#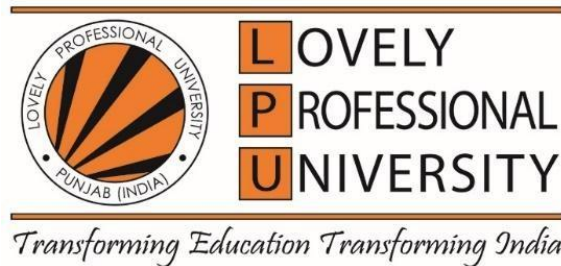 LEADERSHIP STYLE, STRUCTURAL DISTANCE AND JOB CRAFTING AS PREDICTORS OF WORKPLACE DEVIANT BEHAVIOURS AMONG UNIVERSITY TEACHERS

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY
in
Education

By Malti
Registration Number: 41700262

Supervised By
Dr. Vijay Kumar Chechi (11060)
School of Education (Professor)
Lovely Professional University

LOVELY PROFESSIONAL UNIVERSITY, PUNJAB
2025

DECLARATION

I declare that the thesis entitled **"Leadership style, Structural Distance and Job Crafting as Predictors of Workplace Deviant Behaviours among University Teachers of Punjab"** has been prepared by me under the guidance of Prof. (Dr) Vijay Kumar Chechi, Professor and Deputy Dean, Department of Education, Lovely Professional University, Phagwara, Punjab. No part of this thesis has formed the basis for the award of any degree or fellowship previously.
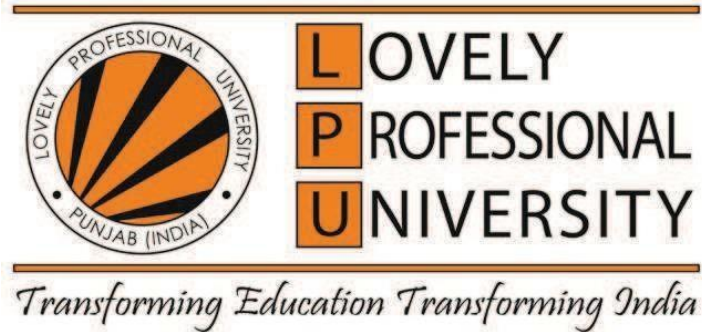
<div align="right">

Malti
Reg. No: 41700262
School of Education,
Lovely Professional University, Phagwara, Punjab, India.

</div>

Dated:

CERTIFICATE

I certify that **Malti** has prepared his thesis entitled **"Leadership style, Structural Distance and Job Crafting as Predictors of Workplace Deviant Behaviours among University Teachers of Punjab"** for the award of Ph.D. degree of the Lovely Professional University under my guidance. She has carried out the work at the Department of Education, Lovely Professional University, Phagwara, Punjab.

Dr. Vijay Kumar Chechi
(Supervisor)
Professor & Deputy Dean
School of Education,
Lovely Professional University,
Phagwara, Punjab, India.

Dated:

ABSTRACT

The development of any society depends majorly on the level of their education. The foundation of any educational system is its teachers. The direction of their heads, the management of distance within the organization, scheduled encounters with the head, assignment distribution, and other elements have an impact on the interpersonal and organizational behaviour of teachers. To achieve the institutional objectives, the universities and institutions offer their faculty members various forms of assistance and resources. Different leadership philosophies are demonstrated by university heads while managing work in their departments. One important factor that affects the behaviour of teachers is the head's style of leadership. Structural distance is also crucial as it allows employees to complete their responsibilities and find answers to their problems based on physical distance and perceived interaction frequency distance from the head. In the current situation, managing work is greatly impacted by the needs of educators and the resources available inside the institution. They are essential for a healthy work environment as they help in task allocation and job creation. Teachers' motivation, behaviour, and success are influenced by their job crafting, leadership style, and structural distance. If administrators and institutions do their jobs properly, teachers have the potential to rise to the top and become excellent role models for the community. But if the work culture is not managed properly then the deviant conduct of teachers is reflected in their work habits.

In this study nature of leadership style, structural distance, job crafting and deviant behaviours at the workplace of university teachers of Punjab, were examined. The mean differences in leadership style, structural distance, job crafting and workplace deviant behaviours were compared based on (a) gender, (b) stream, and (c) type of institution. The current study looked at the contribution of leadership style, structural distance and job crafting in workplace deviant behaviours of university teachers. The study examined the moderating role of structural distance and mediating role of job crafting in the relationship of leadership style and workplace deviant behavior of university teachers.

Using multi-stage, proportional and chunk sampling strategies, descriptive research was

created. Three public and seven private universities of Punjab was selected as sample of the study. The information was gathered from selected university departments. A total of 912 university teachers made up the sample size. For data collection scales by Bennett & Robinson, 2000 (Workplace Deviance), Paul Balwant, 2019 (Structural Distance), Even & David-Hadar, 2021 (Leadership Style) and Tims & Bakker, 2011 (Job Crafting) were used. These tools were evaluated on an Indian population using EFA and CFA. IBM AMOS 23 and SPSS 23.0 statistical tools were utilized. A variety of statistical methods, including the t-test, regression, skewness, kurtosis, mean, median, percentage, standard deviation, mediation and moderation, were used to analyze the data.

The main results, according to university teachers, are as follows: (A) They believe that their leaders mostly employ a transformational leadership style, which is followed by a laissez-faire leadership style. Teachers at universities believe that their heads use the transactional leadership style the least. (B) They are physically far away from their head and interact mostly with them virtually. (C) In job crafting, university teachers majorly try to lower hindering job demands. Increasing structural job resources is the second important crafting factor that teachers do. The next contribution is the rise in demanding work requirements. When the social job resources component is increased, the lowest mean score value is noted which shows that they rarely manage social resources at work. (D) Compared to interpersonal workplace deviant behavior, the majority of university instructors displayed organizational workplace deviant behavior. (E) University teachers that are male and female exhibit the same leadership style, structural distance, and job crafting; yet, there is a considerable difference in workplace deviant behavior between male and female university teachers. Men exhibit more aberrant behavior at work than women. (F) The study's findings indicated that university teachers in the social sciences and humanities believe their heads majorly have transactional and transformative leadership styles, while those in the sciences, engineering, and technology think their heads mostly follow the laissez-faire style. (G) The study shows that while university teachers in the humanities and social sciences stream perceive low physical distance and total structural distance as well as high frequency of interaction, those in the sciences, engineering, and technology stream perceive high physical distance and total structural distance between them and their heads with low frequency of interaction. (H) Compared

to university teachers of science, engineering, and technology streams, university teachers of humanities and social sciences stream perceive greater job crafting by their heads. (I) Research reveals that university instructors in the fields of science, engineering, and technology exhibit higher rates of workplace deviance than those in the humanities and social sciences. (J) Teachers at private universities believe their heads have a laissez-faire leadership style, whereas teachers at public institutions believe their heads have a transformative and transactional leadership style. (K) According to the study's findings, teachers at private institutions are physically far away from their heads than those at public universities. There is no perceived difference in the frequency of interaction or overall structural distance between teachers at public and private universities. (L) Teachers at public universities have high level of job crafting than private universities except increasing structural job resources. (M) Compared to teachers at public universities, private university teachers exhibit more workplace deviant behavior. (N) The findings investigated the negative significant contribution of transformational and transactional leadership styles of head in workplace deviant behaviors of university teachers. (O) The study's results showed a positive significant relationship between laissez-faire leadership and workplace deviant behaviors. (P) It is found that deviant actions in the workplace are positively contributed by both physical and total structural distance. (Q) The perceived frequency of interaction between the head and university teachers significantly and negatively contributes to the deviant behaviors that these teachers exhibit at work. (R) Except for lowering burdensome job demands, job crafting is found to have a negative and considerable contribution to workplace deviant behavior of university teachers. (S) Physical distance significantly moderates the relationship between transformational leadership style and (interpersonal and organizational) workplace deviant behaviors among university teachers. Physical distance significantly moderates the relationship between transactional leadership style and (interpersonal and organizational) workplace deviant behaviors among university teachers. Physical distance does not moderate the relationship between laissez-faire leadership style and workplace deviant behaviors. (T) Perceived frequency of interaction moderates the relationship between transformational leadership style and (Interpersonal and Organizational) workplace deviant behaviors among university teachers. Perceived frequency of

interaction moderates the relationship between transactional leadership style and interpersonal workplace deviant behaviors among university teachers. Perceived frequency of interaction does not moderate the relationship between laissez-faire leadership style and workplace deviant behaviors among university teachers. (U) Structural distance moderates the relationship between transformational leadership style and organizational workplace deviant behaviors among university teachers. Structural distance does not moderate the relationship between transactional leadership style and workplace deviant behaviors among university teachers. Structural distance does not moderate the relationship between laissez-faire leadership style and workplace deviant behaviors among university teachers. (V) It has been discovered that job crafting has an inconsistent mediating impact on (transformational and transactional) leadership style and deviant behavior in the workplace. (W) Except for increasing social job resources, job crafting partially mediates between laissez-faire leadership style and deviant behavior in the workplace. The researcher has wide implications for improving workplace deviant behaviours among university teachers. The study has highlighted that there is a need to equip the heads of the institution with transformational and transactional leadership styles, and to train the teachers through interactions with the head where they can learn to establish and maintain productive behaviour. Public and private institutions must ensure that adequate institutional support and guidance must be given to teachers for making them mentally healthy and achievement-oriented.

ACKNOWLEDGEMENTS

improve my research work.

I also would like to thank the heads of different universities of Punjab, who allowed me to collect data from their departments, and without the participation of their students, I could not have conducted this study.

Above all, I am most thankful to the Almighty for showering his blessings.

Date: **Malti**

(41700262)

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND SYMBOLS

S. NO.	ABBREVIATIONS	DESCRIPTION
1	M	Mean
2	Df	Degree of Freedom
3	Med	Median
4	Kurtz	Kurtosis
5	Sk	Skewness
6	N	Number of Participants
7	EFA	Exploratory Factor Analysis
8	CFA	Confirmatory Factor Analysis
9	Sd	Standard Deviation
10	LS	Leadership Style
11	TL	Transformational Leadership
12	TSL	Transactional Leadership
13	LF	Laissez Faire
14	PD	Physical Distance
15	PF	Frequency of Interaction
16	SD	Structural Distance
17	JC	Job Crafting
18	IStJR	Increasing structural job resources
19	ISoJR	Increasing social job resources
20	ICJD	Increasing challenging job demands
21	DHJD	Decreasing hindering job demands
22	IWDB	Interpersonal Workplace Deviant Behaviour
23	OWDB	Organizational Workplace Deviant Behaviour
24	WDB	Workplace Deviant Behaviours
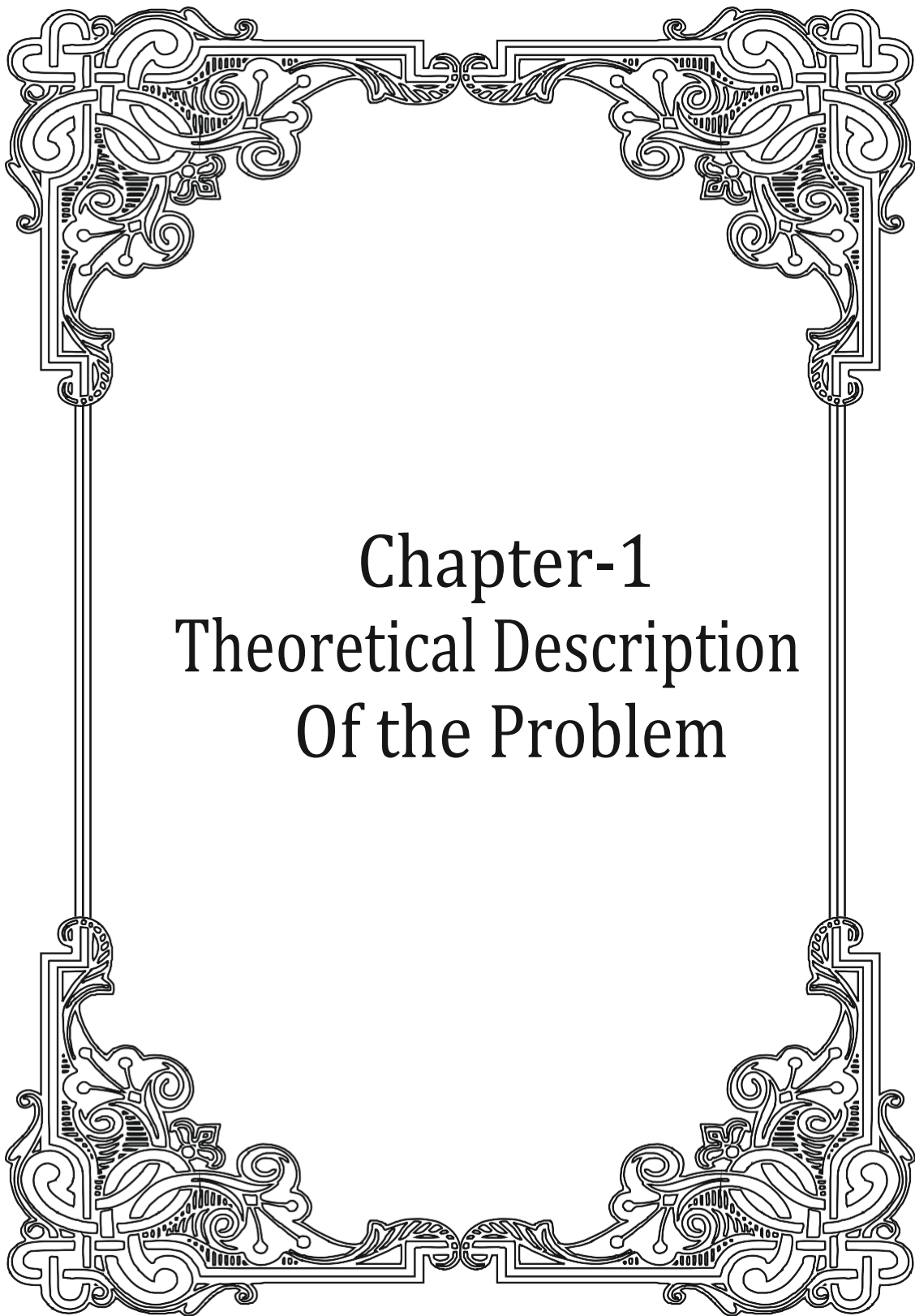
Chapter-1
Theoretical Description
Of the Problem

CHAPTER 1

THEORETICAL DESCRIPTION OF THE PROBLEM

Educational institutions are vital organs that maintain the health of society based on the analogy that society is like a human body. An organisation comprises workers who collaborate to achieve a shared objective. Employers seek workers who contribute significantly to the workplace and fulfil their duties and commitments. Employees participate in a range of behaviours on this forum. Employees who exhibit loyalty and dedication to the organisation greatly influence its development. Conversely, certain employees exhibit negative behaviour towards the organisation, which hinders its growth. Negative behaviour of this kind is unwanted and viewed as immoral. These workers' subtle behaviours make it challenging for the organisation to manage them positively and negatively, creating a hostile work atmosphere. This behaviour is detrimental to the organisation by making the lives of the other employees miserable while also being harmful to the organisation. Consequently, controlling employee behaviour is a top priority for the organisation and its leaders. Numerous elements impact the conduct of the workers. The head is one of the most crucial members of the organisation. The head communicates the objectives of an organisation to the staff, who then work to alter their mindset. Employee behaviour is impacted by the absence of clear leadership, which causes uncertainty in the institution's functioning (Bujang et al. 2024).From a different perspective, one of the most significant factors influencing employee behaviour is the distance between the team head and members. Within an organization, structural distance is a proxy for both physical distance and interaction frequency. Physical distance and interaction between head and staff is what defines structural distance and it has an impact on team dynamics (Gulshan and Tiwari, 2023). The ability of workers to create and customise their jobs is another crucial aspect of modern employment. Since employees are more conscious of their careers, providing them the freedom to develop their work is essential. Employees are given the flexibility to modify their tasks in job crafting based on demand and available resources. Employees develop a sense of self-sufficiency via job crafting, influencing their workplace behaviour (Bhawna, Sharma and Gautam,

2023).The researcher may investigate employees' deviant workplace behaviour in new ways because of research work done on job crafting, structural distance, and a suitable leadership style.

1.1 WORKPLACE DEVIANT BEHAVIOUR

The term' Workplace Deviant Behaviour' has been replaceable referred to as Workplace Deviance (Robinson & Bennett, 1995), Organisational misbehaviour (Vardi and Weitz, 2002), Aggression (Baron and Neuman, 2005), Antisocial Behaviour (Appelbaum et al. 2005), Dysfunctional Workplace Behaviour (Galperin, 2002), Counterproductive Work Behaviour (Dunlop and Lee, 2004). Although these different categories of negative behaviour have different conceptual underpinnings, they are measured similarly because they share items. All the above constructs have similarities, such as

a) Voluntary behaviour,

b) Breaking important organisational rules,

c) Aiming at specific people or organisations

d) Harming the organisation, its members or both.

Deviant workplace behaviours by workers have become a common issue in organisations in today's working society. The increasing prevalence of antisocial behaviour in organisations is a significant problem for the community (Zahid and Nauman, 2024). Deviant behaviour is any action that harms society and shows no regard for others, intentionally or accidentally. Any member who disobeys these guidelines is considered to have a behaviour issue. The work culture majorly affects the behaviour of the employees at work (Panigrahi, 2023). Yet, research on workplace misconduct stretches back to individual activities such as theft and withdrawal in the 1970s and 1980s. Since this idea has gained popularity, scholars have described these behaviours differently.
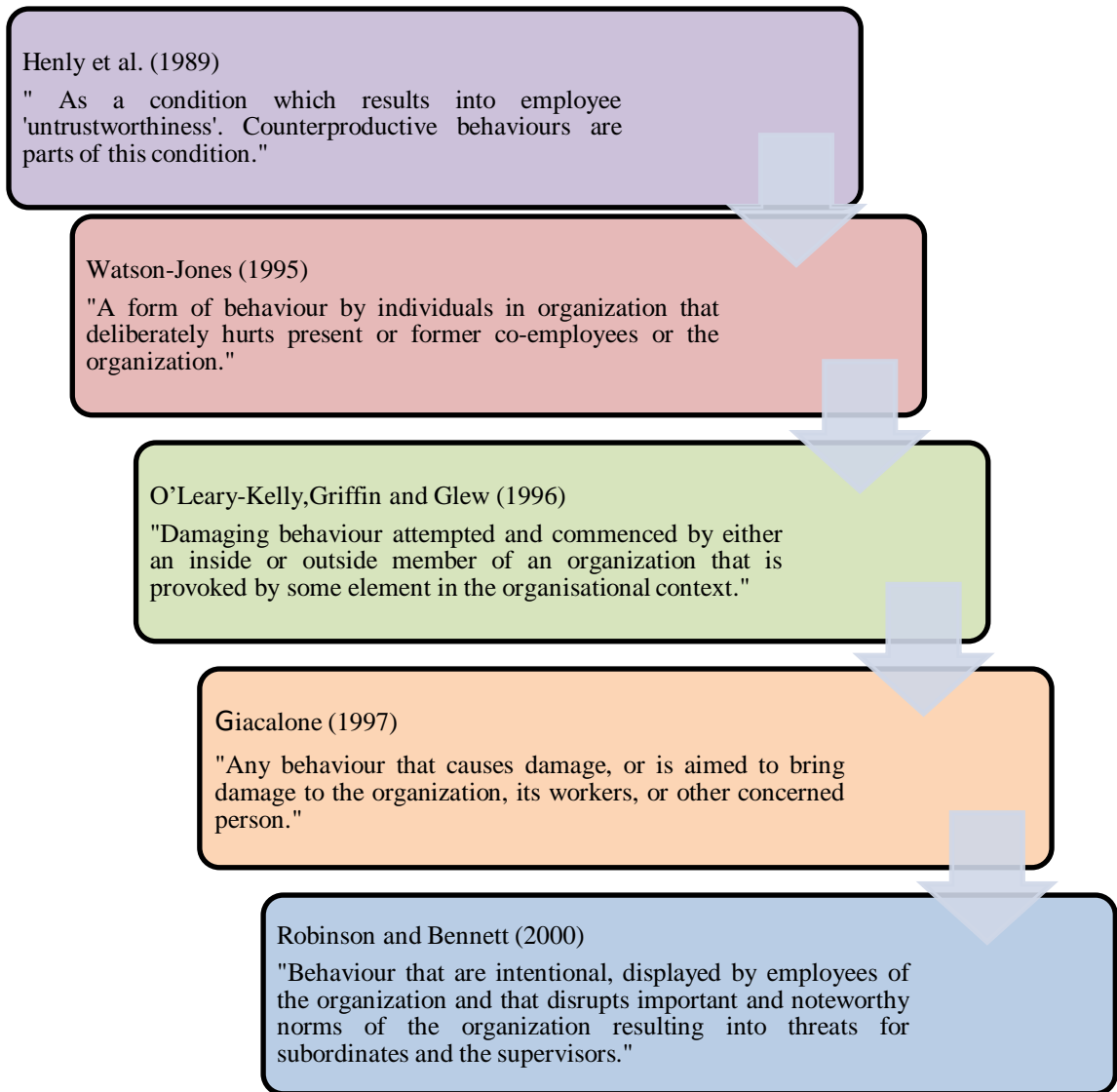
Figure 1.1: Growth of the concept of Workplace Deviant Behaviour

Despite having distinct conceptual foundations, several types of evil behaviour are evaluated similarly as they share many behavioural components. Firstly, for a conduct to be considered "deviant," Robinson and Bennett (1995) state that it must violate organisational standards. As a result, the word "deviant" exclusively refers to behaviour that deviates from organisational standards. Second, the actions must endanger the group members, the organisation, or both. Last but not least, the abnormal behaviour is chosen or deliberate. Therefore, the idea put out by Robinson and Bennett was defined as intentional behaviour that violates essential standards and affects an organisation and its members, which is used in this study.

1.1.1 THE THEORY OF WORKPLACE DEVIANT BEHAVIOUR BY ROBINSON AND BENNETT (2000)

This theory introduced the notion of workplace aberrant behaviour in 1995, later updated in 1997 and 2000. According to theory, regardless of societal norms, an action must violate the organisation's norms to be considered "deviant." Consequently, the term "deviant" refers primarily to actions that depart from the organisation's apparent and widely accepted norms. Second, the behaviour needs to endanger members of the organisation, the organisation itself, or both. Finally, deviance is deliberate and not accidental, indicating that those who engage in deviant behaviour do so to cause harm to an organisation. In other words, the term deviance in the study refers to acts going against the group's shared expectations and norms (Khalid, 2023). Normative and relativistic definitions of deviations are two further approaches. Deviance, as defined by normative definition, is behaviour that deviates from society's standards or the individuals who participate in it. According to the applicable definition, behaviour is an individual's actions or circumstances as seen by their social audience (Raver, 2024). Deviance is defined as behaviour that deviates from recognised standards and values and, as a result, provokes an adverse reaction. It includes both otherness and crime. While crime is an offence against norms and values enshrined in legislation, otherness is defined as non-conformance with legal and informal norms and values. Academic scholars and psychologists first described workplace deviance as unfavourable employee behaviours. Hence, in the present research, Robinson and Bennett (2000) will be used, which is defined as "voluntary behaviour that violates significant organisational norms and in so doing threatens the well-being of an organisation, its members, or both".

1.1.2 TYPES OF DEVIANCE AT WORK

Deviance behaviour can be categorised into two main categories as follows:

POSITIVE DEVIANCE

Positive deviant behaviour is behaviour at work that, although it goes against organisational rules, is beneficial for the organisation. Deviant behaviour in the workplace that promotes good transformation entails breaching organisational rules. In an organisation, encouraging positive deviant behaviour is crucial for problem-solving in high-risk scenarios. Though it may not meet organisational policy requirements, an

employee's good behaviour can nonetheless assist an organisation in achieving creative outcomes. Sometimes, conduct that helps an organisation achieve its financial and commercial goals is considered positive deviant behaviour. For example, giving voluntary information to a third party if an employee is aware that an organisation they work for engages in unethical behaviour is regarded as positive deviant behaviour.

NEGATIVE DEVIANCE

Positive deviant behaviour is shown less in an organisation than negative behaviour. Negative behaviour of employees harms the organisation and its employees. It creates an unhealthy and unproductive environment in the organisation. Cyber laziness, missing work, making unethical decisions, displaying partiality, sexual harassment, impeding efforts, sabotage, spreading rumours, gossiping, stealing, putting coworkers at risk, bullying, harassment, etc., are all examples of negative deviant behaviours.

1.1.3   TYPOLOGY OF WORKPLACE NEGATIVE DEVIANT BEHAVIOUR

A typology is a crucial first step in creating a theory-based, systematic study of deviant behaviour in employees. Numerous scholars have tried to develop a typology but have yet to be able to connect various behaviours meaningfully. The development of the typology of Workplace Deviant Behaviour is as in 2014, Norsilan gave the concept of property and production deviance; in 1982, Hollinger described the idea of Organisational Perspective; in 1986, Clark extended the concept from minor to the extreme; and finally, in 2000 Robinson and Bennett gave the concept of interpersonal and organisation deviance.

Scholars have attempted to categorise aberrant behaviours several times but have yet to develop a cohesive framework. How should organisations discipline employees who violate policies? Robinson and Bennett (2000) created a two-dimensional pattern for many types of workplace behaviour in a meaningful way. They considered the fundamental characteristics of deviant workplace behaviour, such as harm to the organisation and the person.

According to Robinson and Bennett (2000), as the idea of workplace deviant behaviour extended with time, it got divided into two major sections, "**Interpersonal"** **and "Organisational"** deviance.

```
                    ┌─────────────────────┐
                    │  Workplace deviance │
                    └─────────────────────┘
                               │
                 ┌─────────────┴─────────────┐
        ┌────────────────┐         ┌────────────────┐
        │  Interpersonal │         │  Organisational│
        └────────────────┘         └────────────────┘
```
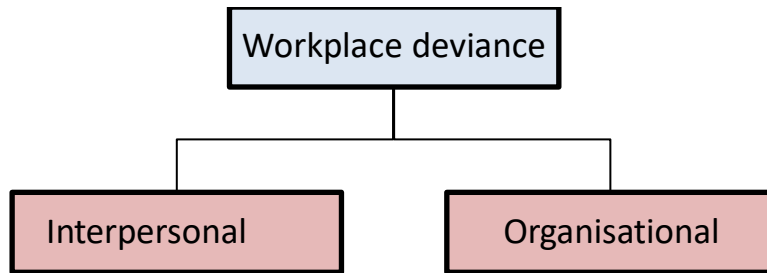
Figure 1.2: Typology of Workplace Deviant Behaviour

(1)   INTERPERSONAL WORKPLACE DEVIANT BEHAVIOUR

Interpersonal workplace behaviour in a varied work environment might manifest as intolerance toward coworkers from various cultural backgrounds. It includes lying, gossiping, and other forms of open animosity against coworkers, as well as sexual harassment and intimidation.

(2)   ORGANISATIONAL WORKPLACE DEVIANT BEHAVIOUR

Deviant behaviour in the workplace is characterised by employees' voluntary activities that violate essential policies, procedures, conventions, and standards of an organisation. These endanger an organisation's reputation. Deviant behaviour covers being late or stealing equipment, lying, taking time off on your own, violation, sabotage, and acts of violence at work.

The majority of the support for this groundbreaking study has come from current social research studies on deviant behaviour in the workplace. Deviant behaviour shapes the behaviour of employees and the growth of an institution or organisation and hence has a significant impact on society. The head's leadership style influences their teachers' work and conduct (Perdana et al. 2024).

In education, Workplace deviant behaviour is 'when teachers act in a way that deviates from established norms of the educational institutions'. Examples of such behaviours include stealing institutional property for personal use, threatening a co-teacher, or acts of violence in academic institutions. The deviant behaviour of teachers is related to work distribution, workload and work environment (Mwele et al., 2022). The emphasis is mainly on how educators behave in an institutional context and how their behaviours affect or disturb the work environment. To maximise efficiency, educational

institutions must foster a culture of cooperation and compliance. Deviance can happen in varied work situations when teachers show intolerance for their colleagues or heads. In addition, it covers a variety of other behaviours, such as taking office supplies home, neglecting to return materials borrowed from the institution, harming institutional property, defacing workplaces, and misusing property for personal use. Teachers may fabricate stories or disparage others to advance their careers or do better on others' assignments. Society is harmed by these acts of educators in educational institutions. The conduct of teachers is reflected in their deviant work habits (Bagis et al., 2024).Consequently, keeping up with research endeavours and the current study's scenario, where university teachers face intense administrative and workload demands, they perform better when they have more excellent mental stability. Higher education institutions can benefit from it as well-behaved university lecturers without deviant behaviour can do better work than others. It is significant to look at the workplace conduct of university lectures as they contribute a lot to the functioning of any society and country. University teachers' work behaviour must be observed, managed, and directed to build educational organisations.

1.2   LEADERSHIP STYLE

A leader guides a group of people, a society, or a country. A leader is someone who looks after and works hard to improve the institutional functioning. His followers listen to him, obey him, and show him respect. He mobilises public opinion toward a noble objective by uniting and embodying it. Typically, a leader must provide an example of behaviour for others to follow (Aumentado et al., 2024). Since a leader manages a team, studying the role of the leader in an organisation is crucial. Influence-based activities, procedures, and personal traits that impact others are all parts of being a leader. Leadership is a social phenomenon that manifests in many spheres of life. The educational sector of the society is made up of head, teachers, other workers and students. Academic leaders have a critical role in such a society. To manage their teachers, they must embrace different leadership philosophies based on their institution and circumstances. Depending on the situation, their approach may involve giving their followers directions, showing them appreciation, or allowing them to make their own decisions (Bass, 1997; Bass &Avolio, 2003; Trottier et al., 2008).

The head's leadership style guides the institution toward the intended course. Expert social scientists have spoken about "leadership style" in various settings. How a person leads the team members is crucial in the modern workplace. Leadership style is how an individual persuades others to strive toward achieving common goals. According to Sadeghi and Pihie (2013), the head of an organisation's working style is referred to as their leadership style. A good and relevant leadership style can only accomplish a team job.

The three authors, Levin, Lippitt, and White, first used the phrase "leadership style" in 1939. "Leadership style is a way to provide leadership, implement plans, and motivate people". The late 1950s and early 1960s saw the beginning of scientific study on educational leadership as scholars began utilising social science methods to study different leadership styles. As education research studies grew, several ideas on leadership style were investigated.

Ramakanth (1988)
"Leadership style of an individual is the behaviour pattern that an individual exhibits while trying to steer the activities of others."

Weikart and Marrapodi (1999)
"Leadership styles are various patterns of the behaviours exhibited by leaders for the duration of technique of directing and influencing workers."

Shapiro (2003)
"Leadership style is based on a leader's thinking, attitude, skills, behaviour and organisational environment."

Xinxin and Yidong (2013)
"Leadership style is defined as the process that focuses on influencing people to obtain organisational targets."

Chu et al. (2017)
"The extent to which members of an organization contribute in harnessing the resources of the organization to reach its target equally depends on how well the leaders of the organization understand and adopt appropriate leadership style in performing their roles as leaders".

Figure 1.3: Growth of the concept of Leadership Style

Different leadership philosophies have been established in response to contemporary demands. The few categories of leadership styles are:

- Democratic leadership: In this type of leadership, the leader makes decisions about work based on feedback from followers.

- Autocratic leadership: Under this type of leadership, decision-makers act without consulting their subordinates.

- Bureaucratic leadership: under this approach, the head influences the workforce. The extent to which people can accomplish things is restricted.

- Strategic leadership: Strategic leaders link an organisation's expansion and its day-to-day operations. They create functioning strategies.

- Transformational leadership: This authority inspires individuals to go beyond the limits of what they can accomplish.

- Transactional leadership: Under this approach, leaders command and discipline members through reward and punishment based on the quality of their work.

- Laissez-faire leadership: Managers delegate authority to their staff members under this approach. The leader does not meddle in their task.

Many academics have examined several leadership philosophies. "**Transformational", "transactional", and "Laissez-faire"** are the most critical leadership styles in educational research studies (Shahzadand& Abbas, 2022).

1.2.1 LEADERSHIP THEORY BY BASS AND AVOLIO (1991)

The basic theory of leadership was initially introduced by Burns in 1978 and developed by Bass in 1985. In modern organisations, few commodities hold more value than the elusive "leadership style." In today's world, administrators and staff developers are encouraged to prioritise attributes associated with people who solve problems, form teams, and effect change. This is because there is much pressure to demonstrate improvements and face formidable obstacles. In educational institutions, three main leadership styles are found: the leader may motivate the followers, may encourage them by reward and punishment, or may give them the freedom to make their own decisions

(Nanjundeswaraswamy, 2023). The primary leadership styles used in the education system is "In transformational leadership, both leaders and followers raise one another to higher levels of morality and motivation," "transactional leadership as an exchange of rewards and punishments for compliance," as well as "laissez-faire leadership has no interaction between leader and followers" were the areas of study for the researcher.

Furthermore, these new ideas explain how leaders can inspire the motivation of followers at incredible levels, dedication, and loyalty and lead organisations to achieve remarkable results. Bass's (1985) work expands upon applying these early ideas to commercial and industrial organisations. Bass and Avolio (1991) established a multifactor leadership paradigm that includes:
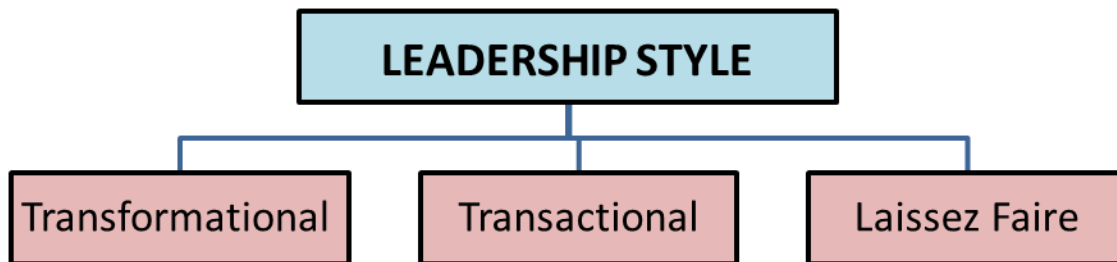
Figure 1.4: Dimensions of Leadership Style

TRANSFORMATIONAL LEADERSHIP STYLE

Burns coined the phrase "transformational leadership" in 1978. The term describes leaders who guide their people toward development and excellence.

"A transformational leader brings positive change in individuals while utilising creative qualities and behaviours," states Hall and Kepner (2002). Transformational leadership is defined as "when one or more people interact with others in a way that inspires and motivates followers to reach greater moral and motivational levels," according to Geijsel et al. (2003). Furtner et al. (2017) that "the direct belongingness between leader and followers is a characteristic of transformational leadership". Yahaya and Ebrahim (2016) described this leadership as "A strong internal set of values and beliefs and the ability to persuade others to put the greater good ahead of self-interest are base of transformational leaders".

Transformational leaders are those who guide their followers toward development and excellence. Transformational leaders instil in their followers a genuine sense of authority and self-assurance. They give people confidence that they can get through challenges. The leader's vision motivates the followers to work on the predetermined path. Leaders serve as examples for others in the organisation. Transformational leaders take intelligent, goal-oriented activities to empower followers, strengthen their behaviour, and inspire them to make the correct decisions. The demands and interests of the organisation's members are carefully considered in this dimension. In this sense, a leader demonstrates concern for the people in their team, regards them as unique individuals, learns about them, and pays attention to their thoughts and recommendations.

TRANSACTIONAL LEADERSHIP STYLE

Transactional leadership emphasises regulation, short-term objectives, and organised processes. It places greater emphasis on external motivation for task completion. Transactional leaders adopt a straightforward yet frequently successful system of incentives and penalties to incentivise their staff. Employees become competitive, which motivates them to work more efficiently. Transactional leadership reacts to issues as they come up. Transactional leaders operate within the framework of the organisation's current culture. Heads that adopt a transactional leadership style cultivate a give-and-take relationship with their staff. They link employee performance to incentives and sanctions. They reward their followers for their hard work and even penalise them for errors. "Regular rewards and management by conflict are the two types of transaction-led styles," state Bass and Avolio (2000). Wegner (2004) stated, "Transactional leaders retain their workers satisfied by awarding them in the most effective way that facilitates conveying their expectations." In the words of Khan (2020), "Transactional leadership is an exchange of behaviour between the school leader and the disciples, where the rewards are always tied to the efforts and results produced by the instructions."

Leaders who use a transactional leadership style reciprocally interact with their team members. They reward their followers for their hard work and even penalise them for errors. Positive reinforcement for excellent work and criticism for poor performance are two aspects of transactional leadership that a leader can give to a subordinate.

LAISSEZ FAIRE LEADERSHIP

Organisational leaders who practice a laissez-faire working style do not interact with their staff. The leader allows the staff to make their own decisions. Mwenje (2016) asserts, "The laissez-faire leadership organisation is devoid of a leadership style". This genre's leaders do not determine group policies or choices. Team members alone are responsible for their objectives, options, and problem-solving methods. Bradley-Levine (2018) states, "A leader that practices laissez-faire leadership offers staff members the flexibility to make decisions that place the onus of accountability on them". Employees now take charge of their work. The workforce is significantly impacted by laissez-faire leadership. The capacity to make decisions on their own improves employees' productivity.

To convey the genuine impact of a head's leadership style on the workforce, it is imperative to acknowledge that the heads have adopted the appropriate style from the perspective of the followers and the organisation's needs (Da Silva, 2024). Understanding leadership style is crucial for understanding the existing educational system's design, operation, and problems. Employee behaviour impacts organisational success, which is highly influenced by the head's leadership style. The organisation's leaders bear all accountability for the establishment. The head's leadership style affects the employees' performance and outcomes (Meirinhos et al., 2023). Educational establishments strive to establish a work culture conducive to optimal productivity and well-being, dependent on the individual's working style. The leaders of educational institutions need to exercise extreme caution when it comes to the work habits of their teachers since this will also affect the pupils. It is significant to look at the leadership style of departmental heads as they contribute a lot to the functioning of the department and develop the behaviour of the teachers at the workplace. To build educational organisations, it is essential to explore university teachers' perceptions of their heads' leadership styles.

1.3 STRUCTURAL DISTANCE

Today's working world has made the physical distance between managers and staff a common issue in organisations with their interaction frequency. The gap between a leader and a follower is known as structural distance. The relationship between leader and follower is determined by this distance, which also determines the best frequency of

engagement and encourages the follower to work with all of their might (Ngodo, 2008). Structural distance affects the leader-member relationship, which can further affect the motivation and behaviour of employees to work (Bachynskyi, 2024).

Researchers have recently become interested in the structural gap between leaders and followers. The 1990s and 2000s saw the development of the structural distance theory, and scholars have attempted to define structural distance in several ways.

Napier & Ferris, (1993)
"The distances between supervisor and subordinate have been clearly studied by different researchers, leading to limited theoretical support, confusion and varied operational outcomes."

Berson et al. (2001)
"There is little structural distance between leader and followers; this increases the opportunity for leaders to give individualized attention to followers, which affects follower's behaviour more affectively."

Antonakis & Atwater, (2002)
"Structural distance is defined as the distance between the head and the followers in the context of job responsibility."

Pradhan et al. (2015)
"The distance between head and followers affects the working of the team."

Anand et al. (2018)
"Structural distance is defined as perceived leader-follower interaction frequency."

Figure 1.5: Growth of the concept of Structural Distance

Managerial experts have concentrated on how followers' perceptions regarding leaders' interaction affect the workers' productivity. "**Physical Distance"** and "**Perceived Frequency of Interaction"** are the two main components of structural distance.

1.3.1 THEORY OF DYADIC DISTANCE BY NAPIER AND FERRIS (1993)

The dyadic distance provided by Napier and Ferris in 1993 provides the basis for structural distance. The supervisor-subordinate relationship served as the foundation for their hypotheses. They described a dyadic relationship strategy as mainly concerned with the subordinates' perspectives. It indicates a multidimensional concept describing the conflict, separation, psychological, structural, and functional gap between a subordinate and a supervisor.

The fundamental components of dyadic distance are as follows:

1. **Psychological distance** characterises the psychological effects of actual and acknowledged racial and ethnic disparities in leaders and followers. It includes perceptions, emotional experiences, belongings, decisions, and expectations resulting from power, rank, authority, position, and prestige in an organisation.

