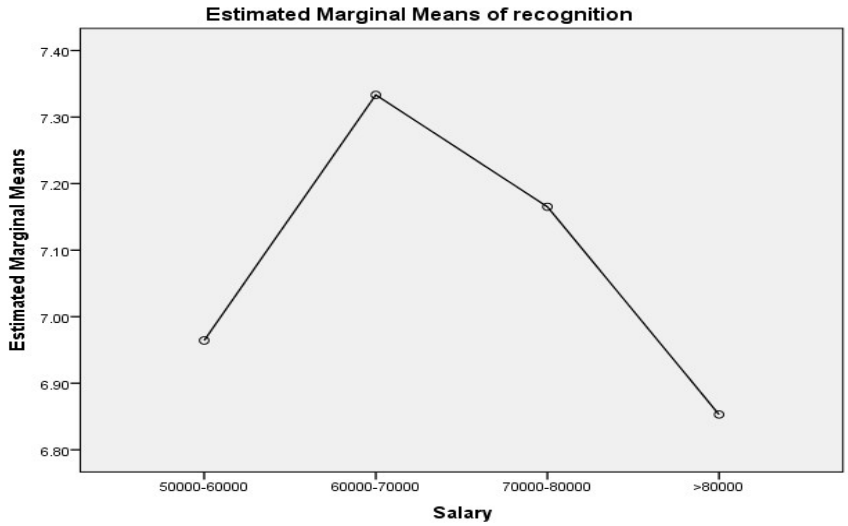


Figure 30 Means plot, Salary Packages, Recognition

Above figure shows different mean score of teaching faculty with salary packages in public sector showing deviant behaviour because of recognition. Teachers with salary package of 60 to 70 thousand rupees have the highest mean score, then teachers with of 70 to 80 thousand rupees and 50 to 60 thousand rupees respectively, while teachers having the salary package more than 80 thousand rupees have the lowest mean score.

4.2.9.4 Training

Table 4.95

Mean Difference between Salary Packages, Training

Salary	N	Mean	Std. Deviation
50000-60000	38	7.5526	.46192
60000-70000	24	8.2813	.74932
70000-80000	57	7.6579	.30848
>80000	211	8.0794	.90595
Total	330	7.9606	.80931

Above table shows mean score of faculty on the basis of salary. Teachers having salary from 60 to 70 thousand rupees (M = 8.28, SD = 0.74) and more than 80 thousand rupees (M = 8.07, SD = 0.90) have almost the same mean score, then teacher having

salary from 50 to 60 thousand rupees (M = 7.5, SD = 0.46), teachers having salary 70 to 80 (M = 7.6, SD = 0.30) almost have the same mean score.

Table 4.96

ANOVA, Salary Packages, Training

	Df	Mean Square	F	Sig.
Between Groups	3	5.664	9.302	.000
Within Groups	326	.609		
Total	329			

Table 4.96 is the outcome of ANOVA exploration. It further demonstrates the noteworthy difference of the mean value between the groups or within the groups. It can be evaluated that the value of p is 0.000031 (i.e., p = .000031), lower than 0.050, hence, significant is difference in the value of the mean scores of the deviant behaviour of different faculty members with different salary packages in regard with training.

As the value of p is .000031 (i.e., p = 0.000031), that is less than 0.05, so Tukey test, post-hoc, is conducted to check either which group of teachers with different salary package is showing deviant behaviour.

Table 4.97

Post-hoc, Multiple Comparison of Teacher' Salary Range, Training

(I) Salary	(J) Salary	Mean Difference (I-J)	Std. Error	Sig.
	60000-70000	-.2598	.27865	.788
50000-60000	70000-80000	-.0322	.23052	.999
	>80000	.2493	.19375	.573
	50000-60000	.2598	.27865	.788
60000-70000	70000-80000	.2276	.25793	.814
	>80000	.5091	.22567	.014
	50000-60000	.0322	.23052	.999
70000-80000	60000-70000	-.2276	.25793	.814
	>80000	.2815	.16253	.311
	50000-60000	-.2493	.19375	.573
80000+	60000-70000	-.5091	.22567	.014
	70000-80000	-.2815	.16253	.311

In the above table of Multiple Comparisons, it is analyzed that which group is different from the other group in showing deviant behaviour. The table reveals that significant no difference is there in deviant behaviour among teachers with different salary packages of 50 to 60 thousand rupees and 60 to 70 thousand rupees (p = 0.788), 50 to 60 thousand rupees and 70 to 80 rupees (p = 0.999), 50 to 60 thousand rupees and above 80 thousand rupees (p = 0.573) and having salary of 60 to 70 thousand rupees and 70 to 80 rupees (p = 0.814) and teachers having salary package between 70 to 80 thousand rupees and above 80 thousand rupees (p = 0.311), while there is significant difference among teachers with salary package of 60 to 70 thousand rupees and above 80 thousand rupees (p = 0.014). To compare with the mean score it is found that teachers having salary between 60 to 70 thousand rupees have higher significant value. Hence, Ho_9 was rejected.

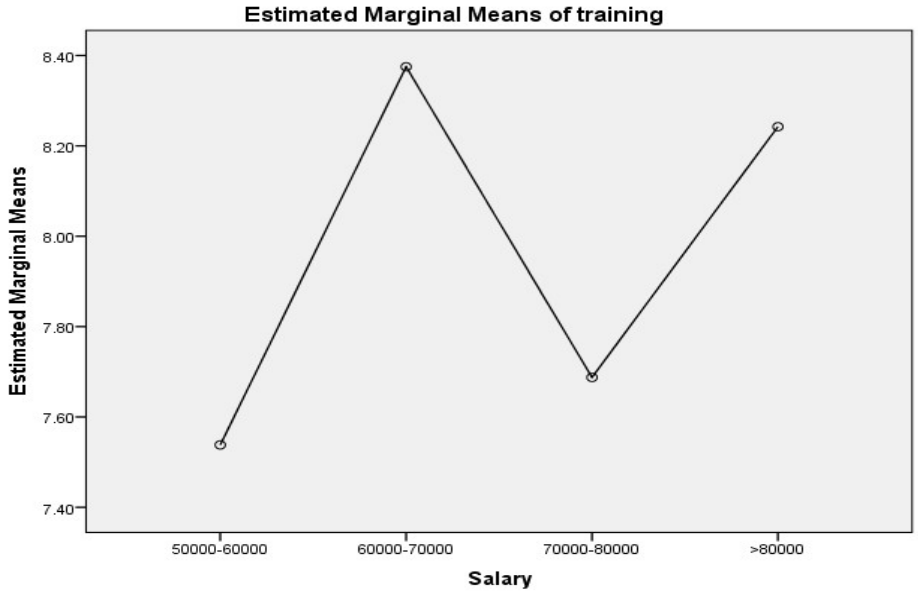


Figure 31 Means plot, Salary Packages, Training

Above figure 4.28 shows different mean score of teaching faculty with salary packages in public sector showing deviant behaviour because of training given in the

organization. Teachers with salary package of 60 to 70 thousand rupees have the highest mean score, then teachers with more than 80 thousand rupees and 70 to 80 thousand rupees respectively, while teachers having the salary package 50 to 60 thousand rupees have the lowest mean score.

Section B:

4.2.1 Gender

4.2.1.5 Personal Factors

Table 4.98

Mean Difference between Male and Female due to personal Factors

	Gender	N	Mean	Std. Deviation
Personalfactors	Male	218	13.6853	2.05775
	Female	112	13.2714	2.02415

Table 4.95 shows gender wise mean scores. Male 218 with mean score of 13.86 (SD = 2.05) and 112 female teachers with 13.27 mean score (SD = 2.02).

Table 4.99

T-value, Gender, Training

	Gender	F	Sig.	T-value
PF	Equal variances assumed	.177	.674	1.740
	Equal variances not assumed			1.749

To compare the deviant behaviour, independent samples t-test was steered, gender wise among Public Sector University. There, statistically no significant difference gender wise (p = 0.674) deviant behaviour because of personal factors. Ho_1 failed to reject.

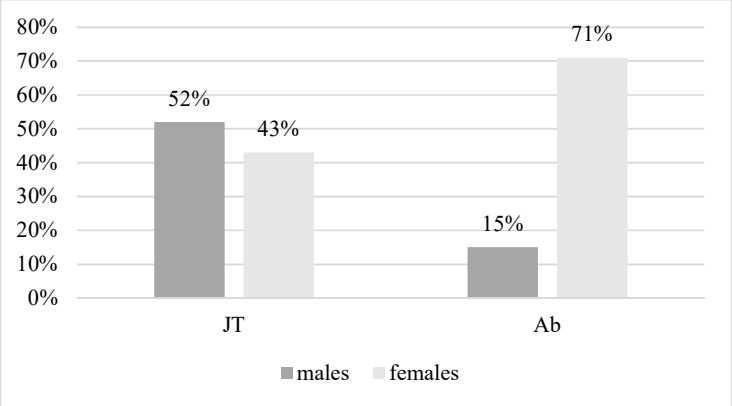


Figure 32 Gender inclination towards deviant behaviour as job turn over and absenteeism.

The above figure shows that males were more inclined to job turnover with 52% whereas females with 71% towards absenteeism.

4.2.2 Age

4.2.2.5 Personal Factors

Table 4.100

Mean Difference between Age Groups, PF

Age	N	Mean	Std. Deviation
31-40 Years	155	13.6916	2.14866
41-50 Years	138	13.4058	2.03716
Over 50 Years	37	13.4486	1.67027
Total	330	13.5448	2.05274

Above table shows the distribution of Age of teaching faculty of public sector showing deviant behaviour because of personal factors. Total number of responses of teaching faculty is 330 Faculty between 31 – 40 years is 155 in number and having 13.69 mean core (SD = 2.1). Faculty between 41 – 50 years is 138 in number and having 13.40 mean score (SD = 2.0). Faculty above 50 years are 37 in number and having 13.44 mean score (SD = 1.6).

