



# Exploring The Interplay Between Workplace Deviance, Employee Motivation, And Job Satisfaction In Omani Universities

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## ARTICLE INFO

## ABSTRACT

This study delves into the dynamics of workplace deviance and its impact on job satisfaction within Oman's higher education sector. Additionally, it examines the mediating role of employee motivation in this relationship. Data for the study was gathered through random sampling from employees across various universities in Oman. Structural Equation Modeling (Smart-PLS) was employed to analyze the collected data, revealing insights into the interconnectedness of the study's variables. The findings underscored that workplace deviance negatively influences both job satisfaction and employee motivation. Conversely, employee motivation emerged as a significant positive predictor of job satisfaction. Furthermore, the study revealed that employee motivation partially mediates the relationship between workplace deviance and job satisfaction. This research contributes to the empirical understanding of how workplace deviance adversely affects job satisfaction in Omani higher education institutions. It holds implications for academics, practitioners, students, and researchers seeking to comprehend the nuances of workplace dynamics, particularly in the context of higher education in Oman. Moreover, the study emphasizes the importance of employee motivation as a key factor in mitigating the negative effects of workplace deviance on job satisfaction. Finally, it sheds light on the pivotal role of job satisfaction in fostering professional growth and stability within the education sector, thus contributing to the broader development of Omani society and economy.

**Keywords**– Workplace deviance; Employee's motivation; job satisfaction, Oman University higher education,

## 1.1. Introduction

In public sector organizations, the productivity of employees often suffers due to prevalent injustices and low job satisfaction (Shaheen, Bashir, & Khan, 2017). Researchers have identified various issues related to workplace deviance, including perceived injustice, financial pressures, and employee dissatisfaction (Bennett & Robinson, 2000; Chen, Fah, & Jin, 2016). However, the primary concerns revolve around organizational injustice and low job satisfaction (Bennett & Robinson, 2000; Chen, Fah, & Jin, 2016).

This study aims not only to understand deviant behavior but also to explore management approaches to address it. This research is crucial for organizational performance, particularly within the higher education sector in Oman. The current educational landscape in Oman is undergoing structural changes, including curriculum reforms and the implementation of new teaching methods (Al-Mahrooqi & Denman, 2018). Consequently, there's a need to examine how workplace dynamics, particularly workplace deviance, affect job satisfaction in this evolving sector.

## 1.2. Problem Statement

Workplace deviance in Omani higher education institutions stems from issues such as inadequate resources and benefits provided by the Higher Education Ministry of Oman (Schoonenboom & Johnson, 2017). This deviance leads to dissatisfaction among students, affecting their learning experiences and parental trust in

educational institutions (Shah & Sofi, 2020). Additionally, employees face pressure due to government initiatives to decentralize the education sector, resulting in increased workload and job insecurity (Al-Hemyari, 2019). These factors contribute to reduced productivity and job satisfaction among employees (Shaheen Bashir & Khan, 2017).

This research focuses on identifying workplace deviance factors that influence job satisfaction in Omani higher education institutions. These factors include training and development, employee motivation, communication, work stress, employee empowerment, and diversity tolerance among academic staff.

### **1.3. Significance of the Study**

This study provides insights into the factors influencing job satisfaction among academics in Omani universities. It is the first attempt to integrate workplace deviance factors impacting job satisfaction in this context. Additionally, it examines the mediating role of top management support in job satisfaction within the higher education sector. The findings hold implications for organizational performance and policymaking in Omani higher education. By understanding and addressing workplace deviance, organizations can improve employee satisfaction and overall productivity.

Furthermore, this research aids policymakers and supervisors in monitoring employee satisfaction and addressing workplace issues effectively. It also highlights the importance of organizational justice in preventing deviant behavior and enhancing workplace conditions. Ultimately, the study contributes to increasing productivity and efficiency within Omani universities.

## **2.0. Literature Review**

### **2.1. Workplace Deviance**

Workplace deviance refers to malicious attempts to disrupt organizational processes and functions (Zhu, Lyu, & Ye., 2019). It encompasses actions such as theft, vandalism, and interpersonal sabotage (Götz, Bollmann, & O'Boyle, 2019). Employees engage in deviant behavior due to various factors, including work pressure and dissatisfaction (Chen & King, 2018). Such behavior not only hampers organizational operations but also impacts job satisfaction negatively (Ellen et al., 2021).