2. The level of proximity and quality of the working connection between the leader and followers is called **functional distance.**

3. The term "**structural distance**" refers to the characteristics of distance caused by organisational, supervisory, and physical structures.
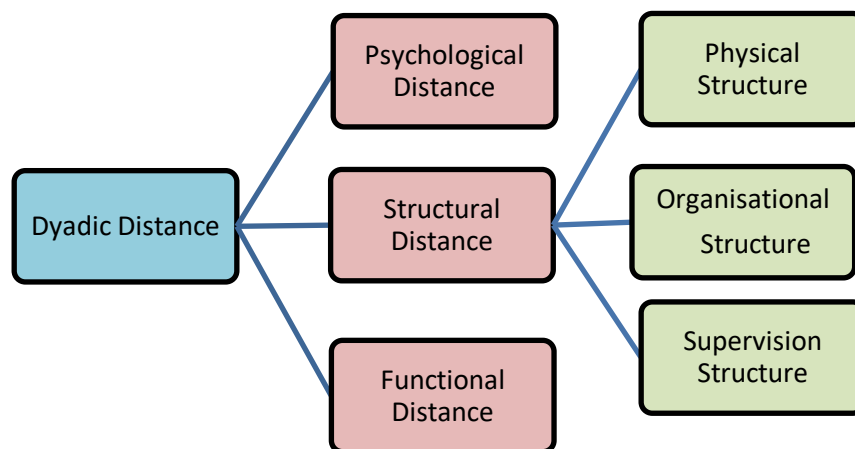
Figure 1.6: Fundamental component of Dyadic Distance Theory by Napier & Ferris (1993)

According to Napier & Ferris (1993), structural distance pertains to the arrangement of the organisation's physical space and its organisational and supervisory

structures. Since all three of these characteristics also correlate with the degree of contact between leaders and followers, they explained the conceptual connection in their theory that unites them.

1.3.2 ANTONAKIS AND ATWATER'S DYADIC DISTANCE THEORY OF STRUCTURAL DISTANCE (2002)

In this theory, the concept Napier and Ferris (1993) presented was further expanded. Antonakis and Atwater conceptualised three dimensions of dyadic distance: frequency of interactions, social distance, and physical distance. When these three characteristics of a leader's behaviour are shown, followers interpret them as "close" or "distant."
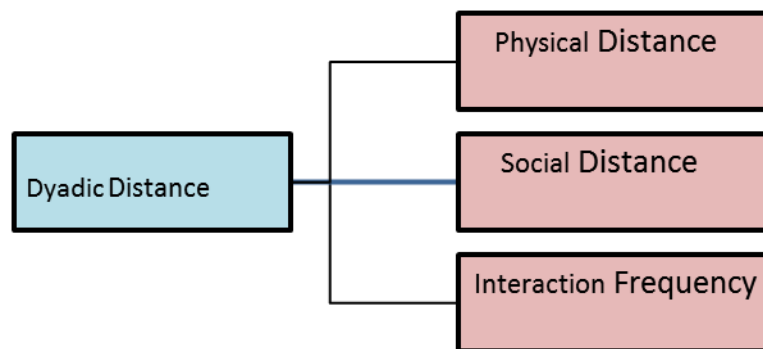
Figure 1.7: Fundamental Components of Dyadic Distance Theory by Antonakis and Atwater (2002)

Based on leader-follower distance, dyadic distance was divided into three categories. This categorisation indicates the distance between the follower and the leader:

1. **Social distance** expresses how close or far apart individuals socially feel. It refers to people belonging to a diverse social, ethnic, professional, sexual, and religious group. Power, authority, rank, and position differences also form part of social distance.

2. **Physical distance:** The term describes the actual position inside an organisation between a leader and their followers. The physical distance between the leader and their followers is defined as the distance in their workplace location, ultimately affecting their daily interaction. It involves a gap in direct communication between the leader and those under him.

3.   **Perceived frequency of interaction**: This describes how many times followers and leaders are viewed to interact. Interaction is a component of frequency and can occur in person or virtually. How followers view their interactions with their leader is known as the perceived frequency of interaction. It is distinct from social and physical distance in that leaders might be close to their followers but never engage with them, or they can be physically far away yet still communicate with them frequently (via technology).

1.3.3   COMPARATIVE THEORY GIVEN BY NAPIER AND FERRIS (1993) & ANTONAKIS AND ATWATER (2002):

According to Antonakis and Atwater (2002), a leader's physical distance from their followers and perceived frequency of interaction are equivalent to the structural distance dimension identified by Napier and Ferris (1993). Further differences in power, rank, authority, and prestige are all part of perceived social distance, as per Antonakis and Atwater (2002), equivalent to psychological distance identified by Napier and Ferris (1993).
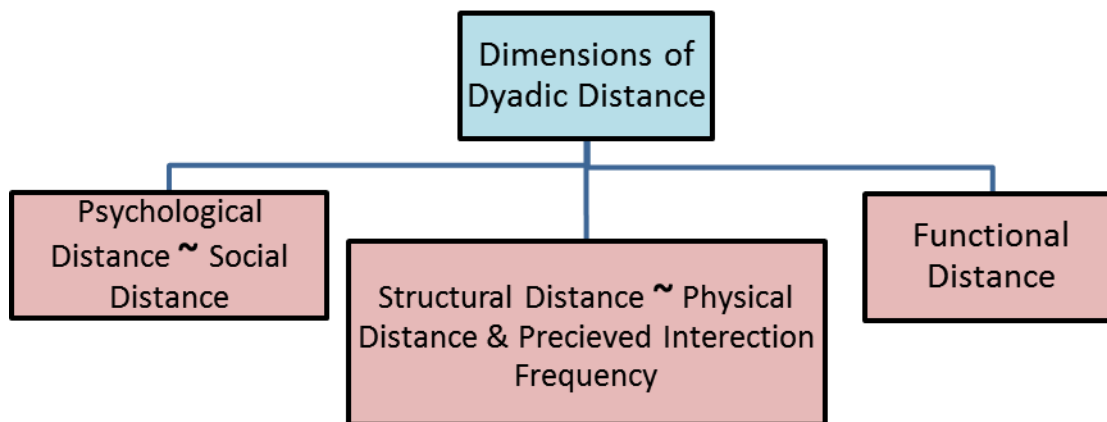
Figure 1.8 Comparative accounts of Dyadic Distance by Napier and Ferris (1993) & Antonakis and Atwater (2002)

Many other works on these dimensions also emphasised this connection. Goodhart (2005) found a connection between an employee's physical distance from their head and their steadiness at work. According to Bass and Riggio (2006), the structural distance illustrates how employees are affected by immediate leadership. Thomsen (2019) investigated the link between teachers' emotional and organisational commitment and their perceived psychological and structural distance from management leaders. It was

concluded that emotional, organisational commitment was affected by leaders who are connected to their staff members, and staff can communicate with them directly and regularly individually. The findings indicated that perceived psychological and structural distance from management affects the teachers' emotional and organisational commitment.

Although education research has not given much consideration to these dimensions, the distance between a leader and their follower impacts interpersonal relationships in organisations. These distant and near leaders may influence the followers' behaviour. In educational organisations, clarifying the effective distance between the leader and the followers is crucial. The possibility for teachers to engage with their heads is a critical component of teaching. The head and the teachers can independently regulate the distance depending on the nature of the task. The current study sheds more information on structural distance from the viewpoint of educational organisations. So, two components of structural distance- "**Physical distance" and "Perceived frequency of interaction"** are examined in this study.
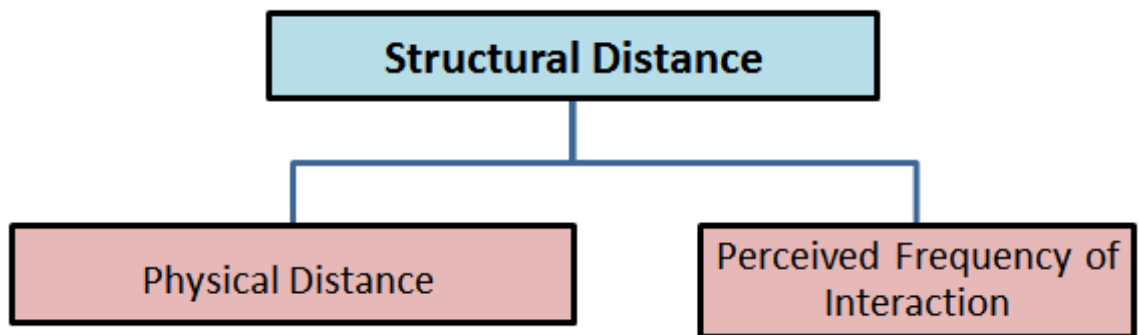
Figure 1.9: Dimensions of Structural Distance

These dimensions of structural distance suggested by Napier and Ferris (1993) & Antonakis and Atwater (2002) also fit nicely in educational institutions. Leaders inspire their people by emphasising the value of delivering exceptional work (López-Zapata et al. 2024). It describes the physical distance and frequency of interaction between teachers and their heads. It is significant to look at the structural distance between the head and their teachers as they contribute significantly to the department's functioning and develop the teachers' behaviour at the workplace. To build educational organisations, it is essential to explore the perception of university teachers about the structural distance between them and their heads.

1.4   JOB CRAFTING

The foundation of success of any organisation is its mastery over its human resource management. For years, organisations have emphasised topics like job sculpting, job enrichment, job expansion, job design, job crafting, and job assessment to retain employees' loyalty. Employees who exhibit proactive behaviour eventually assist the business by realising their role within it (Şahin and Bilir 2024). Therefore, "job crafting" is becoming increasingly crucial in various organisations.

Job crafting is described in many ways:

Bakker, Demerouti, & Euwema, (2005)

"Job crafting is a necessary defense to the psychological costs associated with job demands and resurces ."

Fried et al. (2007)

"Job crafting is a continuous process that is likely influenced by where employees are in their career paths and the social framework in which they perform their job."

Berg, Wrzesniewski, & Dutton, (2013)

" Job crafting is a process to deal with uncertainty or changes and adapt to challenges and constraints caused by their job."

Hornung et al. (2016)

"Job crafting is a job redesigned by the employee with a bottom-up approach."

Tims, Bakker & Derks, (2018)

" A precise form of proactive behaviour is job crafting in which individuals make changes in their work to meet their preferences and needs, within the context of defined jobs."

Figure 1.10: Growth of the concept of Job Crafting

In the past, employees needed more autonomy since the boss made most of the decisions (Mohrman et al., 1995). The top-down approach is now facing criticism for failing to consider employee input. These days, managers of organisations define flexible work roles for their staff rather than creating rigid, unchanging positions. Job crafting is essential in work distribution and moderates the relationship between head and

19

employees (Yadav and Dhar, 2024). Workers can alter their jobs to meet job demands and available resources. Through job crafting, workers may get fulfilling positions and progress in their careers.

1.4.1 THEORY OF JOB CRAFTING BY TIMS AND BAKKER (2010)

Tims & Bakker's (2010) based job demands-resources model defined job crafting as "changes that employees may make to balance their job demands and resources with their abilities and needs." This is how job crafting is defined in the present time. It is rearranging tasks to suit demands better using available resources. Employees can start modifications to affect their work experience, even in the most mundane and constrained job situations. These proactive workers are more involved in customising their work to meet their requirements and preferences (Wrzesniewski, Berg, & Dutton, 2010). Job crafting is not aligned with the organisation's objectives and is only sometimes known to management; moreover, it can benefit the organisation. Job crafting is a task's physical and relational bonds and people's cognitive adjustments while working. Employees can design better work for themselves, create a better fit between their occupations and personalities, and attain fulfilling positions that develop their careers by independently changing job features or tasks (Bindl & Parker, 2010; Fried et al., 2007; Kin & Beehr, 2018). Three parts of an employee's work boundaries—their task boundaries, relationship boundaries, and cognitive task limits—can be changed to customise their occupations. Even in mundane employment, employees have some degree of control over particular work areas.

Tim and Bakkar (2010) identified four categories leading to job crafting. These categories demonstrate the relationship among various work allocation types.
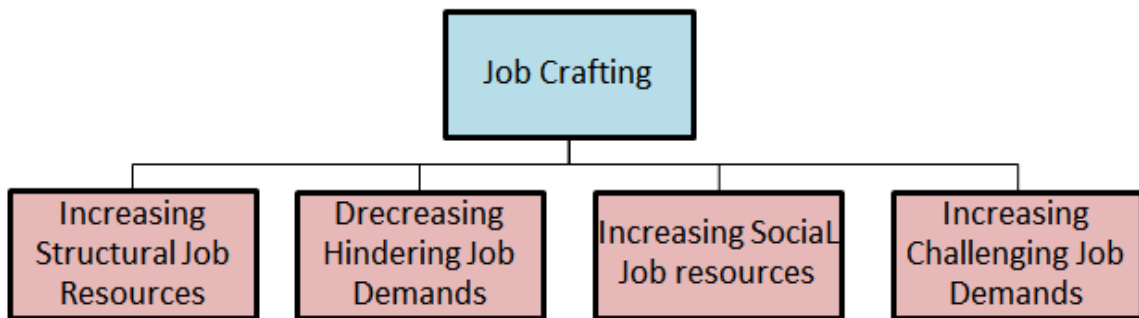
Figure 1.11: Dimensions of Job Crafting

Increasing structural job resources: It is related to the content of the work and the way that work is done. It is part of increasing meaningful structural job resources using available employment resources. It encompasses opportunities for growth, self-determination, and variety.

Decreasing and hindering job demands is related to stressful and threatening adverse job requirements. It encompasses organisational politics, ambiguous roles, and work-related conflict demands. Preventing actions that affect the employee's ability to function optimally and achieve his goals makes the task enjoyable and achievable in the required time slot.

Increasing social job resources: This is related to the web of relationships an individual possesses at the workplace, which provides support and feedback. It involves seeking mentors who can provide supervision, social welfare, and performance reaction. Increasing meaningful social job resources leads to better job sculpting and improved performance on the job.

Increasing challenging job demands include the newest projects and learning novel concepts. Challenging job demands will increase engagement and job satisfaction, leading to job crafting.

1.4.2   METHODS FOR JOB CRAFTING

In the ground-breaking investigations of Tim and Bakkar (2010), the following methods for job crafting by employees were suggested:

Adding Tasks: Workers may add whole tasks or projects to their work that they believe would be beneficial.

Task Emphasis: Employees must seize each opportunity that they perceive as significant by devoting time, effort, and attention to tasks that they find valuable.

Redesigning Tasks: Employees may re-engineer current tasks in various ways to give them a more significant purpose.

Collaborative tasks: A piece of work with a greater diversity of talents is considered distinctly "whole".

These methods of job crafting suggested by Tim and Bakkar (2010) fit nicely in educational institutions. Job crafting intensely and favourably impacts teachers' dedication and work performance (Khosla and Sharma, 2023). Teachers' role in adapting their jobs to suit them might be job crafting. Teachers at educational institutions must design their work to be more impactful. If the job crafting of teachers is structured, it improves the behaviour and well-being of teacher's work life (Aulen et al., 2024). The opportunity for educators to construct their work is a critical component of education. It is essential to look at job crafting in the organisation as it contributes significantly to the department's functioning and develops the teachers' behaviour at the workplace. To build educational organisations, it is essential to explore the perception of university teachers about job crafting.

1.5   CONCEPTUAL FRAMEWORK

The conceptual framework aims to find the contribution of leadership style, structural distance, and job crafting to workplace deviant behaviour of university teachers of Punjab. Moreover, the moderating role of structural distance and the mediating role of job crafting in the relationship between leadership style and workplace deviant behaviour will be analysed. A hypothetical model is given below in Figure- illustrating the variables chosen for the study. These have been selected after extensive review of the earlier theoretical approaches and the related studies.
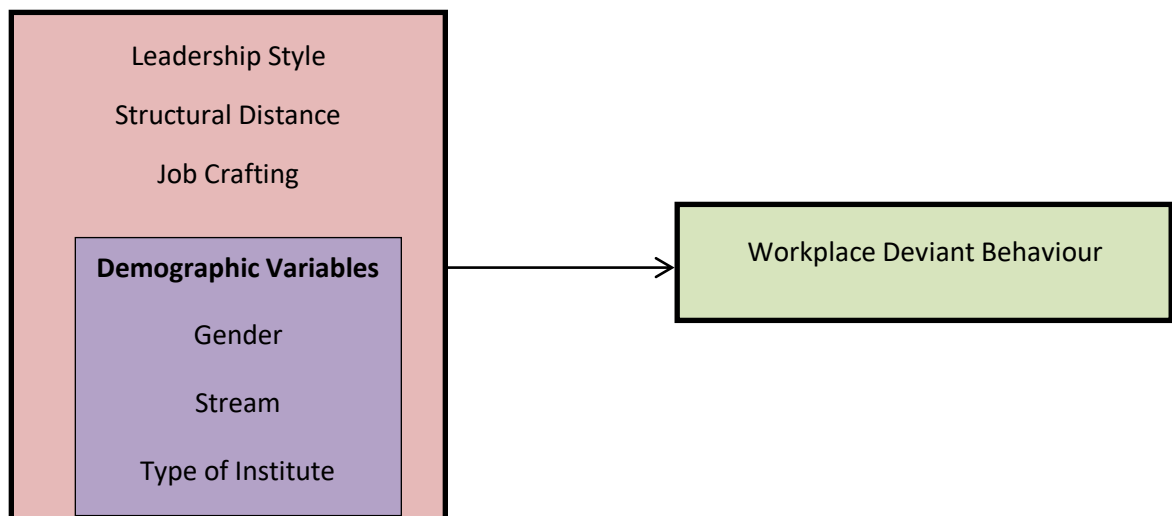
(Contribution of Independent Variable in Dependent Variable)
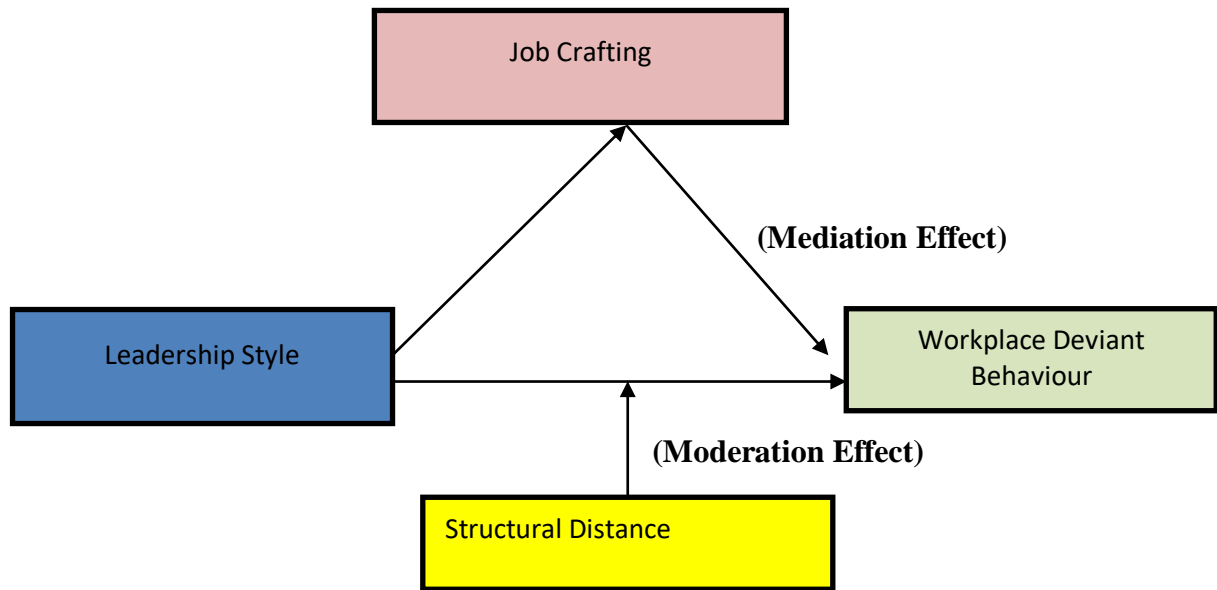
Figure 1.12: Graphical representation of Conceptual Framework

1.6 SIGNIFICANCE OF THE STUDY

The workplace behaviour of teachers cannot be overstated as it sets the overall environment of an academic institution. The behaviour of teachers in the workplace influences various stakeholders and aspects of the educational ecosystem, ultimately shaping the quality of teaching and learning experiences. Therefore, studies on workplace behaviour are crucial. It has been observed, meanwhile, that in India, little emphasis has been placed on the workplace behaviour of university teachers. The Indian university system is undergoing significant changes in the twenty-first century. The academic population in universities has evolved. It is improbable that a university's faculty can continue operating similarly and provide consistent outcomes. As an alternative, a constant effort has been made to examine and assess the deviant behaviour of university teachers at work.

Researchers and professionals have worked hard to find the factors that predict deviant workers' aberrant workplace behaviours. According to Rashid's (2018) research, a significant portion of the yearly income of several American firms is lost due to their workers' abnormal work behaviours. Furthermore, supervisors and staff in the United States discovered that 74% of respondents reported seeing abnormal behaviour at the workplace. Despite several studies on workers' deviant behaviour, there is still a lack of

understanding of this element, which is also a significant influencer in the educational system. Many managerial, organisational and structural factors affect the deviant behaviour of university teachers.

Current research aims to determine how job crafting, structural distance, and leadership styles might predict the deviant behaviour of university teachers in the workplace. The significance of the present study is to direct the university system in improving conditions for teachers and academic leaders. The study is essential for university administrators to find new ways to encourage academic teams' efficacy and efficiency and improve their performance. Hence, their teachers have positive work behaviour. It guides university leaders by preparing them well to face difficulties and assists educators in adequately preparing their work for productive workplace optimism. Departmental university leaders have gained the most pertinent knowledge to help their team complete their tasks and be fruitful and thriving at work. This research provides our academic experts with fresh perspectives on where to direct their future investigations and generate new research ideas. This study aims to investigate the workplace deviant behaviour of university teachers of Punjab and the contribution of the leadership style of the head, structural distance from the head, and job crafting to their deviant behaviour at work. Punjab, thus, is the perfect ground for investigating the deviant behaviour of university teachers in the workplace, as fewer studies have focused on all four factors together. This research examines the changes in outcomes of the leadership style of the head, structural distance, job crafting, and workplace deviant behaviours related to gender, stream, and type of institution. It also investigates the moderating role of structural distance and the mediating role of job crafting in the relationship between leadership style and workplace deviant behaviour. Managerial and organisational factors direct the behaviour of university teachers in both positive and negative directions. A complete transformation in the behaviour of university teachers is possible only via proper managerial and organisational support.

1.7   STATEMENT OF THE PROBLEM

The present study has focused on assessing workplace deviant behaviours among university teachers. It has explored the contribution of leadership style, structural

distance, job crafting, and demographic details to the workplace deviant behaviour of university teachers in Punjab. The problem statement is, 'Does leadership style, structural distance, and job crafting predict workplace deviant behaviours of university teachers?'

1.8 OPERATIONAL DEFINITIONS OF THE VARIABLES WORKPLACE DEVIANT BEHAVIOUR

Workplace deviant behaviour is actions that go against coworkers and organisational rules. Operationally, workplace deviant behaviour refers to the behaviour of university teachers against university norms, which are interpersonal and organisational.

LEADERSHIP STYLE

Leadership style is a leader's method of providing directions, implementing plans, and motivating followers. In this study, the investigator adopted a leadership style as a working methodology (transformational, transactional, and laissez-faire), which was adopted by the head to get the work done by their teachers.

STRUCTURAL DISTANCE

Structural distance refers to the physical distance between the workspace of leaders and followers and organisational characteristics. Operationally, the position of university teachers from their immediate heads and the way that heads are seen to interact with their teachers is known as structural distance.

JOB CRAFTING

Job craftingis defined as an employee-initiated approach that enables employees to shape their work environment. Hence, it fits their individual needs by adjusting the prevailing job demand and resources. By altering their job duties and interactions, employees proactively adjust their job roles to better fit their personal interests, strengths, and career objectives. Operationally, in the present study, job crafting is defined as an academic-initiated approach that enables university teachers to shape their teaching, research and service roles to better align with their strengths, interests and professional goals by modifying their job responsibilities, work environment and interaction with colleagues and students at the university level.

UNIVERSITY TEACHERS

University teachers work in the university or any college or institute managed by the university. In this present study, the investigator will consider university teachers to be regular faculty members working on university campuses.

1.9   OBJECTIVES OF THE STUDY

The objectives of the study serve as its compass, guiding the researcher towards a clear purpose and direction. Without clear objectives, research risks becoming unfocused, leading to inconclusive results and a waste of resources. Thus, the objectives of the study play an important role in driving meaningful and impactful research.

The purpose of the present study is to successfully attain the following specific objectives:

1.   To study the nature of the variables, viz., leadership style, structural distance, job crafting, and workplace deviant behaviour.

2.   To compare the mean difference in leadership style, structural distance, job crafting and workplace deviant behaviour about gender, stream and type of institution.

3.   To study the contribution of leadership style, structural distance, and job crafting to workplace deviant behaviour of university teachers.

4.   To study the moderation effect of structural distance in the relationship between leadership style and workplace deviant behaviour of university teachers.

5.   To study the mediation effect of job crafting in the relationship between leadership style and workplace deviant behaviour of university teachers.

1.10   HYPOTHESES OF THE STUDY

Researchers must test hypotheses in their specific context or population despite existing literature. The present study formulated null and directional hypotheses while considering the existing literature review and study requirements. Null hypotheses were formulated for objective two to find mean differences in variables based on gender, streams and type of intuition, as there was no clear evidence of the direction of

differences due to different classificatory variables. Moreover, more studies should have confirmed the results of the variables under study. Similarly, in the present study, the mediation and moderation effect of the variables is to be found. Past research suggests that directional hypotheses are more appropriate during such studies, as the findings will go in a particular direction. Directional hypotheses are suitable in situations where the researcher expects a change that is either positive or negative but not both (Mardia & Japp, 2009; McNeil & Keith, 1997). Therefore, directional hypotheses are made for the present study to find contribution, moderation, and mediation.

The hypotheses outlined below have been framed keeping in view the above considerations:

H1 : (A) There is no difference in leadership style, structural distance, job crafting and workplace deviant behaviour on the basis of gender.

(B) There is no difference in leadership style, structural distance, job crafting and workplace deviant behaviour on the basis of the stream.

(C) There is no difference in leadership style, structural distance, job crafting and workplace deviant behaviour on the basis of type of institution.

H2 : (A) There is negative contribution of transformational leadership style of the head in workplace deviant behaviour of the university teachers.

(B) There is negative contribution of the transactional leadership style of the head in workplace deviant behaviour of the university teachers.

(C) There is a positive contribution of the laissez faire leadership style of the head in workplace deviant behaviour of the university teachers.

(D) There is a positive contribution of physical distance of head and follower in workplace deviant behaviours of the university teachers.

(E) There is the negative contribution of perceived frequency of interaction between head and follower in workplace deviant behaviours of the university teachers.

(F) There is a positive contribution of structural distance of head and follower in workplace deviant behaviours of the university teachers.

(G) There is negative contribution of increasing structural job resources in workplace deviant behaviours of the university teachers.

(H) There is a positive contribution of decreasing hindering job demands in workplace deviant behaviours of the university teachers.

(I) There is negative contribution of increasing social job resources in workplace deviant behaviours of the university teachers.

(J) There is negative contribution of increasing challenging job demands in workplace deviant behaviours of the university teachers.

(K) There is negative contribution of job crafting in workplace deviant behaviours of the university teachers.

H3: (A) Physical distance moderates the relationship between leadership style and workplace deviant behaviours among university teachers.

(B) Perceived frequency of interaction moderates the relationship between leadership style and workplace deviant behaviours among university teachers.

(C) Structural distance moderates the relationship between leadership style and workplace deviant behaviours among university teachers.

H4 : (A) Increasing structural job resources mediate the relationship between leadership style and workplace deviant behaviours of university teachers.

(B) Decreasing hindering job demands mediate the relationship between leadership style and workplace deviant behaviours of university teachers.

(C) Increasing social job resources mediate the relationship between leadership style and workplace deviant behaviours of university teachers.

(D) Increasing challenging job demands mediate the relationship between leadership style and workplace deviant behaviours of university teachers.

(E) Job crafting mediates the relationship between leadership style and workplace deviant behaviours of university teachers.

1.11   DELIMITATIONS OF THE STUDY

Maintaining consideration given to the researcher's time and resource limits, the current investigation is limited to:

1.   University teachers working in the university campus of Punjab.

2.   Universities with humanities & social sciences and science, engineering & technology.

3.   Fundamental organisation of the department heads and university teachers. Any changes to the organisational structure of any specific university department are not considered.
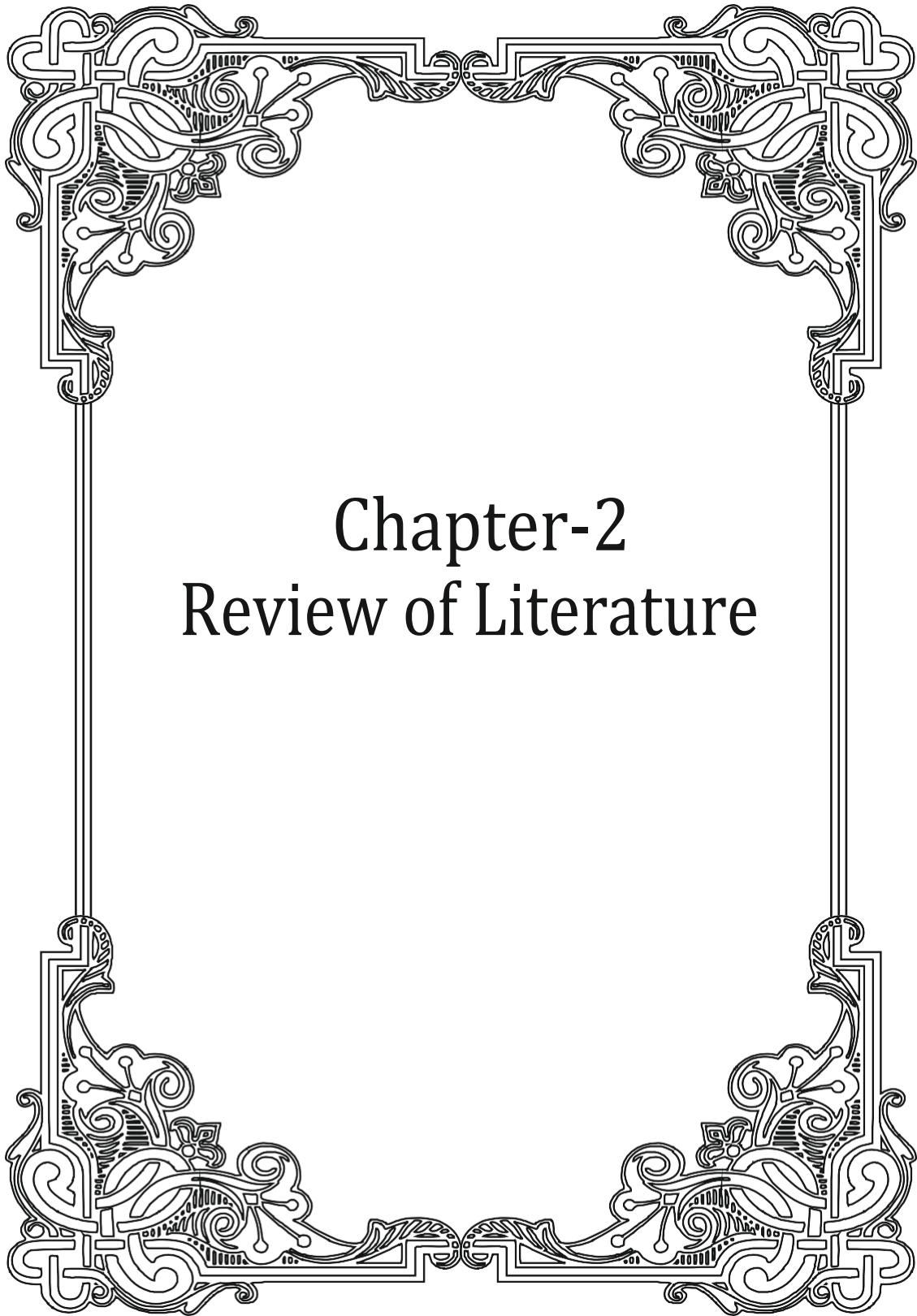
Chapter-2
Review of Literature

CHAPTER–2

REVIEW OF LITERATURE

Research linked to previous works or studies is crucial and significant as it saves time and effort for the researcher by providing valid knowledge about the study's variables. Numerous educators have attempted to demonstrate the significance of connected literature. Relevant material must be studied to properly plan, carry out, and conceptualise the issues and their solutions. It offers leading hypotheses, suggested investigational approaches, and data comparison for interpretive purposes.

An overview of the works of reputable experts and earlier studies shows that the researcher knows what is now known and what is unproven and unknown. Adequate research is predicated on prior knowledge. Thus, this stage helps avoid repeating existing work and offers valuable hypotheses and recommendations for further, meaningful study.

The goals of the literature review are to determine research gaps and choose the researcher's recommended course of action. The process is also helpful in identifying the factors that might be relevant to the research. A researcher can only incorporate some dimensions in a study, even if it contains several dimensions. The researcher must have a more profound knowledge of the subject area and aims of the research. Previous studies on the same topic have likely been done, but their methodology and findings may have varied based on socioeconomic and geographical circumstances.

2.1. REVIEWS OF RELATED LITERATURE

The chapter provides a literature review on topics of (a) workplace deviant behaviour, (b) leadership style, leadership style and workplace deviant behaviour, (c) structural distance, structural distance and workplace deviant behaviour, structural distance as a moderator between leadership style and workplace deviant behaviour, (d) job crafting, job crafting and workplace deviant behaviour, job crafting as a mediator between leadership style and workplace deviant behaviour, The researcher has used internet resources like Elsevier, EBESCO, PubMed, Web of Science, Science Direct, Google Scholar and other databases to access, read, and review the literature related to the topic and factors associated with it. In addition, notable books, theses, dissertations,

and journals are also referred to. The search of the review was not limited to a particular year range or country.
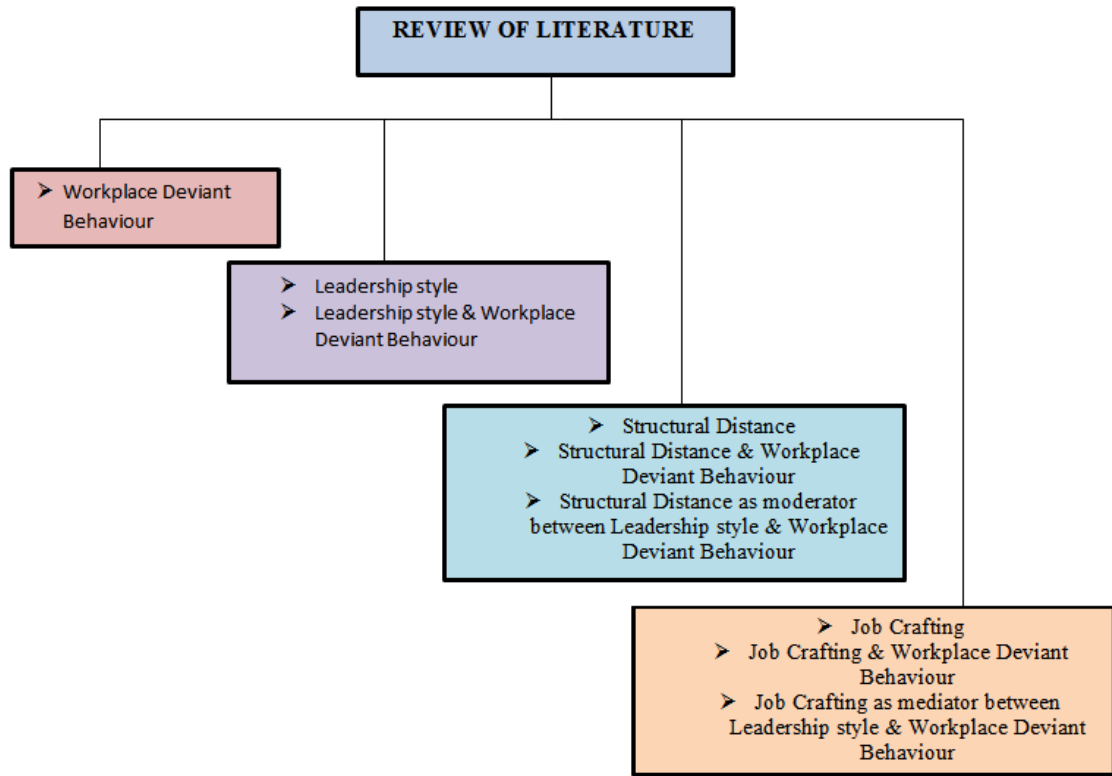
Figure 2.1: Graphical representation of Review of Literature

2.1.1 REVIEWS RELATED TO WORKPLACE DEVIANT BEHAVIOUR

Unal et al. (2012) investigated deviant behaviours among teachers and the impact of these behaviours on students' behaviour in general and their relationships with teachers in particular, as seen by school principals. Data was gathered in two phases, first using a quantitative research method and later a qualitative one, employing a mixed research approach. The report that education inspectors completed during the 2008–2009 school year was among the inspected papers. In the second phase, a list of teachers who recognised aberrant behaviours was created, along with a questionnaire. Using such a format, 46 schools displayed deviant behaviours in violating regulations and affecting relationships with others. Following the review of the documents, it was found that there were 131 instances in which teachers repeated 24 different forms of deviant behaviour. Rules-breaking and interpersonally deviant conduct among instructors was significantly impacted by nearly all of the deviant behaviours of teachers. Deviant behaviours among

teachers were separated into two groups: those aimed at the organisation and those aimed at specific people.

Alias et al. (2013) analysed abnormal conduct in the supervisory process from the perspectives of public service organisations. Data was collected from 200 employees working in the public sector of Malaysia. According to the study, supervisory aberrant behaviour was observed in Malaysian public organisations. Three elements were discovered to be related to supervisory deviance:The supervisors' misconduct, the deviant behaviours came from the supervisors' lack of ability, the supervisors' unethical conduct.Consequently, the organisational system must take specific steps to mitigate the adverse effects of overseeing aberrant behaviour to enhance learning outcomes.

Chawla (2014) explained the use of an innovative perspective of workplace spirituality to reduce the deviant behaviours of salesmen in the workplace. The ten-value workplace spirituality value framework developed by Jurkiewicz and Giacalone was utilised to suggest a theoretical relationship between salespeople's organisationally deviant behaviours and spirituality. The ten values of the workplace spirituality value framework—benevolence, generativism, humanism, integrity, justice, mutuality, receptivity, respect, responsibility, and trust—were found to have a detrimental impact on salespeople's organisational deviant behaviours.

Ahmad and Omar (2014) presented a model that explained the relationship between deviant behaviour in the workplace and workplace spirituality, using job satisfaction as a mediator. Drawing from social control theory and social exchange theory, the model stated that a worker who had encountered workplace spirituality was more likely to be content with their job and refrain from acting in a deviant manner at work. Given the possible impact of spirituality on deviant behaviour through job satisfaction, organisations should foster a spiritual culture in the workplace.

Hussain, Sia, and Mishra (2014) elaborated on the adverse effects of deviant conduct on an organization's performance and output. The researcher attempted to address a few significant antecedents of workplace deviance through a thorough literature analysis. The study concluded that organisational justice, ethical atmosphere, and abusive supervision were the three main antecedents of workplace deviance.

Kim and Cohen (2015) explored the effect of workplace deviations on moral values and personality. The study explained the Big Five or HEXACO dimensions to understand personality and how it affected their work deviation. The survey found that moral values, attitudes and behaviours were out of character and did not align with the institution's standards. It was suggested that heads attempt to address the issues raised by noncompliant employees in staff meetings to change their behaviour.

Farhadi et al. (2015) elucidated the influence of demographic characteristics on employee behaviour. The study's data comprised 212 public officials from various regions in Malaysia. The data was gathered using a questionnaire approach, and SPSS was used for analysis. The findings indicated that age and organisational tenure had more impact on employees' deviant behaviour than gender and education level.

Srivastava (2016) examined the relationship between work-related misconduct and employee engagement in non-Western countries and the moderating effect of ethical leadership on this relationship. To explore this relationship, a survey of 200 middle-level managers was conducted. The study discovered that the association between work-deviant behaviour and employee engagement was favourably and significantly influenced by factors such as work-deviant behaviour and ethical leadership.

Peng et al. (2016) looked at workplace production deviation in 262 caregivers in Taiwan. The research elucidated the correlation between workplace bullying, Confucian work ethics, and coworker production deviance. PLS was used for both structural equation analysis and multigroup analysis of the data. It was determined that high workplace bullying was shown to be positively correlated with workplace deviance, and emotional exhaustion mediated this relation. Core self-evaluation played a moderating role in this relationship.

Guay et al. (2016) examined the role of corporate cynicism in personality and commitment. The sample included 113 South Korean employees. The findings showed that personality and commitment significantly influenced organisational cynicism's cognitive, emotional, and behavioural aspects. Organisational commitment was shown to be negatively correlated and mediating this relationship. The independent factor was shown to have a non-significant link with cognitive cynicism, but it did have a substantial positive association with emotional and behavioural cynicism.