Table 4.101

ANOVA, Age Group, Training, PF

Age	Sum of Sq	Df	Mean Square	F	Sig.
Between Groups	6.349	2	3.175	.752	.472
Within Groups	1379.967	327	4.220		
Total	1386.316	329			

Table demonstrated the outcome of the ANOVA study. It further reveals that the mean of between groups or within groups is statistically significant or not, significant difference between age wise groups' mean scores. The analysis discloses that the value of *p* is 0.472 (i.e., $p = 0.472$), more than 0.05, so significant is difference there of different age groups mean because of personal factors. Hence, Ho_2 was failed to reject.

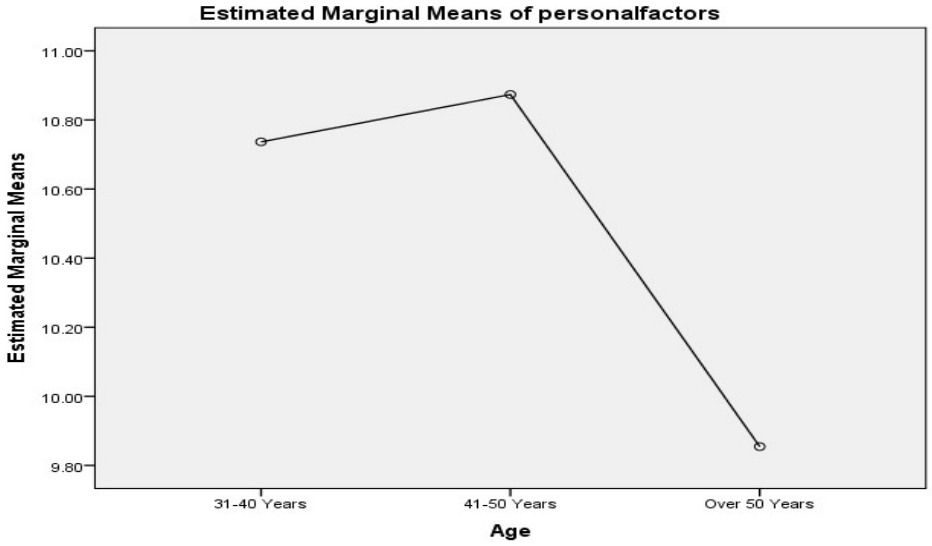


Figure 33 Means plot, Age Group, Personal Factors

Figure 33 shows mean score of different age groups of faculty members. Members of age between 41 to 50 years having highest means then age group of 31 to 40 years while people above 50 with the lowest mean score.

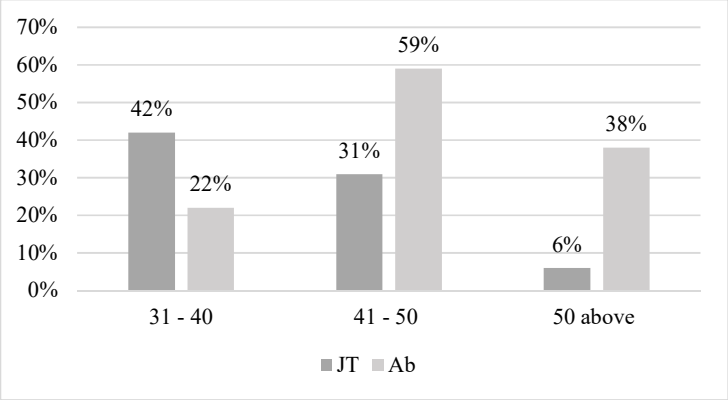


Figure 34 Teachers as per their age show their deviant behaviour as job turnover and absenteeism

The above figure shows that teachers from age 31 -40 showed the deviant behaviour as job turnover with 42% whereas teachers from age 41 – 50 depicted 59% highest deviant behaviour as absenteeism

4.2.3 Qualification

4.2.3.5 Personal Factors

Table 4.102

Mean Difference between Teachers' Qualifications, PF

Qualification	N	Mean	Std. Deviation
MS/M Phil	128	13.6031	1.98641
PHD	154	13.3156	2.10021
Masters	48	14.1250	1.98746
Total	330	13.5448	2.05274

Above table shows the distribution of qualification of teaching faculty of public sector showing deviant behaviour because of personal factors. Faculty members have done MS/M Phil have the mean score 13.6 (SD = 1.98), PHD faculty members with mean score of 13.31 (SD = 2.1) and masters are with 14.12 (SD = 1.98).

Table 4.103

ANOVA, Teachers' Qualification, PF

	Df	Mean Square	F	Sig.
Between Groups	2	12.342	2.964	.053
Within Groups	327	4.164		
Total	329			

The table 4.103 is the yield by the ANOVA study. It demonstrates whether there is significant difference of mean score of between groups or within groups, made on the basis of qualification. The analysis reveals that the worth significance is 0.053 (i.e., $p = .053$), that is more than 0.05, thus, significant no difference is there of the deviant behaviour mean because of personal factors of the teachers having different qualification. Hence, Ho_3 was failed to reject.

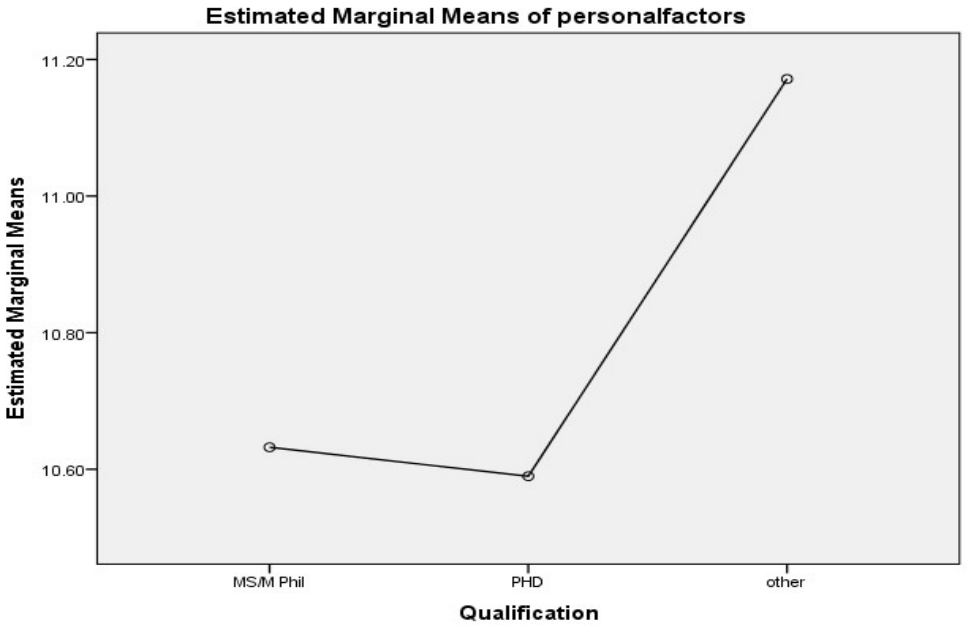


Figure 35 Means plot, Qualification, Personal Factors

Figure 35 shows deviant behaviour mean score of teachers with different qualification because of personal factors. Teachers who have done masters having

highest means score then teacher with MS/M Phil and the lowest mean score of PHD teachers.

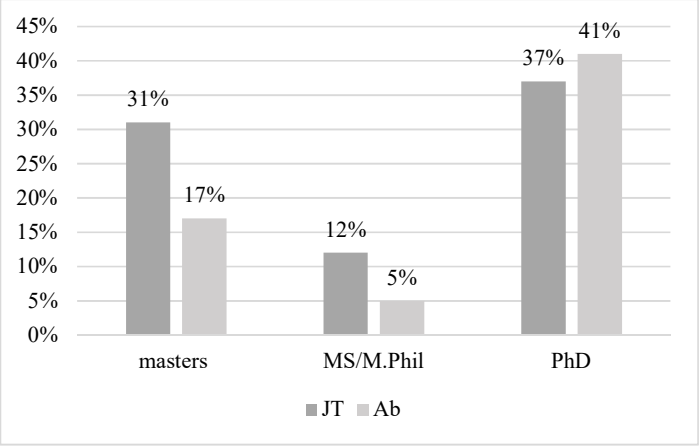


Figure 36 Teachers with different qualifications showed deviant behaviour as job turnover and absenteeism.

Above figure revealed that PhD teachers were more inclined towards both, job turnover with 37% and 41% of absenteeism as compare to masters and MS/M.Phil. teachers.

4.2.4 Natureofjobs

4.2.4.5 Personal Factors

Table 4.104

Means Difference between Teachers' Nature of Jobs, PF

Nature of Job	N	Mean	Std. Deviation
Perminant	273	13.5656	2.02357
Contractual	43	13.6465	2.18734
Visiting	14	12.8286	2.21583
Total	330	13.5448	2.05274

Above table shows the distribution of nature of job of teaching faculty in public sector showing deviant behaviour because of personal factors. Permanent faculty

members have mean score 13.56 (SD = 2.02), Contractual faculty members with mean score of 13.64 (SD = 2.18) and visiting staff with 12.82 mean score (SD = 2.21).

Table 4.105

ANOVA, Nature of Job, PF

	df	Mean Square	F	Sig.
Between Groups	8	.277	.874	.540
Within Groups	147	.317		
Total	155			

In table 4.105 ANOVA analysis outcomes are described. It describes the significant different between the groups and within the groups, made on the basis of the nature of job. It is found from the table that the p value is 0.540 (i.e., $p = .540$), that is more than .05, hence, significant no difference there of the deviant behaviour of different faculty members mean with different Nature of jobs because of personal factors. So, Ho_4 was failed to reject.

