



The Role Of Top Management Support On The Relationship Between Workplace Deviance Dimensions And Job Satisfaction In Oman Universities

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Citation: ¹Mohammed AlBusaidi et Al. (2024), The Role Of Top Management Support On The Relationship Between Workplace Deviance Dimensions And Job Satisfaction In Oman Universities. *Educational Administration: Theory And Practice*, 30(4), 834-844
Doi: 10.53555/kuey.v30i4.1572

ARTICLE INFO

ABSTRACT

The purpose of the paper is to examine the influence of workplace deviance dimensions on job satisfaction via Top Management support as a mediator in Omani universities. In this study, data is collected via random sampling method, and the number of respondents (population of the sample) is distributed among employees and academic staff of Oman universities. The sample of the present study consisted of a total of 380 analyzed using Structural Equation Modelling (Smart-PLS) in order to examine causal relationships among the study's latent variables. The findings of this study indicated that workplace deviance factors (communication, training development, employee empowerment, diversity tolerance, employee motivation) were negative significant predictors of job satisfaction, but work stress did not have a significant effect on job satisfaction. Additionally, the lack of (communication, training development, and employee motivation) had a statistically negatively significant influence on top management support, while employee empowerment had a positive influence on top management. On the other hand, work stress and the lack of diversity tolerance were found to be insignificant for top management support. Moreover, top management support (TM) could mediate the link between workplace deviance and job satisfaction, and top management support was a partial mediating effect between the lack of (communication, training development, employee empowerment) and job satisfaction. The major contribution of this research is statistically validating the workplace deviance factors influencing job satisfaction negatively in the higher education universities sector of Oman. This study provides a better understanding of the relationship between the six variables (workplace stress, communication, training development, diversity tolerance, and employee motivation) that may become an essential guideline for workplace deviance and future researchers, and at the same time, provides empirical support on the theories related to the study as mentioned above. Furthermore, the findings contribute to the ongoing discourse about the important top management support by examining the distinctive mediating effect of TM on workplace deviance and job satisfaction.

Key Words : Workplace deviance dimensions; top management job satisfaction, Oman Universities.

Introduction

Insufficient job satisfaction, psychological instability, and abusive supervision can cause deviant behaviour in employees or members of an organization. The research states that the sector of higher education focus of the Sultanate can be considered to originate from the era of the Renaissance. According to the research on the Oman region, it is stated that currently, the place has 31 public higher educational institutions (Agrawal and Gautam, 2020). The). Among them, there exists one university, 29 colleges, and one institution. Moreover, the region considers 29 private institutions, and among them, 8 are universities, 21 are colleges (Alawi, 2017). Therefore, it can be stated that the active consideration of 60 higher educational institutions can have the

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capability to increase the whole process of educational development (Aku, 2017). Moreover, the consideration for the education types states about the free-of-charge session up to the end of the secondary education process. Moreover, attendance is not mandatory in that region. The background history of the research states that in the year 1970, there existed three formal schools along with 900 students throughout the whole country (Alam et al., 2021). Furthermore, in the years 1980 and 1970, the country considered the National Educational Program process in the context of rapidly expanding activities. Most employees have reported that positive influence can be extracted from workforce deviance at the workplace (Basias & Pollalis, 2018). The respect for authority increases when deviance is created. When the staff does not have an understanding of the company policy or the creative ideas of the workers are not encouraged, the dissatisfaction can grow into deviant behaviour (Raza et al., 2019).

In times of workplace deviant behaviour on the part of the employees, higher management takes active steps to solve the issues that cause deviant behaviour in the employee (Schoonenboom & Johnson, 2017). This impacts the employees in a positive way. The employees gain more respect for the authorities and increase their workplace engagement

Problem Statement

Deviant workplace behaviour is a common problem faced by almost all organizations, particularly in underdeveloped and developing countries where the literacy rate is low and poverty is higher. There are several other factors that result in high job satisfaction among all the individuals in the workforce. Role ambiguity, role conflict, interpersonal conflict, and excessive workload are the vital factors that result in low job satisfaction and higher job dissatisfaction (Diamantidis and Chatzoglou, 2018).