### **2.2. Employee Motivation**

Employee motivation, including factors like salary and development opportunities, plays a crucial role in job satisfaction (Götz, Bollmann, & O'Boyle, 2019). Lack of motivation often leads to dissatisfaction and decreased productivity (Haldorai et al., 2020). Addressing motivational issues is essential for maintaining employee engagement and organizational effectiveness.

### **2.3. Job Satisfaction**

Job satisfaction is closely linked to workplace deviance, as dissatisfied employees may resort to counterproductive behaviors (Cassidy, 2020). Factors such as autonomy and perceived fairness influence job satisfaction (Koopman et al., 2020). Conversely, job satisfaction fosters motivation and improves employee performance (Singh et al., 2021).

## **3.0. Methodology and Data Collection**

### **3.1. Research Method**

This study employs a quantitative approach to examine the impact of workplace deviance on job satisfaction, mediated by top management support. Quantitative methods facilitate objective data analysis and help achieve research objectives effectively.

### **3.2. Population and Sampling**

The study targets academic staff in Omani universities, with a sample size of 355 respondents. Sampling is conducted using a stratified random sampling method, ensuring representation across universities and academic positions.

### **3.3. Questionnaire Design**

The questionnaire includes demographic information and items related to variables of interest, such as training, motivation, and communication. It aims to gather comprehensive data on workplace deviance and job satisfaction factors.

### **3.4. Variables Measurement**

Variables are measured using established scales adapted from previous studies to ensure content validity. Constructs include job satisfaction, workplace deviance, and employee motivation.

### 4.0. Data Analysis and Results

#### 4.1. Test of Normality

Descriptive analysis indicates a nearly normal distribution of variables, meeting the criteria for statistical analysis. Skewness and kurtosis values fall within acceptable ranges, ensuring the reliability of data analysis. Overall, the study employs robust methodology and data collection techniques to investigate the relationship between workplace deviance and job satisfaction in Omani universities.

Table 1: Kurtosis and Skewness Test

Variable	Skewness	Kurtosis
Job satisfaction	-.243	-1.012
Workplace deviance	-.407	-.771
Employee Motivation	.043	-1.145

Source: Prepared by researcher using SPSS

#### 4.2. Histogram Test

The normal distribution, often referred to as the "bell curve" or "Gaussian curve" in honor of mathematician Karl Friedrich Gauss, is one of the most significant and widely used distributions in statistics (Hair et al., 2013). It provides insights into the distribution of data points around the mean, with the standard deviation indicating the degree of dispersion within the dataset. A smaller standard deviation signifies that the data points are clustered closely around the mean, while a larger standard deviation indicates greater dispersion. In this study, Figure 1 illustrates the standard deviation, which is approximately 1 (0.990). This value indicates that the data closely adheres to a normal distribution, with data points clustered around the mean. The histogram test confirms the normality of the **dataset, facilitating reliable statistical analysis and interpretation of results.**