Malhotra and Kathuria (2017) examined the connection between spiritual intelligence, unproductive work habits, and Indian employees ' job satisfaction. 70 participants completed the counterproductive work behaviour checklist and the spiritual intelligence self-report inventory as part of the data collection process. Descriptive statistics such as Pearson correlation were employed to evaluate the relationship between spiritual intelligence, unproductive work behaviours, and job satisfaction. The findings indicated no significant relationship between spiritual intelligence and counterproductive work behaviour. Still, there was a significant positive relationship between spiritual intelligence and job satisfaction and a negative relationship between job satisfaction and counterproductive work behaviour.

Pradhan and Jena (2017) investigated the moderating effect of meaningful work on abusive supervision and subordinates' intention to leave their position. Software experts employed by numerous Indian IT organisations provided data via self-report questionnaires (n = 227), which were time-lagged twice (three to four weeks separated T1 and T2). The results indicated a high correlation between subordinates' inclination to leave work and abusive supervision. Additionally, the study revealed that the association between abusive supervision and intention to resign was significantly moderated by meaningful employment.

Anasız and Puskulluoglu (2018) examined workplace misconduct among 100 teachers in Mugla province in Turkey. The study's conclusions indicated both organisational and individual deviation among teachers. Production and property deviance were considered abnormal at the managerial level. Sabotage fell under property deviance, whereas utilising lengthy breaks to justify absence fell under production deviance. Political deviation and personal violence were examples of deviant behaviour on an individual basis. Stealing ideas from colleagues was personal aggressiveness, while gossip and favouritism in administrative procedures were examples of political deviance.

Malik and Lenka (2019) elaborated on the tactics that could be extremely helpful in combating harmful behaviour and, consequently, prepared the way for developing a powerful corporate brand identity. With that objective in mind, this study employed a systematic literature analysis to examine newspaper articles published between 2015 and

2017 that detailed instances of deviant behaviour displayed by "Air India" staff. Additionally, document analysis was performed in this study to classify and identify the numerous deviant behaviours that Air India personnel displayed. The present study proposed four central interventions—talent management techniques, resilience, workplace spirituality, and mindfulness—to combat harmful deviance and encourage positive behaviour in Air India personnel.

Satpathy et al. (2019) explained the dynamics of deviant practices in modern companies. They studied the dynamics of expectations, work-life balance, and organisational structure. Secondary data was utilised for analysis. Reviews revealed that workload, job autonomy, and discontent were the leading causes of deviant behaviour. A literature review investigated how organisational policies contributed to developing deviant behaviour.

Asiyai (2019) explored deviant behaviour in schools and its impact on students ' learning. Data was gathered from 500 school teachers in Edo State, Nigeria. The study's findings demonstrated that although aberrant behaviour was seen in urban and rural schools, it was prevalent in the former. They also showed that deviant behaviour was more common in large and small schools and hurt students' learning. The study recommended that two principals be appointed to lead large schools and those principals work in conjunction with the school management team to combat deviant behaviour effectively.

Pathak and Srivastava (2020) investigated the connection between organisational commitment and workplace deviant behaviour and the potential moderating effect of emotional intelligence on this relationship. Convenience sampling was used to collect data for the study from respondents in the information technology sectors in Delhi/NCR. A survey of 302 middle-level managers from 24 distinct IT businesses in the public and commercial sectors was conducted to examine the relationship described above. According to the study, work-deviant behaviour had a detrimental impact on organisational commitment. The results also showed that the damaging effect of work-related misconduct on organisational commitment is mitigated by emotional intelligence.

Malik, Sinha, and Goel (2021) explained the relationship between organisational financial and reputational damages, uncomfortable work atmosphere and productivity.

This report synthesised the substantial body of research on workplace deviance by qualitatively analysing 245 publications published between 2003 and October 2020. It highlighted the theoretical underpinnings and antecedents of detrimental workplace deviant conduct. It also explained that workplace deviance affected the financial status and reputation of the organisation, and it could be managed by technological innovation, integration, and globalisation.

Agalday (2022) investigated the effects of the academic profession on workplace deviant behaviour and the mediating role of job satisfaction. Information was gathered from 257 Turkey educators. The findings revealed that the academic profession directly and significantly affected workplace deviance. Disruptive behaviour was more widespread in significant educational institutions than in modest ones. Job satisfaction mediated this relationship considerably. Deviant behaviour had a considerable detrimental impact on organisational development.

Nayak et al. (2022) explained the challenges associated with using social networking as an e-HRM strategy in organisations situated in developing nations. This study shed light on the negative aspects of enterprise resource management by utilising narratives from 26 in-depth interviews with HR practitioners regarding employees' usage of social networking sites and enterprise social networks. It focused on the connection between employees' use of social networking platforms in the office and their abnormal workplace behaviour. The research results demonstrated in the setting of India's developing market that employees subtly and intentionally engaged in a variety of deviant behaviours at work, including exchanging private information, bullying, harassment, invasions of privacy, and so on, through the use of social networks.

Dang-Van et al. (2022) examined how their perceived job insecurity impacted workers' deviant work behaviour. A sample of 988 Vietnamese hotel employees was chosen to gather data. The multivariate data analysis strongly correlated with workplace deviance and job insecurity. There was a mediation role for psychological disturbance in it.

Kenya, Mwele et al. (2022) examined the social factors correlated to deviant behaviour among secondary school teachers in public schools of Norabin countries. For this study, a survey research design was chosen. 2291 teachers were the population of the

study. A straightforward random selection method was used to select a total sample of 385 individuals. Univariate and Pearson correlation analyses were used to examine the data. The results showed that social factors had no significant impact on the deviant behaviour of the teachers. Their workload significantly impacted teachers' teachers' deviant behaviour.

Tian and Guo (2023) explored the influence of abnormal workplace conduct on worker productivity. It also explained moderating and mediating consequences of mutual support from organisation and organisation shame. The study sample consisted of 435 Chinese workers. According to the study's findings, employees' abnormal workplace behaviour strongly positively impacted organisational shame and adversely predicted job performance. Job performance was positively related to organisational shame. The association between deviant behaviour at work and job performance was mediated by organisational pity, and this mediating function varied by gender. When there was perceived organisational support, job performance was less negatively impacted by deviant workplace behaviour.

Wing-Man Lau (2023) analysed organisational deviance experiences through integrity tests. Reviews of the last 50 years (k = 150, N = 67,016) were studied. The study's conclusions indicated that there were both organisational and individual deviations among employees affected by integrity tests. This relation was moderated by country, cast, and criterion sources.

Khalid (2023) studied a systematic literature review and bibliometric analysis based on 33 papers taken from Scopus to investigate the complex interactions between deviant behaviour and organisational justice over 21 years. The study included publication patterns, significant writers, well-known nations and organisations, influential journals, and newly popular terms on the subject. Data was methodologically extracted and examined with great care. This study made significant conceptual and quantitative contributions by elaborating on the relationship between deviant conduct and organisational justice. The results promise to improve organisational dynamics by highlighting equity, trust and shared prosperity in various organisations and sectors.

Zahid and Nauman (2024) explored the association between perceived workplace incivility and deviant behaviours. The study also looked at the moderating role of

organizational climate and the mediating role of interpersonal conflict. A time-lagged research design was used to explain the relationship, and survey data from 220 working professionals in the service sector were collected at time 1 and time 2. The results indicated that intrapersonal conflict partially mediated the relationship between workplace incivility and deviant work behaviour, and that the negative effects of workplace incivility on employees' deviant work behavior were lessened when organizational climate was present as a resource.

Raver (2024) elaborated on the relationship between work cultures and workplace deviant behaviour. The study, which was carried out in European nations, found that organizational culture had an impact on both interpersonal and organizational deviance as well as the effectiveness of the organization.

Bujang et al. (2024) presented the impact of workplace culture on deviant workplace behaviour. Scopus, Sage, MEDLINE and Web of Science Journals were used to look for terms relating to workplace culture and deviant workplace behaviour. The survey was done in English, and original research, samples, or gendered employee subsamples were taken into consideration for assessing workplace culture that influenced deviant workplace behaviour. Nineteen publications in this evaluation met the eligibility requirements. The review's findings demonstrated that workplace culture had a substantial impact on deviant behaviour, and several cultural and measurement interpretations were employed.

SUMMARY OF REVIEWS RELATED TO WORKPLACE DEVIANT BEHAVIOUR

Based on the studies above, it can be inferred that Pathak and Srivastava (2020), Dang-Van (2022), Wing-Man Lau (2023), and Zahid and Nauman (2024)have concluded that instances of workplace deviance predominantly emerge when an individual deliberately seeks to do so towards coworkers or organisation. This covert behaviour significantly impacts their academic and social spheres. Mwele et al. (2022), Tian and Guo (2023), and Raver (2024) have reported the different types of workplace deviance (majorly interpersonal and organisational) found in workplaces. Sinha and Goel (2021), Nayak et al. (2022), Khalid (2023) andBujang et al. (2024) have concluded that

workplace deviance is prevalent in educational settings and has evolved into a significant issue among the Indian population. Unfortunately, the absence of adequate permissible measures has facilitated its rapid proliferation.

The reviews above of various global research studies vividly underscore the gravity of workplace deviance issues. It's unmistakable that workplace deviance constitutes a significant managerial challenge, demanding collaborative endeavours from organisational administrators, educators, departmental heads and other relevant parties to counter and eradicate this detrimental phenomenon. As incidents of workplace deviance proliferate, their repercussions extend to all those involved. The literature review shows that workplace deviance seriously affects the organisation's success. It can be handled well if higher authorities, heads or other people involved in the organisation take proper care of it. However, a lack of awareness and guidance on the part of heads and teachers has made this problem a severe issue, and teachers must be trained to erase this problem from its roots. Some research indicates the importance of the head in observing and dealing with incidences of workplace deviance. While other studies done by Satpathy et al. (2019) suggest that timely interventions could have stopped the incidences. The review of related research projects shows a strong need for teacher awareness and training in dealing with workplace deviance in educational organisations.

Workplace deviance among teachers is significantly predicted by leadership style. As a result, literature on leadership style and its relationship with workplace deviant behaviour is delved and presented below:

2.1.2   REVIEWS RELATED TO LEADERSHIP STYLE

Lambert and Lapsley (2010) explained the influence of leadership on employees' attitudes. The research included a case study in the UK and charities as its sample. The study results showed that motivation, work satisfaction, and morale correlated favourably with the kind of leadership in organisations. Role clarity had the power to improve the working conditions for employees and lessen the reasons that ultimately led to subpar performance and the resignation of some.

Arvindekar (2012) explained the significant factors that caused the decline of academic standards in higher education, including political intervention, administrative

mismanagement, and a shortage of qualified teachers and directors. Given these glaring shortcomings, it was imperative to research and comprehend the barriers preventing higher education in India from developing. This study concluded that the leadership styles of various management establishments, encompassing both independent and university-affiliated colleges, concerning significant academic and administrative tasks such as faculty evaluations, attendance, results, placements, accreditation, monthly payments, computerisation, infrastructure, and the faculty-to-student ratio significantly affected the growth of educational institutions.

Abbas et al. (2012) examined the effect of transformational leadership on innovative work behaviour in academic organisations. Data on 200 employees were collected from educational institutions. The results showed a significant relationship between transformational leadership and creative work environments in the public and private sectors and a strong relationship between leadership styles and academic success.

Pande (2015) explained the leadership styles used by Chennai's postsecondary educational institutions. The study also attempted to investigate which leadership style in higher education institutions best inspires a team. The present exploratory study aimed to determine the leadership philosophies used in Chennai's higher education institutions. The researcher also conducted in-depth interviews with team members operating under various leadership styles at higher education institutions to investigate which leadership style best inspires a team. Once gathered, the data was tallied and subjected to percentage analysis. Three distinct leadership styles were distinguished: the authoritarian, participative, and innovative. It was discovered that most educational establishments had authoritarian leadership styles. The following leadership style was participative, and very few leaders were trailblazers. Participative leadership was found to be quite effective in educational institutions, and authoritarian leadership was the least liked approach.

Wirba (2015) studied 250 secondary school administrators in Cameroon and their leadership ideologies. The data was analyzed using SPSS. According to the survey, Cameroonian leaders who proposed proposals for ongoing development were primarily transformative.

Shila (2015) elaborated on the impact of school principals' leadership styles on teachers' job satisfaction and organisational commitment in the Indian environment. Data was collected from 880 school teachers in north India. The study employed linear regression to determine how administrators ' leadership styles affected teachers ' organisational commitment and work satisfaction. The information gathered indicated that transformational leadership significantly affects teachers' organisational commitment and work satisfaction.

Sfantou et al. (2017) explained the relationship between leadership styles and healthcare quality measures. Eighteen publications published between 2004 and 2015 were examined using pertinent research topics. The research found a strong connection between leadership style and appropriate actions in high-quality healthcare. The head's leadership style is crucial for both patients and medical treatment. The study concluded that solid integration of health professional quality and care required good leadership.

Mohnot and Shaw (2017) examined the leadership styles and readiness of 372 academic leaders from Indian higher education institutions. An online survey and a paper version of the survey inventories were used to gather data. The findings showed that academic leaders' leadership style correlated with their readiness for leadership. Compared to leaders who just possessed one leadership style, those who had two were shown to be better equipped for academic leadership. Additionally, it was discovered that group leaders with a distinct leadership style or a diffused approach were the least equipped to assume a leadership position.

Mehrotra and Sinha (2017) expounded on the leadership styles exhibited by Indian institutional heads. The study concluded that participatory leadership styles were less successful in Indian institutions because of various hierarchical systems, huge power distances, dependence orientation, etc. Nonetheless, consultative leadership and the nurturing task style were successful leadership philosophies for overseeing teams consisting of highly mature and professionally competent personnel.

Kesari and Verma (2018) explained the impact of leadership style on employee trust, morale, and emotion in the context of the steel industry. A seven-month study using a sample of 272 employees of steel companies in the central Indian state of Chhattisgarh

was used to examine this set of three employee outcomes. Confirmatory factor analysis and structural equation modelling were employed in SmartPLS 2.0 to analyse and evaluate the conceptual framework. Two contributions: The study made two contributions. First, it was discovered that the transactional leadership style negatively impacted employee results. Secondly, it proposed that steel company managers employ transformational leadership to improve employee results.

Henkel and Bourdeau's (2018) research elaborated on the impact of situational leadership styles on followers' performance. The research included 620 seasoned military managers as its sample. The study's findings showed that the military managers employed two well-known situational leadership philosophies: telling and participating. The study found that managers with a deeper understanding of situational leadership styles had greater team and subordinate performance.

Thakur and Sharma (2019) examined the features of various leadership styles and their impact on different Total Quality Management components. The research reviewed 121 Indian enterprises as its sample. The findings clarified the link between the concepts of innovation and continuous improvement in Total Quality Management and the transformational, logical, servant, adaptable, and kinesthetic styles. All leadership philosophies correlate strongly with the constant improvement component of total quality management.

Van Vugt and Smith (2019) explained the contribution of leadership in the formation of work culture in organisations. The study's sample consisted of strong reviews to show the importance of dominant leadership. Transactional leaders demonstrated commitment and were crucial in creating a positive climate. The findings revealed that the transactional leadership style improved overall success and work satisfaction.

Saini and Goswami (2019) elaborated on the impact of 43 school principals and 57 vice principals' transformational leadership behaviours on their professional responsibilities, such as their moral duties to students and society. They concluded that there was a significant relationship between the transformational leadership of the head and the organisational commitment of teachers.

Nilsa and Anitha (2019) explored the preferred leadership style of the teachers as well as the relationship between teacher leadership style and students' performance. The study focused on five colleges in Kerala's Ernakulam and was descriptive. A quantitative study design was used for the investigation. A practical method was employed to choose the sample. 100 students from five institutions in Ernakulam, India, participated in the study. Students, both male and female, participated equally. Teachers exceptionally performed participatory leadership approaches. The study also demonstrated that participatory leadership in the classroom significantly improved student performance.

Shankar (2020) elucidated the difference in perception of autocratic, democratic, and laissez-faire leadership styles based on gender and school type. 200 school teachers from the public and private sectors of Gurugram City served as the study's sample. It was determined that autocratic leadership was found in school type and laissez-faire in gender.

Mitra (2020) elaborated on current leadership styles in public banks in India. The chosen public leadership styles for Indian PSBs' organisational performance, both now (preference) and in the future (expectation), were evaluated using a structured questionnaire. To create a model based on current and future public leadership styles, senior personnel (N = 308) from PSBs in all four regions of India were surveyed. They were developing a model for the current and future public leadership styles at Indian PSBs, which involved multivariate studies. The current study highlighted the preferred public leadership styles. It demonstrated some conventional and contemporary leadership styles raised due to additional changes anticipated in the Indian PSBs.

Baba et al. (2021) explained the level of emotional intelligence and transformational leadership among academic leaders in higher education. The study also investigated the relationship between these qualities among the educational leaders under investigation. It examined the impact of different faculty member demographic factors on their perceptions of these qualities. The nature of the current study was exploratory combined with descriptive. The study examined the perceptions of full-time faculty members in a few north Indian universities about the emotional intelligence and transformational leadership of their academic leaders. The faculty members' perceptions of transformational leadership style and the emotional intelligence of leaders were shown

to be significantly and directly correlated. It was discovered that the demographic factors—gender and age—substantially impacted the variables under investigation as faculty members evaluated their academic leaders in higher education.

Nayak et al. (2022) examined the relationship between decision-making style and various leadership styles of Indian manufacturing executives. Executives from Indian manufacturing companies in the public and private sectors made up the study's sample. The respondents were executives in lower, medium, and upper echelons responsible for decision-making and leadership. Correlation, regression, and ANOVA were employed to investigate the research issues. The decision-making style of Indian manufacturing leaders indicated that they are the most rational and least avoidant. It was noticed that transactional leaders were dependent and logical, whereas transformational (TFM) leaders were found to be reasonable. Avoidant decision-making and the interaction of dependent and avoidant styles were correlated with laissez-faire style.

Sarwar et al. (2022) investigated the effect of the leadership style of college principals on their teachers' performance. Three hundred college instructors' data sets were gathered using a random sample technique. A self-administered questionnaire was employed to collect information. Correlation and the t-test were employed to identify trends and differences in the study participants' viewpoints. According to the findings, most college principals follow a higher degree of democratic leadership, a moderate degree of laissez-faire leadership, and a low degree of authoritarian leadership in their institutions. Additionally, it was discovered that teachers performed better when principals used a democratic leadership style more frequently. The results showed that principals' leadership style positively impacted teachers' performance.

Dash, Gupta and Jena (2022) explained the effect of motivational public service on the current and potential public sector workers and its impact on good work. PSM and current motivational theories—particularly self-determination theory—were poorly integrated. There was not enough research on how damaging leadership philosophies affect PSM. The study conducted a cross-sectional survey among 693 public sector employees of Indian Railways. The analysis was performed using PLS-SEM. The study discovered that while BPN somewhat mediated the positive/negative influence of

constructive/ destructive leadership styles, such as servant/autocratic leadership, on employees' PSM, meeting basic psychological needs at work improves PSM. A substantial negative/positive relationship existed between autocratic/servant leadership and PSM and the three BPN requirements. It was discovered that servant leadership had a solid and favourable correlation with all three BPN needs, while the BPN needs partially mediated the relationship between servant leadership and PSM.

Piwowar-Sulej and Iqbal (2023) investigated the connection between leadership philosophies and long-term performance using the strict approach of systematic literature reviews. A thorough, in-depth study, network analysis, and bibliometric characterisation of publications indexed in the Scopus database were conducted. Forty-seven studies' final results were taken into account. Transformational and sustainable leadership were the research's two most talked-about leadership philosophies. While the latter was mainly associated with environmental performance, the former was primarily related to general SP. The writers of 41 of the 47 publications included empirical research. Earlier studies had employed resource-based perspective theory and upper echelon theory.

Meirinhos et al. (2023) explained how a leader's style affects an organisation's performance. A multifactorial leadership questionnaire was used to collect data. A sample of 227 managers employed by Angolan enterprises in Benguela was chosen for the research. SPSS was used to examine the data. According to the results, the leaders mostly used a transformational leadership style. Transformational leadership considerably changed the organisation's communication, motivation, and incentive system, significantly impacting the firm's performance.

Nanjundeswaraswamy (2023) determined the relationship—mediated by job satisfaction—between leadership styles and employee commitment among workers in small- and medium-sized mechanical manufacturing firms. The study employed a cross-sectional design and a survey methodology. The hypothesis was tested using structural equation modelling (SEM), regression analysis, and Pearson correlation analysis. From 102 mechanical manufacturing SMEs in and around Bangalore, India, a sample of 911 responses was gathered. Age, employee experience, the superior's level of satisfaction, and job satisfaction were all factors that affected EC in SMEs that manufacture

mechanical goods. The study discovered that a portion of the link between LS and EC was mediated by job satisfaction.

López-Zapata et al. (2024) analysed the impact of transformational leadership on task performance in sales team members, considering the mediating role of leader-member exchange, perceived organisational support and work engagement. Based on information gathered from a survey of 142 members and 19 leaders of sales teams in Colombian enterprises, a structural equations model was analyzed using the partial least squares (PLS-SEM) approach. The current study came to the conclusion that the association between transformational leadership and task performance was mediated by social exchange factors, such as leader-member interchange and perceived organizational support. However, there was no statistically significant mediating effect of work involvement.

2.1.2.1 REVIEWS RELATED TO LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

Dale and Fox (2008) clarified the effect of the leadership styles of the institution's head and their commitment to the aberrant workplace behaviours of the followers. 200 from the fabric business made up the sample; 50% came from rural and 50% from metropolitan areas of Mankato. Purposive sampling was used to choose workers. The results demonstrated that workers' commitment to the organisation affected their aberrant workplace behaviours. This study concentrated on the phenomena of behavioural strain reactions, which included deviant workplace behaviours, including abuse, absenteeism, accidents, smoking, and withholding effort. The study concluded that various worker strains were due to multiple chiefs' leadership philosophies. The study also concluded that behavioural strain caused by the head's leadership style was the cause of atypical workplace behaviours.

Ram and Prabhakar (2010) elaborated on the antecedents and outcomes of organisational politics, exploring the relationship between a leader's style, an employee's self-esteem, and work-deviant behaviours. The entire sample comprised 235 workers from Jordan's manufacturing department. It was an ongoing investigation. The findings indicated that employees' intentions, satisfaction, stress, and involvement were associated

with organisational politics. It was shown that when a leader fostered a culture of high regard among staff members, this was related to low deviance.

Hershcovis et al. (2011) elaborated on the role of conflict management in the association between leadership and abusive workplace behaviours. Employees from various sectors in North America comprised the study's N=299 participants. According to the results, the manager had a significant influence on how well the team managed the conflict in the organisation, which was negatively correlated with the employees' self-reported levels of abuse at work. The findings made it clear that when leaders did not have a significant role in managing the conflict among their subordinates, it drove subordinates to act abusively, finally creating high interpersonal friction at work.

Antonakis et al. (2011) explored the international private enterprises in Lausanne to elucidate the correlation between employee behaviours and leadership styles. The 210 mid-level leaders in the sample came from nine distinct groupings, each comprising seven international private-sector corporations. The study's findings showed that when team members felt well-cared for by their leaders, they shared psychological support and wise decisions. The study found that when leaders used a transformative and supportive leadership style, their teams displayed positive behaviours.

Walumbwa et al. (2011) presented a systematic literature review in Africa on the link between disruptive workplace practices and abusive leadership and the interaction between antagonism and hostility. The study concluded that there was a significant level of workplace disruption when the leader exhibited abusive or subpar leadership. The interaction between disruptive workplace practices and abusive leadership was greatly hampered by hostility.

Rana and Punia (2014) presented the idea of deviant workplace behaviour and explored the types and manifestations of aberrant behaviour expected in professional settings. Since these detrimental behaviours had significant psychological and financial repercussions, businesses must address this. Here, the results concluded that managers and their companies implemented to lessen, control, or stop abnormal behaviour in the workplace.

Decoster et al. (2014) demonstrated the impact of abusive supervision on workers' well-being, attitudes, and behaviours and the mediating role of leader-member exchange. The current study demonstrated how abusive supervision affected workers' perceptions of their work group, how leaders were influenced by their organisational identity, and the harsh monitoring they get through field study. Participants in the research were 250 employees of the Quality Management Organization Ghana Corporation, headquartered in Ghana's Western Northwest Area. Findings showed that employees' well-being, attitudes, and behaviours were significantly impacted negatively by abusive supervision. The leader-member exchange played the role of mediator in this relationship.

Appelbaum et al. (2015) elucidated the significant obstacles in organisational outcomes. A systematic review was administered to collect information. This research had significant implications for organisational behaviour. Among many issues, the findings indicated that the manager's actions influence employee behaviour at work. The unfavourable workplace behaviours of the work team decreased when managers of manufacturing companies encouraged good productivity among their staff. It positively affected the outcome of the organisation.

Mishra and Pandey (2015) elaborated on the recent employee deviant behaviour at work. In the previous ten years, they had substantially contributed to this field of employees' abnormal behaviour at work. Employee misconduct has been identified as one of the most significant issues organisations currently face in the workplace.

Arnold et al. (2015) described how leadership style and emotional regulation strategies affected organisational burnout. Each kind of behaviour is expressed at the level of employees and managers of enterprises in Bucharest. Data of 205 leaders was collected in three stages. Testing was done in Bucharest's businesses on several aspects of deviant workplace behaviour. The leader's leadership style affected the employees' emotional section and deviant workplace behaviours, such as gossiping, taking long breaks, and spreading rumours.

Domfeh et al. (2016) discussed the importance of strong leaders and their capacity to persuade teachers to accomplish objectives. This article reviewed the literature to determine the causes and effects of leader-follower relationships. The assessment

clarified that the head's leadership style impacted teacher behaviour, output, performance, and voluntary turnover.

Bashir (2016) investigated the role of emotional intelligence and leader behaviours in deviant workplace behaviours. The study's sample comprised 120 HODs and 240 teachers from various Pakistani universities. The findings indicated that there were fewer workplace deviant behaviours when heads understood the emotions of the staff. Deviant workplace behaviour was positively correlated with organisational injustice. An increase in deviant workplace behaviours was seen among employees when leaders mistreated them.

Veliu (2017) explored employee performance and its relationship with leadership style and decision-making. The study sample consisted of 234 private enterprises in Kosovo. The study concluded that the head's leadership style significantly affected employee behaviour. When employees participated in decision-making and many significant decisions, their performance was better.

Mahipalan, Sheena and Muhammed (2018) examined the connection between secondary school teachers' organisational and civic behaviour, self-efficacy, and workplace spirituality regarding leadership style. It investigated if their spirituality and effectiveness as educators might predict teachers' civic engagement. Furthermore, the impact of spirituality on self-efficacy was examined. In one of the southern Indian states, information was gathered from 353 educators employed by the state in public schools. Through structural equation modelling, the study discovered that two types of OCBs, teacher efficacy and leadership style of the head at workplace spirituality, were positively correlated. The investigation into teacher organisational and civic behaviour and the expanding body of empirical research on workplace spirituality were both aided by this study.

Gamble (2019) described the leadership styles of seniors and their impact on staff mobbing behaviours in women. A quantitative study was done with Six participants. The study found that female front desk staff experienced mobbed behaviour at work, which contributed to a further drop in their performance as a result of bullying behaviours from supervisors and coworkers. The respondents also believed that leaving their employment would violate their dignity since the working environment was unsafe. There was a documented rise in complaints and grievances at their places of employment.

Usmani (2019) examined the role of the leader in constructing organisational strategies. The study explored abusive supervision as the antecedent of deviant workplace behaviours. Sixty-seven reviewed articles from 2003-2017 were analysed to gather information. According to the model, abusively supervised employees were more likely to have work-family conflict since their expectations from work and their families couldn't coexist.

Hewitt et al. (2019) examined the importance of effective and ineffective leadership in teachers' deviant behaviour. Data was collected from Ireland. Teachers who were highly driven, content in their roles, and happy with their leaders were less likely to exhibit tardiness, absenteeism, and sluggish work. Teachers, who were unmotivated and unhappy with their role-leader connections worked less positively, considerably more slowly, lost interest in their jobs, and were likelier to be absent and late to work.

Jameel and Ahmad (2020) investigated the connection between workers' work-deviant behaviour and a responsible leadership style. The study also looked at how leadership style affected staff performance in Iraq. Two hundred ninety-seven responses from nine universities in Baghdad made up the study's sample. The idea was investigated using the structural equation modelling approach. The findings provided a striking theoretical explanation of the importance of leadership style in staff performance. In transformational leadership, staff performed better. This link was mediated significantly by job satisfaction.

Lukito-Budi (2021) looked at the relationship between employee behaviour, workplace innovation, leadership, and the mediating effect of regulatory emphasis. Previous research related to organisational, leadership, and control theories was reviewed to get results. The findings supported the notion that transactional leadership and in-role positive behaviour were positively correlated with creativity and, conversely, with transformational leadership. This link was not mediated by employee regulatory attention. Employees showed favourable relationships with creative behaviours when their boss exhibited a transformational or transactional leadership style.

Kamboj and Garg (2021) elaborated on the impact of intrinsic variables such as emotional intelligence and resilient character traits on school teachers' psychological

well-being. It highlighted how resilient character traits mediated the association between teachers' psychological well-being and emotional intelligence. With a convenience sampling technique, 200 school teachers from throughout the Indian state of Haryana were selected for this cross-sectional survey study. Perseverance emerged as an inconsistent yet significant mediator in the relationship between emotional intelligence and teachers' well-being, according to the findings of parallel multiple mediations. Perseverance was also a significant predictor of psychological well-being among factors of resilient traits. A statistically significant relationship between psychological well-being and emotional intelligence was also found.

Zhang (2022) investigated the link between principal leadership, teacher leadership, and psychological capital. The study's sample consisted of 294 preschool teachers in China. The findings confirmed that transformational and transactional leadership had a positive and significant relationship with psychological capital, and laissez-faire had a negative relationship with psychological capital.

Zappala et al. (2022) examined the connections between deviant work behaviour and the head's leadership style. They conducted a scoping review of reviews on Scopus and Web of Science databases, including 54 publications published between 2010 and June 2021. Based on well-established models, the head's leadership style described deviant work behaviour.

Panigrahi (2023) explained the impact of harmful leadership behaviour on the deviant behaviour of teachers about corruption, effectiveness, and integrity. To identify the vice chancellor's deviant behaviour, this study first examined the framework of Indian universities. Next, the real-time data from the website allowed the researchers to identify and develop specific theories. In conclusion, this study offered valuable perspectives by making recommendations to the Chancellor and the National Government regarding a tangible framework for sound governance and moral leadership by the Vice Chancellor. That head should make good leadership policy to improve the behaviour of teachers.

Binu Raj et al. (2023) investigated the relationship between spiritual leadership, workplace spirituality, and well-being. Using random sampling, 515 professors from Indian higher education institutes participated in the study's proposed hypothesis test.

Based on positive organisational research, the findings showed that among teachers, the association between spiritual leadership and meditation was mediated by both inner and physical well-being.

Perdana et al. (2024) examined the direct and indirect effects of organisational culture, leadership, and organisational commitment on workplace deviant behaviour through job satisfaction in Riau Island Province government employees. Using both primary and secondary data sources, the study employed quantitative research methodologies. 109 civil servants who worked at the Bintan Regency Regional Secretariat office made up the study's population. The census method was used to gather data for this study, and a sample of the complete population was chosen. The purpose of this study was to use the census method to collect precise and representative data from the community. Researchers found it simpler to analyze and characterize the traits and occurrences of the population as a result of this phase. Smart-PLS was employed as a data processing tool in this study. This study found that organizational culture mediated the association between leadership style and workplace deviant behaviour and organizational commitment.

SUMMARY OF REVIEWS RELATED TO LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

Various studies have consistently demonstrated the relationship between leadership style and workplace deviant behaviour of followers. Ahmad et al. (2020); Piwowar-Sulej and Iqbal (2022); Meirinhos et al. (2023), and López-Zapata et al. (2024) have reported that psychological, organisational and ethical aspects of the organisation are impacted by the head's leadership style, which in turn influences the employees' abnormal behaviour. Kamboj and Garg (2021), Zappala et al. (2022), Sarwar et al. (2022), Nanjundeswaraswamy (2023), and Perdana et al. (2024) have concluded that the leadership style of the head has a connection with motivation, morality and self-esteem, work-life balance, role clarity and work quality that significantly affects the workplace deviant behaviour of teachers. It is essential to address and prevent workplace deviance by managing the leadership style of the head to promote the well-being of teachers and create a positive work environment.

After examining the literature review on leadership styles and teachers' work deviant conduct, Lukito-Budi (2021), Zhang (2022), Mwele et al. (2022), and Panigrahi (2023) have concluded that different leadership philosophies have an impact on teachers' deviant work behaviour. **"Transformational", Transactional", and "Laissez-faire"** are the most critical leadership styles in educational research studies, Shankar (2020); Jameel and Ahmad (2020); Shahzadand and Abbas (2022) and Binu Raj et al. (2023) have reported that these leadership styles predict the workplace deviance in educational settings and has evolved into a significant issue among Indian population.

The reviews mentioned above highlight the extensive relation of transformational, transactional and laissez-faire leadership styles with workplace deviance of teachers, which further affects the overall growth and success of educational organisations. These reviews collectively emphasise the growing significance of (transformational, transactional and laissez-faire) leadership styles in workplace deviance within educational organisations. Hence, the conclusion drawn from various studies conducted worldwide distinctly emphasises the alarming issue of the detrimental impact of leadership style on workplace deviance of teachers. In addition, structural distance plays a vital role in managing teachers' deviant behaviour in the workplace. Hence, reviews on structural distance are reviewed and presented below.

2.1.3   REVIEWS RELATED TO STRUCTURAL DISTANCE

Fitria, Mukhtar, and Akbar (2017) analysed the relationship between organisational structures, leadership style and teacher performance in a private secondary school in Palembang City. This research approach combined a path analysis technique with a quantitative method. Three hundred twenty-six instructors from 1,773 private junior high school teachers in Palembang City served as samples for this study. The study's conclusions demonstrated that (1) organisational structure directly improved teacher performance, and (2) leadership directly improved teacher performance.

Lee et al. (2000) explained how power-distance orientation and gender moderated the links between justice perceptions, the assessment of authority (confidence in supervisor) and the organisation (contract fulfilment). It was tested using a sample of Hong Kong employees. The findings showed that:There was a stronger correlation

between procedural justice and contract fulfilment for men, there was a stronger correlation between procedural justice and supervisor trust for people with low power-distance orientations, there was a stronger correlation between distributive justice and contract fulfilment for people with low power-distance orientations. It was concluded that power distance affected the organisation's operations.

Kirkman et al. (2009) elaborated on the relationship between followers' perceptions of procedural justice with their group's shared perceptions of transformational leadership and their individual "power distance" orientation. The study was based on data from 560 followers and 174 leaders in the People's Republic of China and the United States. The results found that the cross-level link between procedural justice and transformational leadership was also affected by power distance orientation; the relationship was more favourable when power distance orientation was lower than greater. In turn, procedural justice connected followers' organisational citizenship behaviour and the unique and dynamic interactions between transformational leadership and power distance orientation. Changes in the country did not considerably impact these correlations.

Schuh et al. (2012) investigated the mediating function of transformational leadership in the leader-organisation identification-follower organisation identification link. The researcher applied a multi-level, multi-source methodology to test the model in two investigations. Study 1 supported the suggested mediation approach, which was carried out in Germany with 216 employees and 18 leaders. They confirmed and expanded on these results in a second study in China (N= 44 leaders and 109 followers). Once more, the relationship between leader and employee organisation identification was mediated by leader behaviour. Furthermore, It was discovered that the relationship between leader organisation identification and employee extra-role efforts was mediated by employee organisation identification and leader transformative behaviour.

Griffith (2018) investigated the effects of leader distance and leader-follower mental model congruence on follower creative performance using the CIP leadership model. The findings showed that a leader's approach did not directly impact followers' creativity. It has been demonstrated that each CIP style helps followers with specific

areas of the creative process and overall creative performance. It was also concluded that the distance between leaders and followers impacted that relationship.

Lam et al. (2019) examined how defensive and acquiescent the relationship between abusive supervision and power distance orientation impacted quiet. Perceived organisational politics also exacerbate the effects of interaction. Based on data gathered over two periods from 159 junior employees in China, it was discovered that abusive supervision moderated the probability of high-power-distance employees participating in acquiescent quiet. It was linked to employee defensive silence. High-power-distance workers became more protective in their silence and were more susceptible to harsh monitoring when they perceived high politics within the company. The results additionally highlighted the moderating influence of abusive supervision as the relationship was a highly politicised organisational framework.

Welsch et al. (2021) explained the link between job performance and interpersonal distance. Data was gathered through multi-stage and two-stage field studies. Overall, our findings suggested that unequal adaptation to distance affected the behaviour of the employees from heads. Employees' preferred interpersonal distance had a substantial impact on their productivity.

Malmros (2022) examined how the quality of leader-member exchange relationships is affected by physical distance across borders and how this could affect employee motivation. A qualitative study in Sweden investigated how employees perceived the relationship between management and staff and how it influenced their work motivation. 1405 Swedish newspaper articles (1985–2019) were studied for data. The study's findings indicated a leader's and a member's connection suffered from physical distance. As a result, since the management components of an environment that supported autonomy were not entirely given, this might lower the employees' intrinsic motivation for their jobs.

Şahin and Bilir (2024) investigated the effect of transformational leadership and work cultural values on creating a learning organisation in physical education and sports in higher education institutions. Convenience sampling was used to pick 328 academic staff members for the sample. These volunteers volunteered for the study and were

employed in higher education institutions as physical education and sports instructors. The data was analyzed using structural equation modeling, multivariate Mardia normality testing, and scatter plot matrix distributions. Providing vision-inspiring and being a suitable role model, accepting group goals, offering intellectual support, showing individual interest, and having high success expectations—sub-dimensions of transformational leadership and appropriate distance—were found to have a direct impact on work culture values in the establishment of a learning organization.

2.1.3.1 REVIEWS RELATED TO STRUCTURAL DISTANCE AND WORKPLACE DEVIANT BEHAVIOUR

Dulewicz and Higgs (2005) clarified how structural distance impacted the team's deviant behaviours at work. The study was conducted in the Royal Air Force in the UK. The findings indicated two primary dimensions to workplace deviant behaviours: minor vs. severe and interpersonal versus organisational. Within the organisation, employee deviation was inversely correlated with distance. They concluded that behavioural deviation increased with distance.

Suliman and Al-Shaikh (2007) explained the relationship between aggressive behaviour on the part of employees, structural distance, and emotional intelligence. Five hundred employees from 19 organisations in the United Arab Emirates participated. The study examined the connections between emotional intelligence and other variables. Higher levels of emotional intelligence were significantly correlated with better performance. Aggressive conduct decreased, and emotional intelligence increased by implementing an appropriate organisational structure.

Erskine (2012) elaborated on how perceptions of the distance between the boss and employees impact workplace relationships. Distance affects the leader-follower dynamic, which further impacts organisational outcomes. Several distance measures were considered pertinent in this study based on the references of workers who experienced various distances that significantly impacted organisational results.

Brunelle (2013) explained how deviant employee behaviours, structural distance, and leadership all had a predictive influence on the workplace. The study involved 286 respondents from international management and information technology consulting

firms. The findings showed that psychological and physical distance had a detrimental impact on the quality of relationships at work, while transformational leadership mitigated this relationship by reducing workers' negative behaviours.

Thompson et al. (2015) presented several viewpoints for assessing follower growth levels and used these viewpoints to evaluate the validity of SLT. Three hundred fifty-seven followers and 80 supervisors made up the research population. Since a large portion of the literature on SLT had concentrated on service-oriented organisations in the armed forces, healthcare, and education, financial organisations were selected. One of the most critical factors in assessing follower competence and commitment was the degree of agreement between the leader's assessment of the followers' competence and commitment and the followers' self-rating. Unlike prior research that only used leader rating, SLT predictions were more likely to hold when follower self-rating and leader rating were congruent.

Brewer and Venaik (2016) explained the relationship between organisational leaders and their increased complexity at work. The article's conclusion stated that structural distance could help world leaders better address the escalating problems of employees' negative behaviours in the context of distance, cultural diversity, and cross-cultural barriers by allowing them to make the most of their surroundings and themselves.

Muniapan and Dass (2016) attempted to comprehend the relationship between employee deviant work behaviours and organisational structural distance dynamics. The researcher used secondary sources to analyse data. The findings indicated that powerful rumour, taking long breaks, gossiping, physical assault, and threats were caused by structural distance and that these behaviours had a beneficial impact on voluntary deviant behaviour. It protected the company's catastrophic well-being and exacerbated the development of a poisonous culture within the firm.

Egan et al. (2019) looked at the empirical relationships between worker cognitive perceptions of supportive and directive behaviour, worker positive and negative affect, worker values (self-care, other orientation), and worker work intentions indicative of (dis)passionate workers. In Australia, 409 workers from three private sector companies completed an online self-report questionnaire survey. According to structural equation modelling, positive employee affect, supportive conduct, other orientation, and self-

concern, each had indirect influences on work intentions. Employee work intentions were more strongly predicted by good affect in employees than by negative affect.