The students are not satisfied with the teaching methods, and they leave the educational institutions. The parents of the students fall into unethical behaviour with the teaching staff due to workplace deviance (Shah & Sofi, 2020). Furthermore, the employees of the higher education sector in Oman are faced with pressure from previous years. The government of Oman is trying to implement the decentralized education industry from the "Federal Ministry of Education" and local educational sectors of Oman (Al-Hemyari, 2019). The problem of this research mainly focused on the areas of workplace deviance factors that influence job satisfaction via top management support among employees in Oman universities. These factors include Training & development, employee motivation, communication, work stress, employee empowerment, and diversity tolerance from the employees and academic staff of universities in the Sultanate of Oman because research state that those are the common reason for workplace deviance.

1.1. Study objectives

- 1- To determine the influence of workplace deviance factors on job satisfaction and top management support among employees of Oman universities.
- 2- To examine the influence of top management on job satisfaction among employees of Oman universities
- 3- To examine the role of top management support as mediator on the relationship between workplace deviance and job satisfaction among employees of Oman universities

Literature review

Workplace Deviance

The concept of workplace deviance is referred to as the malicious and deliberate attempts to sabotage a company or organization by creating problems in the Workplace (Zhu, Lyu & Ye., 2019). The "problems" can be created in various processes and functions of the organization (Koopman et al., 2020). Employees usually resort to deviant behaviour due to various psychological and socio-economic reasons. Workplace deviance can be segregated into two "spheres," "apportioning blame" and "interpersonal" deviance (Götz, Bollmann & O'Boyle, 2019). Interpersonal deviance is any attempt at sabotaging relationships by indulging in activities like lying and gossiping.

Apportioning blame or "organizational" deviance refers to more explicit actions like theft of equipment, vandalism, or lateness (Yasir & Rasli, 2018). According to Chen & King (2018, such malicious attempts usually arise out of unaddressed "feelings" and emotions related to work pressure, abusive supervision from the higher management, low remuneration, prevalent social factors, and others (Marasi, Bennett & Budden 2018). Such activities harm the daily operations of the organization and its structural integrity (Narayanan & Murphy, 2017). Workplace deviance can also negatively impact job satisfaction and vice versa (Ellen et al., 2021). If the employees are not satisfied with their jobs and are feeling threatened by losing their jobs, then instead of concentrating on improving their expertise, the employees may counteract negatively by sabotaging the organization and interrupting its operations.

Mediation of Top Management Support

Top management support (TMS) is widely recognized as the single most important determinant in the success of all organizational processes and activities. Based on this perspective, it has been proposed that TMS should be incorporated throughout the ERP implementation process (Elbanna, 2013). Al-Mashari (2003) submitted that TMS should not end at the initiation and facilitation stages but should extend throughout the ERP

implementation process. Indeed, TMS is critical for the software's overall performance during the post-implementation stages as well.

The mediating effect of TMS is described as a situation where TMS entirely or partially mops up the effects of cloud ERP implementation on the financial performance of an enterprise (Jayeola et al. 2022). Because top management plays such a crucial role in job satisfaction and organizational performance, SMEs, whose owners are often also managers, require a strong TMS in the successful implementation of cloud ERP if they are to gain the economic benefits of the technology. The role of top management has always been to support employees, assist them with solving problems, foster amicable interactions and coexistence between various job functions, encourage bottom-up innovativeness and incentives, and guide managers to advocate IT innovation by transmitting clear and unwavering messages that lay a clear foundation. The TMS is a catalyst for firms to realize better performance from ERP implementation, and it also provides credibility to the operational managers who are in charge of the implementation and use of ERP (Soliman and Karia, 2017).