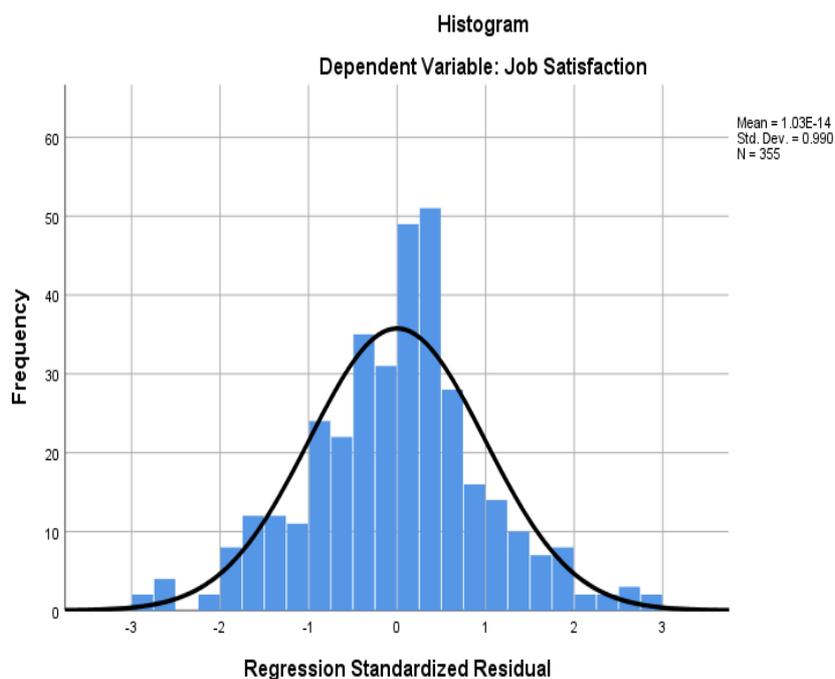


Figure 1: Error normality test

#### 4.3. Demographic Characteristics of the Respondents

The demographic characteristics of the respondents reveal important insights into the composition of the sample population. Out of the total 355 respondents, 130 are females, accounting for 36.6%, while males constitute the majority with 225 respondents, making up 63.4%. Regarding age distribution, the largest percentage of respondents falls within the age group of 36-45 years, comprising 38.3% of the total sample size. This is followed by the age group of 26-35 years, with 26.5% of the respondents, and the age group of 46-55 years, representing 21.4% of the participants. Conversely, the age groups of 18-25 years and above 55 years constitute the smallest percentages, with 9% and 4.8% respectively. In terms of educational attainment, the highest proportion of respondents hold a Ph.D. degree, accounting for 40.3% of the sample. This is followed by respondents holding a Master's degree (33.5%), while those with a Bachelor's degree comprise 20.8% of the sample. A smaller percentage of respondents (4.2%) hold a Diploma certificate or lower.

Regarding job positions, lecturers constitute the largest group among the respondents, comprising 32.4% of the total. Assistant professors and associate professors follow, with 22.5% and 10.2% respectively. Professors account for 7.9% of the respondents, while others, including administrative staff, make up 27% of the total. In terms of years of experience, the majority of respondents have 6-10 years of experience, accounting for 23.4% of the sample. This is followed closely by respondents with 11-15 years of experience (22%) and those with more than 20 years of experience (21.4%). Respondents with 16-20 years of experience constitute 15.2% of the total. Overall, Table 2 provides a comprehensive overview of the demographic characteristics **of the respondents, highlighting the diversity within the sample population.**

Table 2: Distribution of Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percent %
<b>Gender</b>	Male	130	36.6
	Female	225	63.4
<b>Age</b>	18-25 Years	32	9.0
	26- 35 Years	94	26.5
	36- 45 Years	136	38.3
	46- 55 Years	76	21.4
	More than 55 years	17	4.8
<b>Experience Year</b>	1- 5 Years	64	18.0
	6- 10 Years	83	23.4
	11-15 years	78	22.0
	16- 20 years	54	15.2
	More Than 20 Years	76	21.4
<b>Qualification</b>	Bachelor	74	20.8
	Diploma	15	4.2
	Master	119	33.5
	PhD	143	40.3
	Others	4	.12

#### 4.4. Descriptive Statistics for the Variab

The Table 2 presents the descriptive statistics for the variables examined in this study. The mean scores provide insights into the central tendencies of each variable, while the standard deviation indicates the level of variability within the dataset.

Among the variables, job satisfaction exhibited the highest mean score of 3.282, representing 65.6% of the maximum score possible. This suggests a relatively high level of satisfaction with their job among respondents. Following closely is work stress, with a mean score of 3.182, equivalent to 63.6%. Lack of communication received a mean score of 2.598, accounting for 51.9% of the maximum possible score.

Conversely, lack of empowerment received the lowest mean score of 2.277, representing 45.5% of the maximum score. This indicates a perceived deficiency in empowerment among respondents. Overall, the mean score across all variables was 2.795, equivalent to 55% of the maximum possible score.

The computed standard deviations for each variable ranged from .796 to 1.112. These values signify a significant level of variability within the dataset, suggesting diverse perceptions and experiences among respondents regarding the examined variables.

Overall, the descriptive statistics provide a comprehensive overview of the distribution and central tendencies of the variables under investigation, offering valuable insights into the respondents' perceptions and experiences.