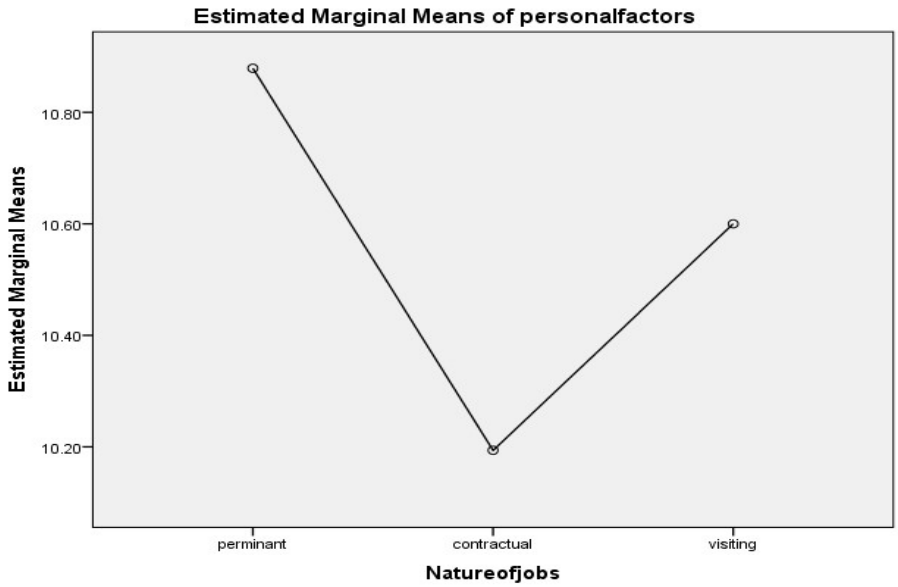


Figure 37 Means plot, Nature of Job, Personal Factors

Figure 37 shows mean score of the deviant behaviour of the teachers with different nature of jobs. Permanent teachers were having highest mean score and then visiting and the teachers having job on contract have the lowest mean score.

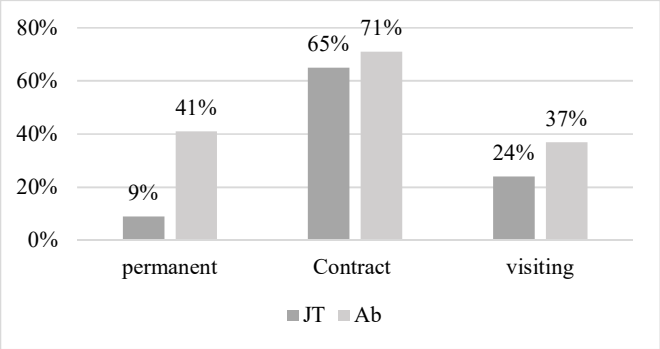


Figure 38 Teachers with different nature of jobs showing deviant behaviour as job turnover and absenteeism.

Above figure depicted that teachers on contract showed deviant behaviour as job turnover and absenteeism the most with 65% and 71% respectivelt.

4.2.5 Designation

4.2.5.5 Personal Factors

Table 4.106

Mean Difference between Teachers' Designations, PF

Designation	Mean	SD
Lecturer	10.643[a]	.102
assistant professor	10.814[a]	.108
Professor	10.813[a]	.189
associate professors	10.200[a]	.517

Above table shows different designation of teaching faculty in public sector showing deviant behaviour because of personal factors. Lecturers have mean score 10.64 (SD = 0.10), assistant professors with mean score of 10.814 (SD = 0.108),

associate professors having mean score 10.813 (SD = 0.18) and professors have the mean score 10.20 (SD = 0.51).

Table 4.107

ANOVA, Designation, PF

	Df	Mean Sq	F	Sig.
Between Groups	49	4.090	7.068	.077
Within Groups	280	4.250		
Total	329			

Table 4.107 is revealing the ANOVA analysis. The outcome describes if there is any statistical substantial difference amongst the groups or within the groups made on the basis of designation. It is found that the value of the significance is 0.077 (i.e., p = .077), that is more than 0.05, hence, significant no difference is there of the deviant behaviour of different faculty members groups mean with different designations because of personal factors. Ho_5 was failed to reject.

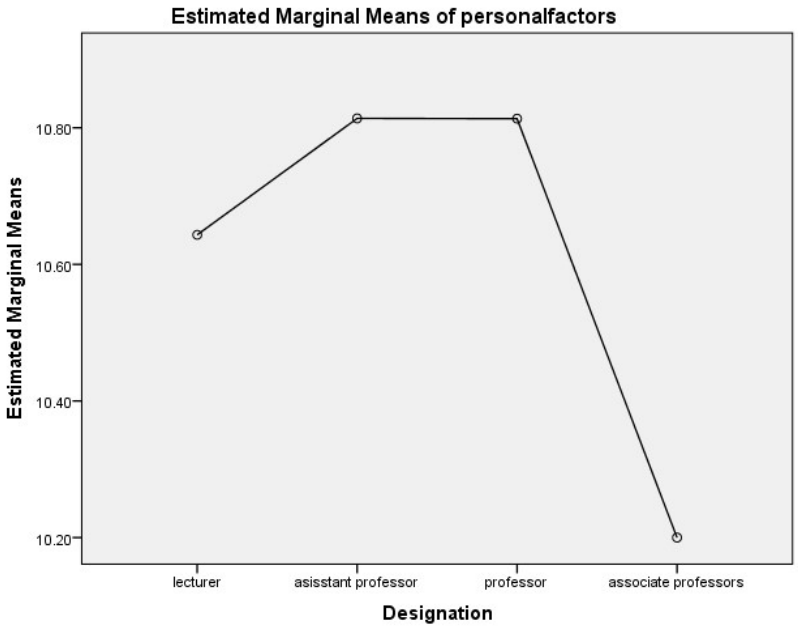


Figure 39 Means plot, Designation, Personal Factors

Above figure shows different designation of teaching faculty in public sector showing deviant behaviour because of personal factors. Assistant professors have the highest mean score, then professors and lecturers respectively, while associate professors have the lowest mean score.

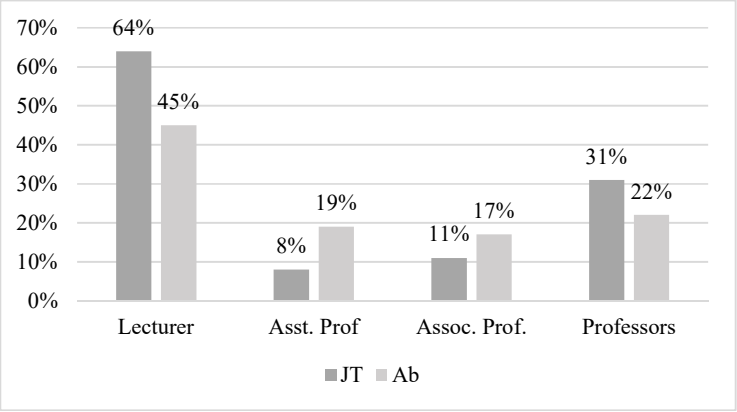


Figure 40 Teachers with different designations show deviant behaviour as job turnover and absenteeism.

Above figure displays that lecturer were more inclined towards both job turnover and absenteeism as compare to the rest of the designations with 64% and 45% respectively

4.2.6 Marital Status

4.2.6.5 Personal Factors

Table 4.108

Mean Difference between Teachers' Marital Status, PF

	Maritalstatus	**N**	**Mean**
PF	Single	101	13.4416
	Married	229	13.5904

Table 4.108 shows mean scores according to marital status. Teachers who are Single 101 in number with mean score of 13.44 (SD =2.11) and 229 married teachers with 13.59 mean score (SD = 2.02).

Table 109

Table t-value, Marital Status, PF

		F	Sig.	T-value
PF	Eq variances assumed	1.786	.182	-.606
	Eq var not assumed			-.597

To compare the deviant behaviour, independent samples t-test was steered, among teachers of different marital status of Public Sector University. Here the statistically important no difference among gender wise university teachers' deviant behaviour because of working condition in Public sector universities Islamabad, as the significance worth is 0.182 (p = 0.182), showing the significant value added than 0.05 (p = 0.05). Ho_6 was failed to reject.

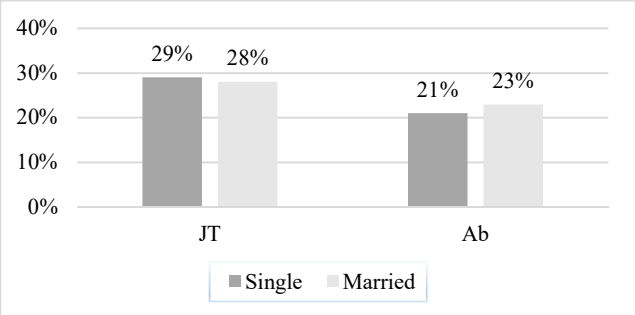


Figure 41 Teachers with different marital status showed deviant behaviour as job turnover and absenteeism.

Above figure revealed that single teachers were more inclined towards job turnover whereas married were more intended to be absent from workplace. Although the difference is quite insignificant.

4.2.7 Total Years of Teaching Experience

4.2.7.5 Personal Factors

Table 4.110

Mean Difference between Teachers' Total Years of Teaching Experience, PF

	N	Mean	Std. Deviation
1-4	9	12.8000	2.42899
5-9	58	13.9621	2.20540
>10	263	13.4783	1.99773
Total	330	13.5448	2.05274

Above table shows mean score of faculty on the basis of total years of teaching experiences. Teachers having experience from one to four years (M = 12.800, SD = 2.4), five to nine years (M = 13.96, SD = 2.2) and teachers have experience more than 10 years have almost same mean score (M = 13.47, SD = 1.99).

Table 4.111

ANOVA, Total Years of Teaching Experience, PF

	Df	Mean Square	F	Sig.
Between Groups	2	8.127	1.940	.145
Within Groups	327	4.190		
Total	329			

Table 4.111 is the outcome of the ANOVA examination. The table describes if here is noteworthy difference among groups means and within groups means. It is found that the value of p is 0.145 (i.e., $p = .145$), greater than 0.05, hence, substantial difference in the score of mean, of the deviant behaviour of varied faculty members of teaching experience with different years in regard with personal factor. Ho_7 was failed to reject.