Gnanarajan et al. (2020) investigated teacher deviant behaviour and the primary factors influencing it among Sri Lankan educators. A convenience sample of secondary school teachers and principals participated in the study, which used detailed qualitative data from interviews. The content analysis method was used to examine the data deductively. The results showed that teachers were becoming less likely to do well—against students, the school, and their peers. The low levels of teacher behaviour were attributed to several causes, including work-family conflict, perceived organisational structure, teacher values, teacher self-efficacy, student behaviour patterns, and instructor-pupil control ideology.

Liang et al. (2021) highlighted the beneficial and detrimental effects of ambivalent leader-follower interactions and power distance on shared creativity and behaviour. A sample of 623 members from 95 teams in 34 Chinese organisations was selected as a sample. The results of the study's research showed that the ambivalent leader-follower relationship significantly impacted workers' creativity. Individual differences in power distance value mitigated it, and the experience of the purpose of work acted as a mediator.

Chaudhary, Lata and Firoz (2022) gave an empirical analysis of the socio-demographic factors that influenced workplace incivility in India, including its prevalence and sources. One thousand one hundred thirty-three workers from service organisations, namely banks, hotels, educational institutions, and IT companies, made up the study sample. In two distinct investigations, the authors tested the suggested model with the same group of respondents. Study 1 investigated the phenomenon of provoked incivility and its predictors, while Study 2 investigated experienced incivility and its causes. With SPSS 24, univariate, bivariate, and multivariate statistical operations were used to evaluate the data. The findings of the two studies demonstrated that the following factors, such as age, gender, educational background, position, style of organisation, interactions between the head and employees, and distance between the head and employees, greatly influenced workplace incivility.

Bhebhe et al. (2022) looked into how the COVID-19 epidemic affected the development of high-performance work systems (HPWS), concentrating on the Harare City Council in Zimbabwe. The study made use of practical research techniques. Eighty-one workers at the Harare City Council worked remotely or from home. These filled-out questionnaires were part of a census strategy that included all 81 non-managerial employees as respondents. The quantitative data was analysed using SPSS. Eleven managers participated in in-person interviews as primary informants. The changes brought about by COVID-19 were introduced at Harare City Council and other organisations in a hurry, without forethought, and without consulting anybody. This had a detrimental impact on high-performance work systems since staff had to make adjustments.

Gulshan and Tiwari (2023) investigated the relationship between effectiveness levels and leadership styles in educational institutions. The current study used a research design that was distinguished by the application of correlation analysis. Two thousand seven hundred eighty-eight people connected to the Secondary Educational Service Area 20 office comprised the population being examined. These persons included the following constituents: In the provided setting, there are 2,628 instructors and 160 administrators. A stratified random sampling was also used to obtain samples drawn according to the size of the individual schools. A total of 451, or 113 people, were the samples for this study. Of these, 338 were instructors, and the other persons were managers of schools. The leadership style of the head and structural distance in schools significantly affected the work culture in the organisation.

Nasib Dar et al. (2023) elucidated the impact of interactional unfairness on workers' aberrant behaviour, using the perception of supervisor support as a moderator. Cluster sampling was used to investigate the association empirically. A sample of 284 employees working in the banking sector of Pakistan was selected. Finally, a negative correlation between deviant workplace behaviour and interactional justice was discovered. The findings also showed that the perception of supervisor support mediated this link.

Aumentado et al. (2024) elaborated on the congruence between corrupt leadership, corruption tolerance and subsequent work outcomes. Eight employees and middle managers from various government and business sectors were interviewed in order to identify factors that reflected traits of corrupt leadership. Based on the qualitative

findings, 114 Filipino employees were given a survey form. The predicted correlations between the variables were validated by structural equation modeling, or SEM. Qualitative findings indicated that followers viewed corrupt leadership as self-serving, immoral, and covertly deceptive, yet they accepted it for a variety of reasons, including personal gain from corruption and fear of reprisals. Quantitative results showed that the association between experiences of corrupt leadership and workplace behaviour was mediated by followers' tolerance for corruption. Followers who were more accepting of corruption and thought their leaders were more corrupt had bad opinions about their teams and jobs.

2.1.3.2 REVIEWS RELATED TO STRUCTURAL DISTANCE AS MODERATOR BETWEEN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

Inderyas et al. (2015) examined how leadership styles affected workers' work habits in Pakistan's public health care system. Distance of power was a critical factor in the study's analysis of the impact of employee employment behaviour on transactional, transformational, charismatic, autocratic, democratic, and lesbian leadership styles. 315 nurses from Pakistan's public hospitals participated in the study. The study's findings shed light on how power distance influenced the relationship between the supervisor's transactional managerial approach and workers' workplace behaviours. The research also showed a substantial link between transformational leadership and employee job behaviours. However, power distance did not affect the relationship between employee job behaviours and charismatic, dictatorial, representative, and laissez-faire leadership styles.

Saugus (2017) articulated the relationship between supervision, power distance, and employees' workplace misbehaviour. 256 mid-level management staff members of Malaysia provided the data. The findings showed that abusive supervision significantly and positively impacted employees' workplace misbehaviour. Relationships between employees' motivation and abusive supervisors, as well as organisational distraction, are considerably mitigated by power distance. Deviant behaviours' detrimental effects had a catastrophic effect on the organisation's overall performance and output.

Fitria, Mukhtar and Akbar (2017) elaborated on the relationship between organisational structures, leadership and teacher behaviour in a private secondary school

in Palembang City. This research approach combined a path analysis technique with a quantitative method (path analysis). Three hundred twenty-six instructors from 1,773 private junior high school teachers in Palembang City served as samples for this study. The study's conclusions demonstrated that (1) organisational structure directly improved teacher behaviour, and (2) leadership directly improved teacher performance. It was recommended that private junior high school instructors in Palembang City focus on leadership and sound organisational structure as factors that can improve their behaviour.

Wang et al. (2018) explored a moderated mediation model to investigate the potential contributions of development need strength and psychological capital (PsyCap) to the association between follower creativity and modest leader behaviours. Data came from three-wave survey research conducted in China using a sample of 165 matched leader-follower questionnaires. The theories were tested using bootstrapping, moderated regression, and multiple regression analysis. The findings demonstrated that humble leader behaviours positively influenced follower creativity that PsyCap mediated this influence, and that growth needs strength moderated and amplified the relationship between follower creativity and humble leader behaviours through PsyCap.

Balwant (2019) elucidated the relationship among transformational leaders, physical distance, frequency of leader-follower interactions, and their outcomes. 183 students from the UK completed surveys of each other's performance and behaviour. The collected data was then subjected to structural equation modelling analysis. A model showed how transformational leaders fostered emotional trust and commitment in their teachers by using their high frequency of leader-follower interactions. The study's model clarified the psychological process adversely affected by physical distance. It was discovered that physical distance had a detrimental effect on the frequency of leader-follower interactions, which hindered affective trust and, in turn, teacher commitment.

Yadav et al. (2020) elaborated on the psychological mechanisms connecting workplace bullying to turnover intention and examined the social and occupational aspects that influenced school teachers' experiences of bullying. Partial Least Squares Structural Equation Modeling (PLS-SEM) was utilised for analysis after 151 full-time teachers employed in 34 schools spread across three cities in India provided usable data. The findings showed that bullying at work caused instructors to consider leaving their

jobs, with work alienation serving as a partly mediating factor. Remarkably, bullies targeted single male professors at a higher rate than their female counterparts. Findings implied that by identifying at-risk individuals, fostering a supportive work environment, and having good interactions, school management reduced the incidence of and affected workplace bullying.

Wulani and Junaedi (2021) investigated the moderating role of person-organisation (P-O) in the links between job stress and deviant behaviours, including organisational and frontline deviance. There were 259 frontline workers in Surabaya, Indonesia, who comprise the sample. Survey assistants delivered a questionnaire to respondents, who were requested to fill out. Partial least squares structural equation modelling was used in this study to investigate theories. The findings strongly link organisational and frontline deviance and job stress. The link between job stress and frontline deviance was moderated by P-O fit; a higher P-O fit indicated a more vital link between frontline deviance and job stress. P-O fit did not mitigate the association between job stress and organisational deviance.

Amanullah (2021) examined the relationship between affective commitment and workplace incivility as a moderating factor among passive leadership and employee emotional weariness. Data was gathered from 251 participants who were affiliated with various universities via survey questionnaires in Islamabad and Rawalpindi. The findings indicated a favourable correlation between employee emotional tiredness and passive leadership. Furthermore, there was a mediator between employees' emotional tiredness and passive leadership—workplace incivility. Moreover, this study's findings showed that affective commitment did not mitigate the link between emotional weariness in employees and passive leadership.

Zheng et al. (2022) explained the effects of leader-team norm-consistent and leader-team norm-inconsistent age dissimilarity and their interactions with leader power on entrepreneurial firms' level of research and development (R&D) intensity. It did this by integrating the theoretical frameworks of social normative and power distance theories. Panel random-effects Tobit regression was utilised for the empirical test, and panel data on the entrepreneurial businesses of China's Growth Enterprise Market were adopted. The findings showed that while there was an inverted U-shaped link between

leader-team norm-inconsistent age dissimilarity and entrepreneurial businesses' R&D intensity, leader-team norm-consistent age dissimilarity was inversely associated with the R&D intensity of entrepreneurial enterprises. When the leader's authority was high, the relationship was more substantial than when it was low.

Dewangan and Verghese (2023) evaluated how the institutional atmosphere affected the relationship between Deviant behaviour and job satisfaction. Accordingly, consideration has been given to the academic, administrative, developmental, and financial aspects of the institutional climate. In this study, primary data obtained through an email survey from 357 respondents had been evaluated. Faculty and academicians working in technical education were the study's target population. Institutional climate has been studied as a moderating factor using multigroup analysis. The findings demonstrated that aberrant conduct was significantly influenced by job satisfaction. They were negatively correlated, meaning less aberrant conduct would follow from a rise in job satisfaction. Deviant behaviour would decrease in an employee the more content they were with their work. The study found that institutional structure moderated the relationship between job satisfaction and deviant behaviour.

SUMMARY OF REVIEWS RELATED TO LEADERSHIP STYLE, STRUCTURAL DISTANCE AND WORKPLACE DEVIANT BEHAVIOUR

Upon reviewing the relevant literature, Maphosa and Bhebhe (2020), Welsch et al. (2021) and Nasib Dar et al. (2023) reported that structural distance has a significant influence on the workplace deviant behaviour of employees. Bhebhe et al. (2020), Zheng et al. (2022), Dewangan and Verghese (2023), and Aumentado et al. (2024) have concluded that particularly in a time of unsupportive leadership, structural distance plays a pivotal role in alleviating the workplace deviance experienced by employees. The literature review also underscores that the presence of structural distance and leadership style by the head emerges as a significant predictor of workplace deviant behaviour of employees in educational institutions. Yadav et al. (2020), Malmros (2022), and Şahin and Bilir (2024) have reported that structural distance is instrumental in moderating the relationship between leadership style and workplace deviance. Gnanarajan et al. (2020); Amanullah (2021); Wulani and Junaedi (2021); Bhebhe et al. (2022); Gulshan and Tiwari (2023) investigated that these leadership styles and structural distance predicts the

workplace deviance in educational settings and has evolved into a significant issue among Indian population.

The reviews mentioned above highlight the extensive relation of structural distance and leadership style with workplace deviance of teachers, which further affects the overall growth and success of educational organisations. These reviews collectively emphasise the growing significance of structural distance and (transformational, transactional and laissez-faire) leadership styles in workplace deviance within educational organisations. Hence, the conclusion drawn from various studies conducted worldwide distinctly emphasises the alarming issue of the detrimental impact of leadership style on teachers' workplace deviance with structural distance. Organisational reports have highlighted numerous incidences where teachers destroy the organisation due to workplace deviance if the structural distance is not supportive. Hence, it is incumbent upon administrators, departmental heads, and policymakers to be active in preventing this issue.

2.1.4   REVIEWS RELATED TO JOB CRAFTING

Petrou et al. (2012) clarified the correlation between work engagement and job crafting. Data were gathered from 95 employees from several organisations. The regression analysis was done. The results concluded that job crafting encouraged the employees' work engagement and avoided boredom. The employees looked for job resources that helped improve their overall performance and presentation. Employees who kept updating their work information from their colleagues and seniors improved their work performance.

Tim et al. (2015) explained in their study the effect of job crafting on subjective well-being. The data was collected from 288 higher educational institution teachers through a wave study. The findings revealed a link between work design and employee happiness. The findings also showed that psychological value had a substantial influence on the contribution of job crafting to work involvement for higher education instructors.

Wang (2016) explained the connection between job satisfaction and constructing a job. There was no significant variance in the instructors' work crafting or job satisfaction. Additionally, it was shown that job creation enhanced job satisfaction. The analysis found a link between job crafting and job happiness.

Dulara and Sen (2017) evaluated the impact of work engagement, job crafting, and attributes on performance. Task performance and contextual performance were the two performance dimensions that were investigated. The middle-level managers who participated in the study worked in lodgings. Ninety people comprised the study sample, and a correlation design was used for analysis. The findings showed that task and contextual performance positively and significantly correlated with all three predictor factors (job characteristics, job crafting, and work engagement). Regression analysis also showed that work engagement was the most significant factor influencing job performance. Consequently, motivated workers produced superior work.

Singh and Singh (2018) explained how workers design their employment proactively to reduce stress and burnout and improve performance. The research was based on the knowledge worker context for occupational health. Using data from 268 Information Technology (IT) management professionals, structural equation models showed that job crafting significantly reduced role stress and burnout increased psychological availability, and improved job performance through numerous mediation effects.

Polatci and Sobacı (2018) explained the relationship between job crafting and job satisfaction. Data was collected from 239 primary school teachers in Turkey. The findings showed that the only factors that distinguish the degrees of job crafting and job satisfaction are age and gender. Other demographic factors did not influence the job crafting or job satisfaction levels of the instructors who answered the survey. According to the assessments, job crafting positively and significantly impacted job satisfaction as a component of job design. Regression analysis results demonstrated that job crafting had a causal relationship with job satisfaction. These findings suggest that teachers who were more adaptable in their work and more successful in making decisions would have higher job satisfaction, which could improve the standard of instruction.

Khan (2018) explained how job design influences worker well-being, performance and satisfaction. One hundred eighty-two faculty members employed by Pakistan's higher education system had their data collected. The study found that job crafting had a significant influence on both well-being and work performance. Job crafting had a role in mediating this relationship. It was shown that task extension and relationship extension, two aspects of job crafting, were significant work performance estimators.

66

Azalea and Pari (2019) investigated the connections between job performance and work engagement in the context of job designing. Teachers in the secondary sector of Russia provided the data. The study concluded a significant association between work engagement, job performance, and job crafting. Work involvement was found to be a mediating element in this relation. The research concluded that school management should assist and educate teachers on job crafting to improve their performance and engagement.

Du Plessis (2020) explored the link between work performance and work crafting and the mediating role of work thriving. Data was collected from 200 IT Sector employees in South Africa. According to the study, job crafting and work flourishing had a substantial positive correlation. Furthermore, a strong positive association was seen between work prospering and task performance.

Garg and Saxena (2020) investigated the reasons behind the aberrant behaviour of employees displayed at private schools while working from home. The model also examined the moderating and mediating effects of more employee involvement and supervision on deviant behaviour. SEM was used to validate a conceptual model developed using theoretical background data. The study concluded that working online changed educational settings. It was discovered that workplace misconduct and organisational change were related. More supervision moderates, but employee involvement mediates organisational change and constructive and harmful deviances.

Sameer and Priyadarshi (2021) investigated the relationship between Big Five personality qualities—conscientiousness, extraversion, agreeableness, and neuroticism—in regulatory-focused job construction, or prevention- and promotion-focused job crafting, as well as the interactions between these traits. Survey data from 444 executives of public sector energy businesses in India was examined using structural equation modelling. The Big Five personality types had varied effects on how people manage the pressures of their jobs through prevention- and promotion-focused job crafting. These influences are evident regarding neuroticism, conscientiousness, and openness to new experiences.

Zhao et al. (2021) explored the relationships between job crafting approaches, passion, and work performance among 653 Northwest A & F University faculty members in Yangling, Shaanxi, China. The study's results showed that the overqualified employees'

job-crafting-related strengths and interests affected their work performance. Organisational identification moderated the relation between job crafting and work performance.

Harju et al. (2021) examined the relationships between job designing with internal modifications, job expectations, work engagement, and burnout. The data was collected using a two-wave sample of 2,453 workers. The research showed that job crafting was linked to work engagement by complicating jobs. Burnout has also been connected to increased workloads related to occupation crafts. Avoidance of work crafting was associated with poorer work engagement and more excellent rates of burnout since it decreased the job's complexity. The research suggests that it might either increase or deteriorate employee well-being based on how job crafting altered certain parts of work design.

Bhagat and Arora (2021) examined how job crafting affected teachers' well-being. Descriptive and inferential statistics were used to test the hypotheses. It was discovered that there needed to be more research on the health of the instructors employed by institutions, particularly government degree programs. Thus, a questionnaire based on structured instruments already widely used and validated was utilised to perform a study on the instructors employed by the government degree colleges in Jammu and Kashmir (N = 464). Three main research methods were used: structural equation modelling, regression, and correlation analysis. The findings demonstrated that job crafting had improved workplace well-being for teaching professionals, which had helped them become more interested in their work.

Sagayarani and Savithri (2022) evaluated the impact of organisational commitment on work engagement, job satisfaction, and job crafting. Additionally, the study offered the mediating function of work engagement and job crafting. The study's data were gathered from 131 faculty members at 20 engineering colleges in India. The data also included responses regarding organisational commitment to work engagement, job crafting, and job satisfaction. The findings demonstrated that a high degree of affective commitment among faculty members indicated that they identified with the college and that staff members were highly involved with its objectives and structure. Low levels of commitment to continuous improvement were linked to employee retention.

Fute et al. (2022) investigated how Chinese teachers' job-making and work engagement functioned as mediators in the link between work value and organisational

support. A representative sample of 2886 teachers from various schools in Zhejiang province (People's Republic of China) was chosen between June and September 2021. SPSS 26 was used for data analysis, along with JASP and the PROCESS macro. It revealed an intense and beneficial association between teachers' job fulfilment and their views of work value, job crafting, and organisational support. Work crafting and job engagement were subsequent moderators in the relationship between work value and perceived organisational support.

Moulik and Giri (2023) investigated the connection between proactive job design and job satisfaction of millennials working in India's service industry. Three hundred and ten millennial employees working in banking, telecom, IT, and ITES were included in this survey. Self-reporting questionnaires were employed in the study, and structural equation modelling was used to test the hypotheses. According to the research, creating a job that was enjoyable for employees was positively impacted by job crafting. The study found that job crafting had the potential to significantly enhance millennials' work engagement and job happiness, thereby underlining the value of this practice in improving employee motivation.

Khosla and Sharma (2023) elaborated on the mediating function of job crafting between organisational atmosphere and professional commitment among teachers, given the acknowledged interplay between these two variables. The illustration of 300 secondary school teachers of Punjab participated in the study. The study found that while job crafting acted as a significant mediator with partial mediation, the organisational atmosphere also had a substantial and favourable impact on teachers' professional dedication.

Yadav and Dhar (2024) elaborated on the mediating function of work engagement; this study was done to investigate how hotel frontline employees' job crafting affected their performance in their work roles. Additionally, the study indicated that work engagement and job crafting were controlled by the leader-member communication. A survey of 310 front desk employees and their 42 managers/supervisors was conducted in Uttar Pradesh, India. The study's findings demonstrated a positive and significant correlation between frontline hotel employees' work role performance, job crafting, and work engagement. The findings showed that, as a moderator, leader-member exchange enhanced the relationship between job crafting and work engagement.

2.1.4.1 REVIEWS RELATED TO JOB CRAFTING AND WORKPLACE DEVIANT BEHAVIOUR

Tim et al. (2013) distinguished between workplace behaviours and job crafting and studied the effect of job crafting on employee well-being. Data was collected three times in a chemical facility, with a month between each measurement wave (N = 288). According to the findings of structural equation modelling, workers who developed their job resources during the study's first month saw a rise in their social and structural resources over the two-month investigation. The well-being of employees was positively correlated with the growth in job resources, leading to increased engagement and job satisfaction, as well as reduced burnout. The process of creating job demands did not lead to a shift in job expectations; however, the outcomes showed that creating demanding demands had a direct impact on improvements in well-being, highlighting the potential positive impact of job crafting on employee well-being.

Miller (2015) explained the relationship between employee positive psychology and behaviour and its implications in organisational behaviour. A quasi-experimental study approach (N=150) was employed to gather data from working adults in the United States. Employees with good work psychology and vice versa demonstrated good organisational behaviour.

Schoberova (2015) highlighted the role of proactive job designing in enhancing the meaning and engagement of employees' work, thereby improving their overall well-being and productivity. The study concluded that while proactive job crafting can enhance employee well-being, it can also lead to unintended outcomes, such as a mismatch with company objectives. To avoid such situations, the study suggested the importance of the head's assistance and involvement in job designing.

Nyakango (2016) elucidated the connection between creating workplace policies and providing a healthy work environment by human resource department personnel inside public firms in Kenya. The study's findings clarified why workers might engage in harmful behaviour when the human resource department did not correctly implement human resource regulations and procedures. This had further detrimental effects on the workplace and created an environment that encouraged employee misconduct.

Suwanti et al. (2018) explained the relationship between organisational fit, innovation, and workplace behaviour. 134 employees from 200 employees in the Indonesian banking sector were tested using regression analysis. The results found that person-organisation fit and person-job fit were positively related to organisational citizenship behaviour and innovative work behaviour. In contrast to the expectation, organisational citizenship behaviour was not significantly associated with creative work behaviour.

Kadiri and Umemezia (2018) elaborated on organisational factors influencing deviant work behaviour. This study looked at the connection between workplace deviance and employee behaviour. Three hundred nineteen workers in Nigeria finished the questionnaires. The findings confirmed the theories. After conducting the study, it was shown that organisational factors, including job stress, contract breach, and justice with supervision styles, were essential predictors of employees' deviant behaviours at work.

Peral and Geldenhuys (2019) used the Rasch model to elaborate on the job crafting model. Data collected from the JCS showed a good fit for the Rasch model. The employees reported their replies after the workweek, and the study showed that job crafting fits perfectly in the Rasch model. The findings indicated that the association between an employee's job fit and deviant behaviour at work was mediated by job crafting.

Dash and Vohra (2019) explained the influence of internal cognitions and the leadership styles of superiors on subordinates' actual behaviour and attitudes. The study examined the mediating role teachers' cognitions—or psychological empowerment—had in the relationship between principals' leadership styles and teachers' behaviours and attitudes. A structural equation model based on partial least squares was applied to data collected from 624 primary school teachers in private Indian schools. The study concluded that the association between job crafting work alienation and affective commitment was somewhat mediated by psychological empowerment. In contrast, the relationship between job crafting and empowering leadership was partially mediated by psychological empowerment. The association between job crafting and affective commitment was somewhat mediated by work alienation. The study underscores the crucial role of leadership in influencing employee behaviour and attitudes, emphasising the importance of effective leadership in organisational management.

Laurence et al. (2020) inspected the effect of enjoyment at work and motivation on worker conduct. The information they thought about was collected at two diverse times, two weeks separated. The test of inquiry was comprised of 154 representatives from Japan and China. Basic condition modelling was utilised to test the speculations. The discussion revealed that when employees enjoyed their work, they felt motivated, which further affected their workplace conduct.

Dasgupta and Dey (2021) explained the mediating role of job crafting in the culture-engagement relationship. A series of exploratory and confirmatory factor analyses and structural equation modelling (SEM) was used on a dataset of 551 respondents from the Indian IT sector. The study concluded that by putting forth a framework that advances job crafting theory, job crafting significantly mediated the relationship between culture and engagement.

Roczniewska and Wojciszke (2021) described how an unfair advantage influenced workplace behaviour. Two studies (a single longitudinal and one with a time lag) corroborate the strong prediction that BZSG lacks initiative, which leads to a desire to lower one of the other's requirements (position other work). Research showed that indirect work reduced the impact of work (job crafting) by making it a zero-sum game, reducing the social quality of work and the need for poor work (craft work).

Bhagat and Arora (2021) elaborated on the effect of leadership style and job crafting on workers' health and happiness. Both inferential and descriptive statistics were used to test the hypotheses. It was discovered that there needed to be more research on the health of instructors employed by colleges, particularly by government-affiliated universities. The questionnaire utilised in the study, which involved 464 government-degree college professors in Jammu and Kashmir, was based on structured instruments that had been widely used and validated. Three main research methods were used: structural equation modelling, regression, and correlation analysis. The findings demonstrated that the excellent leadership style of the head with job crafting had improved workplace well-being for teaching professionals, which had helped them become more interested in their work.

Nehra (2022) elaborated on the relationship between psychological detachment, job-crafting and employee engagement through spirituality and intrinsic drive. The

sample consisted of 408 workers who worked for various companies throughout India. Using SPSS AMOS 22, the author used structural equation modelling to test the hypotheses. The findings demonstrated the mediation function of spirituality in the relationship between job crafting, intrinsic motivation, and psychological detachment. The findings showed the complete mediating function of intrinsic motivation in the relationship between job-crafting employee engagement and psychological detachment.

Kumar and Valarmathi (2022) identified a connection between job characteristics, job engagement and work outcomes through a combination of methods and SEM (model balance). This study included 199 original studies using meta-analysis and tested the mediation hypothesis by gender and education through structural equation modelling using SPSS version 16.0 software. This study also conducted a qualitative analysis to assess whether there were relationship differences. Studies revealed a substantial and favourable relationship between job performance, job features and team behaviour.

Bhawna, Sharma and Gautam (2023) used SEM analysis to examine the relationship between idiosyncratic deals and employee workplace misbehaviour and how psychological empowerment mediated the relationship. Seeing the trend toward personalisation, businesses began implementing personalised HR procedures and changing work schedules to accommodate the needs of worthy workers and the company's strategic goals to retain skilled workers. A total of 405 front desk employees from 25 classified and unclassified hotels in Haryana participated in the survey. According to the findings, managers in the hospitality sector prioritised providing employees with customised work arrangements based on their personal and professional needs to increase their sense of psychological empowerment, which in turn suppressed workplace stress.

Zahoor and Siddiqi (2023) investigated the effects of customer incivility (CI) on service recovery performance (SRP) of Indian frontline banking personnel with emotional exhaustion (EE) acting as a mediator. It was further explored whether the employees' job crafting behaviour assisted in sustaining exceptional recovery performance by mitigating the impact of rude client contacts. To investigate the proposed associations, 428 employee dyads' worth of data was collected using structural equation

modelling in AMOS 23. The findings showed that EE strongly moderated the link between CI's detrimental effects on SRP and EE. Significant improvements were made to the damaging effects of (a) CI on EE, (b) CI on SRP, and (c) EE on SRP by increasing social and structural resources.Conversely, the link between (a) CI and EE and (b) rising challenge work demands or falling hindrance job demands did not moderate CI and SRP. Remarkably, though, the detrimental impact of EE on SRP was considerably mitigated by a decline in hindrance job demands. In contrast, increased challenging job demands unexpectedly enhanced the correlation between EE and SRP.

Ahmad Saufi et al. (2023) explained the association between an employee's job and work-related deviant behaviours. 466 employees in the Indonesian Cellular Telecom sector who worked in various jobs were selected. The findings demonstrated a strong correlation between employee deviance and role conflict, job ambiguity, and work overload among the employees. Job opportunities moderated this relationship.

Bachynskyi (2024) elaborated in the present study on the mechanisms of creation and implementation of job crafting in public and private institutions in Ukraine and its effect on the behaviour of employees. To accomplish the purpose, which was mainly to examine the scholarly literature on the subject, a number of scientific techniques were applied. Using techniques like content analysis, comparison, and systematization, we were able to compile current procedures and create detailed suggestions for use in Ukrainian contexts. The findings demonstrated that job crafting was carried out on the basis of excellent hiring practices, the abolition of discrimination, consideration of each individual's unique experience, the development of mutual respect, education and lifelong learning, and respect for one another at both the horizontal and vertical levels of interaction. Job crafting had a big impact on how employees behaved at work.

2.1.4.2   REVIEWS RELATED TO JOB CRAFTING AS MEDIATOR BETWEEN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

Sei (2016) looked at the links between self-directed career management and employee work outcomes with the mediating role of job crafting. Self-administered questionnaires sent to multiple private organisations in Malaysia's Klang Valley were used to collect data from a cross-sectional survey. Two structured questionnaires were

utilised to collect information from workers and their direct supervisors. Between October 2013 and June 2014, 406 matched employee-supervisor questionnaires were gathered throughout eight months. The AMOS program and the structural equation modelling (SEM) technique verified the research model's fit. The PROCESS macro for SPSS was used to analyse the mediation hypotheses and estimate the direct and indirect effects of various mediators. The results verified the indirect impact of self-directed career management on employee job outcomes (i.e., through the mediating role of resource and challenge seeking).Additionally, this study discovered that several employee work outcomes were significantly predicted by job-designing behaviour. The results demonstrated that job crafting materials improved employability and subjective career success. Similarly, it was discovered that a leader's working style significantly impacted plans to leave one's job and on employability and thriving at work.

Yang et al. (2017) examined the relationship between servant leadership, motivation and employee engagement. Data were collected from 544 employees and 83 group managers of 11 public banks in China. The study discovered that leadership style predicted staff productivity and that the working style of employees partially moderated this link. Analyses were conducted using structural equation modelling. The proposed model explained that motivation finally motivated employees by explicitly creating work, while the desire to treat employees was important by building relationships. It increased the level of engagement of the employees.

Peral (2019) explained the contribution of personal and business relationships with their ultimate impact on the organisation's results. To gather information, a multicenter cross-sectional research was carried out. Research results showed that job fit directly affected the role of employees in the organisation and ultimately affected their work behaviour.

Khan et al. (2021) inspected the effect of leadership on innovative work behaviour. It also studied the mediating role of job crafting and trust—the information of 258 experienced representatives working within the Pakistani benefit division. Information examination was done utilising essential condition demonstrating. The result showed that leadership, trust and job crating affected the behaviour of employees. Job crafting and trust mediated. The relationship between leadership style and workplace behaviour.

Huang et al. (2022) identified relationships among leadership, role overload, and overwork of workers. The study examined 1886 full-time teachers from various kindergartens in China. The findings concluded that job performance significantly affected role overload and extra work. Additionally, leadership created strong relationships between responsibility and performance. Findings concluded that leadership, excessive responsibilities, and workloads caused stress, led to negative behaviour, and influenced positive outcomes to work harder. It helped in increasing the self-efficacy and engagement of the teachers.

Wang and Chen (2022) investigated the impact of the level of cultural support and its effects on creating diversity in Chinese culture. Data were collected from 398 managers. The data were collected in two parts, one month apart. The findings concluded that supportive leadership encouraged employees to engage in antisocial behaviour, and job performance mediated this relationship. Employee leadership could have created organisational diversity and work alignment more effectively.

Da Silva (2024) explained the relationship between passive-avoidant leadership, job embeddedness, and deviant workplace behaviours. It was a cross-sectional study. 217 participants were chosen for this study from a suitable sample of 16,186 LinkedIn acquaintances. The results showed a positive and significant relationship between deviant workplace behaviours and passive-avoidant leadership.

SUMMARY OF REVIEWS RELATED TO LEADERSHIP STYLE, JOB CRAFTING AND WORKPLACE DEVIANT BEHAVIOUR

Upon reviewing the relevant literature, Dorji and Drakpa (2020), Harju et al. (2021), Bhagat and Arora (2021); Fute (2022), Moulik andGiri (2023), Yadav and Dhar (2024) reported that job crafting has a significant influence on the workplace deviant behaviour of the employees. Dar and Rahman (2020), Roczniewska and Wojciszke (2021), Ahmad Saufi et al. (2023), and Da Silva (2024) have concluded that particularly in times of unsupportive leadership, job crafting plays a pivotal role in alleviating workplace deviance experienced by employees. The literature review has concluded that job crafting and leadership style by the head emerge as significant predictors of

workplace deviant behaviour of employees in educational settings. Khan et al. (2020), Huang et al. (2021), Wang (2022) and Bachynskyi (2024) have reported that job crafting is instrumental in mediating the relation of leadership style and workplace deviance. Sameer and Priyadarshi (2021), Bhagat and Arora (2021), Kumar (2022), and Khosla and Sharma (2023) investigated that leadership style of head and job crafting predicts workplace deviance in educational settings and has evolved into a significant issue among Indian population.

The reviews mentioned above highlight the extensive relationship between job crafting and leadership style and workplace deviance among teachers, which further affects the overall growth and success of educational organisations. These reviews collectively emphasise the growing significance of job crafting and (transformational, transactional and laissez-faire) leadership styles in workplace deviance within educational organisations. Hence, the conclusion drawn from various studies conducted worldwide distinctly emphasises the alarming issue of the detrimental impact of leadership style on workplace deviance of teachers through job crafting. Organisational reports have highlighted numerous incidences where teachers destroy the organisation due to workplace deviance without job crafting. Hence, it is incumbent upon administrators, departmental heads and policymakers to actively prevent this issue.

Conclusion: After reviewing the mentioned foreign and Indian research, it can be concluded that workplace deviance is not a new concept. It has occurred in the past year but in a light manner. But at present, this problem has destroyed the work lives of many educators. It represents the poor picture of our education system; teacher comes to institutions to work and fulfil their passion for teaching. But when they have to face a disturbing leadership style by the head, poor structure and rigid work environment, they become depressed, de-motivated and sometimes even quit their job. Workplace deviant behaviour is a curse as it spoils the organisation's success—teachers with deviant behaviour harm coworkers, organisation and society. So, every individual directly or indirectly involved in any organisational activity should all have to join hands and take their best initiative to eliminate this problem. The study findings highlight an urgent requirement for further research.

2.2   RESEARCH GAP

A research gap is an issue or question that has yet to be addressed by earlier inquiries or studies in the field. It can occasionally be seen in cases where a novel idea, concept, or recommendation has yet to be thoroughly researched. Many studies worldwide have been conducted to identify the influential elements of teachers' deviant behaviour in the workplace. Institutional leaders are becoming increasingly concerned about the aberrant behaviours of teachers in the workplace. In an organisation, the leader is viewed as the centre of the system around which the entire system works. He is the one who organises change inside the institution to elevate it to a significant position in society. Organisational leaders typically establish expectations and standards for behaviour that reflect the culture in which they operate. One organisational component that has been shown to influence employee behaviour significantly is leadership style. Because the organisational head's working style creates a direct line of communication with the employees, the head's involvement in developing employee behaviour is critical. There is a demand for a head that can change and control their abnormal workplace behaviour using good leadership style, behaviour, dedication, and honesty. These days, structural distance inside the institution is recognised as one of the many factors implicated in inciting or triggering destructive behaviours among employees. According to the research, deviant behaviour levels are highest when there is a greater distance between the employee and the head and vice versa. Researchers generally agree that job crafting significantly impacts employees' achievement and workplace behaviour. Job crafting of employees affects their outcome. The literature on the job crafting of teachers needs further research as very little literature is available in this field.

The researcher must be aware of any research examining job crafting, structural distance and leadership style as potential indicators of abnormal conduct among university academics. The following questions will be addressed to close the research gap: Is predicting deviant behaviour at work based on the head's leadership style possible? Does the teachers' deviant behaviour depend on the structural distance between the head and the teachers? Can teachers' aberrant behaviour at work be anticipated by how they construct their jobs? Does the structural gap between deviant behaviour at work and leadership styles matter in any way? Does job crafting interfere with the link between

deviant conduct in the workplace and leadership styles? Answering all these questions can increase the teachers' capacity to be more productive and dedicated and craft their jobs better.

Managerial and organisational factors that predict the aberrant conduct in the institution, including the work design of university teachers, the structural separation between the head and the teacher, and the leadership style of department heads, are still up for debate in India's current literature. The researcher witnessed evidence, knowledge, and population gaps across all cited studies. To develop the teacher's perspective towards these factors, the investigator used a new theory to gain insight into our research. Few studies have been conducted on leadership style, structural distance, job crafting, and workplace deviant behaviour. The investigator has seen this concept in university teachers in Punjab. Likewise, especially in public and private universities, more work needs to be undertaken on this concept, which is the focus of this study.
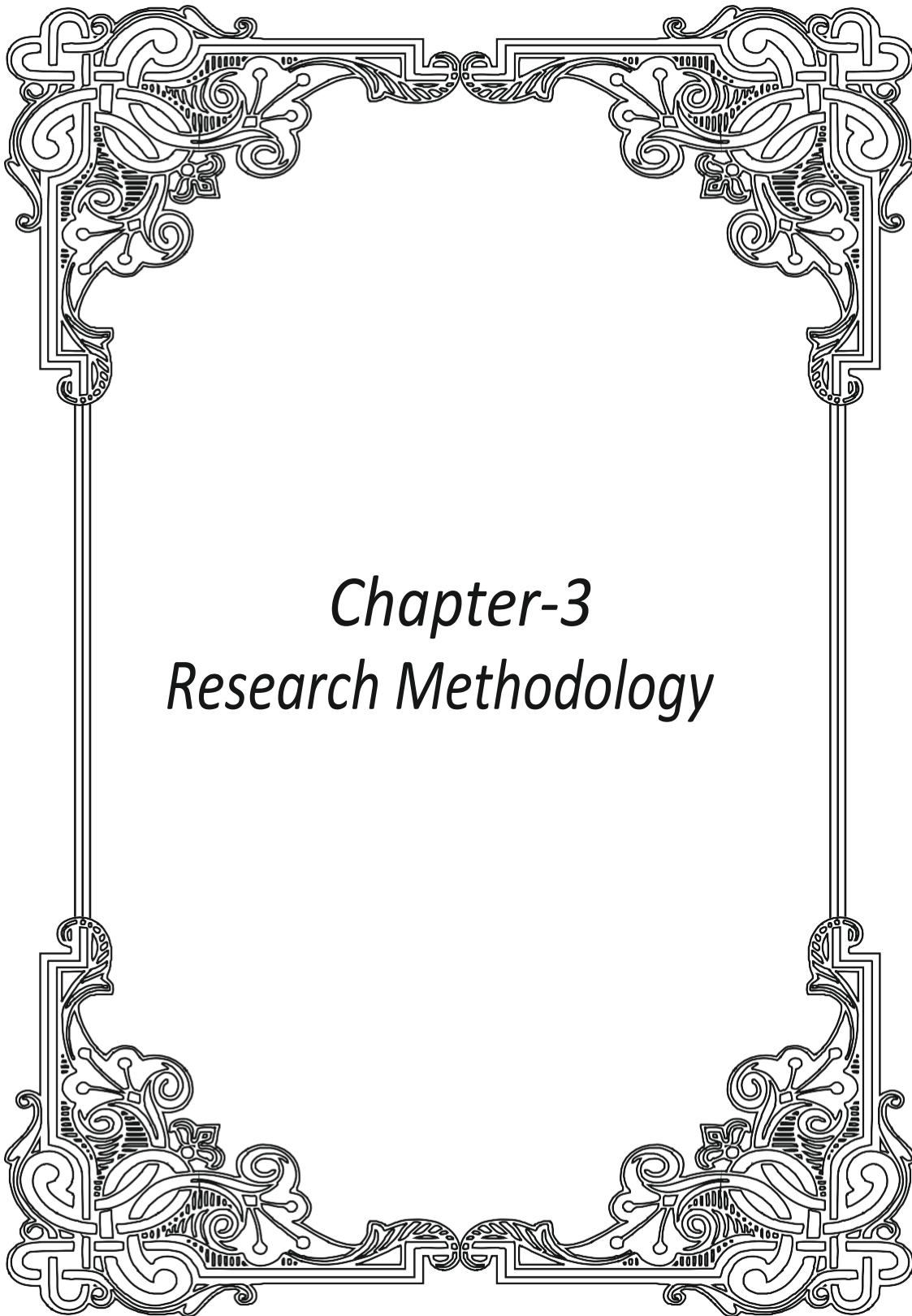
Chapter-3
Research Methodology

CHAPTER 3

RESEARCH METHODOLOGY

The foundation of every research is the appropriateness of methodology. Various approaches are employed as research methodologies to investigate a specific topic. These techniques are methodical and scientific. Any problem may be successfully studied if the methodology suits the situation. This research and methodology chapter briefly covers the procedures, statistical data analysis methods, and sample collection instruments and processes.

3.1   RESEARCH METHOD

This present study falls under the category of descriptive research method. This study aims to analyse data on workplace deviance, structural distance, job crafting, and leadership style of the head as perceived by university teachers in the humanities & social sciences and sciences, technology & engineering. During descriptive research, material is gathered and then analysed according to the goal of characterising things as they exist right now. Its primary objective is to ask, "What is?" In this kind of study, the investigator can gather information from the participants using an appropriate questionnaire and, upon data analysis, make their findings. These studies' results are descriptive.

It's a survey technique to evaluate how much a target group's job crafting, structural distance, and leadership style contribute to workplace deviance. In this study, job crafting, structural distance, and leadership style are independent variables, and workplace deviance is the dependent variable. The researcher employed primary sources to gather data. The University teachers of Punjab serve as the primary sources. The study used a quantitative approach.