Table 3: Descriptive Statistics for Variables

Variable	No. Items	Min.	Max.	Mean	%	Std. Deviation
<b>Job satisfaction</b>	5	1.00	5.00	3.282	65.64	.85542
<b>Employee Motivation</b>	4	1.00	5.00	2.457	49.14	.94396
<b>Work stress</b>	3	2.00	5.00	3.182	63.64	.99945
<b>Lack of communication</b>	5	1.00	5.00	2.598	51.96	.79693
<b>Lack of Empowerment</b>	3	1.00	5.00	2.277	45.54	1.11287
<b>Overall</b>	20	2.03	3.74	2.759	55.96	.36840

#### 4.5. Validity and Reliability

##### 4.5.1. Convergent Validity Test

The convergent validity of the study's measurement method is supported by the sample size exceeding 150, as recommended by Hair et al. (2006). Moreover, all item factor loadings in this study exceed 0.5, indicating a strong relationship between the items and active variables. The factor loadings range from 0.601 for EMW3 to 0.886 for EM2, providing ample evidence of convergent validity.

Additionally, reliability analysis (Cronbach's alpha) was conducted for each variable, with values ranging from 0.661 for work stress to 0.861 for employee motivation. Composite reliability C.R.R) values ranged from 0.812 to 0.906 for the same variables. These values surpass the recommended threshold of 0.60 for Cronbach's alpha and 0.70 for composite reliability, indicating strong internal consistency and reliability of the measurement constructs (Hair et al., 2019).

Overall, the study's variables demonstrate satisfactory levels of convergent validity and reliability, ensuring the robustness of the measurement method employed. Table below presents the item loadings, Cronbach's Alpha, and Composite Reliability for each variable. Table displaying item loadings, Cronbach's Alpha, and Composite Reliability for each variable]

Table 4: Items loading, Cronbach's alpha, and Composite Reliability

Constructs	Items	Factor Loading	Cronbach's alpha	Composite Reliability C.R.R)
<b>Job satisfaction</b>	JS1	0.738	0.830	0.881
	JS2	0.814		
	JS3	0.879		
	JS4	0.649		
	JS5	0.775		
<b>Employee Motivation</b>	EM1	0.865	0.861	0.906
	EM2	0.886		
	EM3	0.780		
	EM4	0.827		
<b>Work stress</b>	WS1	0.729	0.661	0.812
	WS2	0.765		
	WS3	0.808		
<b>Lack of communication</b>	COM2	0.774	0.844	0.889
	COM3	0.742		
	COM4	0.790		
	COM5	0.834		
	COM6	0.784		
<b>Lack of Empowerment</b>	EMW1	0.797	0.640	0.801
	EMW2	0.858		
	EMW3	0.601		

Source: Prepared by the researcher using the output of Smart-PLs (Measurement Model)

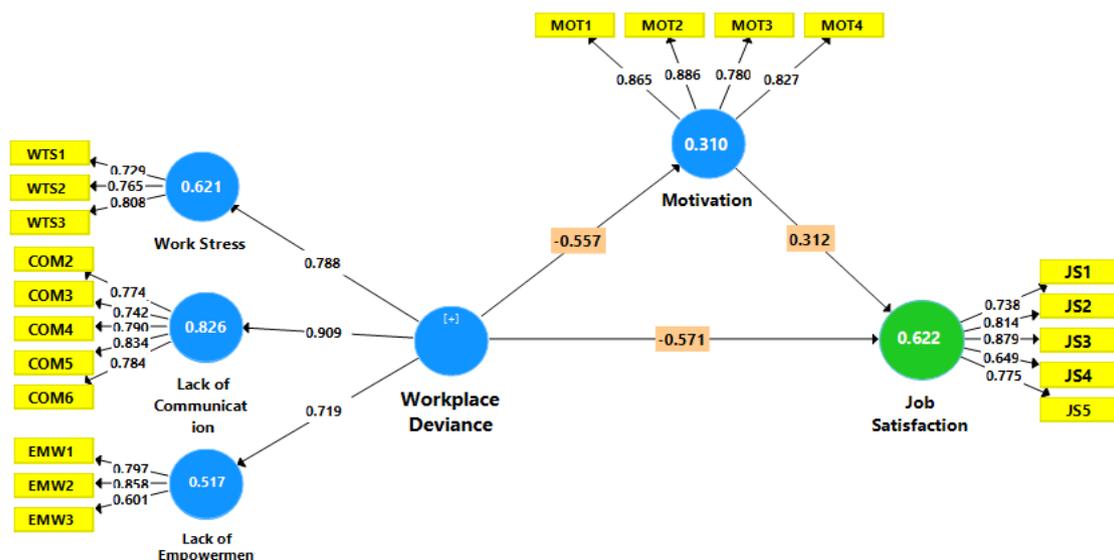


Figure 2: Measurement Model/ Outer loading (Algorithm)

**4.5.2. Discriminant Validity Test**

Discriminant validity, as depicted in Table 5, assesses how variables in the study differ from each other (Hair et al., 2010). An essential statistical measure utilized for this purpose is the Average Variance Extracted (AVE), which should exceed the correlations between variables (Fornell & Larcker, 1981). According to the recommendations of Hair et al. (2013) and Fornell and Larcker (1981), discriminant validity can be established if the diagonal elements (AVE) are greater than the off-diagonal elements (correlations) in their respective rows and columns.