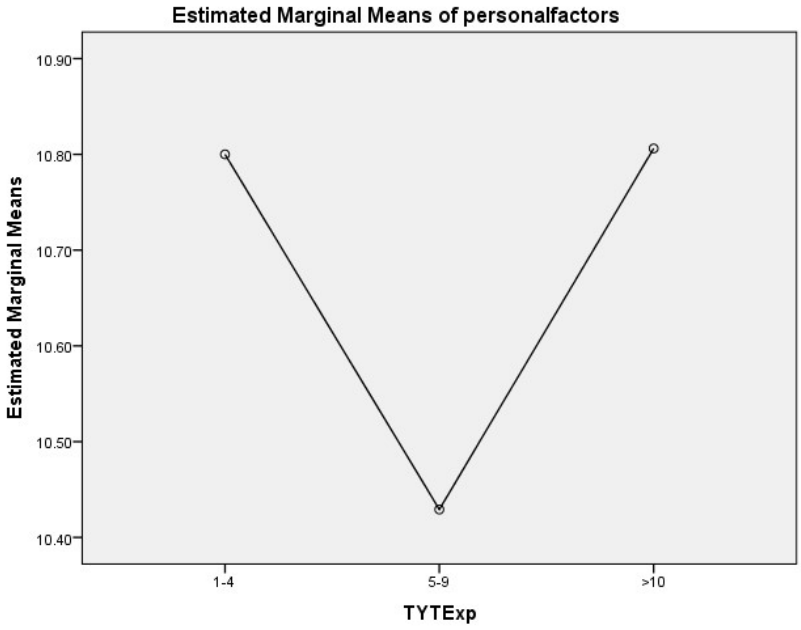


Figure 42 Means plot, Total Years of Teaching Experience, Personal Factor

Above figure shows different mean score of teaching faculty with total year of teaching experiences in public sector showing deviant behaviour because of personal factors of the teachers. Teachers with total years of experience from five to nine have the lowest mean score, whereas teachers with total years of teaching experience from one to four and the teachers having total years of teaching experience more than 10 have almost the same mean score.

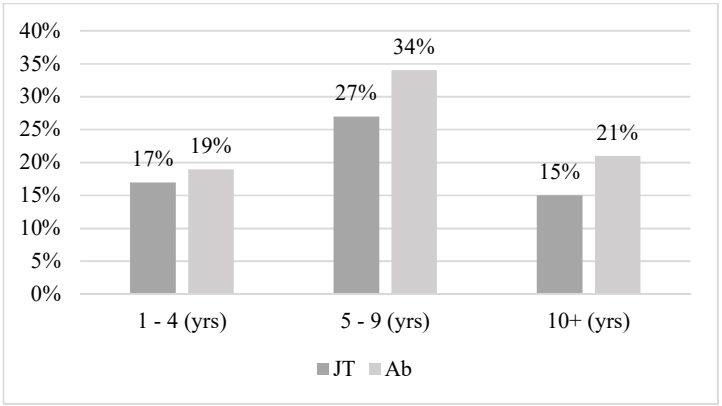


Figure 43 Teachers with total years of teaching experience depicted deviant behaviour as job turnover and absenteeism.

The above figure showed that teachers having experience with 5 – 9 years show deviant behaviour as job turn over and absenteeism both as compare to the rest of the teachers with 27% and 34% respectively.

4.2.8 Total Years of Experience in the Current Organization

4.2.8.5 Personal Factors

Table 4.112

Mean Difference between Total Years of Teaching Experience in Current Organization, PF

TYTExpcurr	N	Mean	Std. Deviation
0-1	9	12.8000	2.42899
1-5	30	13.8067	2.15053
6-10	134	13.7657	2.07521
10+	157	13.3490	1.98170
Total	330	13.5448	2.05274

Above table shows different mean score of teaching faculty with total year of teaching experiences in the current institute in public sector showing deviant behaviour because of personal factors. Teachers with total years of experience in current organization till one year (M= 13.08, SD = 2.15), from six to 10 years (M = 13.76, SD = 2.07), from one to five have the mean score (M = 13.80, SD = 2.15) and teachers with total years of teaching experience in current organization more than 10 years have almost the same mean score (M = 13.34, SD = 1.98).

Table 4.113

ANOVA, Total Years of Teaching Experienc in Current Organization, PF

	Df	Mean Square	F	Sig.
Between Groups	3	6.534	1.559	.199
Within Groups	326	4.192		
Total	329			

Table 4.113 is the yield by the ANOVA analysis. It reflects whether between the groups of within the groups show any significant difference. These groups are made on the basis of teaching experience in total years. It is found that the value of p is 0.199 (i.e., p = .199), that is more than .05, hence, significant no difference is there in the deviant behaviour of different faculty members' mean score with teaching experience of different years in the current organization in regard with personal factors. Ho_8 was failed to reject.

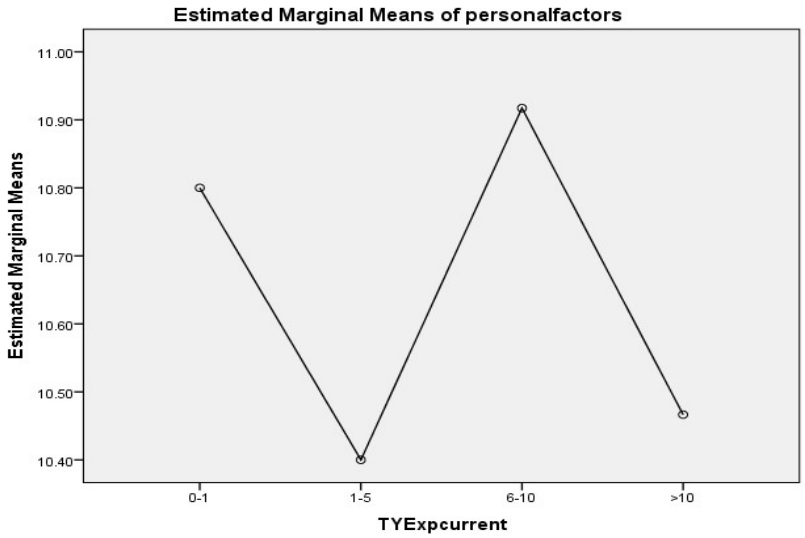


Figure 44 Means plot, Total Years of Teaching Experience in current Organization, Person Factors

Above figure shows different mean score of teaching faculty with total year of teaching experiences in current organization in public sector showing deviant behaviour

because of personal factor. Teachers with total years of experience in current organization from six to 10 have the highest mean score, then teachers with total years of teaching experience till one year and more than 10 respectively while the teachers having total years of teaching experience from one to five have the lowest mean score.

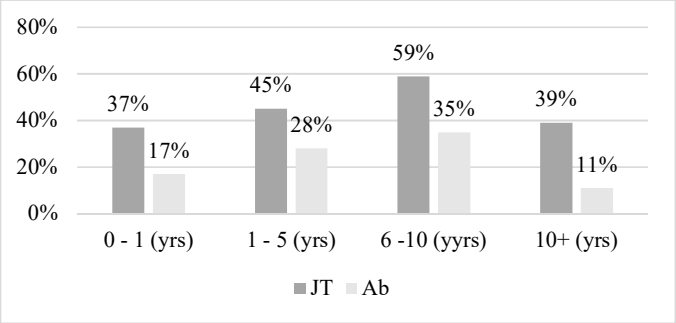


Figure 45 Teachers with different teaching experience in the current organization showed deviant behaviour as job turnover and absenteeism.

The above figure showed that teachers having teaching experience from 6 – 10 years showed deviant behaviour as job turn over and absenteeism both with 59% and 35% respectively.

4.2.9 Salary Package

4.2.9.5 Personal Factors

Table 4.114

Mean Difference between Teachers' Salary Packages, PF

Salary	N	Mean	Std. Deviation
50000-60000	38	13.8842	2.12202
60000-70000	24	12.8000	2.20277
70000-80000	57	13.8351	2.18734
>80000	211	13.5261	1.97755
Total	330	13.5448	2.05274

Above table shows mean score of faculty on the basis of salary. Teachers having salary from 50 to 60 thousand rupees (M = 13.88, SD = 2.12) have the highest mean score, whereas teachers having salary from 60 to 70 thousand rupees (M = 12.80, SD = 2.2), teachers having salary between 70 to 80 thousand rupees (M = 13.8, SD = 2.1) and more than 80,000 (M = 13.5, SD = 1.9) almost have the same mean score.

Table 4.115

ANOVA, Salary Packages, PF

	Df	**Mean Square**	**F**	**Sig.**
Between Groups	3	6.310	1.504	.213
Within Groups	326	4.194		
Total	329			

Table 4.115 is the productivity of the ANOVA examination. It describes if there is any substantial difference among groups means and amid groups means, made on the basis of salary packages. It is found that the value of significance is 0.213 (i.e., p = .213), greater than 0.050, so significantly no difference is here of the deviant behaviour of different faculty members having different salary packages in regard with personal factors. Ho9 was failed to reject.

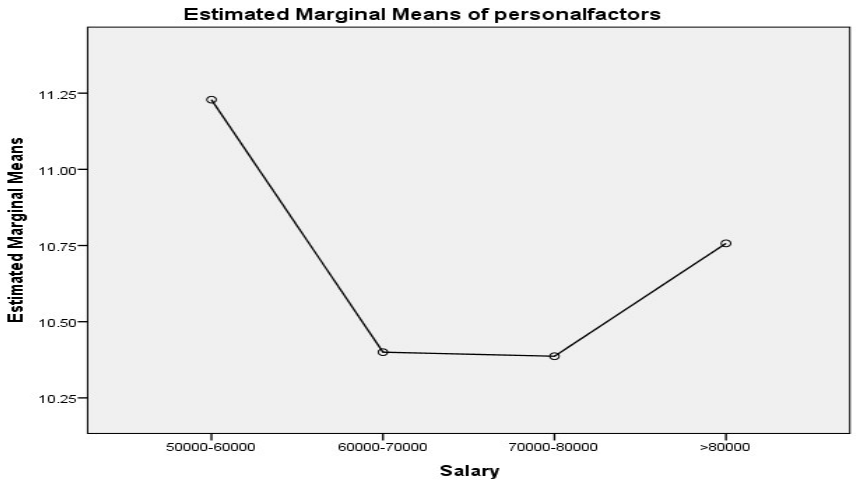


Figure 46 Means plot, Salary Packages, Personal Factors

Above figure shows different mean score of teaching faculty with salary packages in public sector showing deviant behaviour because of personal factors in the organization. Teachers with salary package of 50 to 60 thousand rupees have the highest mean score, then teachers having salary package above 80 thousand rupees and 60 to 70 thousand rupees respectively, whereas teachers having the salary package 70 to 80 thousand rupees have the lowest mean score.