Job Satisfaction

Job involvement has a significant impact on job satisfaction. This is owing to the fact that highly engaged employees are happier in their jobs than those who are less active. In addition to this, the leadership styles adopted by the management of an organization, as well as the work satisfaction, had a significant impact on the employee turnover ratio (Agha et al. 2017). Moreover, the majority of studies in various fields have found a negative association between job satisfaction and employee turnover intention (Atatsi, Stoffers, and Kil, 2019). Furthermore, job satisfaction encompasses a wide range of concepts and is crucial to many aspects of our lives, both as people and as a society.

Job satisfaction can also be increased with the involvement of the training and learning programs implemented by the top management of higher universities of Oman so that they are much more engaged and committed to performing their roles, making them satisfied (Alhashemi 2017).

The vacancies given at the different educational departments in the higher universities of Oman make them feel good and appealing, which satisfies them to work in the higher universities of Oman (Al Shabibi & Silvennoinen 2018).

job dissatisfaction

Job dissatisfaction among all the individuals in the workforce results in the creation of workplace deviant behaviours (Singh, Gupta, Busso, and Kamboj, 2021). Across various business organizations, there are several other factors that result in high job satisfaction among all the individuals in the workforce. Low job satisfaction and higher job dissatisfaction are the end results of workplace stress among employees, as well as low job engagement among employees. The vital factors that result in low job satisfaction and higher job dissatisfaction encompass role ambiguity, role conflict, interpersonal conflict, and excessive workload. The feeling of job satisfaction results in motivation among the employees to perform their jobs and carry out all the duties and responsibilities in the most effective and efficient manner.

2. Materials and Methods

3.1. Research method

This study will use the quantitative research design by collecting primary data to answer the research questions and to test the hypotheses.

Quantitative research design is appropriate for the current study. This is because it hopes to assess behavioural intention to use IB by employing hypothesis testing that requires a quantitative technique to deal with the data. Moreover, the quantitative approach has higher degrees of external validity, meaning that the result can be extended or generalized to other situations (Saunders, Lewis & Thornhill, 2000).

3.2. Sampling Method and sample size

The target population for this study includes all academics and employees in Omani universities in the Muscat region (capital city of Oman).

The sample size of the survey data collection method is 380 academics and employees, referred to as the respondents. Simple probability sampling was used to choose the participants at random from the sampling frame. A collection of surveys was provided to the chosen participants, who could respond at a time convenient to them without feeling fearful or pressured.

The survey method is generally carried out among the employees included in the educational sector, like professors, librarians, clerks, faculty members, teaching staff, laboratory members, and others. The survey will be conducted online with the help of Google forms.

For this study, the sample size for staff was determined using Slovin's formula (Sekaran, 2003; Tabachnick & Fidell, 2007). To determine the sample size, we need first to determine the total population.

$$n = N / (1 + Ne^2)$$

$$n = 7,447 / (1 + 7,447 * (5\%)^2)$$

$$n = 7,447 / (1 + 7,447 * 0.05 * 0.05) = 380$$

Where:

n is the sample size

N is the population size = (7,447)

e is the margin of error = 5% = 0.05

In this study, data will be collected via a self-administered survey using a stratified random sampling method. The sampling frame is the official listed list published by the Ministry of Higher Education sector in Oman.

Therefore, the sample size for this study is approximately 380. Since the researcher is not sure of getting a 100 percent response rate, the total number of questionnaires will be distributed to university employees (532) questionnaires, which are larger than the recommended sample.

Table 3.2 indicates that 339 and 193 questionnaires will be distributed to males and females, respectively, among academic staff in the universities of Oman. The total number of academic staff is 7,447, out of which 46 percent and the number of employees is 8,797, represented by 54 presents. The researcher will choose a stratified random sample in which 532 academics are systematically identified from the higher education sector list published by the Ministry of Higher Education 2022 in Oman. Table 1 explains how many questionnaires will be distributed to the respondents.