In this study, the AVE values for each set of constructs surpass the squared correlations. Additionally, the square root of the AVE for any given variable exceeds the absolute value of the correlation square with any other variable. These results ensure discriminant validity within the measurement model.

The AVE values range from 0.578 to 0.706, indicating a robust level of discriminant validity across the variables examined. Overall, the findings support the distinctiveness of each variable and validate their ability to measure unique constructs effectively.

[Table 5 displaying AVE values and correlations between variables for assessing discriminant validity]

Table 5: Discriminant Validity for (Fornell & Larcker, 1981)

	AVE	JS	COM	EMW	MOT	WS
JS	0.600	0.775				
COM	0.617	-0.632	0.785			
EMW	0.578	-0.583	0.484	0.760		
MOT	0.706	0.630	-0.408	-0.416	0.840	
WS	0.590	-0.613	0.564	0.438	-0.569	0.768

Source: Prepared by the researcher using the output of Smart-PLS (Measurement Model)

**4.6. Determination Coefficient for R<sup>2</sup> (squared multiple correlation)**

The R<sup>2</sup> value indicates the proportion of variance in the dependent variable explained by the independent variables. In this study, the R<sup>2</sup> values for the structural model on job satisfaction and employee motivation were found to be 0.622 and 0.310, respectively. These values suggest that the independent variables, workplace deviance, and employee motivation, account for 62.2% and 31% of the variance in job satisfaction and employee motivation, respectively. This implies a substantial impact of the independent variables on the respective dependent variables, as illustrated in Figure 3.

**4.7. Assessment of Effect Size (The)**

The effect size (f<sup>2</sup>) is a measure of the relative impact of independent variables on dependent variables, considering the inclusion or exclusion of a mediator, by quantifying changes in R<sup>2</sup> (Chin, 1998). It is calculated as the increase in R-square of the latent variable associated with the path, divided by the latent variable's unexplained variance share (Cohen, 1988).

This measure allows for a deeper understanding of the impact of independent variables on dependent variables, providing insights into the magnitude of change in explained variance when considering the mediator's influence.

$$\text{Effect size } (f^2) = \frac{R_{\text{included}}^2 - R_{\text{excluded}}^2}{1 - R_{\text{included}}^2}$$

According to Cohen (1988), an effect size of more than 0.35 is considered large, 0.15 is medium, and less than 0.02 is small. The results of the analysis indicate effect sizes for various relationships in the model.

1. Employee Motivation: The effect size of the predictive variable on job satisfaction is 0.177, indicating a medium effect size. This suggests that employee motivation has a moderate impact on job satisfaction.
2. Workplace Deviance: The effect size of workplace deviance on job satisfaction is 0.596, which falls into the large effect size category. This indicates that workplace deviance has a significant impact on job satisfaction, exerting a substantial influence on employees' satisfaction levels.
3. Workplace Deviance on Employee Motivation: The effect size of workplace deviance on employee motivation is 0.450, also falling into the large effect size category. This suggests that workplace deviance has a considerable impact on employee motivation, influencing their levels of motivation significantly.

These findings, as indicated in Table 6 and Figure 3, underscore the importance of addressing workplace deviance as it significantly affects both job satisfaction and employee motivation within the context of the study. Furthermore, the moderate effect size of employee motivation on job satisfaction highlights its role as a factor influencing employees' satisfaction levels.