3.2   POPULATION OF THE STUDY

Punjab has 29 universities. Participants in this study were faculty members from public and private universities in Punjab who teach Science, technology, engineering, and the humanities and social sciences according to UGC norms. It was discovered that there are 19 universities with social sciences and humanities with Science, technology, and

engineering streams (5 public and 14 private). PTU and MRSPTU fulfilled this condition, so they were included in the population only.

Table 3.1 describes these 19 universities of Punjab based on humanities & social sciences and science, technology and engineering.

Table 3.1

Description of Public and Private Universities with Humanities & Social Science & Science and Engineering & Technology Streams in Punjab

S. No	Private Universities	S. No	Public Universities
1	Rayat Bahra, Chandigarh	1.	Punjabi University, Patiala
2	CT, Ludhiana	2.	Guru Nanak Dev University, Amritsar
3	SGGSWU, Fathegarh Sahib	3.	Central University of Punjab, Bathinda
4	Guru Kashi, Talwandi Sabo	4.	PTU, Kapurthala
5	Chandigarh University, Chandigarh	5.	MRSPTU, Bathinda
6	Sant Baba Bhag Singh University, Jalandhar		
7	Lovely Professional University, Phagwada		
8	Desh Bhagat University, Mandi Gobindgarh		
9	DAV, Jalandhar		
10	GNA, Phagwada		
11	Chitkara, Rajpura		
12	RIMT, Mandi Gobindgarh		
13	Akal University, Talwandi Sabo		
14	Adesh University, Bathinda		

3.3 SAMPLING TECHNIQUE

During research, it was found that in Punjab, there are five public and 14 private universities (Under the UGC List) with science, engineering & technology and humanities & social Science streams. Different sampling techniques at various stages are required per the research needs. So, mixed and multistage sampling techniques have been used to get reliable and valid results.

The selection of universities and departments is the initial stage. The following explains the selection of departments and universities:

STAGE 1: PROPORTIONATE SAMPLING

(A)   DEPARTMENT SELECTION

In the first phase, departments related to Science, engineering, technology, humanities, and social science mentioned in the UGC list for 2021 were explored. These are available at public and private universities in Punjab.

Table 3.2

Descriptions of Departments at Different Universities

	Public Universities					Private Universities														Total
	PUNJABI UNIVERSITY, PATIALA	CUP, BATHINDA	GNDU, AMRITSAR	MRSPTU, BATHINDA	PTU, KAPURTHALA	CU, CHANDIGARH	DAV, JALANDHAR	SGGSU, FATEHGARH SAHIB	GKU, TALWANDI SABO	LPU, PHAGWARA	DBU, MANDI GOBINDGARH	AKAL UNI, TALWANDI SABO	SBBSU, JALANDHAR	CTU, LUDHIANA	GNAU, PHAGWARA	RBU, CHANDIGARH	RIMTU, MANDI GOBINDGARH	Chitkara UNI, RAJPURA	ADESH UNI, BATHINDA	Total
Science, Engineering & Technology																				
Maths	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	19+
Physics	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	19+
Chemistry	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	19+
Computer Science	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	17+
Mechanical Engineering	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	+	16+
Civil Engineering	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	16+
Electrical Engineering	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	16+
Pharmacy	+	+	+	+	+	+	-	+	+	+	+	+	+	+	-	+	+	-	+	16+
Agriculture	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	14+
Botany	+	+	+	+	+	+	+	+	-	+	+	-	+	+	-	-	-	+	-	13+
Biochemistry	+	+	+	+	+	+	+	-	-	+	-	+	+	-	+	-	+	-	-	12+
Biotechnology	+	-	+	+	+	+	+	+	-	+	-	+	+	-	+	-	-	-	-	11+
Information Technology	-	-	+	+	+	+	-	-	-	+	-	+	+	+	+	-	-	-	+	10+
Electronics	-	-	+	+	+	-	-	-	-	+	-	+	-	-	+	+	-	-	+	8+
Microbiology	-	+	+	-	-	+	+	-	-	+	-	+	+	-	-	-	-	-	-	7+
Medicine	-	-	+	+	-	+	-	-	-	+	+	-	-	+	-	-	+	-	-	7+
Food Technology	-	-	+	-	-	+	-	-	+	+	-	+	+	-	-	-	-	-	-	6+
Zoology	+	-	+	-	-	-	-	-	-	+	+	-	-	+	-	-	-	+	-	6+
Environmental Science	-	+	+	-	-	+	-	+	-	-	+	-	-	-	-	-	-	-	-	5+
Chemical Engineering	-	-	-	-	-	-	-	-	+	+	-	-	-	+	-	-	-	-	-	3+
Genetics	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3+
Veterinary Sciences	-	-	-	-	-	-	-	-	+	+	-	-	-	-	-	-	-	-	-	2+

	Public Universities					Private Universities														
	PUNJABI UNIVERSITY, PATIALA	CUP, BATHINDA	GNDU, AMRITSAR	MRSPTU, BATHINDA	PTU, KAPURTHALA	CU, CHANDIGARH	DAV, JALANDHAR	SGGSU, FATEHGARH SAHIB	GKU, TALWANDI SABO	LPU, PHAGWARA	DBU, MANDI GOBINDGARH	AKAL UNI, TALWANDI SABO	SBBSU, JALANDHAR	CTU, LUDHIANA	GNAU, PHAGWARA	RBU, CHANDIGARH	RIMTU, MANDI GOBINDGARH	Chitkara UNI, RAJPURA	ADESH UNI, BATHINDA	Total
Chemical Technology	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	1+
Geology	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1+
Anthropology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Humanities & Social Sciences																				
English	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	19+
Commerce	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	+	+	17+
Management	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	-	+	17+
Economics	+	+	+	+	+	+	+	+	+	+	+	-	-	+	-	+	-	+	+	15+
Punjabi	+	+	+	-	+	+	-	+	+	+	+	+	+	+	-	+	-	+	-	14+
Education	+	+	+	-	-	+	+	+	+	+	+	+	+	-	-	+	-	+	+	14+
Law	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	+	-	-	-	13+
Physical Education	+	+	+	-	-	+	+	+	+	+	+	-	+	+	+	+	-	-	-	13+
History	+	+	+	-	-	+	-	+	+	+	+	+	+	+	-	+	-	-	-	12+
Mass Communication	+	+	+	+	-	+	+	-	-	+	-	+	-	+	+	-	-	-	+	12+
Tourism	+	-	+	+	-	+	-	-	+	+	+	+	+	-	+	-	-	-	-	11+
Fine Arts	+	+	+	-	-	+	-	+	+	+	+	+	-	+	-	-	-	-	+	11+
Pol. Science	+	+	+	-	-	+	-	+	+	+	+	-	-	+	-	+	-	-	-	10+
Psychology	+	+	+	-	-	+	+	-	-	+	+	-	-	+	-	+	-	+	-	10+
Sociology	+	+	+	-	-	+	-	+	+	+	+	-	-	+	-	-	-	-	-	9+
Hindi	+	+	+	-	-	+	-	-	+	+	+	-	-	-	-	+	-	-	-	8+
Library Sciences	-	+	+	-	-	-	-	-	-	+	+	+	+	-	-	-	+	-	+	8+
Music	+	-	+	-	-	-	-	-	+	+	+	-	-	-	-	-	-	-	-	5+
Statistics	+	-	+	-	-	-	-	-	-	+	-	-	-	-	+	-	-	-	-	4+
Public Administration	+	-	-	-	-	-	-	-	-	+	-	-	-	+	-	+	-	-	-	4+
Geography	+	+	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	3+
Philosophy	+	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	3+
Urdu	+	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3+

	Public Universities					Private Universities														
	PUNJABI UNIVERSITY, PATIALA	CUP, BATHINDA	GNDU, AMRITSAR	MRSPTU, BATHINDA	PTU, KAPURTHALA	CU, CHANDIGARH	DAV, JALANDHAR	SGGSU, FATEHGARH SAHIB	GKU, TALWANDI SABO	LPU, PHAGWARA	DBU, MANDI GOBINDGARH	AKAL UNI, TALWANDI SABO	SBBSU, JALANDHAR	CTU, LUDHIANA	GNAU, PHAGWARA	RBU, CHANDIGARH	RIMTU, MANDI GOBINDGARH	Chitkara UNI, RAJPURA	ADESH UNI, BATHINDA	Total
Sanskrit	+	-	+	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	2+
Social Work	+	-	+	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	2+
Defence Studies	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1+
French	-	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1+
Persian	-	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1+
Tribal Studies	-	-	-	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-	-	1+
Women Studies	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1+
Instrumentation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Material Sciences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Arabic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Assamese	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Bengali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Buddhist Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Gujarati	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Human Rights	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Kannada	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Linguistic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Malayalam	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Marathi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Oriya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Rural Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Tamil	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Telegu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0

+=Department Available, -= Department Not Available

For the study using **proportionate sampling,** departments available in at least 50% of the above 19 universities are chosen. Because a 50% sample was drawn from the population, it accurately depicted the general population in the research.

There are 23 comparable departments accessible in these 19 Punjab universities (5 public and 14 private). It comprises the following:

Humanities & Social Science (12 Departments): Political Science, Sociology, Physical education, education, Economics, Management, English, Punjabi, history, psychology, Law, Commerce

Science, Engineering & Technology (11 Departments): Physics, Mathematics, Chemistry, Biotechnology, Mechanical engineering, Civil engineering, Electrical engineering, Botany, Computer science, Biochemistry, Agriculture, Economics, Management.

(B)   UNIVERSITY SELECTION

Using **proportionate sampling**, three out of five public universities and seven out of fourteen private universities or 50% of the total, were chosen for further consideration. To guarantee that the sample size is enough, universities with the most significant number of departments selected from the 23 departments are included in the sample for this investigation. Three public and seven private universities in Punjab are included in the final selection.

Table 3.3
Descriptions of Universities Having Selected Departments

	Public Universities					Private Universities													
	GNDU, AMRITSAR	PUNJABI UNIVERSITY, PATIALA	CUP, BATHINDA	MRSPTU, BATHINDA	PTU, KAPURTHALA	CU, CHANDIGARH	LPU, PHAGWARA	DBU, MANDI GOBINDGARH	SGGSU, FATEHGARH SAHIB SAHIB	GKU, TALWANDI SABO	DAV, JALANDHAR	CTU, LUDHIANA	AKAL UNI, TALWANDI SABO	SBBSU, JALANDHAR	RBU, CHANDIGARH	GNAU, PHAGWARA	ADESH UNI, BATHINDA	Chitkara UNI, RAJPURA	RIMTU, MANDI GOBINDGARH
Science, Engineering & Technology																			
Maths	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Physics	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Chemistry	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Computer Science	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
Mechanical Engineering	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	-	-
Civil Engineering	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
Electrical Engineering	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-
Agriculture	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-
Botany	+	+	+	+	+	+	+	+	+	-	+	+	-	+	-	-	-	+	-
Biochemistry	+	+	+	+	+	+	+	-	-	-	+	-	+	+	-	+	-	-	+
Biotechnology	+	+	-	+	-	+	+	+	+	-	+	-	+	+	-	+	-	-	-
Humanities & Social Sciences																			
English	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Punjabi	+	+	+	-	+	+	+	+	+	+	-	+	+	+	+	-	-	+	-
Education	+	+	+	-	-	+	+	+	+	+	+	-	+	+	+	-	+	+	-

88

		Public Universities					Private Universities													
		GNDU, AMRITSAR	PUNJABI UNIVERSITY, PATIALA	CUP, BATHINDA	MRSPTU, BATHINDA	PTU, KAPURTHALA	CU, CHANDIGARH	LPU, PHAGWARA	DBU, MANDI GOBINDGARH	SGGSU, FATEHGARH SAHIB SAHIB	GKU, TALWANDI SABO	DAV, JALANDHAR	CTU, LUDHIANA	AKAL UNI, TALWANDI SABO	SBBSU, JALANDHAR	RBU, CHANDIGARH	GNAU, PHAGWARA	ADESH UNI, BATHINDA	Chitkara UNI, RAJPURA	RIMTU, MANDI GOBINDGARH
Physical Education		+	+	+	-	-	+	+	+	+	+	+	+	-	+	+	+	-	-	-
History		+	+	+	-	-	+	+	+	+	+	-	+	+	+	+	-	-	-	-
Pol. Science		+	+	+	-	-	+	+	+	+	+	-	+	-	-	+	-	-	-	-
Psychology		+	+	+	-	-	+	+	+	-	-	+	+	-	-	+	-	-	+	-
Sociology		+	+	+ u	-	-	+	+	+	+	+	-	+	-	-	-	-	-	-	-
Law		+	+	+	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-	-
Commerce		+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	-
Management		+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	-	+
Economics		+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	-	+	+	-
Total		**23+**	**21+**	**19+**	**15+**	**15+**	**23+**	**23+**	**21+**	**20+**	**19+**	**19+**	**19+**	**18+**	**18+**	**18+**	**13+**	**11+**	**10+**	**6+**

+=Department Available, -= Department Not Available

STAGE 2: PURPOSIVE SAMPLING

During the third phase, a Purposive sampling technique was utilised. Only portions concerning the department's immediate head and the teachers who reported to him with a ratio of at least 1:4 were considered.

STAGE 3: CHUNK SAMPLING

Chunk sampling was used in the fourth stage. University teachers in each department were interested in participating in the study process; the sampling requirement for data collection contacted them.

Table 3.4

Description of selected Universities, Departments and Teachers in the Study

S. No	Selected University	University Type	Selected Department	Minimum Number of Teachers From Each University (Minimum 4 Teachers to be Selected From Each Department)
1	Guru Nanak Dev University, Amritsar	Public	23	92
2	Chandigarh University of Punjab, Bathinda	Private	23	92
3	Lovely Professional University, Phagwara	Private	23	92
4	Punjabi University, Patiala	Public	21	84
5	Desh Bhagat University, Mandi Gobindgarh	Private	21	84
6	SGGSWU, Fatehgarh Sahib	Private	20	80
7	DAV University, Jalandhar	Private	19	76
8	Guru Kashi University, Talwandi Sabo	Private	19	76
9	Central University of Punjab, Bathinda	Public	19	76
10	CT University, Ludhiana	Private	19	76
				828

Table 3.4 shows that ten universities in Punjab (3 public and seven private) have been selected for the study. Departments under the science, engineering & technology and humanities & social science streams were taken. After that, a minimum of four teachers from each department chosen were finalised as a sample of the study.
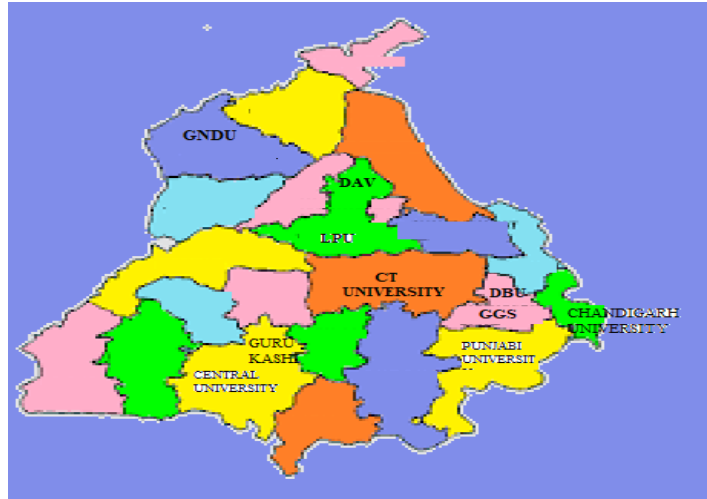
Figure 3.1: Selected Universities demonstrated in Map of Punjab

3.4   RESEARCH DESIGN

The study's design explores the concepts of job crafting, structural distance, leadership style, and workplace deviations from norms, as well as the relationship between these elements (job crafting, structural distance leadership style) and workplace inappropriate conduct.

The study's design is as follows:
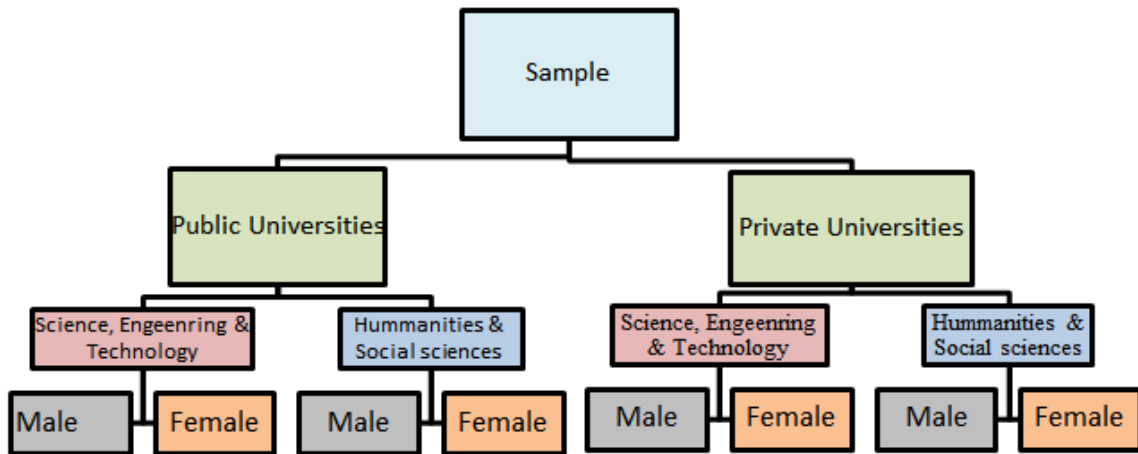
Figure 3.2: Research Design

The study design considers institution type, gender, and stream. The public and private universities were chosen systematically. Teachers from both public and private university's teacher's departments of science, technology, and engineering were among them. Furthermore, academic teachers from both public and private institutions' humanities and social science departments were included in the sample.

The sample includes male and female university teachers from selected departments of science, technology, engineering, and the humanities and social sciences.

3.5   VARIABLES

Best et al. (2007) state, *"Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes".* Similarly, *"The independent variables are the experimenter manipulates or controls in their attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics the experimenter introduces, removes, or changes. Independent variables"*

Dependent Variable	Independent Variables	Demographic Variables
• Workplace Deviant Behaviours	• Leadership Style • Structural Distance • Job Crafting	• Gender • Stream • Type of Institute
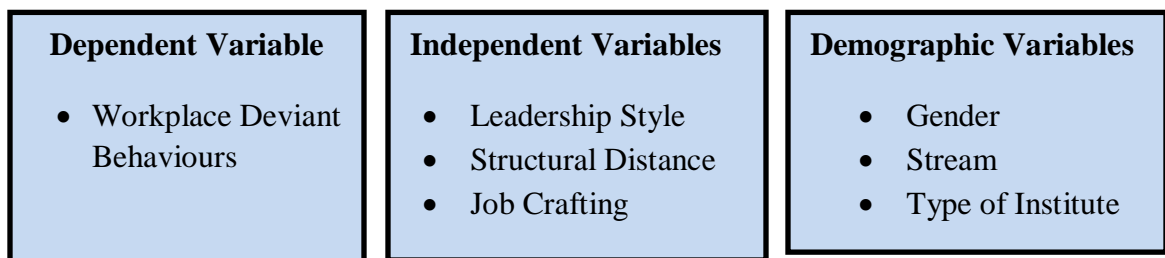
Figure 3.3: Graphical representation of Variables of the present study

3.6   TOOLS USED FOR DATA COLLECTION

Any primary data investigation requires responses from the selected sample of respondents. These structured responses are called data, and the instruments/devices by the application of which these data were collected are called 'tools'. Four scales are used in the present study to collect data.

1.   LEADERSHIP STYLE SCALE

The current research study measured employee perceptions of the head's leadership style using a leadership style questionnaire modified and verified by Even & David-Hadar (2021) from the multifactor leadership style scale. There are fifteen items with three dimensions in this scale. The transformational factor (0.84) and the

transactional factor (0.80) in the study had good internal consistency, whereas the laissez-faire factor (0.60%) demonstrated moderate internal consistency. The dimensions of the scale are:

- **Transformational Leadership:** Transformational leaders are leaders who guide their people toward development and excellence. They instil excellent performance in their followers.

- **Transactional Leadership:** This leadership style emphasises a give-and-take dynamic among team members. They reward their followers more for their hard work and even penalise them when they make mistakes.

- **Laissez-faire leadership**: In this style, leaders do not interact with their members or followers. The team leader allows the members to make their own decisions.

2.   STRUCTURAL DISTANCE SCALE

Paul Balwant's (2019) structural distance scale was employed in this research investigation. Three questions from Veerkamp (2013) were used to measure physical distance, two additional questions based on Antonakis and Atwater's (2002) theory were added to the Veerkamp scale, and these two items were used to measure perceived interactions. The study found that the internal consistency of components was satisfactory, such as a physical distance of 0.80 and the perceived frequency of interaction of 0.78. The dimensions of the scale are:

- **Physical distance:** The distance between followers and leaders is called "physical distance." It entails direct communication between leaders and followers.

- **Perceived frequency of interaction:** This describes how followers and leaders are considered to interact. Interaction, whether in person or virtually, is a component of perceived frequency.

3.   JOB CRAFTING SCALE

The questionnaire developed by Tims & Bakker (2010) assessed the job crafting in this study. There are 21 objects with four dimensions on the job crafting scale. The study found that the internal consistency of the components was satisfactory, such as

increasing structural job resources by 0.81, decreasing hindering job demands by 0.73, increasing social job resources by 0.80, and increasing challenging job demands by 0.89. The dimensions of the scale are:

- **Increasing structural job resources:** It is related to the work content and how it is done. It is part of increasing meaningful structural job resources using available employment resources.

- **Decreasing hindering job demands** refers to stressful and threatening adverse job requirements. Preventing the actions that affect the employee's ability to function optimally and achieve his goals makes the task enjoyable and achievable in the required time slot.

- **Increasing social job resources** refers to the web of relationships an individual possesses at the workplace, which provides support and feedback. Increasing meaningful social resources leads to better job sculpting and improved job performance.

- **Increasing challenging job demands** include the newest projects and learning novel concepts.

4.   **WORKPLACE DEVIANT BEHAVIOUR**

Bennett and Robinson (2000) developed the Work Deviant Behaviour Scale used in this study. The scale has 19 components, each of which has two dimensions. The study discovered that deviant conduct at work that was accepted was internally consistent for both organisational and interpersonal workplace behaviour (0.82 and 0.78, respectively). The dimensions of the scale are:

- **Deviant Behaviour towards Interpersonal:** This refers to behaviour that is out of character with coworkers. Employees who exhibit intolerance against coworkers from various clans or cultures may engage in this behaviour in a diverse workplace atmosphere.

- **Deviant behaviour towards organisation:** Discretionary behaviours that violate significant organisational norms established by official and informal policies, regulations, and procedures are called organisational workplace deviant

behaviour. They endanger the organisation's reputation or well-being by doing this.
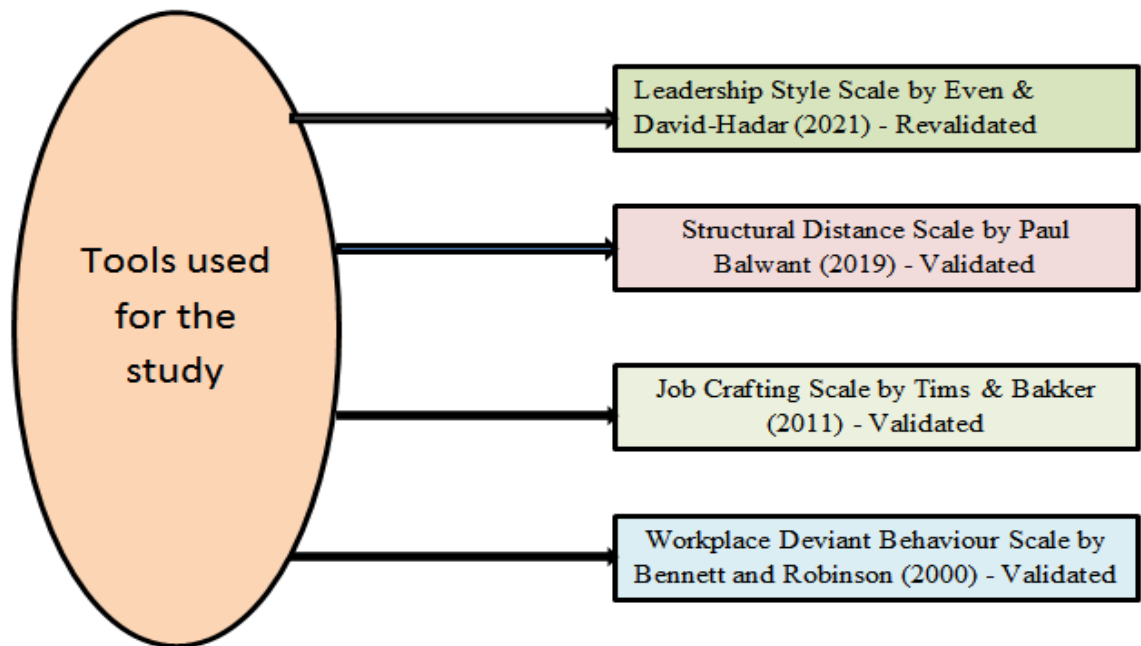
Figure 3.4: Graphical Representation of Tools

3.7   PROCEDURE FOR VALIDATION OF TOOLS

Appropriate instruments were determined for deviant behaviour in the workplace, job crafting, structural distance, and leadership style. The researcher validated the chosen tools in an Indian work environment because they were created and validated in a foreign work environment. 200 university teachers participated in EFA, and 200 university teachers participated in CFA as part of the tool validation process. The tools were used on the chosen sample for this purpose. The researcher had private conversations with many university teachers. The research instruments were scored using the scoring guidelines provided in the corresponding manuals, and the results were tallied correctly.

The following tools have been approved and used in the current investigation:

3.7.1   VALIDATION OF LEADERSHIP STYLE QUESTIONNAIRE BY EVEN & DAVID-HADAR (2021)

The rater form used for the leadership style questionnaire was created to gauge how their staff members viewed the heads' working styles. A verified and modified

version of the multifactor leadership questionnaire was employed in this research investigation. Numerous researchers modified and verified it based on the requirements of the inquiry. Below are some of the critical validation summaries:

Table 3.5

Summary of Multifactor Leadership Questionnaire validation studies

Author	Sample	Validation Technique	Dimension	Items Retained
Hater and Bass (1988)	The California Recreation and Parks Authority Club	Method of Reliability and Validity	Nine factor of leadership	73
Bass et al (1995)	Organizations for public and private health.	Method of Testing and Retesting	Nine factor of leadership with outcome variables	45
Bruce J Avolio & Bernard M Bass (2003)	Sample from China, Kenya And United States	Reliability Method	Transformational, transactional, laissez faire	36
Munwar Hussain Pahi & Umair Ahmad (2015)	Medical doctor of Sindh Province	EFA & CFA	Transformational (Five subscales), transactional (three subscales), laissez faire	29
Bajar B & Babiak J (2020)	Polish Organisational Settings, Pakistan	CFA	Transformational, transactional, laissez faire (Short Form)	18
Even & David Hadar (2021)	School Teachers of Israel	EFA & CFA	Transformational, transactional, laissez faire	15

To find out how teachers felt about the head's leadership style, Even & David-Hadar (2021) modified and validated the leadership style questionnaire of Bass and Avolio (2000). In education, this leadership style questionnaire was used to gauge teachers' opinions on their head's leadership style. It is difficult for university presidents to supervise their teachers since many highly qualified teachers are in the system (Chowdhury, 2014; Saini, 2020; Bass and Avolio, 2000). Nonetheless, it is essential to

ascertain the head's leadership style from the viewpoint of the teachers. Although much research has been done on employer leadership styles, the universities of Punjab in India still need to gain knowledge on this topic.

This is because an accurate tool for assessing a head's leadership style in an academic context is currently lacking. However, the availability of specific leadership style instruments in contemporary academia is necessary for a thorough knowledge of the style.

The item allocation for the scale's variables is shown below:

Table 3.6

Item Distribution of Leadership Style Scale

S. NO.	Variables	Serial Wise Distribution
1	Transformational	2,7,9,11,12,13,15
2	Transactional	1, 6,8,14
3	Laissez-faire	3,4,5,10
Total Items 15		

3.7.1.1 ADMINISTRATION AND SCOREING OF SCALE

The fifteen-item leadership style questionnaire can be administered in both individual and group settings. It can satisfy the teacher's or researcher's demands. Typically, the person finishes the instrument in 10 to 20 minutes.

The leadership style questionnaire's items are scored on a five-point Likert scale (4-0), respectively: "Frequently if not always", "Fairly often", "Sometimes", "Once in a while", and "Not at all".

To analyse data from two studies, the researcher created a leadership-style questionnaire. The researcher divided two sections of the study: Study 1 and 2. 200 university teachers' data were chosen for Research 1 after being determined to be entirely accurate. For study 2, 200 university teachers' data have been selected. The distribution of the sample was based on several factors, including department, type of institution, and gender. The following Table 3.7 shows the quantified, processed, and displayed data according to the sample distribution as a frequency distribution and percentage:

Table 3.7

Distributions of Collected Data for Leadership style scale validation

Gender	Male	Female	Total
Frequency	93	107	200
Percent	46%	54%	100%
Stream	**Humanities & Social Science**	**Science, Engineering & Technology**	**Total**
Frequency	87	113	200
Percent	43%	57%	100%
University Type	**Public**	**Private**	**Total**
Frequency	60	140	200
Percent	30%	70%	100%

The EFA for Study 1 was designed to examine the component structures of the leadership style questionnaire. CFA was used in Study 2 to cross-validate the model. AMOS 23 and SPSS 23 were utilised for this.

Even and David-Hadar (2021) suggested a model with three elements of an Israel population style of management questionnaire. The first research was used for EFA and evaluation of items. For validation, three following aspects were included:

3.7.1.2 STUDY 1: EFA- EXPLORATORY FACTOR ANALYSIS FOR LEADERSHIP STYLE SCALE

EFA was used in Study 1. The investigator used SPSS 23 to fit the EFA models with three components to Study 1. It was based on data from 200 teachers from universities. The model offered 15 elements. The overall item relationship was examined regarding the factors; outcomes are shown the following:

Table 3.8

Total-Item Correlation Matrix

	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha If Item Deleted
1	32.74	70.638	.585	.844	.848
2	27.28	68.522	.751	.864	.838
3	29.13	68.827	.442	.807	.789
4	30.54	69.888	.496	.893	.801
5	30.74	72.638	.685	.814	.808
6	29.28	68.522	.651	.904	.888
7	32.74	70.638	.585	.844	.848
8	27.28	68.522	.751	.874	.838
9	29.19	67.743	.516	.877	.784
10	30.86	75.321	.668	.868	.815
11	29.28	68.522	.651	.904	.888
12	28.94	66.841	.577	.892	.879
13	29.28	68.522	.651	.904	.888
14	28.30	68.320	.677	.884	.886
15	29.15	65.927	.785	.793	.778

The findings of the preceding Table 3.8 indicated that every element selected in the inter-item correlations was over 0.4, meeting the required threshold. The 15 factors were then tested by assigning seven elements to transformational leadership, four to transactional leadership, and four to laissez-faire leadership.

The factorial analysis of study 1 was verified using Kaiser-Meyer-Olkin (KMO) to quantify variable homogeneity to assess validity. The conclusion is displayed in Table 3.9 below:

Table 3.9

KMO & Bartlett's Test

KMO		.850
	Bartlett's Test	410.500
	Df	105
	Sig.	.000

Table 3.9 indicates that the study's sample participants were deemed adequate, as shown by the KMO of 0.849. Barlett's test of sphericity produced a significant result, which made it possible to extract the variables from the correlation matrix further. With the SPSS Statistics program version 23, three variables were identified in the data. The scale's total variance is calculated and shown in the table below:

Table 3.10

Total Variance Explained

Component	Initial eigenvalues				Extraction sums of squared loadings			Rotation sums of squared loadings		
	Total	% of Variance	Cumulative%		Total	% of Variance	Cumulative%			Total
1	4.793	31.950	31.950	4.793	31.950	31.950	4.546	30.308	30.308	
2	3.097	20.647	52.597	3.097	20.647	52.597	3.196	21.309	51.617	
3	1.929	12.863	65.460	1.929	12.863	65.460	2.077	13.843	65.460	
4	.741	4.940	70.400							
5	.727	4.848	75.247							
6	.601	4.005	79.252							
7	.536	3.576	82.828							
8	.482	3.215	86.043							
9	.425	2.833	88.876							
10	.364	2.429	91.305							
11	.341	2.274	93.579							
12	.279	1.860	95.439							
13	.261	1.741	97.180							
14	.227	1.514	98.695							
15	.196	1.305	100.000							

EXTRACTION METHOD: PRINCIPAL COMPONENT ANALYSIS

The three factors in the preceding table with 15 items explained 65.460 percent of the variation in the measured construct using exploratory factor analysis. The previously stated fifteen components underwent exploratory factor analysis under varimax rotation. 0.32 loading was set for factors. 65.460 per cent of the variation was explained by Keiser's criterion, which demanded an eigenvalue more significant than one. They executed three dimensions. This rotational component matrix, which included fifteen entries, was examined and is displayed in Table 3.11 below:-

Table 3.11

Rotated Component Matrix

	Component		
	TL	TSL	LF
1		.874	
2	.709		
3			.517
4			.767
5			.765
6		.851	
7	.797		
8		.809	
9	.788		
10			.747
11	.811		
12	.849		
13	.785		
14		.851	
15	.858		

The scale's initial factor structure with Eigenvalues greater than 1.0 is shown in the above table. All goods were approved since their loading times were more than 0.50. The researcher then fitted the EFA model with a three-factorial project.

3.7.1.3 STUDY 2: CFA-CONFIRMATORY FACTOR ANALYSIS FOR LEADERSHIP STYLE SCALE

Three components of the leadership style questionnaire were examined, and the IBM AMOS 23 version is presently being used to cross-validate the model using data from Study 2. 200 university teachers were used in Study 2. Following the CFA's execution, the following conclusions are displayed:
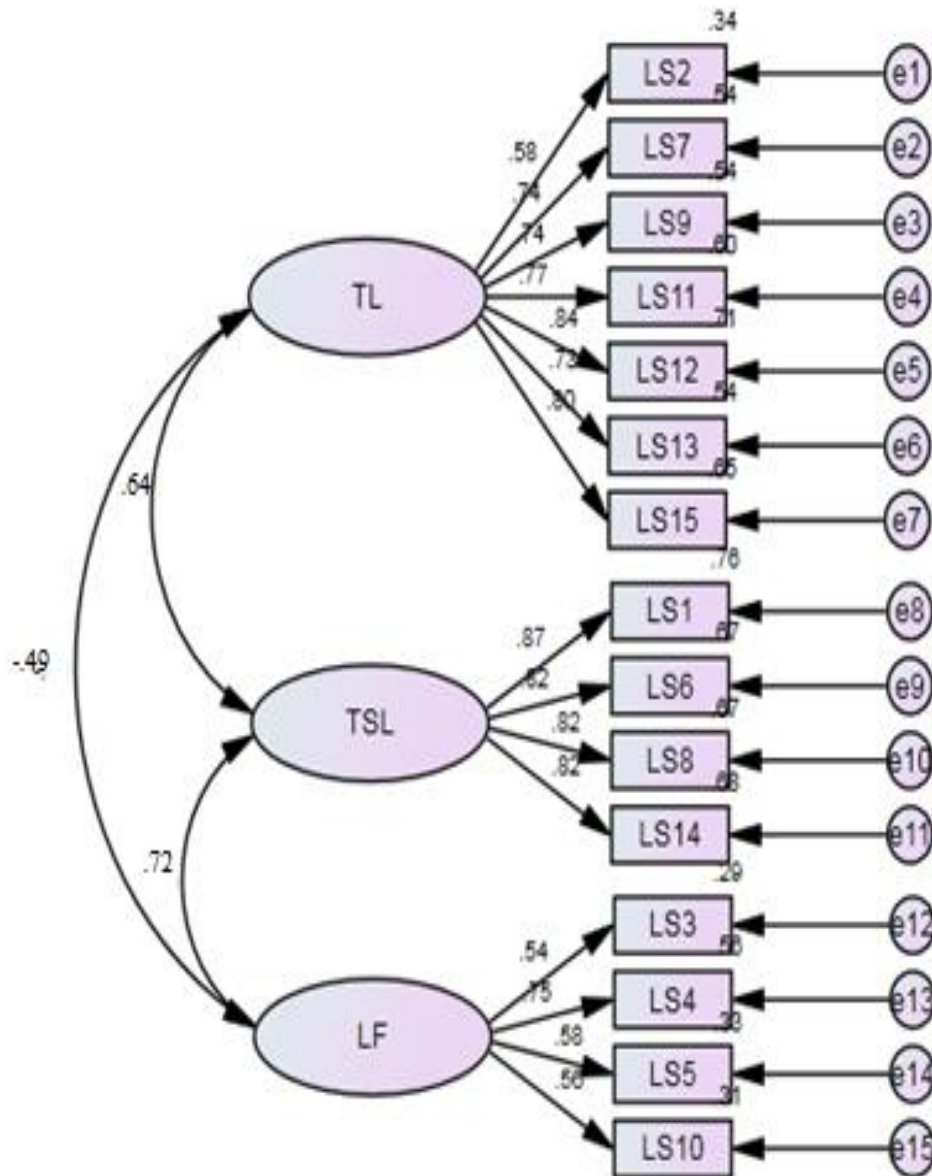
Figure 3.5: The Fitness Estimates of Model for Leadership Style Scale

Table 3.12

Fitness Estimates of Model

Fitness Model	Standard Benchmark	Conclusions
P Value	Less than .05	.000
CFI	Greater than 9	.932
TLI	Greater than 9	.910
IFI	Greater than 9	.935
GFI	Greater than 9	.899
RMR	Less than 8	.070
CMIN/Df	Less than 3	2.111

Table 3.13

Factor Loading of CFA Model

1.	Item Number of Transformational Leadership	2	7	9	11	12	13	15
	Factor Loading	0.58	0.73	0.75	0.77	0.85	0.74	0.81
2.	Item Number of Transactional Leadership	**1**	**6**	**8**	**14**			
	Factor Loading	0.88	0.83	0.84	0.81			
3.	Item Number of Transformational Leadership	3	4	5	10			
	Factor Loading	0.55	0.76	0.59	0.57			

The path diagram (Figure: 3.5), created using the SPSS Amos 23 version, made it clear that all three dimensions and their corresponding items loaded significantly and well on one another. The model's fitness estimates are shown in Table 3.12. There was a 2.114 CMIN/DF. 0.932 was the incremental fit index (IFI). Moreover, the estimations for the TLI and CFI were 0.917 and 0.931. 0.890 was the GFI. The estimated RMSEA was 0.074. The threshold values were mostly satisfied; thus, the model may be described as moderately fitted. Additionally, the factor loading from 0.54 to 0.87 is shown in Table 3.13. Consequently, the CFA validates the three-factor model (Ding & Ng, 2008). The researcher used the three-factor model of leadership style as a consequence.

3.7.1.4 RELIABILITY ANALYSIS

The researcher used IBM SPSS version 23 to apply Cronbach Alpha to each dimension and assess the scale's reliability. The results showed that the internal consistency for laissez-faire, transactional, and transformational approaches was 0.87, 0.80, and 0.84, respectively. Table 3.14 presents the findings.

Table 3.14
Reliability Analysis

S. No	Dimensions	Cronbach's Alpha
1	Transformational	0.84
2	Transactional	0.80
3	Laissez faire	0.87

3.7.2 VALIDATION OF STRUCTURAL DISTANCE SCALE BY PAUL BALWANT (2019)

The scale was carried out with seven items. The item allocation for the scale's variables is shown below:

Table 3.15
Item Distribution of Scale

S. NO.	Variables	Serial Wise Distribution
1	Physical Distance	1, 2, 3,4,5
2	Perceived Interaction Frequency	6,7
	Total Items 7	

3.7.2.1 ADMINISTRATION AND SCORING OF SCALE

The seven items of the structural distance scale can be administered in individual and group settings. This can satisfy the teacher's or researcher's demands. Typically, the person finishes the instrument in 10 to 20 minutes.

The physical distance scale has five points, ranging from 5 to 1, which correspond to the following: "Strongly Disagree", "Disagree", "Neither Disagree nor Agree", "Agree", and "Strongly Agree".

The perceived interaction scale has five points, ranging from 5 to 1, which correspond to "Always," "Usually," "Sometimes," "Rarely," and "Never."

The researcher created a strategy to analyse data from two studies to investigate the structural distance scale. The study was divided into two sections by researcher: Study 1 and Study 2. 200 university teachers' data were chosen for Research 1 after being determined to be entirely accurate. For research 2, 200 university teachers' data have been selected. The distribution of the sample was based on several factors, including department, kind of institution, and gender. EFA was used in Study 1 to look at the factor structures of the structural distance questionnaire. CFA was used in Study 2 to cross-validate the model. AMOS 23 and SPSS 23 were utilised for this.