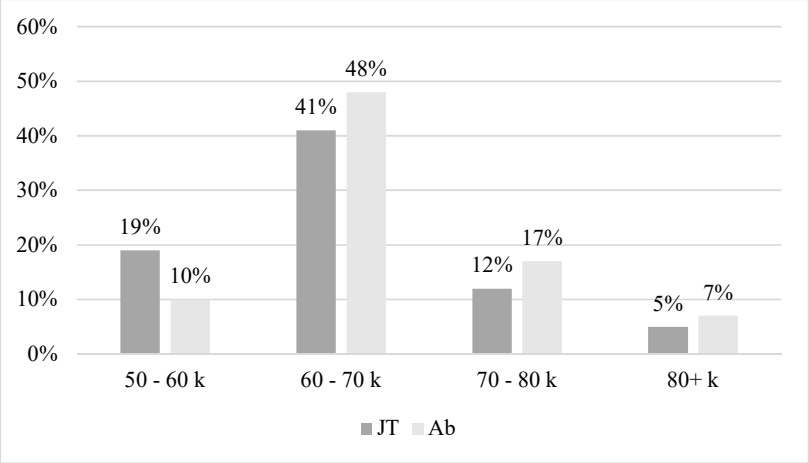


Figure 47 Teachers as per their salary revealed their deviant behaviour in terms of job turnover and absenteeism.

The figure showed that teachers earning from50 – 60 thousand rupees were more inclined towards job turn over and absenteeism both with 41% and 48% respectively.

Section C

4.3.1 Correlation between Organizational and Personal Factors

Table 4.116 Correlation table

OF		PF
Comp	Pearson Correlation	.876**
	N	330
WC	Pearson Correlation	.620
	N	330
Recog	Pearson Correlation	.683*
	N	330
T	Pearson Correlation	.711*
	N	330
PF	Pearson Correlation	1
	N	330

Correlation is significant at the 0.01 level (2-tailed)**
Correlation is significant at the 0.05 level (2-tailed)*

There is a P Corr. .876 shows strong relationship between personal factors and compensation. .620 between working conditions and personal factors shows good relationship. Likewise, recognition and personal factors shows good correlation with .683 PCorr. Training and personal factors also show strong correlation with .711. hence, it shows that there is overall strong correlation between organizational factors and personal factors.

4.3.2 Statistical Treatment of Hypotheses

Table 4.117

Statistical Treatment of Hypotheses

Objective	Hypotheses	Status
To compare the deviant workplace behaviour with reference to demographic variations i.e., gender, age, qualification, nature of job, designation, marital status, total years of teaching experience, total of teaching experience in current organization and salary package.	There is no statistical difference of deviant workplace behaviour among university teachers with reference to gender in public sector universities.	The Ho was rejected.
	There is no significant difference of deviant workplace behaviour among university teachers with reference to age group in public sector universities.	The null hypothesis was rejected.
	There is no important difference of deviant workplace behaviour among university teachers with reference to qualification at public universities.	Ho was rejected.
	There is no vital difference of deviant workplace behaviour among university teachers with reference to the nature of job at public sector universities.	Ho was rejected.
	There is no substantial difference of deviant workplace behaviour among university teachers with reference to designation at public sector universities.	The null hypothesis was rejected
	There is not any major statistically difference of deviant workplace behaviour among university teachers with reference to marital status at university level in public sector.	The null hypothesis was rejected.
	There is no significant difference of deviant workplace behaviour among university teachers with reference to the total experience at public sector universities.	Ho was rejected.
	There is not any significant difference of deviant workplace behaviour among university teachers with reference to the experience in current organization at public sector universities.	Null hypothesis was rejected.
	There is no statistical vital difference of deviant workplace behaviour among university teachers with reference to Salary at public sector universities.	Ho was rejected.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was conducted to show the demographic comparison of deviant behaviour of the public sector university teachers. The study basically carried out to examine the reasons of deviant workplace behaviour, moreover to compare the deviant workplace behaviour with reference to demographic variations i.e. gender, qualification, age group, nature of job, designation, marital status, total years of teaching experience and total years of teaching experience in the current organization and salary range. Furthermore, solutions for reducing the DWB were to be explored. It is explanatory sequential mixed method. In two successive phases the data was collected. The data was collected first to analyze qualitatively, and then the collected data was analyzed quantitatively, so the outcomes of the qualitative study be related with quantitative study.

It was scheduled to include all public sector universities in Islamabad. It was planned to collect data from engineering, social sciences and management departments from the university teachers. As out of 13 universities the total population was 3389. It consisted all the teaching faculty of engineering, social sciences and management departments at public sector universities of Islamabad. For phase I convenient and

purposive sampling technique was used and fifteen participants' responses were taken. Whereas for quantitative study simple random technique was done for sample collection three hundred and thirty respondents' response were taken.

In the present study, there three research instruments were used. All three instruments were developed by the researcher. Semi – structured interview was developed for qualitative study (Annexure E). Second was demographic sheet including the variations like gender, age group, qualification, nature of job, designation, marital status, total years of teaching experience, years of experience in current organization and salary range (Annexure F). Five point likert scale survey questionnaire was third research instrument, which was developed after the extensive study of literature (Annexure G).

After the data was collected, it was analyzed on SPSS (statistical Package for Social Sciences). It was analyzed through Samples T-test, One – Way ANOVA and Post - Hock Test (Tukey HSD).

It was revealed that there organizational factors cause deviant workplace behaviour, moreover there was significant difference of in DWB among university teachers with reference to demographic variations.

5.2 Findings

5.2.1 Phase I

From semi- structured interview it is found that main causes of teacher's negative behaviour are:

1. Very few teachers in an organization show deviant behaviour as absenteeism or job turnover.

2. All participant responded somehow or the other that the major reason of deviant behaviour of absenteeism is working condition.(findings phase II: 5.2.2.2)
3. Mostly participant revealed that the main reason for showing deviant behaviour as job turnover is compensation as unfulfilled basic requirement, lack of benefits and facilities(Findings phase II: 5.2.2.1).
4. Rest of the reasons to show deviant behaviour as absenteeism and job turnover may include, lack of opportunities of professional growth. Lack of salary packages, appreciation and lack of motivational techniques (findings Phase II: 5.2.2.4).
5. Only one participant mentioned personal factors as incapability of task performance as the cause of deviant behaviour as absenteeism and job turnover.

5.2.2 Phase II

There were five factors taken through them teachers deviant behaviour was observed and on the basis of their demographic variations.

Organizational Factors

- Compensation
- Working conditions
- Recognition
- Training

Non Organizational Factors

Personal Factors

Demographic variation included:

- Gender
- Age group
- Qualification

- Nature of job
- Designation
- Marital status
- Total teaching experience (in years)
- Teaching experience in present organization (in years)
- Salary package

5.2.2.1 Gender

1. No deviant behaviour among male and female due to compensation (Table 4.3).
2. There was significant difference of deviant behaviour among male or female because of working conditions (Table 4.5).
3. Teachers of different gender male or female did not show deviant behaviour because of recognition they receive in any organization (Table 4.9).
4. Due to training faculty members showed deviant behaviour gender wise (Table 4.76).
5. Gender wise there was no significant difference due to personal factors (table 4.96).
6. Males were more inclined to job turnover (figure 30).
7. Females shown deviant behaviour as absenteeism (figure 30).

5.2.2.2 Age

1. Age group between 31 to 40 years showed deviant behaviour due to compensation (Table 4.12).
2. Teachers from age group of 41 to 50 years depicted deviant behaviour because of working conditions of an organization (Table 4.15).
3. Teachers who were from age group of 41 to 50 years revealed deviant behaviour because of recognition they receive in an organization (Table 4.18).
4. Age wise faculty members showed deviant behaviour because of training (Table 4.20).
5. Age wise there was no significant difference due to personal factors (table 4.99).
6. Teachers from age 31 – 40 showed deviant behaviour as job turnover (fig 32).
7. Teachers' age from 41 – 50 depicted deviant behaviour as absenteeism (fig 32).

5.2.2.3 Qualification

1. MS/MPhil teachers showed more deviant behaviour (Table 4.23).
2. PhD teachers showed more deviant behaviour because of working conditions of an organization (Table 4.26).
3. PhD faculty members depicted deviant behaviour due to recognition (Table 4.29).
4. PhD faculty members showed deviant behaviour more than MPhil/MS or lecturers due to training (Table 4.32).
5. Qualification wise there was no significant difference due to personal factors (table 4.102).

6. PhD teacher were more inclined towards both job turnover and absenteeism (figure 34).

5.2.2.4 Nature of Job

1. Teacher with different nature of jobs did not showed deviant behaviour because of compensation (Table 4.33).
2. Teachers who were on contract showed more deviant behaviour because of working conditions (Table 4.37).
3. Teachers having different natures of job (e.g. contract, permanent or visiting) did not show deviant behaviour because of recognition (Table 4.39).
4. Teachers did not show deviant behaviour because of training with different nature of job like permanent, visiting or on contract (Table 4.40).
5. As per nature of job there was no significant difference due to personal factors (table 4.104).
6. Teachers on contract were more inclined towards both job turnover and absenteeism (figure 36).