Table 6: Effect Size of Variables

Variable	Effect size (f <sup>2</sup> )			
	Job satisfaction	Rating	Employee Motivation	Rating
Employee Motivation	0.177	Medium	---	
Workplace deviance	0.596	Large	0.450	Large

Source: Prepared by the researcher using the output of PLS-SEM

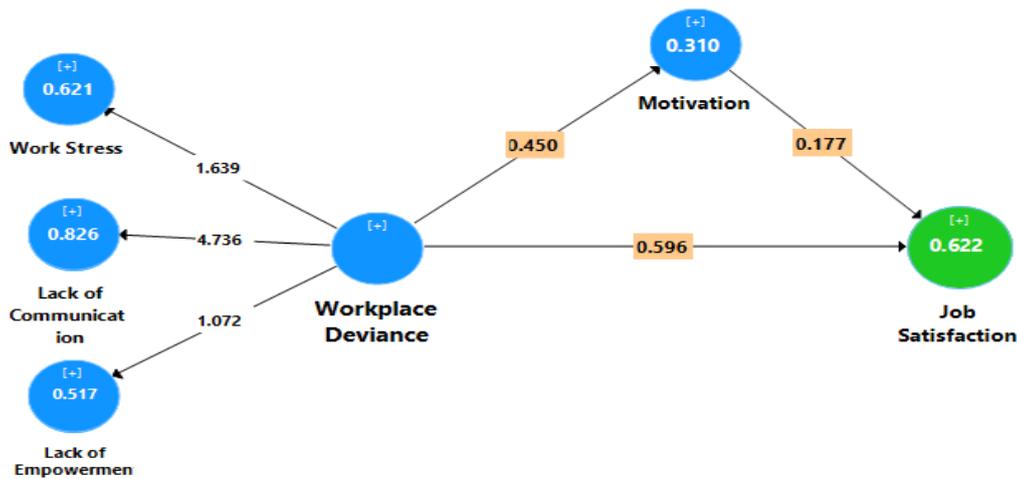


Figure 3: Measurement Model with (f²) and (R²) for main variables

**44.8. Direct Hypotheses Results**

The analysis results reveal that workplace deviance exerts a statistically significant and negative influence on both job satisfaction and employee motivation ( $\beta = -0.571$ ;  $t = 14.139$ ;  $p < 0.001$ ) and ( $\beta = -0.557$ ;  $t = 14.212$ ;  $p < 0.001$ ), respectively, as presented in Table 7 and Figure 4. Hence, hypotheses (H1) and (H2) are supported. Conversely, employee motivation demonstrates a significant and positive influence on job satisfaction among employees in Oman universities ( $\beta = 0.312$ ;  $t = 6.303$ ;  $p < 0.001$ ). Consequently, hypothesis (H3) is supported. These findings underscore the detrimental impact of workplace deviance on both job satisfaction and employee motivation, highlighting the need for interventions to address deviant behaviors within the workplace. Moreover, they emphasize the importance of fostering employee motivation as a means to enhance job satisfaction among employees in Omani universities.

Table 7: Results of Direct Hypotheses

H	Exogenous Variables		Endogenous Variables	(path coefficient) ( $\beta$ )	S.D	C.R (t-value)	P-value	Hypothesis Result
H1	Workplace deviance	<input type="checkbox"/>	Job satisfaction	-0.571	0.040	14.139	0.000	Supported
H2	Workplace deviance	<input type="checkbox"/>	Employee Motivation	-0.557	0.039	14.212	0.000	Supported
H3	Employee Motivation	<input type="checkbox"/>	Job satisfaction	0.312	0.311	6.303	0.000	Supported

Source: Prepared by the researcher using the output of PLS-SEM (Structural Model)