Table 1 Number of Questionnaires for Distribution and selection

Gender	Male	Female	Total
Target population	4,748 (63.7%)	2,699 (36.3%)	7,447(46%)
Questionnaire Distribution	339 (63.7%)	193(36.3%)	532 (100%)
Questionnaire selection	237 (62%)	143 (38%)	380 (100%)

Source: (Ministry of High Education and Innovation Research in Oman, 2022)

3.3. Questionnaire Design

This study used the survey method to collect the primary data. The questionnaire is designed to include two parts. The first part includes demographic information about the respondents, including gender, age, education level, position, demonstration, and university name. The second part will ask the respondents about the variables of interest in the study, which are Training and development, motivation, communication, work stress, employee empowerment, and diversity tolerance from managers) explain in our dependent variable job satisfaction via top management support as a mediator

A pre-tested self-reporting questionnaire was used as the study instrument to collect data quantitatively. This questionnaire was approved by two lecturers from Hadhramaut University. The questionnaire validity and reliability were tested via expert review and a pilot test. Two experts were requested to review the instrument, while a pilot test was conducted with 50 respondents (academic and employees) as a pre-test sample. Subsequently, SPSS software tested and validated the instrument reliability. The questionnaire was randomly distributed post-approval to the study sample of employees and academic staff. Respondents were provided with details on how to fill out the questionnaire on the first page.

3.4. Variables Measurement

The survey measures eight constructs (six exogenous variables and one endogenous variable as well as one mediator variable). All the variables that made up the constructs were adapted from previous studies to ensure content validity. Table 3.3 presents the variables in each construct obtained from previous studies, along with their modified versions for the current study. The reliability of each construct is also given in the table.

Job satisfaction as a dependent variable is measured by seven items adapted (Tella et al., 2007; Eliyanaa & Sridadia, 2020). Training and development are measured by seven items adapted from (Chan, 2012). Employee motivation is measured by six items adapted from (Khan, 2011). Communication is measured by seven items adapted from Karanges et al. (2014) and Christensen (2014).

Work stress is measured by six items adapted from (Eliyana and Sridadi, 2020; Qin X, Chen, Yam KC, Huang, and Ju, 2020). Employee empowerment is measured by four items adapted from Ashforth and Mael (1989) and Ibrahim, Ismail, Yusef, and Hamid (2016), and diversity tolerance is measured by six items from Al-Raisi, Rawahi, Omrani, Hooti, & Porkodiand (2019). Finally, top management is measured by six items adapted from (Kickul, Lester's & Finkl, 2002).

4. Data Analysing and Results

4.1. Assessment of the Structural Model

This part presents the results of the structural model and test of hypotheses. Specifically, the section is concerned with the testing of hypotheses related to moderating and mediating effects.

After the measurement model was confirmed to be reliable and valid, the next step in PLS-SEM path modeling is to assess the structural model to test the hypothesized relationships. To do so, this study utilized the PLS algorithm and the standard bootstrapping procedure with a number of 2000 bootstrap samples and 355 cases to examine the path coefficients significance (Hair et al., 2014; Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). Figure 4.12 shows the path coefficient values and explains the hypothesized relationships among the study variables.

Using the PLS technique, the structural model, estimate the path coefficients, the t-statistics, the standard errors, and R² to test the research hypotheses relationships. The path coefficients showed the strengths and direction of the relations, and statistics and standard errors showed the importance of the effect, while the R² value showed the amount of variance explained. The variances correlated with the dependent variables established the explanatory power of the proposed model. This research adopted a bootstrap resampling process to produce t-statistics and standard errors.

4.10.1 Coefficient of Determination: R² value

The R² value indicates the amount of variance of dependent variables, which is explained by the independent variables. Hence, a larger R² value increases the predictive ability of the structural model. It is crucial to ensure that the R² values are high enough for the model to achieve a minimum level of explanatory power (Urbach & Ahlemann, 2010). Falk and Miller (1992) recommended that the R² values should be equal to or greater than 0.10 for the explained variance of a particular endogenous construct to be deemed adequate. Cohen (1988b) suggested that R² is substantial when it is greater than 0.26. with acceptable power above 0.02, and according to Chin (1998), R² is substantial when it is greater than 0.65 with acceptable power above 0.19. Conversely, Hair et al. (2017) recommended that R² has to be larger than 0.75 to be deemed substantial, with acceptable power above 0.25. Figure 1 shows the result of R² from the structural model and indicates that all the R² values are high enough for the model to achieve an acceptable level of explanatory power.