5.2.2.5 Designation

1. Lectures of different designations showed deviant behaviour because of compensation (Table 4.43).
2. Faculty members who are lectures by designation showed more deviant behaviour because of working conditions of an organization (Table 4.46).
3. Lectures were more inclined to deviant behaviour than assistant professors, associate professors or professors because of recognition (Table 4.49).
4. Professor showed more deviant behaviour than assistant and associate professor because of training provided to them (Table 4.52).

5. Designation wise there was no significant difference due to personal factors (table 4.106).
6. Lecturers showed deviant workplace behaviour as job turnover and absenteeism both (figure 38).

5.2.2.6 Marital Status

1. There was deviant behaviour among married or single teachers because of compensation (Table 4.54).
2. Because of working conditions of an organization both married or single did not show deviant behaviour (Table 4.56).
3. Neither married nor single showed deviant behaviour because of recognition (Table 4.58).
4. There was no significant difference of deviant behaviour between married and single faculty members due to training (Table 4.60).
5. Marital status wise there was no significant difference due to personal factors (table 4.108).
6. Single teachers were inclined towards job turnover (figure 39).
7. Married teachers showed deviant workplace behaviour as absenteeism (fig 39).

5.2.2.7 Total Years of Teaching Experience

1. Teachers having total years of teaching experiences from five to nine years showed deviant behaviour because of compensation (Table 4.63).
2. Faculty members who have had total teaching experience from five to nine years showed deviant behaviour because of working condition of an organization (Table 4.66).
3. Teachers having total years of teaching experience from one year to four years revealed deviant behaviour because of recognition (Table 4.69).

4. Teachers of teaching experiences in total from five to nine years show more deviant behaviour (Table 4.72).
5. Experience wise there was no significant difference due to personal factors (table 4.110).
6. Teachers having total years of experience from 5 – 9 showed deviant workplace behaviour as job turnover and absenteeism both (figure 41).

5.2.2.8 Total Years of Teaching Experience in current Organization

1. Teachers having total years of teaching experiences in current organization from six to ten years depicted deviant behaviour due to compensation (Table 4.75).
2. Faculty members who have had teaching experience from six - ten year in current organizations showed deviant behaviour because of working condition of an organization (Table 4.78).
3. Faculty members were having experiences from six to 10 years showed deviant behaviour because of recognition (Table 4.81).
4. Teaching with teaching experiences of six to 10 years revealed higher deviant behaviour because of training (Table 4.84).
5. Experience wise in the current organization there was no significant difference due to personal factors (table 4.112).
6. Teachers having experience of 6 – 10 years in the current organization showed the deviant work place behaviour as absenteeism and job turnover both (fig 43).

5.2.2.9 Salary Package

1. Teacher having salary package from 70 to 80 thousand rupees showed deviant behaviour because of compensation (Table 4.87).
2. Teachers having salary package from 50 to 60 thousand rupees showed more deviant behaviour due to working condition of an organization (Table 4.90).

3. Faculty members receiving salary package from 60 to 70 thousands rupees revealed deviant behaviour because of recognition (Table 4.93).
4. Faculty members having salary package from 60 to 70 thousand rupees depicted higher deviant behaviour due to training (Table 4.96).
5. Salary package wise there was no significant difference due to personal factors (table 4.114).
6. Teachers earnings from 50 – 60 thousand rupees were more inclined towards both job turnover and absenteeism (fig 45).

Faculty members with different demographic variations did not show deviant behaviour because of personal factors.

5.3 Discussion

Any activity the causes some harm to the organization and violate the norms and rules and regulations can be described as deviant behavior. As the deviant workplace behavior is not a new phenomenon (Hartnell, Ou & Kiniki, 2011). As the competition between organizations is also increased because of technological environment and globalization which caused the stress at workplace and incidence of the deviant behavior at workplace. This study examines organizational and personal factors which cause deviant behavior in public sector universities.

Many studies reveal that factors such as stress and mistreatment of leaders lead to workplace deviant behavior (Walsh, 2014).

Furthermore an employee job turnover accelerates which is because of stress of employee caused by mistreatment, which cause harm to the organizations reputation and productivity (Palo & Chawla, 2015)

Unfair treatment and bias organizational culture are incidence to evoke deviant behavior (Steven, Riiulio & Albert, 2007).

Moreover the study explores that organizational environment effects employees' performance and biasness and discrimination lead to deviant workplace behavior (Blickle & schutle, 2017). This outcome is also reinforced by Olsen, Mikklesen and Bjaalid (2017), Rahim and Cosby (2016).

It is found that teachers behave deviant as absenteeism and job turnover as an escape from to act beyond expectations, that is burdened work load and to achieve higher goals and objectives of the organization which lacks in resting in employees in terms of incentives and benefits (Sun & Wang, 2017; Masood & Afsar, 2017).

Furthermore it is also mentioned that lack of professional growth, favoritism, biasness, corruption, nepotism, lack of appreciation, poor communication lack of accountability may also lead DWB. There is lack of justice provided to the employees, which reflects biasness and favouritism, is directly related to deviant workplace behaviour (Berry, Ones, & Sackett, 2007; Giovanni, Fabirizio & Emma, 2019).

It is revealed that employees' commitment to work is related to the job security. When they work in a specific organization good communication, collaboration and giving the employees their peculiar importance reduces the deviation behaviour at workplace (San & Kim, 2009; Giovanni, Fabirizio & Emma, 2019). Environment of the organization specially the rude behaviour of the leaders bring ineffectiveness in the performance of the employee (Bickle & Schutte, 2017; Rahim & Cosby, 2016; Zheng, Chen & Li, 2017). Moreover, trustworthy environment leads to commitment while an environment in which there is lack of professional growth and individual challenges are incidences of Devian workplace behaviour (Zhang & Bartol, 2010). Employees want

to feel job security. They want their heads or leaders to value their participation their positive attitude must be acknowledged but if not provided to them. If employee's active participation and collaboration is not recognized, it will affect their effectiveness in performance and ultimately lead to deviant workplace behaviour (Kalemci et al.,2019).

5.4 Conclusion

From the findings of the research following are the conclusions.

First objective of the study was to examine the dominant causes of deviant workplace behavior at university level in Public Sector with reference to organizational factors.

During the study it is found that there are many organizational factors including. Compensation in which salary packages bonuses, benefits and incentives are included. Working conditions may include job security, resources provided to the employees by the organization and working environment. Recognition given to the employees in form of appreciation, praise, promotion and gifts. Training also plays role in accelerating deviant workplace behavior which includes orientation, seminars and specific skills.

Second objective was to investigate the dominant causes of deviant workplace behavior at university level in Public Sector with reference to personal factors. During the study it as revealed that as contrast to the organizational factors, personal factors including health issues, distance from work, family issues and conveyance do not play significant role in employee's deviant workplace behavior as job turn over or absenteeism.

Third objective was to compare deviant workplace behavior with deference to demographic variation. Gender, age, qualification, nature of job, designation, marital status, total years of teaching experience, total years of teaching experience in current organization and salary package(Annexure F). It was found after the data analysis that somehow or the other there are organization factors, including compensation, working condition, recognition and training are incidence to employee's deviant workplace

behavior towards job turnover and absenteeism. Where personal factors do not play significant role in deviant behavior of employees at workplace.

Fourth objective was to find out the possible solutions for reducing absenteeism. It was found after the data analysis that healthy organizational environment is vital, over burdening, maltreatment of the administrative staff, political biasness, favouritism, discrimination and lack of incentives provided as compare to the work load are the factors leading to DWB as absenteeism. So management may inculcate the conducive and congenial environment within the organization. Continuous performance, evaluation and effective accountability is also important to avoid DWB.

Fifth objective was to explore the possible solutions of reducing job turnover. After the data analysis it was revealed that bad behaviour of management, lack of professional growth, unfulfilled basic requirements in form of incentives, benefits or bonuses and insufficient salary packages accelerates DWB as job turnover. Management my equip their faculty members with advance technology tool, conducting motivational workshops, righteous administrative services, providing better facilities and addressing their individual issues one to one may reduce DWB as job turnover.

5.5 Recommendations

5.5.1 Recommendation for Educational Managers and Administrators

In an organization management plays vital role. If management services are devised righteous practices in collaboration with teachers, they may reduce the deviant workplace behavior.

One way or another, all participants and mostly respondents responded that the major reason of deviant behaviour of absenteeism is working condition.(findings Phase I: 5.2.1; Phase II: 5.2.2.2). Mostly participant revealed that the main reason for showing deviant behaviour as job turnover is compensation as unfulfilled basic requirement, lack of benefits and facilities(Findings Phase I: 5.2.1; Phase II: 5.2.2.1). Following recommendations are based on the findings. So, managers may opt the following tactics:

1. Management may provide collaborative workplace environment by giving equal chances of professional development to the employees.

2. Management may inculcate proper communication system horizontally and vertically within the public sector universities.
3. There may be proper performance evaluation system to avoid deviant workplace behavior.
4. University managers may hire counselors to identify the issue and address it one to one, through counselling or guidance.
5. University management may ensure their teachers sufficient salary range. Salary packages or income seems to be directly associated to the teachers deviant behaviour, so for effective performance of the teachers, management may ensure adequate salary packages and monetary incentives to all the employees. As there we found that teachers show deviant workplace behaviour if proper training is not provided to them.
6. Provision of multiple teaching tools like computers and modern teaching gadgets would lead to low deviant work place behaviour. Furthermore, training in using these gadgets will make employees more competent thus lowering the DWB.
7. In demographic comparison it is found that PhD scholars show more DWB due to working conditions, recognition and lack of training and the provision of modern techniques of teaching. The respectful environment plays vital role in reducing deviant workplace behaviour. Managers may encourage the employees with compensations, and their efforts may be acknowledged through some certificates and acknowledgment notes.
8. It was also found that teacher having six to 10 years of teaching experience show more DWB due to compensation, working condition, recognition and training. So, managers may develop strategies by keeping in focus the above particular group. They may make some rules in the organization, like a bonus on the completion of every five year or teachers who would complete 10 years of teaching they may have the chance to go for Umrah, arranging trainings and certificates of attendees, which would target more that specific group.