Based on the Trinidad sample, Paul Balwant (2019) suggested a two-factor model for the structural distance scale. Research one was used for item analysis and EFA. The two parameters of perceived interaction and physical distance were included for validation.

3.7.2.2 STUDY 1: EFA– EXPLORATORY FACTOR ANALYSIS FOR STRUCTURAL DISTANCE SCALE

EFA was used in Study 1. The investigator used SPSS 23 to fit the EFA models with two components to Study 1. It was based on data from 200 teachers from universities. The model offered seven elements. The overall item relationship was examined regarding the factors; outcomes are shown the following:

Table 3.16

Total-Item Correlation Matrix

	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha If Item Deleted
1	28.30	68.320	.677	.884	.886
2	29.25	69.420	.644	.912	.888
3	32.74	70.638	.585	.844	.848
4	27.28	68.522	.751	.874	.838
5	29.25	69.420	.644	.912	.888
6	27.28	68.522	.751	.874	.838
7	26.15	70.344	.686	.846	.817

EXTRACTION METHOD: PRINCIPAL COMPONENT ANALYSIS.

The first set of seven items in Table 3.16 was meticulously examined to determine the scale's correctness. The findings of the preceding table indicated that every element selected in the inter-item correlations was over 0.4, surpassing the required threshold. This comprehensive assessment reaffirms the outstanding dependability of the context-measuring scale.

The factorial analysis of study 1 was verified using Kaiser-Meyer-Olkin (KMO) to quantify variable homogeneity to assess validity. The conclusion is displayed in Table 3.17 below:

Table 3.17
KMO & Bartlett's Test

KMO		.800
	Bartlett's Test	311.500
	Df	21
	Sig.	.000

Table 3.17 indicates that the study's sample participants were deemed adequate, as shown by the KMO of 0.800 (Durmuş, Yurtkoru & Çinko, 2011). Barlett's test of sphericity produced a significant result, which made it possible to extract the variables from the correlation matrix further. With SPSS Statistics program version 23, two variables were identified in the data. The scale's total variance is calculated and shown in the table 3.18:

Table 3.18
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %		Total	% of Variance	Cumulative %		Total
1	4.268	60.972	60.972	4.268	60.972	60.972	3.734	53.347	53.347
2	1.370	19.569	80.541	1.370	19.569	80.541	1.904	27.195	80.541
3	.371	5.306	85.847						
4	.341	4.868	90.715						
5	.264	3.771	94.486						
6	.204	2.912	97.398						
7	.182	2.602	100.000						

EXTRACTION METHOD: PRINCIPAL COMPONENT ANALYSIS.

Using exploratory factor analysis, the two factors (consisting of seven items) accounted for 80.541 percent of the variation in the measured construct, as seen in Table 3.18. Exploratory factor analysis used Varimax rotation to analyse the seven components above. With an item-to-factor loading of 0.32 and an eigenvalue more significant than one requirement according to Keiser's criteria, 80.541% of the variance was explained. Two dimensions were taken off.

This rotated component matrix, which has seven entries, is displayed below:

Table 3.19

Rotated Component Matrix

	Component	
	PD	**FI**
1	.817	
2	.873	
3	.846	
4	.881	
5	.855	
6		.903
7		.919

Table 3.19 shows the scale's initial factor structure with Eigenvalues greater than 1.0. All goods were approved since their loading times were more than 0.50. The researchers fitted EFA analysis with the two-factor project.

3.7.2.3 STUDY 2: CFA–CONFIRMATORY FACTOR ANALYSIS FOR STRUCTURAL DISTANCE SCALE

Two-component projects of the structural distance tool were examined, and the model is now being cross-validated using the IBM AMOS 23 version using data from Study 2. 200 university teachers were used in Study 2. Following the CFA's execution, the following results are displayed:
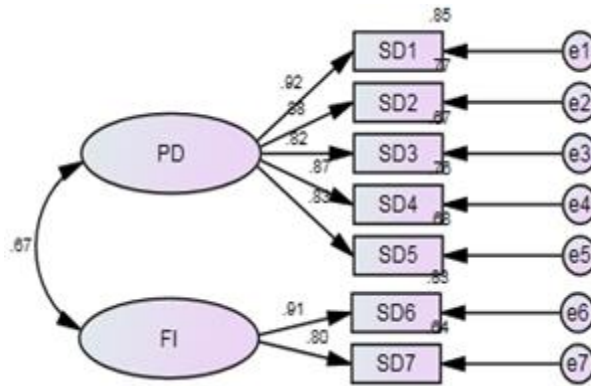
Figure 3.6: The Fitness Estimates of Model for Structural Distance Scale

Table 3.20

Model of Fitness

Fitness Model	Standard Benchmark	Conclusions
P Value	Less than .05	.000
CFI	Greater than 9	.971
TLI	Greater than 9	.953
IFI	Greater than 9	.972
GFI	Greater than 9	.928
RMR	Less than 8	.048
CMIN/Df	Less than 3	2.221

Table 3.21

Factor Loading of CFA Model

1.	Item Number of Physical Distance	**1**	**2**	**3**	**4**	**5**
	Factor Loading	0.91	0.87	0.89	0.87	0.83
2.	Item Number of Perceived Frequency of Interaction	**6**	**7**			
	Factor Loading	0.92	0.82			

108

The path diagram (Figure: 3.6), created using the SPSS Amos 23 version, made it clear that all two dimensions and their corresponding items loaded significantly and well on one another. The model's fitness estimates are shown in Table 3.20. There was 2.221 CMIN/DF. 0.971 was the IFI. TLI and CFI were likewise 0.953 and 0.971. 0.928 was the GFI. The estimate for RMR was 0.048. The threshold values were mostly satisfied; thus, the model may be described as moderately fitted. Additionally, Table 3.21 shows how each item's factor loading falls between 0.80 and 0.92. Consequently, the CFA validates the two-factor model (Ding & Ng, 2008).

3.7.2.4 RELIABILITY ANALYSIS

The researcher used IBM SPSS version 23 to apply Cronbach Alpha to each dimension and assess the scale's reliability. The results showed that the internal consistency for physical distance and perceived interaction frequency approaches was 0.90 and 0.83, respectively. Table 3.22 presents the findings.

Table 3.22

Reliability Analysis

S. No	Dimensions	Cronbach's Alpha
1	Physical Distance	0.90
2	Perceived interaction	0.83
Structural Distance		0.86

3.7.3 JOB CRAFTING SCALE BY TIMS AND BAKKAR (2010)

The scale was carried out with twenty-one items. The item allocation for the scale's variables is shown below:

Table 3.23

Item Distribution of Scale

S. No.	Variables	Serial Wise Distribution
1	IStJR	1,2,3,4,5
2	DHJD	6,7,8,9,10,11
3	ISoJR	12,13,14,15,16
4	ICJD	17,18,19,20,21
	JC	21items

3.7.3.1 ADMINISTRATION AND SCORING OF SCALE

Twenty-one items can be used in the present scale's solo and group settings. It can satisfy the teacher's or researcher's demands. Typically, it takes 10 to 20 minutes for the person to finish the instrument. The Likert scale has five points, ranging from "Never" to "Very Often". A person's rating for Summing the things (1–5) would increase structural job resources; summing the items (6–11) would decrease impeding job demands; summing the items (12–16) would increase social job resources; and summing the items (17–21) would increase challenging job demands.

The five-point Likert scale (1–5) is used to score: "Never", "Rarely", "Sometimes", "Often", and "Very often".

The researcher created a strategy to analyse data from two studies to investigate the present scale. The researcher divided the study into two sections: Study 1 and Study 2. 200 university teachers' data were chosen for Research 1 after being determined to be entirely accurate. For research 2, 200 university teachers' data have been selected. The distribution of the sample was based on several factors, including department, kind of institution, and gender. EFA was used in Study 1 to look at the factor structures of the structural distance questionnaire. CFA was used in Study 2 to cross-validate the model. AMOS 23 and SPSS 23 were utilised for this.

Based on the Netherlands sample, Tims and Bakker (2010) suggested a four-factor model for the job crafting scale. Study 1 was used for item analysis and EFA. The four parameters were included for validation.

3.7.3.2 STUDY 1: EFA– EXPLORATORY FACTOR ANALYSIS FOR JOB CRAFTING SCALE

Study 1 involved the use of EFA. Using SPSS 23, the researcher fitted EFA models with four components to Study 1. It was done using data from 200 university teachers. The findings led to the development of the four-factor model provided here, which has 21 items in total. The relationship between the total item correlation and the items was examined; the outcome is shown below:

Table 3.24

Total-Item Correlation Matrix

	Total-Item Correlation Matrix	Total-Item Correlation Matrix	Total-Item Correlation Matrix	Total-Item Correlation Matrix	Total-Item Correlation Matrix
1	28.30	68.320	.677	.884	.886
2	29.25	69.420	.644	.912	.888
3	29.05	70.530	.651	.865	.885
4	27.28	68.522	.751	.874	.838
5	28.30	68.320	.677	.884	.886
6	32.74	70.638	.585	.844	.848
7	27.28	68.522	.751	.874	.838
8	28.30	68.320	.677	.884	.886
9	29.25	69.420	.644	.912	.888
10	28.30	68.320	.677	.884	.886
11	31.54	68.888	.496	.853	.851
12	32.74	70.638	.585	.844	.848
13	27.28	68.522	.751	.874	.838
14	26.15	70.344	.686	.846	.817
15	27.28	68.522	.751	.874	.838
16	29.25	69.420	.644	.912	.888
17	28.30	68.320	.677	.884	.886
18	31.54	68.888	.496	.853	.851
19	27.28	68.522	.751	.874	.838
20	28.30	68.320	.677	.884	.886
21	11.15	40.333	.321	.431	.480

The first set of 21 items in Table 3.24 was examined to determine the scale's correctness. The findings of the preceding table indicated that every element selected in the inter-item correlations was over 0.4, meeting the required threshold except item 21. As a result of item 21's low factor loading (0.148) and communalities (.033), this item was deleted. EFA was conducted once again.

The factorial analysis of study 1 was verified using Kaiser-Meyer-Olkin (KMO) to quantify variable homogeneity to assess validity. The conclusion is displayed in Table 3.25:

Table 3.25

KMO & Bartlett's Test

KMO		.900
	Bartlett's Test	318.703
	Df	190
	Sig.	.000

The KMO was 0.900 and over the cutoff value of 0.6, as Table 3.25 demonstrates. The components may then be extracted from the correlation matrix thanks to the significant outcome of Barlett's test of sphericity. SPSS Statistics Ver. 23 was used to extract four components from the data. The scale's total variance is calculated and shown as follows:

Table 3.26

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %		Total	% of Variance	Cumulative %		Total
1	8.177	38.937	38.937	8.177	38.937	38.937	4.825	22.976	22.976
2	3.647	17.367	56.304	3.647	17.367	56.304	4.493	21.394	44.370
3	3.265	15.548	71.852	3.265	15.548	71.852	3.958	18.849	63.219
4	2.135	10.166	82.018	2.135	10.166	82.018	3.948	18.799	82.018
5	.426	2.029	84.048						
6	.408	1.941	85.988						
7	.344	1.639	87.627						
8	.322	1.534	89.161						
9	.296	1.410	90.571						
10	.254	1.210	91.782						
11	.241	1.145	92.927						
12	.226	1.075	94.002						
13	.201	.957	94.960						
14	.184	.874	95.834						
15	.175	.835	96.669						
16	.163	.778	97.448						
17	.147	.702	98.150						
18	.125	.597	98.747						
19	.114	.544	99.291						
20	.084	.399	99.689						
21	.065	.311	100.000						
EXTRACTION METHOD: PRINCIPAL COMPONENT ANALYSIS.									

Table 3.26 explained 82.018 percent of the variation in the tested construct. Varimax rotation was used in an exploratory factor analysis of the 20 elements above. After setting the item to factor loading at 0.32, it was decided to proceed with confirmatory factor analysis. Keiser's criteria, which required an eigenvalue more significant than 1, explained 82.018 per cent of the variance. Four dimensions were taken out. The table 3.27 displays the rotated matrix of the tool:

Table 3.27

Rotated Component Matrix

	COMPONENT			
	IStJR	**DHJD**	**ISoJR**	**ICJD**
1				.848
2				.892
3				.844
4				.873
5				.836
6	.856			
7	.873			
8	.886			
9	.875			
10	.896			
11	.818			
12			.845	
13			.839	
14			.873	
15			.847	
16			.810	
17		.922		
18		.943		
19		.915		
20		.925		

Table 3.27 showed that the scale had an initial element structure with Eigenvalues more significant than 1.0. Since the loading times of each item were more than 0.50, they were all authorised. Thus, the researcher used a four-factorial structure to suit the EFA model.

3.7.3.3 STUDY 2: CFA-CONFIRMATORY FACTOR ANALYSIS FOR JOB CRAFTING SCALE

After examining the job crafting questionnaire's four-element structure, the model is being cross-validated with data from Study 2 using the IBM AMOS 23 version. In research 2, 220 university teachers were used. Following the execution of the CFA, the following outcomes are shown:
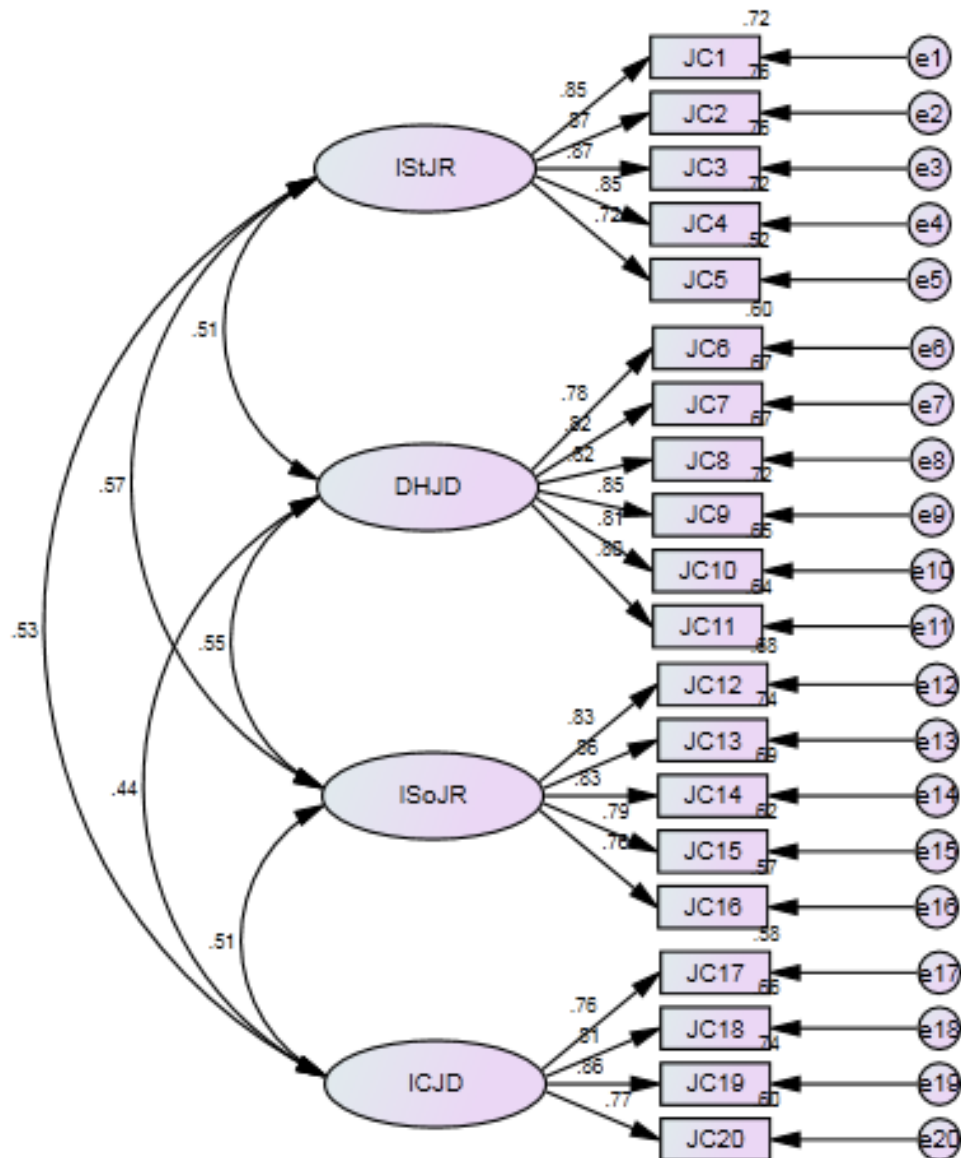
Figure 3.7: The Fitness Estimates of Model for Job Crafting

Table 3.28

Model of Fitness

Fitness Model	Standard Benchmark	Conclusions
P Value	Less than .05	.000
CFI	Greater than 9	.903
TLI	Greater than 9	.887
IFI	Greater than 9	.904
GFI	Greater than 9	.809
RMR	Less than 8	.069
CMIN/Df	Less than 3	2.810

Table 3.29

Factor Loading of CFA Model

1.	Item Number of IStJR	**1**	**2**	**3**	**4**	**5**	
	Factor Loading	0.86	0.87	0.87	0.85	0.72	
2.	Item Number of DHJD	**6**	**7**	**8**	**9**	**10**	**11**
	Factor Loading	0.78	0.82	0.62	0.85	0.82	0.89
3.	Item Number of ISoJR	**12**	**13**	**14**	**15**	**16**	
	Factor Loading	0.83	0.79	0.70	0.76	0.81	
4.	Item Number of ICJD	**17**	**18**	**19**	**20**		
	Factor Loading	0.76	0.82	0.86	0.78		

The path diagram (Figure: 3.7), created using the SPSS Amos 23 version, made it clear that all four dimensions and their corresponding items loaded significantly and well on one another. The model's fitness estimates are shown in Table 3.28. There was 0.281 CMIN/DF. 0.904 was the IFI. TLI and CFI were likewise 0.887 and 0.903. 0.809 was the GFI. The estimate for RMR was 0.069. The threshold values were mostly satisfied. Thus,

the model may be moderately fitted. Additionally, Table 3.29 shows how each item's factor loading falls between 0.80 and 0.94. Consequently, the CFA validates the four-factor model (Ding & Ng, 2008).

3.7.3.4 RELIABILITY ANALYSIS

The researcher used IBM SPSS version 23 to apply Cronbach Alpha to each dimension and assess the scale's reliability. The findings are presented in Table 3.30.

Table 3.30

Reliability Analysis

S. No	Dimensions	Cronbach's Alpha
1	IStJR	0.918
2	DHJD	0.918
3	ISoJR	0.905
4	ICJD	0.877
JC		0.935

3.7.4 VALIDATION OF WORKPLACE DEVIANCE SCALE BY BANNETT AND ROBINSON (2000)

The scale was carried out with nineteen items. The item allocation for the scale's variables is shown below:

Table 3.31

Item Distribution of Scale

S. No.	Variables	Serial Wise Distribution
1	Interpersonal Workplace Deviant Behaviour	1, 2, 3,4,5, 6, 7
2	Organisational Workplace Deviant Behaviour	8,9,10,11,12,13,14,15,16,17,18,19
Total Workplace Deviant Behaviour19		

3.7.4.1 ADMINISTRATION AND SCORING OF SCALE

The 19-item Workplace Deviant Behaviour Scale can be administered in both individual and group settings. It can satisfy the teacher's or researcher's demands. Typically, the person takes 10 to 20 minutes to finish the instrument. The Likert scale has seven points, ranging from "Never" to "Daily." To get a person's score for interpersonal deviance, add items numbered 1 through 7; for organisational deviance, add items numbered 8 through 19.

The work deviant behaviour scale used a 7-point Likert scale (ranked 1–7) to score:

"Daily', "Weekly", "Monthly", "Several Times A Year", "Twice A Year", "Once A Year", "Never".

Study 1 examined the factor structures of the workplace deviant behaviour questionnaire using exploratory factor analysis (EFA). Research 2 used CFA to cross-validate the model. AMOS 23 and SPSS 23 were used for this.

Bennett and Robinson (2000) proposed two factors. Research one was used for item analysis and EFA. The two aspects of deviant behaviour—interpersonal and organisational—were included for validation.

3.7.4.2 STUDY 1: EFA-EXPLORATORY FACTOR ANALYSIS FOR WORKPLACE DEVIANCE SCALE

EFA was used in Study 1. The researcher used SPSS 23 to fit the two-component EFA models to Study 1, which was based on data from 200 university lecturers. As the model showed, the findings led us to a two-factor model with 19 elements.

Examining the relationship between the items and the overall item correlation, the following result is displayed:

Table 3.32

Total-Item Correlation Matrix

	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha If Item Deleted
1	28.30	68.320	.677	.884	.886
2	29.25	69.420	.644	.912	.888
3	29.05	70.530	.651	.865	.885
4	31.54	68.888	.496	.853	.851
5	32.74	70.638	.585	.844	.848
6	27.28	68.522	.751	.874	.838
7	26.15	70.344	.686	.846	.817
8	28.30	68.320	.677	.884	.886
9	29.25	69.420	.644	.912	.888
10	29.05	70.530	.651	.865	.885
11	31.54	68.888	.496	.853	.851
12	32.74	70.638	.585	.844	.848
13	27.28	68.522	.751	.874	.838
14	26.15	70.344	.686	.846	.817
15	28.30	68.320	.677	.884	.886
16	29.25	69.420	.644	.912	.888
17	29.05	70.530	.651	.865	.885
18	31.54	68.888	.496	.853	.851
19	26.15	70.344	.686	.846	.817

The original set of 19 items in Table 3.32 was examined to determine the scale's correctness. The findings of the preceding table indicated that every element selected in the inter-item correlations was over 0.4, meeting the required threshold. The results, therefore, indicated the outstanding dependability of the context-measuring scale. The elements were then used to assess the factorability.

The factorial analysis of study 1 was verified using Kaiser-Meyer-Olkin (KMO) to quantify variable homogeneity to assess validity. The conclusion is displayed in Table 3.33:

Table 3.33

KMO & Bartlett's Test

KMO		.948
	Bartlett's Test	416.300
	Df	171
	Sig.	.000

The KMO was 0.948 and over the cutoff value of 0.6, as seen in Table 3.33. The components may then be extracted from the correlation matrix thanks to the significant outcome using the SPSS Statistics program version 23 to extract two components. The scale's total variance is calculated and shown as follows:

Table 3.34

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %		Total	% of Variance	Cumulative %		Total
1	9.895	52.077	52.077	9.895	52.077	52.077	8.776	46.192	46.192
2	4.318	22.726	74.803	4.318	22.726	74.803	5.436	28.611	74.803
3	.627	3.302	78.105						
4	.547	2.879	80.984						
5	.517	2.722	83.706						
6	.493	2.594	86.300						
7	.386	2.033	88.332						
8	.347	1.827	90.159						
9	.309	1.624	91.784						
10	.245	1.289	93.072						
11	.224	1.178	94.250						
12	.205	1.077	95.327						
13	.184	.967	96.295						
14	.154	.810	97.105						
15	.144	.757	97.861						
16	.119	.625	98.486						
17	.115	.608	99.094						
18	.097	.513	99.606						
19	.075	.394	100.000						
EXTRACTION METHOD: PRINCIPAL COMPONENT ANALYSIS.									

Table 3.34 used exploratory component analysis to find two factors with 19 items that explained 74.803 percent of the variation in the tested construct. Varimax rotation

was used in an exploratory factor analysis of the 19 components above. After setting the item to factor loading at 0.32, it was decided to proceed with confirmatory factor analysis. Keiser's criteria, which required an eigenvalue greater than 1, explained 74.803 percent of the variance. Two dimensions were taken off.

The table 3.35 displays a rotating component matrix including 19 items:

Table 3.35

Rotated Component Matrix

	Component	
	IWDB	OWDB
1		.833
2		.907
3		.830
4		.899
5		.885
6		.804
7		.777
8	.904	
9	.920	
10	.907	
11	.875	
12	.753	
13	.885	
14	.895	
15	.861	
16	.907	
17	.780	
18	.863	
19	.710	

Table 3.35 shows the scale's initial factor structure with Eigenvalues greater than 1.0. All items were approved since their loading times were more than 0.50. The researcher thus fitted EFA analysis with the two-factorial project.

3.7.4.3 STUDY 2: CFA-CONFIRMATORY FACTOR ANALYSIS FOR WORKPLACE DEVIANCE SCALE

After examining two components of the workplace deviant behaviour scale, data from Study 2 is added to the model, which is now cross-validated using the IBM AMOS 23 version. In research 2, 200 university teachers were used. Following the execution of the CFA, the following outcomes are shown:
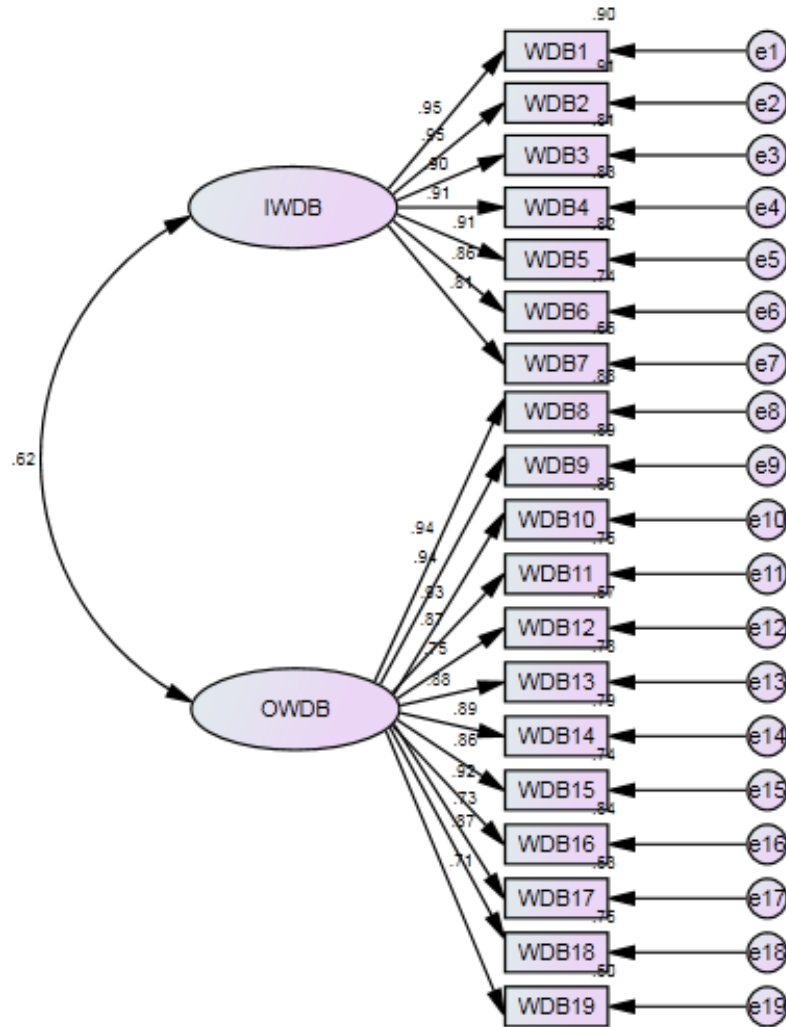
Figure 3.8: The Fitness Estimates of Model for Workplace Deviant Behaviour Scale

Table 3.36

Model of Fitness

Fitness Model	Standard Benchmark	Conclusions
P Value	Less than .05	.000
CFI	Greater than 9	.944
TLI	Greater than 9	.937
IFI	Greater than 9	.933
GFI	Greater than 9	.812
RMR	Less than 8	.060
CMIN/Df	Less than 3	2.769

Table 3.37

Factor Loading of CFA Model

1.	Item Number of Interpersonal Deviance	1	2	3	4	5	6	7					
	Factor Loading	0.96	0.95	0.90	0.91	0.91	0.87	0.94					
2.	Item Number of Organisational Deviance	8	9	10	11	12	13	14	15	16	17	18	19
	Factor Loading	0.78	0.82	0.62	0.85	0.82	0.89	0.90	0.87	0.93	0.74	0.88	0.71

The path diagram (Figure: 3.8), created using the SPSS Amos 23 version, made it clear that all two dimensions and their corresponding items loaded significantly and well on one another. The model's fitness estimates are shown in Table 3.36. There was 2.769 CMIN/DF. 0.944 was the IFI. TLI and CFI were likewise 0.937 and 0.944. 0.812 was the GFI. The estimate for RMR was 0.062. The threshold values were mostly satisfied; thus, the model may be described as moderately fitted. Additionally, Table 3.37 shows how each item's factor loading falls between 0.80 and 0.94. Consequently, the CFA validates the two-factor model (Ding & Ng, 2008).

3.7.4.4 RELIABILITY ANALYSIS

The researcher used IBM SPSS version 23 to apply Cronbach Alpha to each dimension and assess the scale's reliability. The findings are presented in Table 3.38.

Table 3.38

Reliability Analysis

S. No	Dimensions	Cronbach's Alpha
1	Interpersonal	0.94
2	Organisational	0.96
Workplace deviant Behaviour		0.94

3.8   ETHICAL CONSIDERATIONS

When related to research, ethics can be defined as the researcher's appropriate behaviour given the rights of the people who either become the "subject" of the research or are impacted by it. Several critical ethical questions arise throughout the research and at various phases. A. Berg (1955) pointed out three ethical points that should be kept in mind while doing any research work: i.e. 1) Consent- The researcher must obtain consent from the subject after briefing them the purpose and benefit/risk of the study, 2) Privacy/confidence- the researcher must ensure the privacy of the respondent regarding their attitude, reaction, opinions and responses and 3) Standard/Acceptable Procedures- the researcher must follow the standard procedures of research work (Berg, 1954).

1. Informed Consent Form: Initially, consent was obtained from the head of the researchers' institution, and a letter of introduction was returned. This was submitted with a handwritten letter to the Head of the Department (HOD) of the selected departments. After gaining permission and clearance, this was followed by an in-person visit to university teachers of the assigned departments, who were informed about the visit's purpose and to seek permission to undertake the survey. As it is ethical to gain consent from potential participants, a written consent form with all the necessary information about the research survey and what is required from them was prepared while considering the guidelines and tips for better understanding by the individual who reads. The consent

form consisted of 3 subheadings: 1. Information sheet 2. Contact information of researcher (in case of further queries) 3.Certificate of consent. The hard copy consent form, which included the study's rationale, the time required to take part and the possible benefits the respondents may encounter from it, was handed over to the participants (university teachers) before gaining voluntary consent and signature. However, the respondents (university teachers) were not forced and could withdraw from the survey at any point.

2. Privacy/Confidence: Before administering the tools to the university teachers, the researcher introduced the tools to be employed and assured the confidentiality of documents and information to survey participants. This process decreased the extent of recovering untrue information. The researcher guaranteed the safeguarding of the personal information gained from the participants. The researcher assured that their responses would not be disclosed before anybody or any organisation would be kept confidential and used only for the current research work. The researcher alone had direct access to the questionnaires and other data and was kept out of access from others within locked doors. The researcher treated the data confidentially and honoured the respondent's right to remain anonymous.

3. Standard/Acceptable Procedures: This ethic was fulfilled since the researcher is competent in this area of research and has followed the standard procedure, which has been tried and tested by previous investigators. There were no potential risks for the participants, and they adhered to the principle of standard procedure as a legal safeguard.

3.9   DATA COLLECTION

The investigator gave the study's chosen sample (university teachers) the selected instruments. The teachers were given clear directions on how to complete the test. Numerous ethical considerations were considered while considering the research and study questions, including the tendency to engage in deviance at work, the head's leadership style, the head's distance from the teacher, and the freedom to craft a job. They should be permitted to freely participate in the research as they were given the right to privacy. Respondent anonymity was guaranteed, and information was kept private. Following their completion of the surveys, the respondents were gathered.

The data about 912 university teachers has been verified and approved. According to the frequency distribution table 3.39, the data has been distributed based on many demographic characteristics, including gender, stream, and type of institution.

Table 3.39

Distribution of Collected Data

Gender	Male	Female	Total
Frequency	450	462	912
Per cent	51%	49%	100%
Stream	**Humanities & Social Science**	**Science, Engineering & Technology**	**Total**
Frequency	486	426	912
Per cent	54%	46%	100%
University Type	**Public**	**Private**	**Total**
Frequency	439	473	912
Per cent	47%	53%	100%

3.10   STATISTICAL TECHNIQUES USED

The researcher has used many descriptive and statistical approaches in this study to analyse the data systematically and logically, in line with goals and predetermined objectives. Statistical software IBM SPSS 23 and Amos 23 were used to analyse. Depending on the requirements and nature of the investigation, the following statistical approaches were applied:

1. Descriptive statistics have been utilised to analyse the nature of the variables under study, viz. leadership style, structural distance, job crafting, and workplace deviant behaviour. Means, standard deviation, skewness, and kurtosis were considered.

2. An independent sample t-test was used to analyse the mean difference in leadership style, structural distance, job crafting, and workplace deviant behaviour regarding gender, stream, and type of institution.

3. Simple linear regression has been applied to study the contribution of leadership style, structural distance, and job crafting to workplace deviant behaviour.

4. Moderation analysis has been used to analyse the moderation effect of structural distance between leadership style and workplace deviant behaviour.

5. Mediation analysis has been utilised to analyse the mediation effect of job crafting between leadership style and workplace deviant behaviour.

Chapter-4
Results and Discussions

CHAPTER 4

RESULTS AND DISCUSSION

Any research study's primary goal is to develop insightful conclusions rather than just compiling data and facts. It involves editing, categorizing, and tabulating data in an organised manner.

The study's theoretical justification, problem, review of relevant literature, objectives, hypotheses, description of pertinent instruments used, sample, research design, data collection process, and statistical techniques are all covered in the chapters that came before it. To solve the problem, the current chapter discusses the statistical analysis of the data and the interpretation of the findings.

The study examines job crafting, structural distance, and leadership style as potential indicators of workplace deviant behaviour among university teachers. Following the acquisition of data, descriptive statistics are applied. Inferential statistical techniques such as regression analysis, mediation, moderation, and descriptive statistical methods using mean, median, standard deviation, and percentage are employed during data analysis.

The analysis and presentation of the results has been done under the following headings:

4.1   DATA SCRUTINY

Data scrutiny is used in quantitative research to verify correctness and find any missing data to prevent measurement mistakes. The investigator has got 1000 forms in all. 912 forms are complete after outliers and incomplete forms are eliminated. Following data collection, the following analysis is done to determine how reliable the data is:

4.1.1   NORMALITY OF DATA

Normality testing is helpful for parametric statistical tests like t-tests, correlation, regression, and more. It states that when the data is normally distributed, the standard deviation of the variables must not be far away from their respective averages.

The Shapiro-Wilk test was run to verify that the gathered data was expected. The outputs of the Shapiro-Wilk and Kolmogorov-Smirnov (K-S) tests are provided by the results of the normalcy test conducted on SPSS. The K-S test is often applied when

N>50. If these tests yield non-significant results, the sample is regarded as normally distributed. The findings for the variables are displayed in Table 4.1.

Table 4.1

Normality through Kolmogorov and Shapiro Wilk

Variables		Leadership Style			Structural Distance			Job Crafting					Workplace Deviance		
		TL	TSL	LF	PD	PF	SD	IStJR	DHJD	ISoJR	ICJD	JC	IWDB	OWB	WDB
Kolmogorov-Smirnov[a]	Statistic	.068	.106	.077	.103	.0151	.118	.069	.067	.076	.081	.043	.057	.068	.076
	Df	912	912	912	912	912	912	912	912	912	912	912	912	912	912
	Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.002	.001
Shapiro-Wilk	Statistic	.990	.966	.986	.974	.945	.971	.984	.973	.987	.972	.985	.987	.971	.971
	Df	912	912	912	912	912	912	912	912	912	912	912	912	912	912
	Sig.	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.002	.000	.000

Table 4.1 summarises the normality testing of leadership style, structural distance, job crafting and workplace deviant behaviours. Kolmogorov Smirnov and Shapiro Wilk statistics do not meet all the variables' normality assumption as their significance value is lower than 5% (0.00). These tests needed to yield more findings. Since the data is extensive, descriptive analysis was also conducted to ascertain the normality.

The descriptive statistics results for all the variables are given in the Table 4.2 below:

Table 4.2

Normality Test of Leadership Style, Structural Distance, Job Crafting and Workplace Deviant Behaviour

Variables		Leadership Style			Structural distance			Job crafting					Workplace deviance		
		TL	TSL	LF	PD	PF	SD	IStJR	DHJD	ISoJR	ICJD	JC	IWDB	OWDB	WDB
N		912	912	912	912	912	912	912	912	912	912	912	912	912	912
M		14.30	7.62	7.86	13.40	6.14	23.98	14.20	16.11	12.32	13.06	59.49	20.75	34.18	53.83
SD		8.826	3.048	3.725	2.027	2.328	5.217	6.534	7.875	4.915	5.184	22.604	8.585	17.014	23.975
Skewness	Statistic	-.094	.286	.055	.160	-236	.267	.151	.086	.111	-.181	-.086	-.043	.181	.217
	Std. Error	.082	.082	.082	.082	.082	.082	.082	.082	.082	.082	.082	.082	.082	.082
	Z (Skewness)	-1.146	2.487	0.670	1.951	-2.31	2.256	1.841	1.048	1.353	-2.246	1.048	-0524	1.246	2.646
Kurtosis	Statistic	-.139	.102	-.094	-.307	-.173	-.338	-.377	-.323	-.467	-.372	-.441	-.191	-.366	-.379
	Std. Error	.164	.164	.164	.164	.164	.164	.164	.164	.164	.164	.164	.164	.164	.164
	Z(Kurtosis)	-0.847	0.621	0.573	2.082	1.054	2.060	-2.29	-2.798	-2.847	-2.097	3.908	-1.16	-2.451	2.310

Table 4.2 depicts the mean, standard deviation, skewness and Kurtosis values obtained during the Leadership Style, Structural Distance, Job Crafting and Workplace Deviant Behaviour normality test.

TRANSFORMATIONAL LEADERSHIP: The standard deviation is 8.826, and the mean is 14.30 for transformational leadership. Z (skewness) is -1.146, its standard error is 0.082, and the value of skewness is -0.094. Kurtosis is -.139, with a standard error of 0.164 and a value of Z (Kurtosis) of -0.847.

TRANSACTIONAL LEADERSHIP: The standard deviation is 3.048, and the mean is 7.62 for transactional leadership. Z (skewness) is 2.487, its standard error is 0.082, and the value of skewness is 0.286. Kurtosis is .102, with a standard error of 0.164 and a Z (Kurtosis) value 0.621.

LAISSEZ-FAIRE LEADERSHIP: The standard deviation is 3.725, and the mean is 7.86 for laissez-faire leadership. Z (skewness) is 0.670, its standard error is 0.082, and the value of skewness is 0.055. Kurtosis is -.094, with a standard error of 0.164 and a Z (Kurtosis) value 0.573.

PHYSICAL DISTANCE: The standard deviation is 2.027, and the mean is 13.40 for physical distance. Z (skewness) is -1.951, its standard error is 0.082, and the value of skewness is 0.160. Kurtosis is -.307, with a standard error of 0.164 and a value of Z (Kurtosis) 2.182.

PERCEIVED FREQUENCY OF INTERACTION: The standard deviation is 2.328, and the mean is 6.14 for the perceived frequency of interaction. Z (skewness) is -2.317, its standard error is 0.082, and the value of skewness is 0.236. Kurtosis is -.173, with a standard error of 0.164 and a value of Z (Kurtosis) 1.054.

TOTAL STRUCTURAL DISTANCE: The standard deviation is 5.217, and the mean is 23.98 for structural distance. Z (skewness) is -2.256, its standard error is 0.082, and the value of skewness is 2.256. Z (Kurtosis) of 2.060 has a standard error of 0.164, and Kurtosis of -0.338.

INCREASING STRUCTURAL JOB RESOURCES: The standard deviation is 6.534, and the mean is 14.20 for enhancing structural job resources. The standard error is 0.082,

the skewness is 151, and the Z value is 1.841. The Z (Kurtosis) is -2.298, the Kurtosis is -.377, and the standard error is 0.164.

DECREASING HINDERING JOB DEMANDS: The standard deviation is 7.875, and the mean is 16.11, a measure of decreasing hindering work demands. Z (skewness) is 1.048; the standard error is 0.082, and the skewness is.086, respectively. Z (Kurtosis) = -2.798, Kurtosis = -.323, and standard error = 0.164.

INCREASING SOCIAL JOB RESOURCES: The standard deviation is 4.915, and the mean is 12.32 for improving social job resources. The standard error is 0.082, the skewness (Z) is 1.353, and the skewness is -0.111. The Z (Kurtosis) is -2.847, the Kurtosis is -.467, and the standard error is 0.164.

INCREASING CHALLENGING JOB DEMANDS: The standard deviation is 5.184, and the mean is 13.06 for rising challenging work demands. The standard error is 0.082, the skewness is -.181, and the Z value is -2.246. The Z (Kurtosis) is -2.097, the Kurtosis is -.372, and the standard error is 0.164.