In this study, the model showed a good fit to the data as evidenced by the squared multiple correlations (R²) values for the dependent variable: job satisfaction (R²=0.670), as shown in Figure 1. Thus, seven latent variables, the lack of (work stress, communication, training development, employee empowerment, diversity tolerance, employee motivation) and top management support, explained 67% of the variance for the dependent variable, the job satisfaction among academic staff of universities in Sultanate of Oman. Meanwhile, the lack of (communication, training development, employee empowerment, diversity tolerance, and employee motivation) and work stress explained 41.7% of the variance for top management. (See Figure 1).

4.10.2 Assessment of Effect Size (f²)

It is advantageous to dictate the effect sizes of particular latent variables' influence on the dependent variables by utilizing the effect size (f²) analysis, which is complementary to R² (Chin, 2010). The effect size (f²) can be determined using the formula suggested by Cohen (1988) as follows:

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

Where R² included is the R-square obtained on the endogenous latent variable when the predictor exogenous latent variable is used in the structural model. While R² excluded is the R-square obtained on the endogenous latent variable when the predictor exogenous latent variable is not used in the structural model. According to Cohen (1988), an effect size of 0.02 is small, 0.15 is medium, and greater than 0.35 is large.

The results show the lack of training and development had the highest effect size of the predictive variable on top management support at 0.197 (medium effect). Furthermore, top management support was the medium effect size on job satisfaction at 0.158 (more than 0.15). Moreover, the lack of (communication, training and development, employee empowerment, and diversity tolerance) had the smallest effect size on job satisfaction at 0.032, 0.026, 0.033, and 0.046, respectively. Furthermore, the lack of (communication, employee empowerment, and employee motivation) had a small effect size on top management support. On the other hand, Work stress had no effect size on job satisfaction and top management support among academic staff of universities in the Sultanate of Oman. And the lack of diversity tolerance was no effect size on top management support. Table 2 and Figure 1 indicate the results of the effect size of the independent variables on the dependent variable.

Table 2: Effect Size of predictive Variables

Variable	Effect size (f ²)			
	Top Management Support	Rating	Job Satisfaction	Rating
Top Management Support	-	-	0.158	Medium
Work stress	-0.003	Non	0.001	Non
Lack of Communication	0.035	Small	0.032	Small

Lack of Training & Development	0.197	Medium	0.026	Small
Lack of Employee Empowerment	0.040	Small	0.033	small
Lack of Diversity Tolerance	0.001	Non	0.046	Small
Lack of Employee Motivation	0.055	Small	0.018	Small