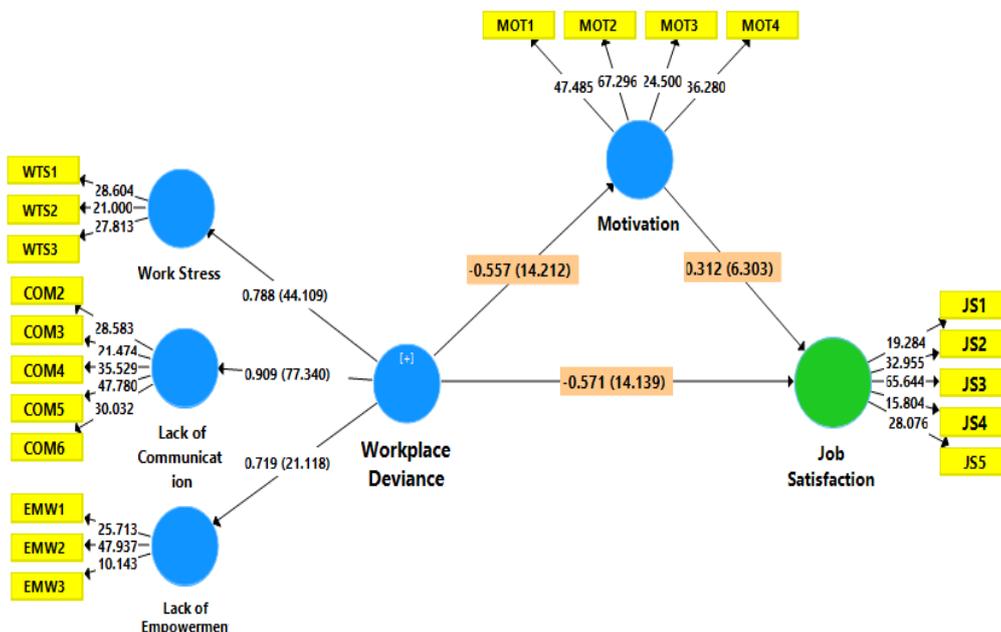


Figure 4: Structural Model with -Hypotheses results (Bootstrapping (

#### 4.10. Results of Mediating Effect (Indirect Hypotheses Result)

The study investigated the mediating role of employee motivation in the relationship between workplace deviance dimensions and job satisfaction using Partial Least Squares Structural Equation Modeling (PLS-SEM).

The mediation test employed the bootstrapping approach and PLS-SEM, which are techniques recognized for their increasing popularity and acceptance among researchers in management, human sciences, and marketing (Hui Fai, Wong & Lau, 2014).

As depicted in Table 8, employee motivation (MOT) was found to mediate the correlation between workplace deviance and job satisfaction ( $\beta = -0.174$ ,  $t = 6.161$ ,  $p < 0.001$ ). This implies that workplace deviance significantly and negatively influences job satisfaction through the mediating role of employee motivation. Thus, the indirect hypothesis (H4) is supported.

These results highlight the importance of considering employee motivation as a mechanism through which workplace deviance impacts job satisfaction. Addressing issues related to workplace deviance and promoting employee motivation may, therefore, be key strategies for enhancing overall job satisfaction among employees in Omani universities.

Table 8: Indirect Hypothesis Result

Hyp.	Relation	Path ( $\beta$ )	(STDEV)	T-value	P Value	Result
H8	WD -> MOT -> JS	-0.174	0.028	6.161	0.000	Supported

Source: Prepared by the researcher using the output of PLS-SEM (Structural Model)

Note: MOT: Employee's Motivation, WD: Workplace deviance, JS: job satisfaction.

#### 4.11. Discussion and Conclusion

The aim of this study was to explore the influence of workplace deviance on job satisfaction, with a focus on the mediating role of employee motivation among employees in Oman universities. The findings of the study indicate that workplace deviance significantly and negatively affects both job satisfaction and employee motivation. Conversely, employee motivation was found to have a positive impact on job satisfaction within the higher education sector in the Sultanate of Oman. Furthermore, employee motivation was identified as a partial mediator in the relationship between workplace deviance and job satisfaction.

These results have significant implications for the productivity and performance of Omani universities and the nation as a whole, particularly in comparison to global standards. The study introduces a novel mediating model, highlighting the importance of employee motivation in mitigating workplace deviance and enhancing job satisfaction.

Additionally, this research sheds light on the role of workplace deviance in influencing job satisfaction within the education sector, emphasizing its impact on professional occupation and the broader development of education, society, and the economy in Oman. The findings underscore the importance of addressing workplace deviance through strategies that promote employee motivation, ultimately contributing to organizational stability and effectiveness.

Moreover, the study suggests that training interventions can still be effective in enhancing job satisfaction, provided that universities support employee motivation by offering positive transfer consequences. Addressing job dissatisfaction is crucial in preventing workplace deviant behaviors, highlighting the responsibility of both employees and academics in fostering a positive work environment.

The findings emphasize the critical nature of employee motivation in fostering job satisfaction and productivity in the workplace. It underscores the need for tailored motivation strategies that consider the unique needs and preferences of employees, ultimately influencing their decision to stay or leave an organization.

In conclusion, this study provides valuable insights into the prevalence of workplace deviance in Omani universities and its implications for job satisfaction among university employees. It offers practical implications for academics, practitioners, and policymakers, serving as a reference point for addressing workplace deviance and promoting a positive work environment conducive to employee satisfaction and organizational success.

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