TOTAL JOB CRAFTING: The standard deviation is 22.604, and the mean is 59.49 for the whole job crafting. Z (skewness) is 1.048, its standard error is 0.082, and the value of skewness is -0.086. Kurtosis is -.441, with a standard error of 0.164 and a Z (Kurtosis) value of 3.908.

INTERPERSONAL DEVIANCE: The standard deviation is 8.585, and the mean is 20.75 for interpersonal deviance. Z (skewness) is -0.524, its standard error is 0.082, and the value of skewness is -0.043. Kurtosis is -.191, with a standard error of 0.164 and a Z (Kurtosis) value of -1.164.

Organisational DEVIANCE: The standard deviation is 17.014, and the mean is 34.18 for organisational deviance. Z (skewness) is -1.246, its standard error is 0.082, and the value of skewness is -0.181. Kurtosis is -.366, with a standard error of 0.164 and a Z (Kurtosis) value of -2.451.

WORKPLACE DEVIANCE: The standard deviation is 23.975, and the mean is 53.83 for total workplace deviance. Z (skewness) is 2.646, its standard error is 0.082, and the value of skewness is 0.217. Z (Kurtosis) of 2.310, standard error of 0.164 as Kurtosis is -.379.
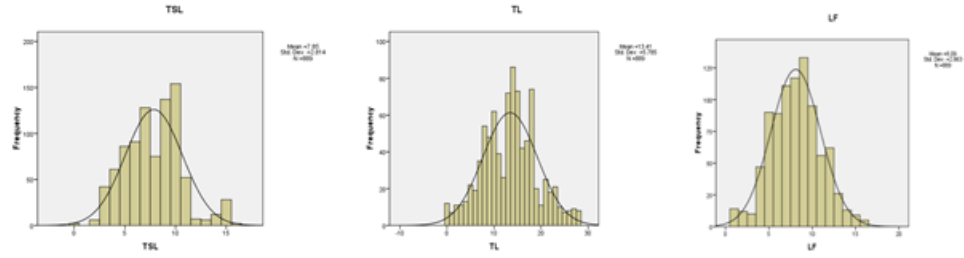
LEADERSHIP STYLE
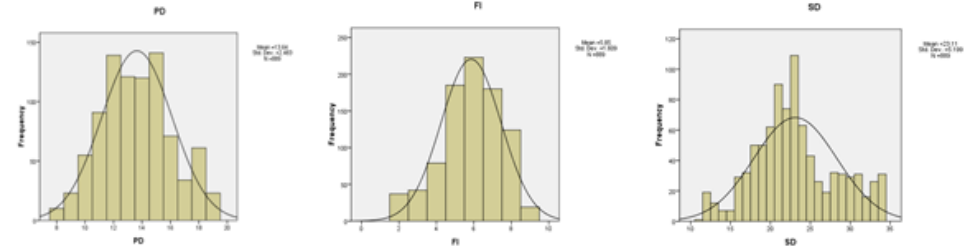
STRUCTURAL DISTANCE
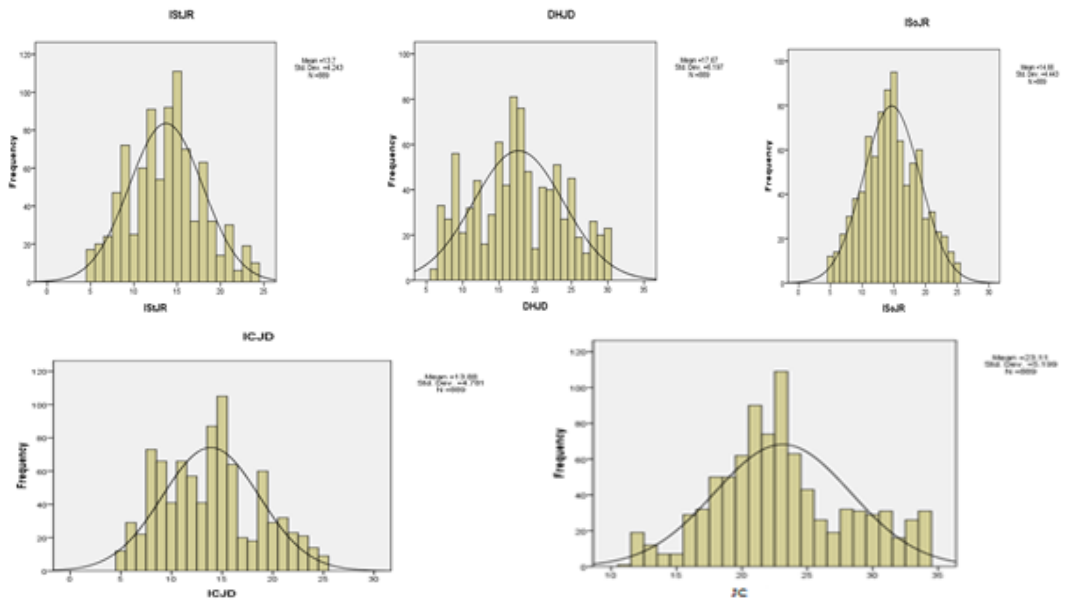
JOB CRAFTING
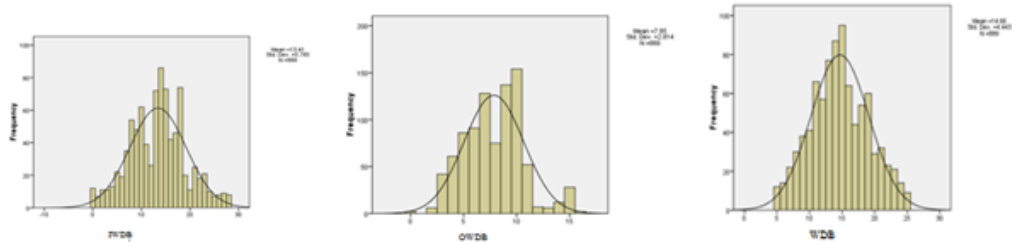
WORKPLACE DEVIANT BEHAVIOUR

Figure 4.1 Graphic Presentation of Normality

It is evident from Table 4.2 that all the skewness and kurtosis values are in the acceptable range of –3 to +3 of Kurtosis and -10 to +10, as given by Brown (2006). Thus, the normality assumption of the normally distributed data is met, and further parametric analysis can be carried out. Furthermore, the standard error values were relatively low because the sample (912) was huge. In addition to this, the data's visual depiction is sufficient to demonstrate its normality (Field, 2009).

Following positive findings about the data's normality, the data underwent additional analysis. The results and their objective interpretation are reported in the order indicated below.

4.2   NATURE OF LEADERSHIP STYLE, STRUCTURAL DISTANCE, JOB CRAFTING AND WORKPLACE DEVIANT BEHAVIOUR

This part of the research, subdivided as follows, focuses on the descriptive examination of the university teachers' job crafting, structural distance, leadership style and workplace deviant behaviours.

4.2.1   SUMMARY OF THE NATURE OF THE LEADERSHIP STYLE OF THE HEAD AS PER THE PERCEPTION OF UNIVERSITY TEACHERS

The first objective of the current study is to investigate the head's leadership style, as seen by the university teachers. Descriptive statistics were used to verify the data.

Table 4.3

Nature of Leadership Style

Variable	TL	TSL	LF
N	912	912	912
Mean	14.30	7.62	7.86
Std. Deviation	8.826	3.048	3.725

Table 4.3 shows that the average score for "transformational leadership" is 14.30, the average of "transactional leadership" is 7.62, and the average of "laissez-faire leadership" is 7.86. Transformational leadership has a higher average than transactional and laissez-faire leadership. This leads to the conclusion that university teachers perceive that their heads favour transformational leadership over laissez-faire. According to university lecturers in Punjab, transactional leadership is the least practised by their leaders.
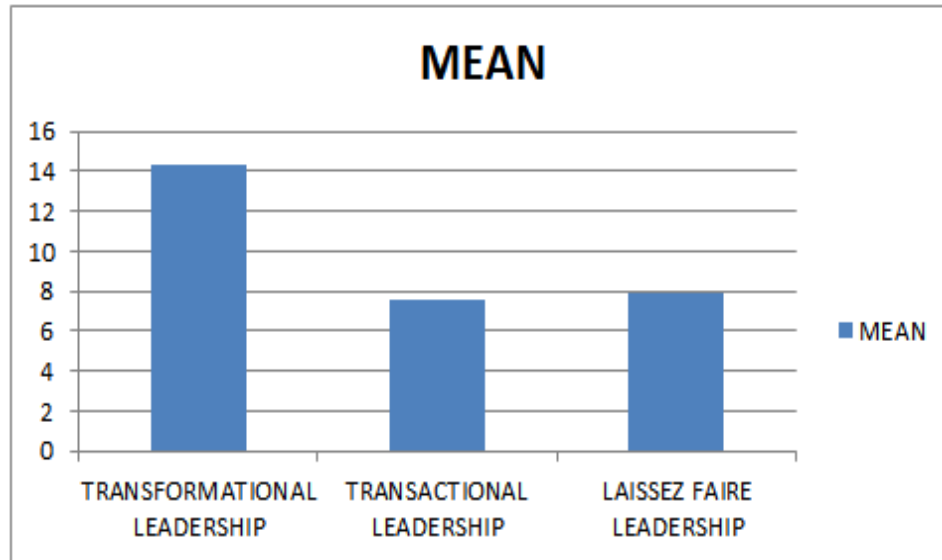
Figure 4.2: Mean Distribution of Leadership Style of Head

Figure 4.2 depicts the mean distribution of the leadership style of the head as perceived by university teachers. It shows that the mean of transformational leadership is highest, followed by laissez-faire and transactional leadership.

Table 4.4

Distribution of Leadership Style

Parameter	TL	TSL	LF	Total
Frequency	521	157	234	912
Percentage	57%	17%	26%	100%

The frequency and proportion of the head's leadership style as viewed by university teachers is displayed in Table 4.4. It is evident from Table 4.4 that transformational (521) has the most significant frequency at 57%. After that, the highest frequencies are laissez-faire (234) at 26% and transactional (157) at 17%. This shows that university teachers believe heads use a transformative leadership style extensively. It implies that administrators inspire and direct their teachers to provide their best work. Furthermore, university teachers believe that having their heads gives them the independence to make judgments. The idea of rewards and punishments is least accepted among teachers.

134
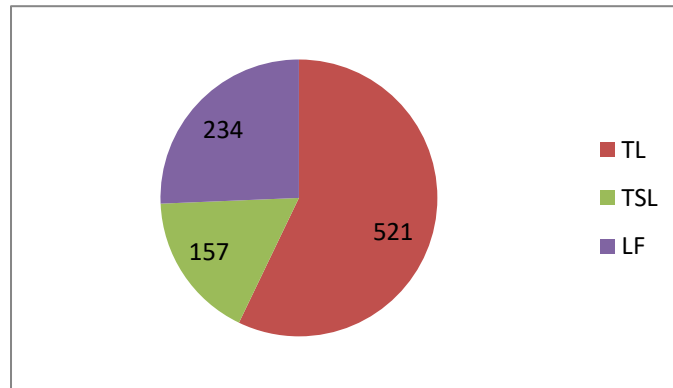
Figure 4.3 Frequency Distribution of Leadership Style of Head

Figure 4.3 depicts the frequency distribution of the leadership style of the head as perceived by university teachers. It shows that as per the perception of university teachers, their heads majorly follow transformational leadership style.

The study's main finding is that university heads highly practise transformational leadership, followed by laissez-faire leadership and that university teachers perceive transactional leadership as the least followed style.

4.2.2 SUMMARY OF THE NATURE OF STRUCTURAL DISTANCE

The study's next goal is to investigate how university teachers in Punjab understand the nature of structural distance at their workplaces. Descriptive statistics were used to verify the data.

Table 4.5

Nature of Structural Distance

Parameter	PD	PF	SD
N	912	912	912
Mean	13.40	6.14	23.98
Std. Deviation	2.027	2.328	5.217

Table 4.5 shows that the overall mean score for "structural distance" is 23.98; the mean scores are 13.40 and 6.14, which impede "physical distance" and "perceived frequency of interaction," respectively. Physical distance is more widespread than the perceived frequency of interaction. University lecturers had a sizeable physical gap between them and their heads, with a low perceived frequency of interaction.
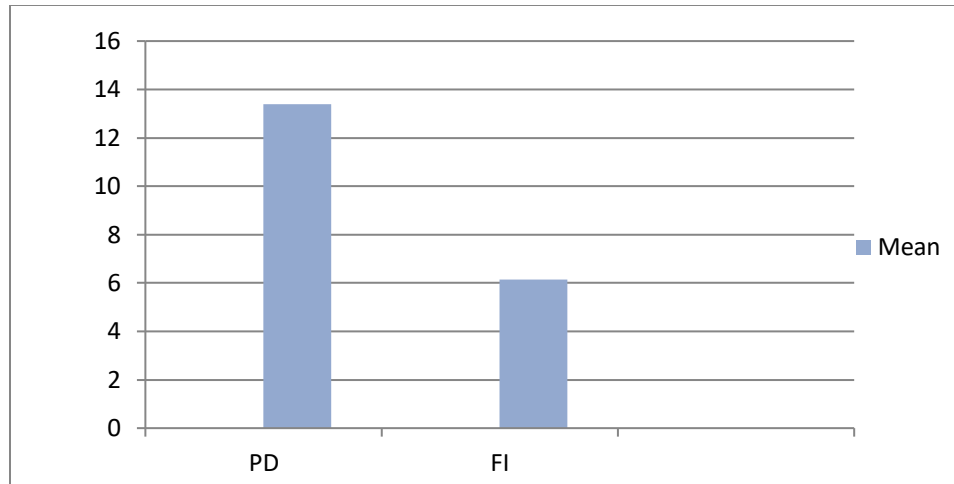
Figure 4.4 Mean Distribution of Structural Distance

Figure 4.4 depicts the mean distribution of structural distance university teachers perceive between them and their heads. It shows that the mean of their physical distance from the head is higher than their perceived frequency of interaction from the head.

Table 4.6

Distribution of Structural Distance

Parameter	PD (High)	PD (Low)	Total	PF (Face To Face)	PF (Online Modes)	Total
Frequency	679	233	912	371	541	912
Percentage	74%	26%	100%	41%	59%	100%

Table 4.6 displays information on the structural distance in universities, as observed by university teachers. It is evident from Table 4.6 that 233 university teachers (26%) have high physical distances, and 679 university teachers (74%) have low physical distances. 371 (41%) university teachers engage in face-to-face engagement with their heads, whereas 541 (59%) university teachers engage in online interaction. This implied that because university teachers engage mainly through virtual means, they maintain a significant physical distance from one another.
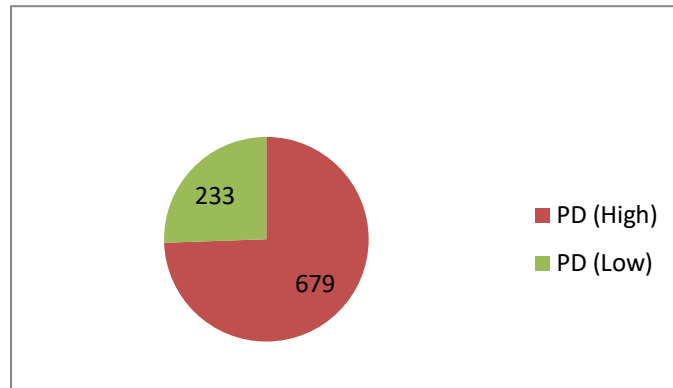
Figure 4.5 Frequency Distribution of Physical Distance

Figure 4.5 depicts the frequency distribution of physical distance between university teachers and their heads. It shows that university teachers have a high physical distance from their heads.
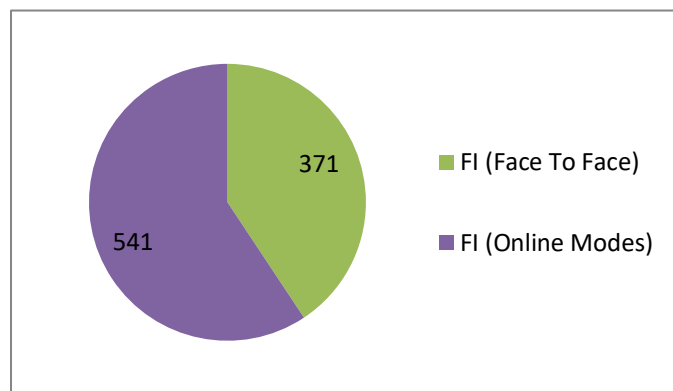
Figure 4.6 Frequency Distribution of Perceived Frequency of Interaction

Figure 4.6 depicts the frequency distribution of the perceived frequency of interaction between university teachers and their heads. It shows that university teachers majorly interact with their heads through online mode.

The study's main finding is that there is a high structural distance in universities, as a high physical distance exists between heads and teachers who interact online.

4.2.3   SUMMARY OF NATURE OF JOB CRAFTING

The next part of the study's primary objective examines university teachers' perceptions about the nature of job crafting at universities. Descriptive statistics were used to find the nature of the data.

Table 4.7

Nature of Job Crafting

Parameter	IStJR	DHJD	ISoJR	ICJD	JC
N	912	912	912	912	912
Mean	14.20	16.11	12.32	13.06	59.49
Std. Deviation	6.534	7.875	4.915	5.184	22.615

It is evident from Table 4.7 that the overall mean score for "job crafting" is 59.49, the mean scores for dimensions of job crafting are 14.20, 16.11, 12.32, and 13.06 for "decreasing hindering job demands" that are impeding, "increasing structural work resources", "increasing challenging job demands", and "increasing social job resources", respectively. University teachers are likely likelier to have fewer burdensome work demands. Enhancing structural work resources is the second most common practice, followed by raising the bar on demanding work requirements. University teachers of Punjab are the least likely to advocate for increased social job resources.
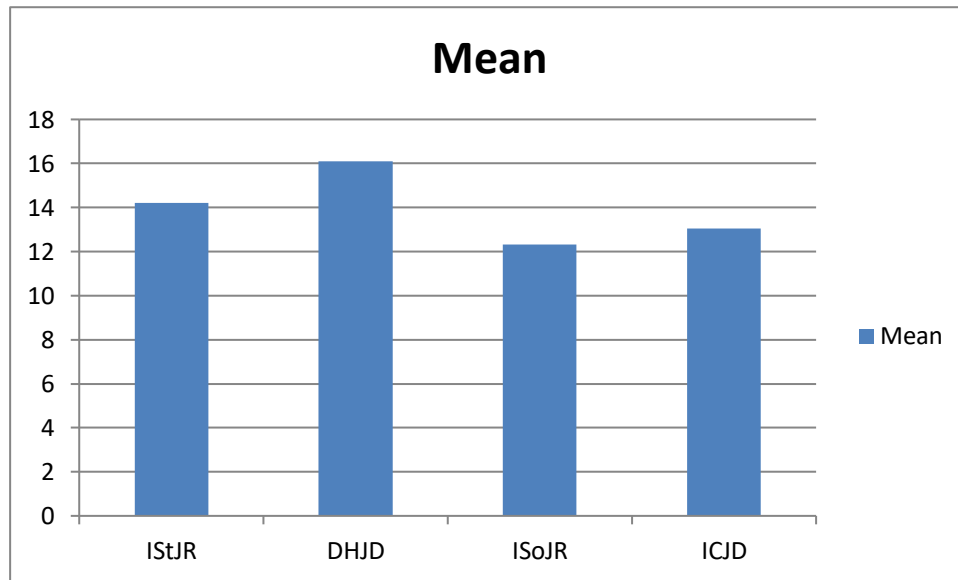
Figure 4.7: Mean Distribution of Job Crafting

Figure 4.7 depicts the mean distribution of job crafting as perceived by university teachers. It shows that the mean of decreasing hindering job demands is highest, followed by increasing structural work resources, increasing challenging job demands and increasing social job resources.

Table 4.8

Distribution of Job Crafting

Parameter		IStJR	DHJD	ISoJR	ICJD	TOTAL
Distribution of job crafting of university teachers	**Frequency**	256	319	148	189	912
	Percentage	28%	35%	16%	21%	100%

The Data about University Teachers' Job Crafting is displayed in Table 4.8. It is evident from Table 4.8 that university teachers have a high frequency of decreasing job demand (319), which indicates that they are 35% and avoid tasks that make them physically and psychologically uncomfortable. This is followed by increasing structural job resources (256), which indicates that they are doing 28%, increasing challenging job demand (189), which suggests that they are doing 21%, and increasing social job resources (148), which indicates that they are doing 16%. Therefore, university teachers often lessen the workload requirements that may impede their personal development.
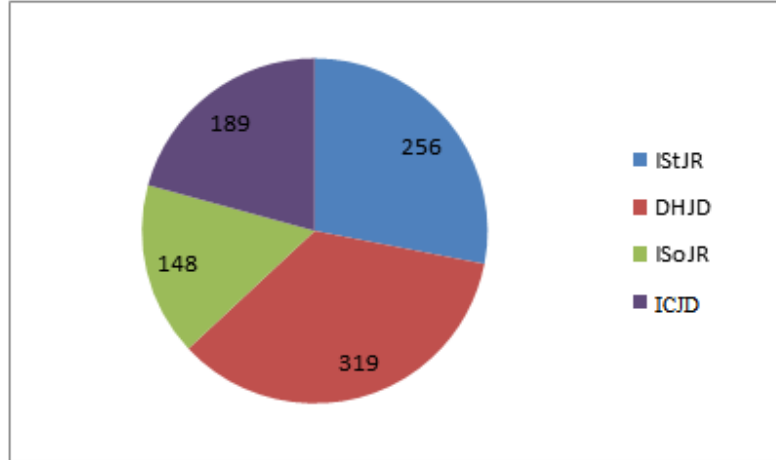
Figure 4.8: Frequency Distribution of Job Crafting of University Teachers

Figure 4.8 depicts the frequency distribution of job crafting of university teachers. It shows that university teachers try to reduce the job demands that hinder their work.

The study's main finding is that university teachers have a high decreasing job demand, which indicates that they avoid tasks that make them feel physically and psychologically uncomfortable. This is followed by increasing structural job resources,

increasing challenging job demand, and increasing social job resources. Therefore, university teachers often lessen the workload requirements that may impede their personal development.

4.2.4 SUMMARY OF THE NATURE OF WORKPLACE DEVIANT BEHAVIOUR

The nature of university teachers' workplace deviant behaviours is the next section of the study's primary goal. Descriptive statistics were used to verify the data.

Table 4.9

Nature of Workplace Deviance Behaviour

Variable	IWDB	OWDB	WDB
N	912	912	912
Mean	20.75	34.18	53.83
Std. Deviation	8.585	17.014	23.975

Table 4.9 shows that "Interpersonal workplace deviant behaviour" (IWDB) and "organisational workplace deviant behaviour" (OWDB) have averages of 20.75 and 34.18, respectively, whereas the "total workplace deviant behaviour" average was 53.83. Thus, it may be inferred that workplace deviant behaviour directed at organisations (OWDB) is more widespread in workplaces than workplace deviant behaviour directed toward persons (IWDB).
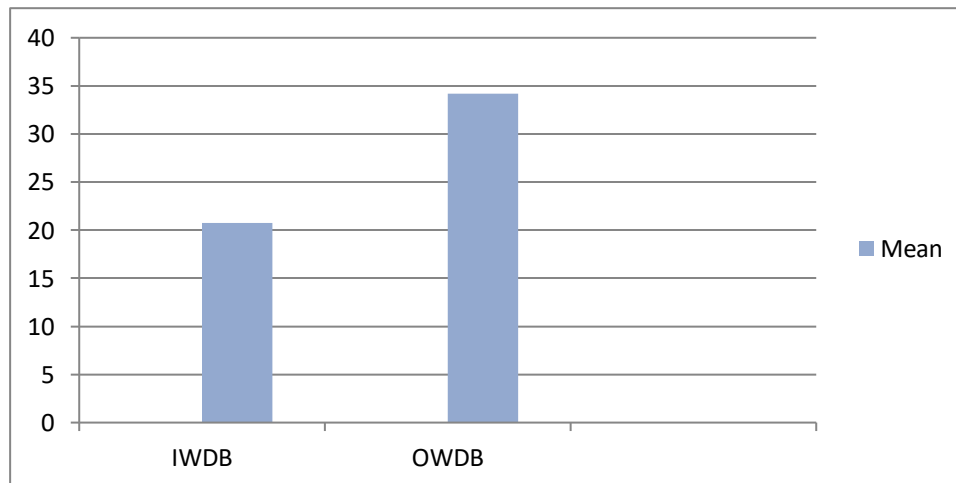
Figure 4.9: Mean Distribution of Workplace Deviance

Figure 4.9 depicts the mean distribution of workplace deviant behaviour of university teachers. It shows that the mean of organisational deviance is higher than the interpersonal deviance of university teachers at work.

Table 4.10

Distribution of Workplace Deviance Behaviour

Variable	IWDB	OWDB	Total
Frequency	300	612	912
Percentage	33%	67%	100%

Table 4.10 shows the frequency and proportion of workplace inappropriate conduct by university instructors. It is evident from Table 4.10 that interpersonal workplace deviant behaviour (300), or 33% of cases, is followed by organisational workplace deviant behaviour (612), at 67%. This implies that university teachers exhibit higher organisational deviance behaviours than interpersonal deviance. In contrast to their colleagues, university teachers exhibit a deviant attitude toward the organisation and its rules.
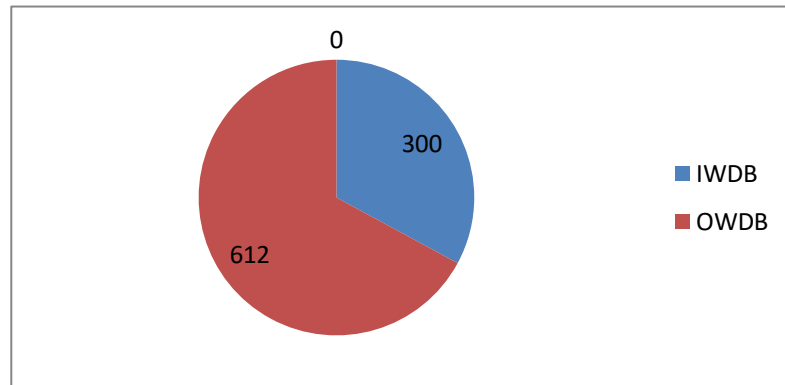
Figure 4.10 Frequency Distribution of Workplace Deviance

Figure 4.10 depicts the frequency distribution of workplace deviant behaviours of university teachers. It shows that there is high organisational deviant behaviour among university teachers.

The study's main finding is that more university teachers exhibit organisational workplace deviant behaviour than interpersonal workplace deviant behaviour.

SUMMARY OF RESULTS

From the above results, the study's main finding is that most university heads are engaged in transformational leadership, which suggests that they push their faculty members outside their comfort zones. Teachers follow leaders in their pursuit of development and excellence. Leaders imbue teachers with a genuine feeling of authority and self-assurance. Leaders inspire their teachers by emphasising the value of delivering exceptional work. The idea of the heads and their work practice as a role model inspires the teachers. Following that, university heads demonstrated their practice of laissez-faire leadership, demonstrating that they delegate authority to their faculty members. Team heads allow their teachers to make their own decisions. University heads demonstrate the least amount of transactional leadership. They give their faculty members rewards and punishments based on their work quality. This indicates that leaders must trust their reciprocal relationship with educators more. They seldom give teachers extra money for excellent work or punish them when they make mistakes. The result of the present study is in line with Nayak et al. (2022), Tian et al. (2023) and Nanjundeswaraswamy (2023), who also reported that transformational leadership is highly practised by heads as perceived by their employees.

Another main finding of the study is that most university teachers are physically far from their heads. The physical distance between their head and their teachers shows they are mostly far away from their heads. When the study concluded the perceived frequency of interaction, teachers believed that online interactions occur more frequently than in-person interactions. Structural distance is high in the universities of Punjab as teachers are far away from their heads, and they mainly interact online. The result of the present study is in line with Welsch (2021), Malmros (2022), Dewangan and Verghese (2023), who also reported that employees are located at a distance from their headwork.

It is also concluded that most university teachers have less demand for their jobs, which impedes them and suggests that they refrain from doing unpleasant work. As a result, teachers frequently lessen workplace requirements that may hinder their personal development. Increasing structural job resources is the second important factor. This suggests teachers want additional professional development opportunities, employment

autonomy, and responsibility. The growing complexity of work requirements was the second factor contributing to job crafting. They take on new projects, tasks, and duties to keep their interest in their profession and prevent boredom. The component with the lowest means score value is developing social job resources; this suggests that employees look for advice and counsel when completing their official job responsibilities, indicating that they place a high value on this feature. The result of the present study is in line with Bahmani (2020), Harju et al. (2021), Oubibi et al. (2022) and, who also reported that employees have a high frequency of decreasing job demand at work.

Another study finding is that more university teachers exhibit organisational rather than interpersonal workplace deviance. Deviant behaviour at work that is aimed at the organisation indicates that it is the goal, not the people. It suggests that workers are likelier to participate in workplace behaviours designed to harm corporations rather than injuring peers or other workers. The result of the present study is in line with Nayak et al. (2022), Khalid (2023) and Bujang et al. (2024), who also reported that employees have comparatively more organisational deviance than interpersonal deviance at work.

4.3 MEAN DIFFERENCE OF LEADERSHIP STYLE, STRUCTURAL DISTANCE, JOB CRAFTING AND WORKPLACE DEVIANT BEHAVIOUR w.r.t GENDER, STREAM, TYPE OF INSTITUTE

The second objective of this study was to determine the mean difference in perception of university teachers of Punjab regarding existing variables (leadership style, structural distance, job crafting and workplace deviant behaviour) about the teacher's gender, stream, and type of institute. The average variation was examined individually in the following topics.

4.3.1 SUMMARY OF MEAN DIFFERENCE OF LEADERSHIP STYLE, STRUCTURAL DISTANCE, JOB CRAFTING AND WORKPLACE DEVIANT BEHAVIOUR w.r.t. GENDER OF THE TEACHER

The following table shows the average variable differences according to the teachers' gender. Here, gender is the independent variable and leadership style, structural distance, job crafting, and workplace deviant behaviour are the dependent factors. The following theories are taken into consideration while presenting the results:

143

The t-test was computed to determine the average variable difference based on gender. N, Mean, Standard Deviation, and t-test are presented below in Table 4.11.

Table 4.11

Summary of N, Mean, Std. Deviation and t-Test for LS, SD, JC and WDB w.r.t Gender of teacher

Variables		Leadership Style			Structural Distance			Job Crafting					Workplace Deviance		
		TL	TSL	LF	PD	FI	SD	IStJR	DHJD	ISoJR	ICJD	JC	IWDB	OWDB	WDB
Female	N	462	462	462	462	462	462	462	462	462	462	462	462	462	462
	M	14.05	7.53	7.97	13.42	6.12	24.42	14.15	16.34	12.32	13.14	58.23	21.17	34.98	54.64
	SD	8.41	2.92	3.36	2.96	2.03	5.72	6.24	7.25	4.85	5.49	22.54	8.36	17.89	23.59
Male	N	450	450	450	450	450	450	450	450	450	450	450	450	450	450
	M	14.56	7.71	7.75	13.37	6.17	23.52	14.24	15.88	12.32	12.99	60.79	20.33	33.37	52.80
	SD	8.53	3.09	3.40	2.91	2.08	6.02	6.40	6.96	4.95	5.57	22.93	8.11	17.17	23.59
Levene's Test For Equality of Variances	F	0.74	0.62	.76	.28	.41	.65	1.25	3.05	.15	.50	.13	.02	,03	.03
	Sig	0.62	0.43	.38	.59	.51	.42	.26	.08	.64	.47	.71	.00	.01	.02
T-Test For Equality Of Means	T	0.90	0.91	.99	.28	.36	2.31	.21	.81	.69	.47	.42	1.43	1.18	1.20
	Sig	0.36	0.35	.32	.77	.71	.06	.82	.32	.99	.67	.89	.00	.01	.02

*Significant at 0.05 level of confidence

Table 4.11 shows that the t-values for "transformational," "transactional," and "laissez-faire" were 0.905, 0.918, and 0.995, respectively. At the 0.05 level of confidence, these results are not statistically significant. This leads to the conclusion that both male and female university teachers saw no distinction in the leadership style of their heads.

The t-values for "physical distance", "perceived frequency of interaction", and "structural distance" were 0.284, 0.366, and 2.317, respectively. At the 0.05 level of confidence, these results are not statistically significant. This leads to the conclusion that male and female university teachers saw no distinction in the distance at work between their heads and them.

The t-values for "total job crafting," "increasing challenging job demands," "increasing social job resources," "increasing hindering job demands," and "increasing structural job resources" were 0.217, 0.977, 0.067, 0.420, and 1.701, respectively. At the 0.05 level of confidence, these results are not statistically significant. This leads to the conclusion that male and female university teachers saw no distinction in the job crafting that their heads created.

144

The t-values for "total workplace deviant behaviour," "interpersonal deviant behaviour," and "organisational deviant behaviour" were 1.435, 1.188, and 1.209, respectively. At the 0.05 level of confidence, these results are statistically significant. This leads to the conclusion that there are notable differences between male and female university teachers' workplace deviant behaviour.

Furthermore, male university teachers (21.17) experience more excellent interpersonal workplace deviance than female university teachers (20.33), as Table 4.11 shows from the mean analysis. Furthermore, compared to female university teachers (33.37), male university teachers (34.98) report higher levels of organisational workplace deviance. Male university teachers (54.84) have demonstrated higher levels of workplace deviance than female university teachers (52.80) when it comes to overall deviance. This indicates that male university teachers exhibit more deviant behaviour than female teachers.

The study's main finding is that university teachers, whether male or female, thought the same thing about their leaders' transformational, transactional, and laissez-faire leadership styles, structural distance and job crafting.

Hypothesis 1 (a) "There is no difference in leadership style of head, structural distance, job crafting and workplace deviant behaviour of the university teachers based on gender" is accepted except for workplace deviant behaviour. However, our study's findings show that a teacher's gender impacts university teachers' workplace deviant behaviour. Male university teachers have more deviant behaviour in the workplace than female teachers.

4.3.2 SUMMARY OF MEAN DIFFERENCE OF LEADERSHIP STYLE, STRUCTURAL DISTANCE, JOB CRAFTING AND WORKPLACE DEVIANT BEHAVIOUR w.r.t. STREAM

The following table shows the mean differences in variables according to the selected streams in the universities of Punjab. Here, available streams are the independent variable and leadership style, structural distance, job crafting, and workplace deviant behaviour are the dependent factors. The following theories are taken into consideration while presenting the results:

The t-test was computed to determine the average variable difference based on the stream. N, Mean, Standard Deviation, and t-test are presented in below table 4.12.

145

Table 4.12

Summary of N, Mean, Std. Deviation and t-Test for LS, SD, JC and WDB w.r.t Stream

Variables		Leadership Style			Structural Distance			Job Crafting					Workplace Deviance		
		TL	TSL	LF	PD	FI	SD	IStJR	DHJD	ISoJR	ICJD	JC	WDB	OWDB	WDB
Science, Engineering & Technology	N	426	426	426	426	426	426	426	426	426	426	426	426	426	426
	M	13.53	7.36	8.41	13.56	5.99	24.62	13.61	16.22	12.26	12.60	**58.02**	21.73	36.37	56.75
	SD	8.23	2.94	3.23	3.15	2.08	6.15	6.24	7.01	4.94	5.60	**23.16**	8.29	17.87	23.64
Humanities & Social Science	N	486	486	486	486	486	486	486	486	486	486	486	486	486	486
	M	14.98	7.84	7.38	13.26	6.28	23.42	14.71	16.01	12.37	13.47	60.79	19.90	32.27	51.28
	SD	8.62	3.04	3.44	2.73	2.03	5.59	6.35	7.19	4.86	5.44	22.34	8.12	17.06	23.29
Levene's Test For Equality Of Variances	F	2.15	.06	10.23	5.25	.78	7.32	.88	.09	.16	2.84	5.64	.37	.03	.04
	Sig	.11	.80	.00	.02	.37	.00	.86	.81	.68	.09	.01	.54	.02	.02
T-Test For Equality Of Means	T	2.58	2.40	4.65	1.55	2.17	3.07	2.63	.42	.31	2.36	1.83	3.37	3.53	3.50
	Sig	.01	.01	.00	.00	.02	.03	.00	.66	.75	.01	.06	.00	.00	.00

*Significant at 0.05 level of confidence

It is evident from Table 4.12 that t-values for "transformational", "transactional", and "laissez-faire" leadership are 2.58, 2.40, and 4.65, respectively. At the 0.05 level of confidence, these t-values are statistically significant. This suggests that university teachers in science, engineering, technology, humanities, and social sciences see notable variations in leaders' transformational, transactional, and leadership styles. The mean transformational leadership style score for the head of the science, engineering, and technology stream was 13.53, and for the humanities and social science stream were 14.98. This implies that heads in the humanities and social sciences streams are more transformational than in science, engineering, and technology, as per the perception of university teachers. The mean value of the transactional leadership style of the head was 7.84 for the humanities and social science stream and 7.36 for the science, engineering, and technology stream. This implies that heads in the humanities and social sciences are viewed to be more transactional than those in science, engineering, and technology, according to the perception of university teachers. For the science, engineering, and technology stream, the mean laissez-faire leadership style score was 8.41, whereas for the humanities and social science, it was 7.38. This implies that heads in science, engineering, and technology have a more excellent laissez-faire mentality than heads in the humanities and social sciences, as per the perception of university teachers.

The t-values for "physical distance", "perceived frequency of interaction", and "total structure distance" were 1.55, 2.17, and 3.07, respectively. At the 0.05 level of confidence, the t-values are statistically significant. They are all seen differently by university lecturers of the sciences stream and the humanities stream. Furthermore, table 4.12 shows that the mean value of physical distance for university professors of sciences streams was determined to be 13.56 and 13.26 for humanities streams. This implies that university lecturers of sciences streams consider a higher physical distance from their heads than those in humanities streams. The mean value of perceived frequency of contact for university lecturers in the humanities streams was found to be 6.28, whereas it was 5.99 for science streams. This implies that university lecturers in the humanities and social sciences experience a higher frequency of contact with their heads than those in science, engineering, and technology. The mean structural distance for university teachers in the humanities streams was 24.62, whereas for science streams, it was 23.42. This shows that university teachers in social science and humanities have a higher perception of structural distance between them and their heads than those in science, engineering, and technology.

At the 0.05 confidence level, the t values for "increasing structural job resources" and "increasing challenging job demands" are statistically significant at 2.63 and 2.36. This leads to the conclusion that university teachers in the humanities, social sciences, and science, engineering and technology departments saw a substantial difference in the expectations placed on them by their increasingly demanding jobs and growing structural employment resources. However, the t-values of "decreasing hindering job demands", "increasing social job resources", and "total job crafting" were 0.47, 0.31, and 1.83, respectively, which are not considered significant at 0.05 level of confidence. This suggests that university lecturers of science and humanities streams see no discernible difference in these dimensions. The means value of expanding structural work resources for university teachers in the science, engineering, and technology stream was 13.61, and for those in the humanities and social science stream was 14.71. This implies that university teachers in the humanities and social sciences anticipate growing structural employment resources more than those in science, engineering, and technology. For university teachers in the humanities and social science streams, the means value of more

demanding work demands was 13.47. In contrast, for those in the science, engineering, and technology streams, it was 12.60. This shows that university teachers in the social science and humanities stream view more demanding jobs than those in science, engineering, and technology.

Even at the 0.05 level of confidence, the t-values for "interpersonal workplace deviant behaviours", "organisational workplace deviant behaviours", and "total workplace deviant behaviours" are 3.37, 3.53, and 3.50, which are statistically significant. This study shows that university teachers in science, engineering, and technology, as well as the humanities and social sciences, detect notable differences in their teachers' aberrant behaviour in the workplace and both interpersonally and organisationally. Furthermore, table 4.12 shows that university science, engineering, and technology teachers had a mean value of 21.73 for interpersonal workplace deviant behaviour. In contrast, those teaching humanities and social science had a mean value of 19.90. This shows that university teachers in the humanities and social sciences had a lower perception of high interpersonal workplace deviant behaviour than those in science, engineering, and technology. For university teachers in the scientific streams, the mean value of organisational workplace deviant behaviour was determined to be 36.37, whereas for the humanities streams, it was 32.27. This implies that university teachers in the sciences view workplace unacceptable conduct in organisations as more prevalent than in the humanities and social sciences. The average level of workplace deviance among university teachers teaching science, engineering, and technology was 56.75 for the scientific stream and 51.28 for the humanities and social science stream. This indicates that university teachers in the humanities and social sciences had a lower perception of workplace deviant behaviour than those in science, engineering, and technology.

Hypothesis 1 (b), "There is no difference in the leadership style of head, structural distance, job crafting, and workplace deviant behaviour of university teachers based on stream", is rejected. It implies that university teachers of humanities and social sciences, science engineering and technology streams perceive significant differences in leadership style of head, structural distance, job crafting, and workplace unacceptable conduct. Our study's findings indicate that university streams impact employees' deviant behaviour at work, job crafting, structural distance, and leadership style. University teachers in the

humanities streams perceive their heads as transformative and transactional, with frequent interaction and job crafting. As a result, they exhibit a low level of deviant behaviour in the workplace.