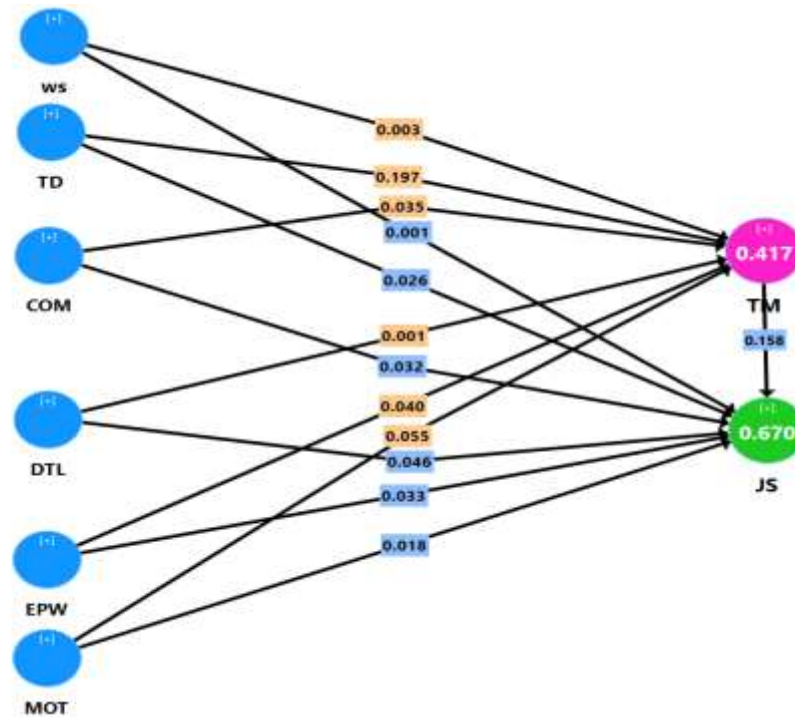


Figure 1: Measurement Model with (f²) and (R²) for variables

Predictive Relevance (Q²)

This study used blindfolding to determine the predictive relevance of the research model. The blindfolding procedure is only applied to endogenous latent variables that have a reflective measurement model operationalization. A cross- validate redundancy measure (Q²) was applied to assess the predictive relevance of the research model (Hair et al., 2013). The Q² is a criterion for measuring how well a model predicts the data of omitted cases (Hair et al., 2014). A research model with Q² statistics greater than zero is considered to have predictive relevance.

The table below indicates the cross-validation redundancy measure Q² for two dependent variables: job satisfaction and top management support were above zero at 0.369 and 0.272, respectively. In this case, the model had predictive relevance (Henseler et al., 2009). Table 3 indicate the construct cross-validated redundancy.

Table 3: Construct Cross validated Redundancy

	SSO	SSE	Q ² (=1-SSE/SSO)
COM	2,130.000	2,130.000	
DTL	2,130.000	2,130.000	
EPW	1,420.000	1,420.000	
JS	1,775.000	1,120.407	0.369
MOT	1,065.000	1,065.000	
TD	1,065.000	1,065.000	
TM	1,420.000	1,034.001	0.272
WS	1,420.000	1,420.000	

Hypotheses Testing Results (Direct hypotheses)

The relationship between workplace deviance factors (WS, COM, TD, EPW, DTL, MOT) and job satisfaction

The findings show the Lack of (communication, training development, employee empowerment, diversity tolerance, employee motivation) had a significant and negative influence on job satisfaction among universities

staff in Oman. This is because the t-values were less than 1.960 and p-values were more than 0.05 as indicated in Table 4 and Figure 2.

Therefore, the hypotheses (H1.2), (H1.3), (H1.4), (H1.5) and (H1.6) were supported.

On the other hand, the results indicate that work stress was no influence on job satisfaction ($\beta = -0.019$; $t = 0.413$; $p > 0.05$); thus, the hypotheses (H1.1) was supported. Table 4 shows summary of direct hypotheses on job satisfaction.

Table 4 Summary of Direct Hypotheses on job satisfaction

H	Relation	Original Sample (β)	Standard Deviation	t-value (C.R)	p-value	Result
H1.1	WS \rightarrow JS	-0.019	0.046	0.413	0.679	Not Supported
H1.2	COM \rightarrow JS	-0.153	0.052	3.054	0.002	Supported
H1.3	TD \rightarrow JS	-0.128	0.041	3.265	0.000	Supported
H1.4	EPW \rightarrow JS	-0.176	0.059	2.948	0.003	Supported
H1.5	DTL \rightarrow JS	-0.194	0.054	3.501	0.001	Supported
H1.6	MOT \rightarrow JS	-0.122	0.058	2.100	0.036	Supported

The relationship between workplace deviance factors (WS, COM, TD, EPW, DTL, MOT) and top management support

The study' findings show that work stress and the Lack of diversity tolerance were no statistically influence on top management support ($t < 1.96$ and $p > 0.05$), as shown in Table 5 and Figure 2. Thus, the hypotheses (H2.1) and (H2.5) were not supported. On the other hand, (communication, training development and employee motivation had a significant and positive influence on top management support but employee empowerment was negative effect among staff in Oman universities. Therefore, the hypothesis (H2.2), (H2.3), (H2.4) and (H2.6) were supported as indicated in Table 5 and Figure 2.