5.5.2 Recommendations for Future Researchers

There are some recommendations for future researchers on the basis of finding

1. As the present research is conducted at public sector universities in Islamabad. Focusing the present research, the research may be conducted in Private Sector Universities.
2. The research was delimited to absenteeism and job turnover as DWB. . Future research may be conducted the research including other DWB like harassment, fraud, arrogance.
3. As the research was conducted on the teaching staff at university level, it may be conducted on the management staff at university level.

5.6 Limitations of the Study

The rapid spread of pandemic Covid – 19, where disrupted the economic development of the whole world, it hampered the educational growth as well. Because of the uncertainty of the situation and continuous lock down it was not possible to have one to one meeting and to collect the data by self. So most of the communication was done online. For phase I and II, the researcher could not collect the data by self and questionnaires were sent by mail, google questionnaire or whatsapp n received the answers throw massages, in the form of snap shots or in the form of voice notes.

Due to Covid-19 only 330 respondents' responses were collected although 782 questionnaires were distributed whereas, for semi structured interviews, all interviews were not possible to be taken directly so teachers responded through whatsapp messages, voice messages, and they asked to leave the questions and responded lately on phone or wrote the answers and sent the snapshots, because of lack of availability of teachers only 15 participants responded, although 37 assistant and associate professors were approached.

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HEC Approved Public Sector Universities of Islamabad

	Public Sector Universities in Islamabad	No. of teachers including Engineering, Social and management sciences departments
1.	Air University of Islamabad.	133
2.	Bahria University of Islamabad.	95
3.	COMSATS Institute of Information Technology, Islamabad.	812
4.	Federal Urdu University of Arts, Science and Technology, Islamabad.	66
5.	Institute of Space Technology, Islamabad.	86
6.	International Islamic University, Islamabad.	108
7.	National Defense University, Islamabad.	43
8.	National University of Modern Languages, Islamabad.	345
9.	National University of Science and Technology, Islamabad.	1345
10.	National University of Technology (NUTECH), Islamabad.	125
11.	Pakistan Institute of development Economics (PIDE), Islamabad.	46
12.	Pakistan Institute of Engineering and Applied Sciences, Islamabad.	104
13.	Quid-e-Azam University of Islamabad.	127
	Total	3389

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 20-01-2020

To: **Talat Anjum,**
1489-MPhil/Edu/S18

Subject: **APPROVAL OF MPHIL THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a. **Supervisor's Name & Designation**
Dr. Wajeeha Aurangzeb,
Assistant Professor, Department of Education
NUML, Islamabad.

b. **Topic of Thesis**

Demographic Comparison of Deviant Work Place Behaviour among University Teachers

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31st Jan 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk

Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
Dr. Wajeeha Aurangzeb

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML 1-3/2020-Edu

Dated: 13-10-2020

WHOM SO EVER IT MAY CONCERN

Ms. Tallat Anjum D/O Syed Muhammad Quratul Ain (Late) student of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

14/10/2020

Dr Marium Din
A/Head,
Department of Education.

Certificate of Validity

DEMOGRAPHIC COMPARISON OF DEVIANT WORK PLACE BEHAVIOUR AMONG UNIVERSITY TEACHERS

By Talat Anjum

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore and compare the Human Resource Development practices in Public and Private sector Universities. The questionnaire has been organized in one major parts exploring respondent's demographic data and practices of Deviant workplace Behaviour. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Hazrat Umar

Designation _____

Institute _____

Signature _____

CERTIFICATE OF VALIDITY

This is to clarify that I have reviewed the questionnaire adapted by the scholar for her thesis and believe it to be appropriately structured to examine and compare the practises of Human Resource Development in Public and Private sector universities. The questionnaire has been structured for one major part to investigate the demographic data and practices of the Deviant Workplace Behaviour. The responses thus obtained would help in the treatment of the subject in a scientific manner. It is also considered that the research instrument built for this research is focused on the research's objectives and hypotheses and can be used with a reasonable amount of confidence by the researcher for data collection.

Topic: Demographic Comparison of Deviant Work Place Behaviour Among University Teachers

Ms Talat Anjum: MPhil Scholar, Education Department, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan

Name Dr Ejaz Mirza

Designation Assistant Professor

Institute NUML Islamabad

Signature

Dr. Ejaz Mirza
HOD English & Social Sciences
NUML Rawalpindi

Certificate of Validity

DEMOGRAPHIC COMPARISON OF DEVIANT WORKPLACE BEHAVIOUR AMONG UNIVERSITY TEACHERS

By Talat Anjum

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan

This is to certify that I have reviewed the questionnaire adapted by the scholar for her thesis and I believe it to be appropriately structured to examine and compare the practises of Human Resource Development in public and private sector universities. The questionnaire has been structured in one major part to investigate the demographic data and practices of the Deviant workplace behaviour. The responses thus obtained would help the treatment of the subject in a scientific manner.

It is considered that the research instrument built for the above-mentioned research is focused on the research's objectives and hypotheses and can be used with a reasonable amount of confidence by the researcher for data collection.

Name ___Dr Arshad Ali_____

Designation ___Assistant Professor___

Institute _Department of English NUML

Signature

DEVIANT WORKPLACE BEHAVIOUR

Dear Respondent,

The aim of this questionnaire is to gather response about deviant workplace behaviour and to provide an accurate picture of the current levels of employee commitment and to find the causes of deviant workplace behaviour. To achieve this objective, it is essential that all respondents provide an honest assessment of their work related issues and fairly answer all the questions. I assure that your information will be kept confidential and use for research purpose only.

Best Wishes,

Talat Anjum
Researcher (M.Phil)
Department of Education
Islamabad University of Modern Languages, Islamabad
Email: talatkam@gmail.com
Mobile: +92-333-5215756

Annexure E

Semi Structures Interview (SSI)

Q1. Why do you think teachers mostly show deviant workplace behaviour as absenteeism?

Q2. According to your experience why in any institute employee Job Turnover rate accelerates?

Q3. What could be the solutions to reduce absenteeism and job turnover?

Q4. Would you like to share any other information related to study?

- Deviant workplace behaviour means when an employee deliberately cause any harm to the organization.
- Absenteeism: when an employee deliberately remains absent or takes leaves from the organization.
- Job Turnover: in reference to the human resource, turnover is the act of employment of new employee.

Annexure F

Deviant Workplace Behaviour Survey Questionnaire

Section A: Demographic Information

Please tick the appropriate box.

1. Gender
   - ☐ Male
   - ☐ Female
2. Age Group
   - ☐ 21 - 30 years
   - ☐ 31 - 40 years
   - ☐ 41 - 50 years
   - ☐ Over 50 years
3. Qualification
   - ☐ MS/ MPhil
   - ☐ PhD
   - ☐ Masters
4. Nature of Job
   - ☐ Permanent
   - ☐ Contractual
   - ☐ Visiting
5. Designation
   - ☐ Lecturer
   - ☐ Assistant Professor
   - ☐ Professor
   - ☐ Associate Professor
6. Marital Status
   - ☐ Single
   - ☐ Married
7. Total Years of Teaching Experience
   - ☐ Less than 1 year
   - ☐ 1 - 4 years
   - ☐ 5 - 9 years
   - ☐ More than 10 years
8. Total Years of Experience in the Current Organization
   - ☐ Less than 1 year
   - ☐ 1 - 5years
   - ☐ 6- 10 years
   - ☐ More than 10 years
9. Salary Range
   - ☐ 30,000 to 40,000
   - ☐ 40,000 to 50,000
   - ☐ 50,000 to 60,000
   - ☐ 60,000 to 70,000
   - ☐ 70,000to 80,000
   - ☐ 80,000 and Above

Annexure G

Deviant Workplace Behaviour Survey Questionnaire

(Please tick the option that best describes your answer)

Strongly Agree = 5, Agree = 4, Neutral =3, Disagree = 2, Strongly Disagree = 1

	Sr. No	Factors	SA 5	A 4	N 3	DA 2	SDA 1
		Compensation					
Ab	1.	I avail leave because organization do not give any bonus on regularity.	5	4	3	2	1
	2.	I am granted inadequate number of leaves per year so I avail leaves.	5	4	3	2	1
	3.	I take leave if number of hours exceed from the daily routine.	5	4	3	2	1
	4.	The pay structure is not good so I skip my working hours.	5	4	3	2	1
	5.	Leaves not availed are not paid so better to avail leaves	5	4	3	2	1
JT	6.	I will quit because of work stress.	5	4	3	2	1
	7.	I will quit because of lack of insurance benefits.	5	4	3	2	1
	8.	Unavailability of day care center leads me to quit the job.	5	4	3	2	1
	9.	I would prefer no benefits and higher wages.	5	4	3	2	1
	10.	I will quit because early increment is not adequate.	5	4	3	2	1

Working Condition

Ab	11	I avail leave when there is a lot of work pressure in the workplace.	5	4	3	2	1
	12.	I pass on the time when I face challenge at workplace.	5	4	3	2	1
	13	I avail leaves as working environment is too monotonous.	5	4	3	2	1
	14.	I take advantage as no disciplinary actions taken on leaves.	5	4	3	2	1
	15.	I'll quit because I do not like the working environment.	5	4	3	2	1
JT	16.	If there are too many restrictions and I have no liberty in doing my work. I'll quit.	5	4	3	2	1
	17.	I'll quit because my colleagues do not inspire me to give my best.	5	4	3	2	1
	18.	I do not like leg pulling. I'll rather quit.	5	4	3	2	1
	19.	Deciding to work for this organization was definite a mistake on my part, as I get a better chance I'll quit.	5	4	3	2	1

Recognition

Ab	20.	Because no recognition of work I skip as much work as I can.	5	4	3	2	1
	21	Geographic conditions or location effects, I feel others exclude me that may lead to job switchover.	5	4	3	2	1
JT	22	Lack of opportunities for promotion may cause job switchover.	5	4	3	2	1
	23.	Career change is important for progress.	5	4	3	2	1
	24.	I will probably look for a job in the next year because of favouritism.	5	4	3	2	1