The findings showed that top Management support was a statistically significant and positive influence on job satisfaction ($t = 6.971$; $P < 0.001$), as shown in Table 5. Therefore, the hypothesis (H3) was supported

Table 5: Summary of Direct Hypotheses on top management support

H	Relation	Original Sample (β)	Standard Deviation	t-value (C.R)	p-value	Result
H2.1	WS \rightarrow TM	-0.039	0.056	0.741	0.459	Not Supported
H2.2	COM \rightarrow TM	-0.211	0.068	3.118	0.001	Supported
H2.3	TD \rightarrow TM	-0.426	0.058	7.982	0.000	Supported
H2.4	EPW \rightarrow TM	0.253	0.077	3.488	0.001	Supported
H2.5	DTL \rightarrow TM	-0.043	0.070	0.620	0.535	Not Supported
H2.6	MOT \rightarrow TM	-0.281	0.067	4.357	0.000	Supported
H3	TM \rightarrow JS	0.305	0.044	6.971	0.000	Supported

Note: WS: Work stress, COM: Lack of Communication, TDL: Lack of Training & Development, EPW: Lack of Employee Empowerment, DTL: Lack of Diversity Tolerance, MOT: Lack of Employee Motivation, TM: Top Management Support

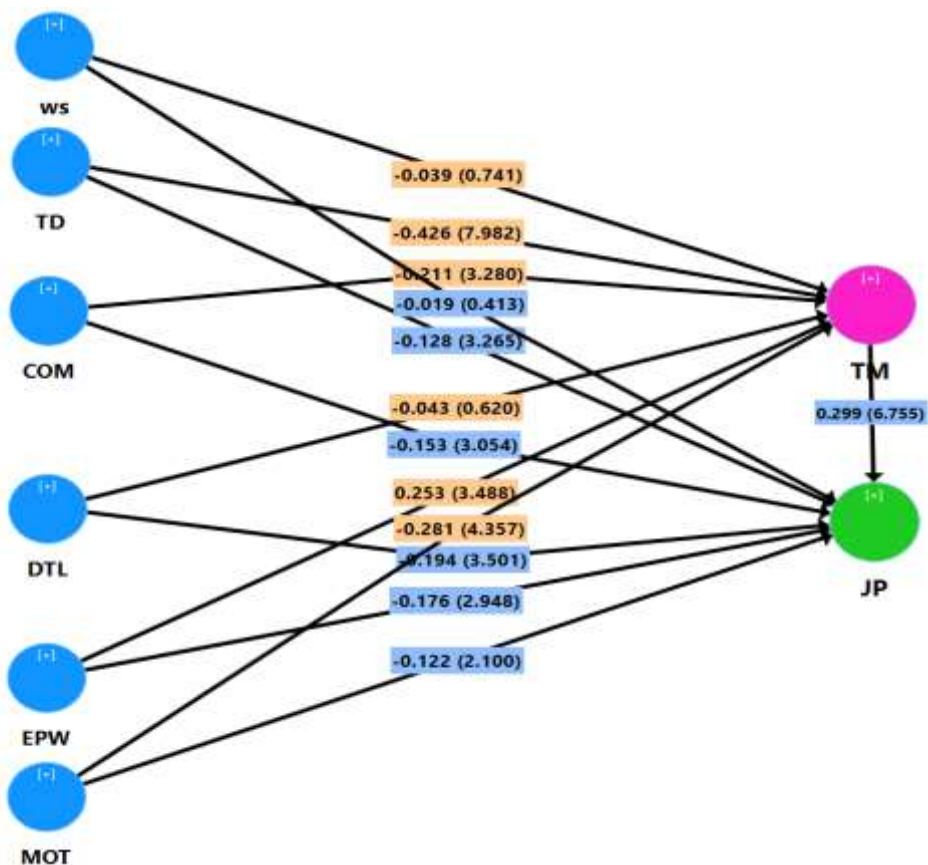


Figure 2: Structural Model with hypotheses Results

Mediating Effect (Indirect Hypotheses Results)

The study conducted a mediation analysis by applying SEM using (PLS) to detect and estimate the mediating effect of top management support between workplace deviance factors of work stress, lack of (communication, training and development, employee empowerment, diversity tolerance, Employee Motivation) and job satisfaction among employees in Oman universities.

The findings showed the top management support had a partial mediation between the lack of communication (COM), lack of training development (TD), employee Empowerment (EPW), employee motivation (MOT) and job satisfaction. This is because the (β), (t) and p -values for indirect effect were ($\beta = 0.063$, $t = 2.790$, $p = 0.005$) for (COM), ($\beta = -0.127$, $t = 5.265$, $p = 0.000$) for (TD), ($\beta = -0.076$, $t = 2.867$, $p = 0.004$) for (EPW) and ($\beta = -0.084$, $t = 3.679$, $p = 0.000$) for (TOM) as shown in Table 6.

On the other hand, top management support did not mediate between workplace stress, lack of diversity tolerance, and job satisfaction due to (β), (t), and (p) values statistically were not significant for indirect influence ($\beta = -0.012$, $t = 0.686$, $p = 0.493$) and ($\beta = -0.013$, $t = 0.592$, $p = 0.554$) respectively. Table 6 indicates the summary of hypotheses testing for the indirect effect.

Table 6: Summary of Hypotheses Testing for the Indirect Effect (Mediating Results)

Hypothesis	Relation	Original Sample (β)	(STDEV)	T-value	P Value	Result
H4.1	WS->TM-> JS	-0.012	0.017	0.686	0.493	No mediation
H4.2	COM->TM-> JS	-0.063	0.023	2.790	0.005	Partial mediation
H4.3	TD->TM-> JS	-0.127	0.024	5.265	0.000	Partial mediation
H4.4	EPW->TM-> JS	0.076	0.026	2.867	0.004	Partial mediation
H4.5	DTL->TM-> JS	-0.013	0.022	0.592	0.554	No mediation
H4.6	MOT>TM-> JS	-0.084	0.023	3.679	0.000	Partial mediation

Discussion and Conclusion

The aim of the paper is to assess of the Structural Model the influence of workplace deviance factors on job satisfaction via Top Management as mediator among employees and academic in Omani universities. The results of this study showed workplace deviance dimensions: the lack of (communication, training development, employee empowerment, and employee motivation) were significant and negatively influenced

job satisfaction and top management support. However, work stress was not influenced on job satisfaction and top management support among employees of universities in the Sultanate of Oman. All these factors mostly generate negative and cynical emotions in academic staff, consequently giving rise to a counterproductive and deviant workplace. This research has found low job satisfaction to be a significant determinant of workplace deviance in government sector organizations of Oman in general and the higher education sector in particular. This study has added relevant constructs to be used in workplace deviance, as supported by similar studies on workplace deviance for job satisfaction, as are most in the context of this research. Therefore, in this study, workplace deviance includes communication, employee empowerment, training and development, employee motivation, workplace stress, and diversity tolerance. In addition, the findings showed the top management support had a partial mediation between the lack of (communication, training and development, employee empowerment, employee motivation) and job satisfaction. On the other hand, top management support did not mediate between workplace stress, lack of diversity tolerance, and job satisfaction. The result revealed that the employees and academic staff in Oman universities believed that workplace deviance factors could influence job dissatisfaction. The study is significant because of its implication for the overall productivity of Omani universities and the nation, which can be based on the comparative performance of the organization on a global scale. Additionally, the study's findings establish a new mediating model (top management support) for decreasing workplace deviance to satisfy the job via the top management support of the employee. The findings contribute to the ongoing discourse about the important top management support by examining the distinctive mediating effect of TMS on workplace deviance factors and job satisfaction. This research can prove to be a big help for policymakers in the Higher Education Universities Sector of Oman to control deviant behaviors of employees by fulfilling their due demands and by having a self-analysis of their own actions as workplace deviance is the result of the fault of both the employees and the academics. Finally, the study gives insights into the state of workplace deviance factors in Omani universities and its impact on job satisfaction among university employees and provides points of reference for academics, practitioners, and policy-makers.

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