Training

Ab	25.	I take leave in the situation when the work assigned to me is misfit with my skills and interests.	5	4	3	2	1
	26.	I prefer to take leave than attending same workshops held every year.	5	4	3	2	1
JT	27.	I feel I am progressing in this organization.	5	4	3	2	1
	28.	The trainings provided to me are not building enough capacity.	5	4	3	2	1
	29	I'll quit if the organization doesn't provide training and development chances which I need to do my job.	5	4	3	2	1

Personal Factors

Ab	30.	When I face transport problem I take leave.	5	4	3	2	1
	31.	I take leave when I have emergency at my home.	5	4	3	2	1
	32.	When I miss the bus, I avail leave.	5	4	3	2	1
	33.	I was sick (long term; allergies, fever) and availed leave.	5	4	3	2	1
	34.	I spend more time on special courses and studies.	5	4	3	2	1
JT	35.	I am suffering from chronic disease but able to manage work hardly but on my heads demand I'll quit.	5	4	3	2	1
	36.	I'll quit because my home is too far from my workplace.	5	4	3	2	1
	37.	I'll quit because my family is not supportive in this regard.	5	4	3	2	1
	38.	I'll quit if I would not be able to balance family expectations and organizational goals.	5	4	3	2	1

Annexure H

Transcript

P1 "Most of the teacher behave deviantly because the working environment. Some times to avoid few duties they remain absent (wc). Employee turnover rate accelerates due to salary packages (Comp). Organization must provide good environment and salary packages."

P2 "Working environment and sometimes irresponsible behavior of higher authorities make people to show deviant behavior, this may include negligence and release environment same routine, some workplace and some methodology or no innovation may cause absenteeism (WC). Employees' turnover rate may accelerate because of security or salary packages. Especially organization alreadypaying less, the employees with low grades (Comp).

An organization must provide incentive to their employees in the form of salary increase, bonus, and sometime appreciation certificates. Fair selection, timely response, feedbacks methodology change, may be the cause of less turnover."

P3 "Because Absenteeism of workload and hard work. Turnover rate accelerates because of more workload (WC) and less salaries as compare to it (Comp). Good environment, recognition, respect appreciation and criticism not for the sake of criticism but for betterment. There must be healthy competitive and learning environment in the organization."

P4 "Faculty members show deviant behavior as absenteeism because of lack of incentives and job intensity (Comp). Job turnover accelerates because of lack of growth, incentives (Comp), and lack of recognition (Recog) and overwork. Appreciation, rewards incentives (Recog) may reduce deviant behavior"

P5 "Minority of teachers show deviant workplace behavior as lack of effective system, which makes employees accountable may cause absenteeism (WC), lack of motivation (WC) in job to junior teachers and job related barn may be few reasons for absenteeism. Job insecurity, organization set-up may lead to job turnover especially who are working for longtime.

Effective and purposeful relationship between employee and employers, good and healthy relationship with organization, effective accountability can lead to reduce absenteeism and job turnover".

P6 "Teachers show deviant workplace behavior as absenteeism to do their personal tasks. Teachers' turnover may accelerates because of intense atmosphere of the organization (WC). Continuous performance and evolution may reduce absenteeism and job turnover."

P7 of Bad "Very few teachers show deviant work place behavior as absenteeism because monotonies environment and lack of the chance to develop (WC & Recog.). management may lead to job turnover.(WC) Leadership and good management may lead to reduce absenteeism and job turnover"

P8 "Very few teachers show deviant workplace behavior as absenteeism because they are treated unjustly and being discriminated (WC). The teachers lack of access to the higher authorities in big setups whereas in small setups their potential is explored (WC), they are paid less as compare to the work load (Comp) these could be the reason for job turnover. The employee's case must be observed and evaluated seriously and one to one negotiation should be done to see the matter depth".

P9 "Teachers are not provided with their rights and facilities and over burdening of responsibilities may lead to deviant behavior as absenteeism (WC). The rate of job turnover may accelerate due to the lack of promotions and development facilities (Comp), so they definitely look for better social and finical security.

Teachers must be provided with the conducive environment to work and they should be given better facilities in form of bonuses and packages. Moreover teachers who are performing well should be rewarded anyway."

P10 the "Teachers most commonly show deviant workplace behavior as absenteeism reason might be that their administration does not treat them rightly or administration does not apply strict rules on absentees (WC). Employees' job turnover rate accelerates due to the incompetence of the few teachers who show (WC). Another reason might be the lack of availability to flourish with newer technology used for teaching tools (Training).

The solution for the job turnover is to conduct more and more constructive workshops for teaching staff, showing them interesting videos, demos on how to use teaching tools effectively and how to enhance teaching abilities. Moreover, motivational programs should be held and to reduce absenteeism is to motivate teachers by offering them incentive for being regular. Motivational speakers and teacher's councilors should be introduced in all institutions who keep the check and balance on the behavioral changes and focus on the improvement of any such odd change."

(P11) "Those teachers who show deviant behavior at workplace as absenteeism may be they are over-burdened or not happy with the atmosphere of the organization (WC). Employee turnover rate accelerates due to many reasons but top of the list is behavior of administration. Favoritism causes sense of complex (WC).

A strict observation on environment and workload can decrease it. If friendly and cooperative environment is given so teachers can do their work with ease."

(P12) "Very few teachers show deviant behavior at workplace as absenteeism because of bias working environment (WC). Job turnover rate accelerates because of un-fulfillment of basic requirements (Comp).

Institutes may deduct salary on frequent absence thus may cause reduce the absenteeism and if employees are given job security and friendly environment, job turnover rate may be reducing."

(P13) "Very few teachers show deviant workplace behavior as absenteeism because of head's behavior like biasness, favoritism or discrimination (WC). In some institutes wages are shamefully less (Comp). Teachers are very low paid. They are not satisfied with their wages so job turnover rate accelerates.

Good salaries, handsome wages, facilities and good behavior, friendly way of talking may reduce absenteeism and job turnover mental satisfaction of teachers in required either by handsome salary behavior or reasonable work load."

(P14) "Teachers who are on contract mostly show deviant workplace behavior as absenteeism because their administrative staff may not be cooperative and show dictatorship behavior (WC). Mostly highly qualified teachers do not accept it and leave as they to have better opportunity.

- Sometimes teachers may not be satisfied with the incentives given them (Comp).
- Sometimes teachers are incapable of performing their duties because of lack of instructions provided to them (Training), they are unable to cope with the situation and thus want to make disturbance within the organization.
- Sometimes organization do not give full rights to the employee and they feel insane and show deviant behavior and job turnover rate accelerates (Recog.).

To reduce absenteeism and job turnover rate we must produce friendly atmosphere with organization. An organization should protect the rights of employees. An organization should appoint right people for their right place. The administrator should be well-qualified cooperative and with good leadership qualities."

(P15) "Teacher show deviant workplace behavior because of unfair treatment in the organization. It leads to intentionally worked shower and ultimately them absenteeism (WC). Employee job turnover rate accelerates due to following factors:

- When employees are treated differently than others in any institute or organization then it may lead towards job turnover. (WC)
- Another important reason for job turnover is that employee do not get enough compensation and job benefits (Comp.).
- Employee who work under any head who behaves rudely or and treats disrespectfully (Recog.).

Job turnover and absenteeism may be reduced by the head of the organization's treatment to the employees. Institute may develop such strategies e.g. good

working environment so that employees may stick around for a longer period of time. Investing in the employees is essential for the organization if they want to improve their retention. Organization may make top priority to treat all the employees same and avoid favoritism and biasness."

Annexure I

Statistical Treatment for Objectives' Analysis

Sr.No	Objectives	Research Questions	Hypotheses	Statistical Treatment
1.	To examine the dominant causes of deviant workplace behaviour at university level with reference to organizational factors.			SSI
2.	To investigate the dominant causes of workplace behaviour at university level with reference to personal factors.			SSI
3.	To compare the deviant workplace behaviour with reference to demographic variations i.e., gender, experience, qualification and socio-economic status (marital status or salary etc.)		There is no statistical difference of deviant workplace behaviour among university teachers with reference to gender in public sector universities.	Mean, T-test
			There is no significant difference of deviant workplace behaviour among university teachers with reference to age group in public sector universities.	Mean, ANOVA, Post Hoc test (Tukey HSD)
			There is no important difference of deviant workplace behaviour among university teachers with reference to qualification at public universities.	Mean ANOVA, Post Hoc test (Tukey HSD)
			There is no vital difference of deviant workplace behaviour among university teachers with reference to the nature of job at public sector universities.	Mean ANOVA, Post Hoc test (Tukey HSD)
			There is no substantial difference of deviant workplace behaviour among university teachers with reference to designation at public sector universities.	Mean ANOVA, Post Hoc test (Tukey HSD)
			There is not any major statistically difference of deviant workplace behaviour among university teachers with reference to marital status at university level in public sector.	Mean T-test
			There is no significant difference of deviant workplace behaviour among university teachers with reference to the	Mean ANOVA, Post Hoc test

			total experience at public sector universities.	(Tukey HSD)
			There is not any significant difference of deviant workplace behaviour among university teachers with reference to the experience in current organization at public sector universities.	Mean ANOVA, Post Hoc test (Tukey HSD)
			There is no statistical vital difference of deviant workplace behaviour among university teachers with reference to Salary at public sector universities.	Mean ANOVA, Post Hoc test (Tukey HSD)
			There is not any statistical significant difference of deviant workplace behaviour among university teachers with reference to location at university level in public sector.	Mean T-test
4.	To explore the possible solutions of reducing absenteeism.	What are the possible solutions of reducing absenteeism among university teachers?		Semi-Structured Interview
5.	To explore the possible solutions of reducing the rate of job turnover.	What measures can be adopted to reduce high staff turnover among university teachers?		Semi-structured Interview