4.3.3 SUMMARY OF MEAN DIFFERENCE OF LEADERSHIP STYLE, STRUCTURAL DISTANCE, JOB CRAFTING AND WORKPLACE DEVIANT BEHAVIOUR w.r.t. TYPE OF INSTITUTION

The following table shows the average differences in variables according to the type of institution available in the universities of Punjab. Here, the available kind of institution is the independent variable. The dependent factors are leadership style, structural distance, job crafting, and workplace deviant behaviour. The following theories are taken into consideration while presenting the results:

The t-test was computed to determine the average variable difference based on gender. N, Mean, Standard Deviation, and t-test are presented in below table 4.13

Table 4.13

Summary of N, Mean, Std. Deviation and t-Test for LS, SD, JC and WDB w.r.t Type of Institute

Variables		Leadership Style			Structural Distance			Job Crafting					Workplace Deviance		
		TL	TSL	LF	PD	FI	SD	IStJR	DHJD	ISoJR	ICJD	JC	WDB	OWDB	WDB
Public	N	439	439	439	439	439	439	439	439	439	439	439	439	439	439
	M	15.43	7.76	7.51	12.80	6.10	23.99	13.60	16.76	14.11	13.48	61.05	20.15	28.59	48.88
	SD	9.22	3.10	3.57	3.07	2.17	6.11	5.22	7.19	4.97	4.93	22.76	8.43	14.63	22.18
Private	N	473	473	473	473	473	473	473	473	473	473	473	473	473	473
	M	13.34	7.50	8.16	13.90	6.18	23.97	14.90	15.34	10.21	12.58	57.66	21.27	38.94	58.04
	SD	7.65	2.91	3.18	2.72	1.95	5.69	7.35	6.93	3.87	6.12	22.64	8.06	18.41	23.98
Levene's Test For Equality Of Variances	F	8.33	.73	2.54	11.00	9.49	7.64	11.62	.86	9.33	11.43	.15	8.14	8.05	.61
	Sig	.00	.39	.00	.01	.02	.03	.01	.00	.00	.00	.01	.02	.01	.00
T-Test For Equality of Means	T	3.73	1.29	2.88	5.72	.91	.84	3.12	3.02	13.02	2.44	2.24	2.04	9.27	5.94
	Sig	.00	.00	.00	.01	.53	.93	.01	.00	.00	.00	.01	.02	.01	.00

*Significant at 0.05 level of confidence

It is evident from Table 4.13 that t-values for "transformational", "transactional", and "laissez-faire" were 3.73, 1.29, and 2.88, respectively, at the 0.05 level of confidence, which is statistically significant. This suggests that public and private university professors perceive considerable differences in their heads' leadership styles. The mean

value of the transformational leadership style of the head for public university instructors is 15.43, whereas it is 13.34 for private university teachers. This implies that public university instructors consider their heads more transformative than private university lecturers. Teachers at public universities reported a mean transactional leadership style score of 7.76, while private university teachers reported a mean value of 7.50. This implies that teachers at public universities view themselves as more transactional than those at private universities. The average score of laissez-faire leadership was 8.16 for private university instructors and 7.51 for public university professors. This implies that private university instructors regard their leaders as more laissez-faire than public university teachers.

The t-values for "perceived frequency of interaction", "structural distance', and "physical distance" were found to be 5.72, 0.91, and 0.86, respectively. At the 0.05 confidence level, the t-test value of physical distance is statistically significant. This suggests that teachers at public and private universities perceive markedly different physical distances. The mean physical distance of teachers at private universities was determined to be 13.90, whereas the mean for teachers at public universities was 12.80. This means that lecturers at private universities see greater physical distance than public universities, which shows that private university teachers are far from their heads.

At the 0.05 confidence level, the job crafting t-values of 3.12, 3.02, 13.02, 2.44, and 2.24 are statistically significant. This suggests that university teachers at public and private universities view notable differences in how university teachers craft their jobs. Additionally, table 4.13 shows that the means value of expanding structural work resources was determined to be 13.60 for public universities and 14.90 for teachers at private universities. This implies that private university teachers have higher structural job resources than public university teachers. For teachers at public universities, the mean value of reducing job expectations impeding their work was 16.67, whereas for private universities, it was 15.34. This implies that public university teachers reduce hindering job demands more than private university teachers. For teachers at public universities, the mean value of increased social job resources was 14.11, whereas for private university teachers, it was 10.21. This implies that teachers at public universities view social job resources as rising more than private universities. It was discovered that the mean value

of more challenging jobs at public universities was 13.48, whereas it was 12.58 at private universities. This implies that teachers at public universities accept more demanding jobs than those at private universities. It was discovered that the mean value of total job crafting for teachers at public universities was 61.05, whereas it was 57.66 for those at private universities. This shows that teachers at public universities have a higher level of overall job crafting than at private universities.

At the 0.05 confidence level, the t-values for interpersonal, organisational, and overall workplace deviant behaviours are statistically significant at 2.04, 9.27 and 5.94, respectively. Teachers at public and private universities see notable variations in deviant behaviours related to relationships, organisations, and the workplace. Additionally, table 4.13 shows that the mean value of interpersonal workplace deviant behaviour was 21.27 for teachers at private universities and 20.15 for those at public universities. This implies that teachers at private universities have more interpersonal workplace deviance than public universities. The average organisational workplace unacceptable conduct score was 38.94 for private university professors and 28.59 for public university teachers. This shows that private university professors perceive higher levels of organisational workplace deviance than public university teachers. The average value of workplace unacceptable conduct for private university professors was 58.04, whereas it was 48.88 for public university teachers. This implies that private university teachers exhibit more total workplace aberrant behaviour than public university teachers.

Hypothesis 1 (c), "There is no difference in leadership style, structural distance, job crafting, and workplace deviant behaviour of university teachers based on type of institution," is rejected. This implies that public and private universities perceive significant differences in all the designed variables. Our study's findings indicate that the type of institution impacts employees' deviant behaviour at work, job crafting, structural distance, and leadership style.

SUMMARY OF RESULTS

From the above results, the study's main finding is that university teachers, whether male or female, thought the same thing about their leaders' transformational, transactional, and laissez-faire leadership styles, structural distance and job crafting. The

study showed a notable difference between male and female university teachers' workplace deviance. The result of the present study is in line with Nilsa and Anitha (2019) and Yadav et al. (2020), who also reported that employees' gender impacts their deviant behaviour at work.

Another main finding of the study is that university teachers in the humanities streams perceive their heads as transformative and transactional. In contrast, university teachers in the sciences streams perceive their heads to have laissez-faire leadership styles. The result of the present study is in line with Jarvis (2020) and Nayak et al. (2022), who reported that notable variations in department-based head leadership styles have been seen, supporting this conclusion. University teachers in the humanities and social science streams felt a high frequency of interaction; those in the sciences, engineering, and technology streams perceived great physical and overall structural distance. Zhao and Zhou (2021) and Zang (2022) also reported a structural gap between the head and several streams. The study showed that social science and humanities university teachers had a higher opinion of their work crafting than science, engineering, and technology teachers. According to Geldenhuys (2019) and Moulik and Giri (2023), there are also notable differences in the job crafting of employees based on streams. The study showed that university science, engineering, and technology teachers perceived workplace deviant behaviour more than humanities and social sciences teachers. The result of the present study is in line with Anjani (2019) and Bhagat and Arora (2021), who reported notable differences in employees' deviant behaviour in the workplace based on their streams.

Another main finding of the study is that teachers at private universities believe their heads have a laissez-faire leadership style. In contrast, public university teachers believe their heads have a transformative and transactional approach. The result of the present study is in line with Kanwal et al. (2019) and Kenya et al. (2022), who reported a notable variation in the leadership styles of heads at public and private institutions. According to the study's findings, teachers at private universities have more physical distance than public universities. Teachers at public and private universities feel that there is no difference in how often they interact. Pathak and Shrivastava (2020) and Malik et al. (2021) reported the structural distance differences between private and public

organisations. The study showed that public university teachers perceived higher job crafting than private university teachers except for high structural job resources. According to Renkema et al. (2022) and Ahmad Saufi et al. (2023), there is a notable distinction in the degree of job design among employees at public and private institutions. According to the study's findings, teachers at private universities saw more workplace aberrant behaviour than public universities. According to Wulani (2022) and Quinn (2023), employees at public and private institutions exhibit significantly different workplace deviant behaviours.

4.4 CONTRIBUTION OF LEADERSHIP STYLE, STRUCTURAL DISTANCE AND JOB CRAFTING IN WORKPLACE DEVIANT BEHAVIOUR

The third objective of this study was to determine the contribution of leadership style, structural distance and job crafting in workplace deviant behaviour of university teachers. The contributions were examined individually in the following topics.

4.4.1 SUMMARY OF CONTRIBUTION OF LEADERSHIP STYLE IN WORKPLACE DEVIANCE

The following lists the contribution a head's leadership style had in the workplace deviations in behaviour that university teachers displayed. Here, leadership style is the independent variable and elements of workplace deviance are the dependent variable. The linear regression has been investigated and shown below to determine the contribution of leadership style to workplace deviance of university instructors:

4.4.1.1 SUMMARY OF CONTRIBUTION OF TRANSFORMATIONAL LEADERSHIP IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of transformational style to the variation in interpersonal workplace deviance among university teachers of Punjab has been presented in Table 4.14.

Table 4.14

Summary of Linear Regression of TL on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	29.269	1.194	38.661	.000	.000
TL	-.598	.073	-12.758	.000	.000
R=.618, R²=0.382, Adjusted R²=0.380, F(1,910)=162.775, p<0.05, S, Std. Error of estimate:17.582					

Table 4.14 shows that transformational leadership can account for 38.2% of the variance in interpersonal deviance. Significant R=.618** implies that based on transformational leadership, the estimation of interpersonal deviance of university teachers is conceivable. Transformational leadership is a good predictor of interpersonal workplace deviant behaviour since its p-value is less than 0.05. At the 5% significance level, it is determined that transformative leadership significantly contributes to interpersonal deviance among university teachers in Punjab. This indicates that transformational leadership affects university teachers' interpersonal workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. The regression equation predicting university professors' interpersonal workplace deviant behaviour in terms of transformative leadership was as follows:

IWDB= 29.269-0.598*TL

The proportion of variation predicted by transformational leadership on interpersonal workplace unacceptable conduct of university professors was significant and negative. This means that when the head has a transformational leadership style, the interpersonal workplace deviance of teachers is low. Furthermore, the regression equation demonstrates that transformational leadership helps predict inappropriate interpersonal workplace conduct among university professors.

The regression equation concluded that transformative leadership negatively and substantially contributes to predicting university teachers' interpersonal workplace deviant behaviour. The finding is that transformational leadership of the head contributes negatively to interpersonal workplace deviant behaviour of university teachers.

154

4.4.1.2 SUMMARY OF CONTRIBUTION OF TRANSFORMATIONAL LEADERSHIP IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of transformational style on the variation in organisational deviance among university teachers of Punjab has been presented in Table 4.15

Table 4.15

Summary of Linear Regression of TL on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	47.039	1.145	21.442	.000	.000
TL	-.893	.070	24.384	.000	.000
R=.429, R²=0.184, Adjusted R²=0.182, F(1,910)=594.592, p<0.05, S, Std. Error of estimate:16.857					

Table 4.15 shows that transformational leadership can account for 18.4% of the variance in organisational deviance. Significant R implies that the estimation of university teachers' organisational deviance is conceivable based on transformational leadership. Given that the p-value is smaller than 0.000, transformational leadership effectively predicts organisational workplace deviant behaviour. At the 5% significance level, it is determined that transformational leadership significantly contributes to university teachers' organisational workplace deviant behaviour. This indicates that transformational leadership affects university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. The regression equation predicting university professors' organisational workplace disruptive conduct in terms of transformational leadership was discovered to be as follows:

OWDB= 47.039-0.893*TL

The proportion of variation predicted by transformational leadership on organisational workplace unacceptable conduct of university professors was significant and negative. This means that when the head has a transformational leadership style, the organisational workplace deviance of teachers is low. Furthermore, the regression equation demonstrates that transformational leadership helps predict inappropriate conduct in the workplace among university teachers.

The regression equation concluded that transformational leadership negatively and substantially contributes to predicting university teachers' deviant behaviour in the organisational workplace. The finding is that the head's transformational leadership contributes negatively to the deviant behaviour of university teachers in the organisational workplace.

4.4.1.3 SUMMARY OF CONTRIBUTION OF TRANSFORMATIONAL LEADERSHIP IN WORKPLACE DEVIANCE

The contribution of transformational style on the variation in overall workplace deviance among university teachers of Punjab has been presented in Table 4.16

Table 4.16

Summary of Linear Regression of TL on WDB

Variables	Regression Coefficient	Std. Error	t-value	p-value	Significance
Intercept	75.281	1.996	29.989	.000	.000
TL	-1.505	.122	-.236	.000	.000
R=.541, R²=0.292, Adjusted R²=0.291, F(1,910)=524.433 p<0.05, S, Std. Error of estimate:29.392					

It is evident from Table 4.16 that the fluctuation in total workplace deviance may be explained by transformational leadership in 29.2% of cases. Based on transformational leadership, estimating the total deviant behaviour of university teachers in the workplace is feasible, according to significant R=.54**. Given that the p-value is less than 0.000, transformational leadership effectively predicts deviant behaviour in the workplace. At the 5% significance level, transformational leadership contributes considerably to university teachers' workplace deviant behaviours. This indicates that transformative leadership affects university teachers' abnormal workplace behaviours.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below best predicted the total workplace deviance ratings in terms of transformational leadership:

WDB= 75.281-1.505*TL

The proportion of variation predicted by transformational leadership on total workplace unacceptable conduct of university professors was significant and negative. It means that when the head has a transformational leadership style, the overall workplace deviance of teachers is low. Furthermore, the regression equation demonstrates that transformational leadership helps predict workplace inappropriate conduct among university teachers.

The regression equation concluded that transformative leadership negatively and substantially contributes to predicting university teachers' overall workplace deviance. The finding is that transformational leadership of the head contributes negatively to university teachers' overall workplace deviant behaviour. This means that when a university head's leadership style is transformational, university teachers exhibit less workplace deviant behaviour, and vice versa. Leaders may address organisational and behavioural issues with university teachers by implementing transformational leadership.

Hypothesis 2 (a) "There is the negative contribution of the transformational leadership style of the head in workplace deviant behaviours of the university teachers" is accepted. Furthermore, it has been found that when a leader employs a transformational management style, it adversely contributes to the unacceptable conduct of university teachers in the workplace. The main finding is that the head's transformational leadership contributes negatively to the deviant behaviour of university teachers in the workplace.

4.4.1.4 SUMMARY OF CONTRIBUTION OF TRANSACTIONAL LEADERSHIP IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of transactional leadership to the variation in interpersonal workplace deviant behaviour among university teachers of Punjab is seen in Table 4.17

Table 4.17

Summary of Linear Regression of TSL on IWDB

Variables	Regression Coefficient	Std. Error	t-value	p-value	Significance
Intercept	33.494	1.158	35.397	.000	.000
TSL	-1.676	.193	-15.686	.000	.000
R=.608, R²=0.370, Adjusted R²=0.368, F(1,910)=246.468 p<0.05, S, Std. Error of estimate:16.923					

It is evident from Table 4.17 that the variation in interpersonal deviance may be explained by transactional leadership in 37% of cases. Significant R=.60** implies that using transactional leadership as a predictor, it is feasible to estimate university teachers' interpersonal workplace deviant behaviour. A regression equation that fits the data may be found by looking at interpersonal workplace deviant behaviour to realise that the variance is caused by transactional leadership. The transactional leadership model predicts interpersonal workplace deviant behaviour well, as evidenced by the p-value of 0.000. At the 5% significance level, it is determined that the transactional leadership factor significantly contributes to university teachers' interpersonal workplace deviant behaviours. This indicates that transactional leadership influences university teachers' deviant behaviours in the interpersonal workplace.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' interpersonal workplace deviant behaviour ratings in terms of transactional leadership:

$$\textbf{IWDB= 33.493-1.676*TSL}$$

The proportion of variation predicted by transactional leadership on interpersonal workplace unacceptable conduct of university professors was significant and negative. It means that when a head has a transactional leadership style, the interpersonal workplace deviance of teachers is low. Furthermore, the regression equation demonstrates that transactional leadership helps predict inappropriate interpersonal workplace conduct among university professors.

The regression equation concluded that transactional leadership negatively and substantially contributes to predicting university teachers' interpersonal workplace deviance. The finding is that the transactional leadership of the head contributes negatively to the deviant behaviour of university teachers in the interpersonal workplace.

4.4.1.5 SUMMARY OF CONTRIBUTION OF TRANSACTIONAL LEADERSHIP IN ORGANISATIONAL WORKPLACE DEVIANCE

Table 4.18 presents the contribution of transactional style to the variation in organisational deviance among Punjab university teachers.

Table 4.18

Summary of Linear Regression of TSL on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	47.617	1.807	12.364	.000	.000
TSL	-1.752	.220	15.675	.000	.000
R=0.296, R²=0.087, Adjusted R²=0.086, F(1,910)=245.697 p<0.05, S, Std. Error of estimate:19.279					

Table 4.18 shows that 8.7% of the variation in organisational deviance may be explained by transactional leadership. Significant R=.29** implies that estimating organisational workplace deviance is feasible using transactional leadership as a predictor. Transactional leadership predicts organisational workplace deviant behaviour well, as evidenced by the p-value of 0.000. At the 5% significance level, transactional leadership has contributed substantially to organisational workplace deviance. This indicates that transactional leadership affects university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. The regression equation predicting university professors' organisational workplace deviant conduct in terms of transactional leadership was mentioned below:

OWDB= 47.617-1.752*TSL

The proportion of variation predicted by transactional leadership on the unacceptable workplace conduct of university professors was significant and negative. This means that when the head has a transactional leadership style, the organisational workplace deviance of teachers could be higher. Furthermore, the regression equation demonstrates that transactional leadership helps predict unacceptable workplace conduct among university professors.

The regression equation concluded that transactional leadership negatively and substantially contributes to predicting university teachers' organisational workplace deviance. The finding is that the head's transactional leadership contributes negatively to the deviant behaviour of university teachers in the workplace.

4.4.1.6 SUMMARY OF CONTRIBUTION OF TRANSACTIONAL LEADERSHIP WORKPLACE DEVIANCE

The contribution of transactional style on the variation in overall workplace deviance among university teachers of Punjab has been presented in Table 4.19

Table 4.19

Summary of Linear Regression of TSL on WDB

Variables	Regression Coefficient	Std. Error	t-value	p-value	Significance
Intercept	83.598	2.794	21.778	.000	.000
TSL	-3.915	0.340	5.192	.000	.000
R=0.494, R²=0.244, Adjusted R²=0.243, F(1,910)=26.955 p<0.05, S, Std. Error of estimate:29.799					

It is evident from Table 4.19 that 24.4% of the variance in the overall deviant behaviours in the workplace may be explained by transactional leadership. Based on transactional leadership, it is feasible to estimate the overall deviant behaviour of university teachers in the workplace, according to significant R=.49**. Transactional leadership predicts workplace deviant behaviour rather well, as evidenced by the p-value of 0.000. At the 5% significance level, transactional leadership substantially contributes to the overall workplace deviant behaviours of university teachers in Punjab. This indicates that transactional leadership affects university teachers' deviant workplace behaviours.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below best predicted the overall workplace deviance in terms of transactional leadership:

WDB= 83.958-3.915*TSL

The proportion of variation predicted by transactional leadership on overall workplace unacceptable conduct of university professors was significant and negative. This means that when the head has a transactional leadership style, the overall workplace deviance of teachers is low. Furthermore, the regression equation demonstrates that transactional leadership helps to predict workplace inappropriate conduct among university teachers.

The regression equation concluded that transactional leadership negatively and substantially contributes to predicting university teachers' total workplace deviance. The finding is that transactional leadership of the head contributes negatively to university teachers' overall workplace deviant behaviour. This means that when a university head's leadership style is transactional, university teachers exhibit less workplace deviant behaviour, and vice versa. By implementing transactional leadership, leaders may address organisational and behavioural issues with university teachers.

Hypothesis 2 (b), "There is the negative contribution of the transactional leadership style of the head in workplace deviant behaviours of the university teachers", is accepted. Furthermore, it has been discovered that when a leader employs a transactional management style, it adversely contributes to the unacceptable conduct of university teachers in the workplace. The main finding is that the head's transactional leadership contributes negatively to the deviant behaviour of university teachers in the workplace.

4.4.1.7 SUMMARY OF CONTRIBUTION OF LAISSEZ-FAIRE LEADERSHIP IN INTERPERSONAL WORKPLACE DEVIANCE

Table 4.20 presents the contribution of the laissez-faire style to the variation in interpersonal deviance among Punjabi university teachers.

Table 4.20

Summary of Linear Regression of LF on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	10.803	1.543	11.539	.000	.000
LF	1.256	0.182	10.642	.000	.000
R=0.511, R²=0.0261, Adjusted R²=0.261, F(1,910)=112.260 p<0.05, S, Std. Error of estimate:18.012					

It is evident from Table 4.20 that 26.1% of the variation in interpersonal workplace aberrant behaviour may be accounted for by laissez-faire leadership. Significant R=.51** implies that based on laissez-faire leadership, it is feasible to estimate interpersonal workplace deviance. The laissez-faire model predicts interpersonal workplace aberrant behaviour well, as evidenced by the p-value of 0.000. At the 5% significance level, it is determined that their laissez-faire leadership style significantly

influences the interpersonal workplace deviant behaviour of university teachers of Punjab. It implies that laissez-faire leadership has contributed to university teachers' interpersonal workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below predicted university teachers' interpersonal workplace deviant behaviour ratings in terms of laissez-faire leadership:

$$IWDB= 10.03+1.256*LF$$

The proportion of variation predicted by laissez-faire leadership on interpersonal workplace unacceptable conduct of university professors was found to be significant and positive. It means that when the head has a laissez-faire leadership style, the interpersonal workplace deviance of teachers is high. Furthermore, the regression equation demonstrates that university teachers' interpersonal workplace deviant behaviour may be predicted in part by laissez-faire leadership.

The regression equation concluded that laissez-faire leadership positively and substantially contributes to predicting university teachers' interpersonal workplace deviant behaviour. The finding is that laissez-faire leadership of the head contributes positively to deviant interpersonal behaviour among university teachers in the workplace.

4.4.1.8   SUMMARY OF CONTRIBUTION OF LAISSEZ FAIRE LEADERSHIP IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of laissez-faire style in the variation in organisational workplace deviance among university teachers of Punjab has been presented in Table 4.21

Table 4.21

Summary of Linear Regression of LF on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	22.509	1.685	42.023	.000	.000
LF	1.489	0.199	14.192	.000	.000
R=0.282, R²=0.080, Adjusted R²=0.079, F(1,910)=201.425 p<0.05, S, Std. Error of estimate:19.667					

It is evident from Table 4.21 that 8.0% of the variance in the organisational workplace deviance may be explained by laissez-faire. Significant R=.28** implies that based on laissez-faire leadership, it is feasible to estimate organisational workplace deviance. The laissez-faire model predicts the organisational workplace deviation in behaviour well, as evidenced by the p-value of 0.000. At the 5% significance level, it is determined that the organisational workplace deviant behaviour of university teachers of Punjab is significantly influenced by laissez-faire leadership. It implies that laissez-faire leadership has contributed to university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' organisational workplace deviant behaviour ratings in terms of laissez-faire leadership:

$$OWDB= 22.509+1.489*LF$$

The proportion of variation predicted by laissez-faire leadership on the unacceptable conduct of university professors in the organisational workplace was significant and positive. This means that when the head has a laissez-faire leadership style, the deviance of teachers in the organisational workplace is high. Furthermore, the regression equation demonstrates that laissez-faire leadership helps to predict unacceptable conduct among university professors in the organisational workplace.

The regression equation concluded that laissez-faire leadership positively and substantially contributes to predicting university teachers' organisational workplace deviance. The finding is that laissez-faire leadership of the head contributes positively to the organisational workplace deviant behaviour of university teachers.

4.4.1.9 SUMMARY OF CONTRIBUTION OF LAISSEZ FAIRE LEADERSHIP IN WORKPLACE DEVIANCE

The contribution of laissez-faire style in the variation in total workplace deviance among university teachers of Punjab has been presented in Table 4.22

Table 4.22

Summary of Linear Regression of LF on WDB

Variables	Regression coefficients	Std. Error	t-value	p-value	Significance
Intercept	3.557	2.542	13.164	.000	.000
LF	2.939	0.300	5.916	.001	.00
R=0.416, R²=0.173, Adjusted R²=0.171, F(1,190)=34.997 p<0.05, S, Std. Error of estimate:29.669					

It is evident from Table 4.22 that 17.3% of the variation in total workplace deviant behaviour may be explained by laissez-faire. Significant R implies that based on laissez-faire leadership, it is feasible to estimate the overall deviant behaviour of university teachers in the workplace. Given a p-value of 0.000, the laissez-faire model accurately predicts workplace deviation in behaviour. At the 5% significance level, it is determined that overall workplace deviant behaviours of university teachers of Punjab are significantly influenced by laissez-faire leadership. It implies that laissez-faire leadership has contributed to university teachers' abnormal workplace behaviours.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below predicted university teachers' overall workplace deviant behaviour ratings in terms of laissez-faire leadership:

$$WDB= 30.557+2.939*LF$$

The proportion of variation predicted by laissez-faire leadership on overall workplace unacceptable conduct of university professors was found to be significant and positive. This means that when a head has a laissez-faire leadership style, overall workplace deviance among teachers is high. Furthermore, the regression equation demonstrates that laissez-faire leadership helps predict workplace inappropriate conduct among university professors.

The regression equation concluded that laissez-faire leadership has a positive and substantial contribution to predicting university teachers' overall workplace deviance. The finding is that laissez-faire leadership of the head contributes positively to university teachers' overall workplace deviant behaviour.

The study's findings showed a significant positive relationship between laissez-faire leadership style and deviant workplace behaviour. This implies that when university lecturers adopt a laissez-faire leadership style, their levels of workplace deviant behaviour increase, and vice versa.

Hypothesis 2 (c) "There is a positive contribution of the laissez-faire leadership style of the head in workplace deviant behaviours of the university teachers" are accepted. Furthermore, it has been discovered that when a leader employs a laissez-faire leadership style, it increases the level of workplace deviance of university teachers. The main finding is that the head's laissez-faire leadership positively influences university teachers' workplace deviant behaviour. It suggests that a leader's attitude may cause organisational and behavioural issues among university teachers. A teacher's leadership style has a role in their aberrant behaviour. Thus, university administrators and policymakers must ensure that teachers have exemplary leadership.

4.4.2 SUMMARY OF CONTRIBUTION OF STRUCTURAL DISTANCE IN WORKPLACE DEVIANCE

The following examines the contribution of structural distance in university teachers' workplace deviant behaviours. Structural distance is the independent variable, while workplace deviant behaviour is the dependent variable. The linear regression has been executed for this. The following strategy is taken into consideration while presenting the results:

4.4.2.1 SUMMARY OF CONTRIBUTION OF PHYSICAL DISTANCE IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of physical distance in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.23

Table 4.23

Summary of Linear Regression of PD on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	0.191	3.375	25.180	.000	.000
PD	1.531	0.258	11.949	.000	.000
R=0.548, R²=0.301, Adjusted R²=0.300, F(1,910)=59.627 p<0.05, S, Std. Error of estimate: 18.515					

It is evident from Table 4.23 that 30.1% of the variance in interpersonal workplace aberrant behaviour may be explained by physical distance. A significant R=.54** indicates that the physical distance between university lecturers can be used to estimate their interpersonal workplace deviant behaviour. Physical distance is a good predictor of interpersonal workplace deviant behaviour, as evidenced by the p-value of 0.000. University teachers' interpersonal workplace deviant behaviour is revealed to be significantly impacted by physical distance at the 5% significance level. This indicates that physical distance contributes to university teachers' deviant interpersonal behaviour in the workplace.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the following regression equation best predicted university teachers' interpersonal workplace deviant behaviour ratings in terms of physical distance:

IWDB= 0.191+1.531*PD

The proportion of variation predicted by physical distance on interpersonal workplace unacceptable conduct of university professors was found to be significant and positive. This means that when the physical distance between the head and teachers is high, then interpersonal workplace deviance of teachers is high. Furthermore, the regression equation demonstrates that university teachers' interpersonal workplace deviant behaviour may be predicted in part by physical distance.

The regression equation concluded that physical distance positively and substantially contributes to predicting university teachers' interpersonal workplace deviance. The finding is that physical distance contributes positively to university teachers' interpersonal workplace deviant behaviour.

4.4.2.2 SUMMARY OF CONTRIBUTION OF PHYSICAL DISTANCE TO ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of physical distance in the variation in organisational deviance among university teachers of Punjab has been presented in Table 4.24

Table 4.24

Summary of Linear Regression of PD on OWDB

Variables	Regression coefficients	Std. Error	t-value	p-value	Significance
Intercept	3.754	3.375	25.180	.000	.000
PD	2.277	.246	10.949	.000	.000
R=0.379, R²=0.144, Adjusted R²=0.142, F(1,910)=119.880 p<0.05, S, Std. Error of estimate:20.448					

It is evident from Table 4.24 that 14.4% of the variance in organisational workplace aberrant behaviour may be explained by physical distance. A significant R=.37** indicates that the physical distance between university lecturers can be used to estimate their organisational workplace deviant behaviour. Since the p-value is 0.000, the physical distance is a good predictor of the organisational workplace deviation in behaviour. The impact of physical distance on organisational deviance is noteworthy at a significance level of 5%. It implies that physical distance has contributed to university teachers' organisational workplace deviance.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the following regression equation best predicted university teachers' organisational workplace deviant behaviour ratings in terms of physical distance:

OWDB= 3.754+2.277*PD

The proportion of variation predicted by physical distance in the unacceptable conduct of university professors in the organisational workplace was found to be significant and positive. This means that when the physical distance between the head and teachers is high, then the deviance of teachers in the organisational workplace is high. Furthermore, the regression equation demonstrates that university teachers' organisational workplace deviant behaviour may be predicted in part by physical distance.

The regression equation concluded that physical distance positively and substantially contributes to predicting university teachers' organisational workplace deviance. The finding is that physical distance contributes positively to the deviant behaviour of university teachers in the organisational workplace.

4.4.2.3 SUMMARY OF CONTRIBUTION OF PHYSICAL DISTANCE IN WORKPLACE DEVIANCE

The contribution of physical distance in the variation in overall workplace deviance among university teachers of Punjab has been presented in Table 4.25

Table 4.25

Summary of Linear Regression of PD on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	3.550	4.699	.399	.000	.000
PD	3.745	.342	10.686	.000	.000
R=0.466, R²=0.217, Adjusted R²=0.213, F(1,910)=114.186 p<0.05, S, Std. Error of estimate:28.472					

It is evident from Table 4.25 that the variance in the total deviant behaviours in the workplace may be explained by physical distance in 21.7% of cases. Significant R=.46** implies that estimating total workplace deviance based on physical distance is feasible. Physical distance, the independent variable, is a good predictor of overall deviant behaviour at work (p-value 0.000). At the 5% level of significance, it is determined that the parameters of physical distance impact the overall workplace deviance of university teachers. This indicates that physical distance has contributed to university teachers' entire range of deviant behaviours at work.

As a result, the data fits well enough to form a regression equation. The regression equation for predicting overall workplace unacceptable conduct scores of university professors in terms of physical distance was discovered to be as follows:

WDB= 3.550+3.745*PD

The proportion of variation predicted by physical distance on the overall unacceptable conduct of university professors in the workplace was significant and positive. This means that when the physical distance between the head and teachers is high, the overall workplace deviance of teachers is high. Additionally, the regression equation demonstrates that physical distance plays a role in predicting university teachers' overall workplace deviant behaviour. The regression equation concluded that physical

distance positively and substantially contributes to predicting university teachers' workplace deviance. The finding is that physical distance positively influences university teachers' workplace deviant behaviours.

A direct, meaningful relationship exists between workplace deviant behaviour and physical distance. This implies that high levels of physical distance are associated with high levels of workplace deviant behaviour and vice versa.

Hypothesis 2 (d), "There is a positive contribution of physical distance of head and follower in workplace deviant behaviours of the university teachers", is accepted. This means that "physical distance" significantly contributes to university lecturers' workplace deviance. Furthermore, it has been discovered that physical distance contributes positively to the deviant behaviour of university lecturers in the workplace. The main finding is that physical distance contributes positively to deviant workplace behaviour among university teachers.

4.4.2.4 SUMMARY OF CONTRIBUTION OF PERCEIVED INTERACTION FREQUENCY IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of frequency of interaction in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.26

Table 4.26

Summary of Linear Regression of PF on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	35.741	1.662	31.448	.000	.000
PF	-2.454	0.237	12.457	.000	.000
R=0.615, R²=0.378, Adjusted R²=0.376, F(1,910)=155.170 p<0.05, S, Std. Error of estimate:17.646					

It is evident from Table 4.26 that the variance in interpersonal workplace deviance, 37.8%, can be explained by the perceived frequency of interaction. Significant R=.61** implies that using the predictor's perceived frequency of interaction as a foundation, it is feasible to estimate interpersonal deviance. The perceived frequency of interaction is a sufficient predictor of interpersonal deviance as the p-value is 0.000. At the 5% significance level, it is determined that the perceived interaction frequency

substantially impacts interpersonal workplace deviance among university professors. This indicates that perceived interaction frequency contributes to university teachers' deviant interpersonal behaviour in the workplace.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below predicted university teachers' ratings for interpersonal workplace deviance based on perceived interaction frequency:

IWDB= 33.741-2.454*PF

The proportion of variation predicted by the perceived frequency of interaction in interpersonal workplace unacceptable conduct of university professors was found to be significant and negative. This means that when the perceived interaction frequency between the head and teachers is high, interpersonal workplace deviance of teachers is low. Furthermore, the regression equation demonstrates that the perception of interaction frequency impact fully predicts university teachers' interpersonally deviant workplace behaviour.

The regression equation concluded that perceived interaction has a negative and substantial contribution to predicting university teachers' interpersonal workplace deviance. The finding is that the perceived frequency of interaction contributes negatively to university teachers' interpersonal workplace deviant behaviour.

4.4.2.5 SUMMARY OF CONTRIBUTION OF PERCEIVED INTERACTION FREQUENCY IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of frequency of interaction in the variation in organisational deviance among university teachers of Punjab has been presented in Table 4.27

Table 4.27

Summary of Linear Regression of PF on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	50.769	1.873	13.621	.000	.000
PF	-2.695	.267	13.299	.000	.000
R=0.314, R²=0.099, Adjusted R²=0.097, F(1,910)=176.865 p<0.05, S, Std. Error of estimate:19.893					

It is evident from Table 4.27 that the variation in organisational workplace deviance, 9.9%, may be explained by the perceived frequency of interaction. Significant R=.31** implies that based on the perceived frequency of interaction, it is feasible to estimate the organisational workplace deviance of university lecturers. The perceived frequency of interaction is a good predictor of organisational workplace deviant behaviour as the p-value is 0.000. At the 5% significance level, it is determined that the perceived interaction frequency substantially impacts the organisational workplace deviance of university lecturers. This indicates that perceived interaction frequency contributes to university teachers' deviant behaviour in the workplace.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the following regression equation best-predicted university teachers' organisational workplace deviant behaviour ratings based on the perceived frequency of interaction:

$$OWDB= 50.769-2.695*PF$$

The proportion of variation predicted by perceived interaction frequency in the unacceptable conduct of university professors in the organisational workplace was found to be significant and negative. This means that when the perceived interaction frequency between head and teachers is high, teachers' organisational workplace deviance is low. Furthermore, the regression equation demonstrates that university teachers' organisational workplace deviant behaviour may be partly predicted by perceived interaction frequency.

The regression equation concluded that perceived interaction frequency negatively and substantially contributes to predicting university teachers' organisational workplace deviance. The finding is that perceived interaction frequency contributes negatively to university teachers' organisational workplace deviant behaviour.

4.4.2.6 SUMMARY OF CONTRIBUTION OF PERCEIVED INTERACTION FREQUENCY IN WORKPLACE DEVIANCE

The contribution of frequency of interaction in the variation in workplace deviance among university teachers of Punjab has been presented in Table 4.28

Table 4.28

Summary of Linear Regression of PF on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	87.030	2.756	24.449	.000	.000
PF	-5.435	.393	7.798	.000	.000
R=0.473, R²=0.224, Adjusted R²=0.223, F(1,910)=60.809 p<0.05, S, Std. Error of estimate:29.262					

It is evident from Table 4.28 that the perceived frequency of interactions may explain 22.4% of the variance in total deviant behaviour at work. Significant R=.47** implies that based on the perceived frequency of interaction, it is feasible to estimate the overall deviant behaviour of university teachers in the workplace. The perceived frequency of interaction because the p value 0.000 is a good predictor of deviant behaviour in the workplace. At the 5% significance level, it is determined that the perceived interaction frequency substantially impacts university teachers' overall workplace deviant behaviours. This indicates that perceived interaction frequency contributes to university teachers' deviant work behaviours.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted the overall workplace deviant behaviour ratings of university teachers based on the perceived frequency of interaction:

WDB= 87.030-5.435*PF

The proportion of variation predicted by the perceived frequency of interaction on total workplace unacceptable conduct of university professors was significant and negative. This means that when the perceived interaction frequency between the head and teachers is high, the overall workplace deviance of teachers is low. Furthermore, the regression equation demonstrates that perceived interaction frequency may partly predict university teachers' total workplace deviant behaviour. The finding is that the perceived frequency of interaction contributes negatively to university teachers' overall workplace deviant behaviour.

172

The regression equation concluded that the perception of interaction frequency contributes to predicting university teachers' overall workplace deviant behaviour. There is an inverse meaningful relationship between workplace deviant behaviour and perceived frequency of interaction. This implies that high levels of perceived frequency of interaction are associated with low levels of workplace deviant behaviour and vice versa.

Hypothesis 2 (e), "There is the negative contribution of perceived frequency of interaction of head and follower in workplace deviant behaviours of the university teachers", is accepted. Meaning, thereby, that the "perceived frequency of interaction" has a significant contribution to the workplace deviance of university lecturers. Furthermore, it has been discovered that the perceived frequency of interaction contributes negatively to the deviant behaviour of university teachers in the workplace. The main finding is that the perceived interaction frequency contributes negatively to university teachers' deviant workplace behaviour.

4.4.2.7 SUMMARY OF CONTRIBUTION OF STRUCTURAL DISTANCE IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of structural distance in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.29

Table 4.29

Summary of Linear Regression of SD on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	2.380	1.259	52.624	.000	.000
SD	0.765	0.060	2.484	.000	.000
R=0.549, R²=0.301, Adjusted R²=0.300, F(1,910)= 811.345p<0.05, S, Std. Error of estimate: 13.823					

It is evident from Table 4.29 that 30.1% per cent of the variance in interpersonal deviance at work may be explained by total structural distance. Significant R=.54** indicates that using the predictor total structural distance, it is possible to estimate university lecturers' interpersonal workplace deviance at work. Since the p-value is 0.000, the overall structural distance accurately predicts interpersonal workplace deviant

behaviour. At the 5% significance level, it is determined that the overall structural distance substantially impacts university teachers' interpersonal workplace deviant behaviour. This indicates that complete structural distance has contributed to university teachers' deviant behaviour in the interpersonal workplace.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' interpersonal workplace deviant behaviour ratings in terms of total structural distance:

$$IWDB= 2.30+0.765*SD$$

The proportion of variation predicted by structural distance on interpersonal workplace unacceptable conduct of university professors was significant and positive. This means that when the structural distance between the head and teachers is high, interpersonal workplace deviance of teachers is high. Furthermore, the regression equation demonstrates that structural distance may partly predict university teachers' interpersonal workplace deviant behaviour.

The regression equation concluded that overall structural distance positively and significantly contributes to predicting university teachers' interpersonal workplace deviant behaviour.

4.4.2.8 SUMMARY OF CONTRIBUTION OF STRUCTURAL DISTANCE IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of structural distance in the variation in organisational deviance among university teachers of Punjab has been presented in Table 4.30

Table 4.30

Summary of Linear Regression of SD on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	12.616	1.897	17.224	.000	.000
SD	0.903	0.090	9.138	.000	.000
R=0.301, R²=0.091, Adjusted R²=0.090, F(1,910)=83.497 p<0.05, S, Std. Error of estimate:20.828					

It is evident from Table 4.30 that the overall structural distance may explain 9.1% of the variance in organisational deviance at work. Significant R=.30** indicates that using the predictor total structural distance, it is possible to estimate university lecturers' organisational deviance at work. The overall structural distance since the p-value 0.000 predicts the organisational workplace deviation in behaviour well. At the 5% significance level, it is determined that the overall structural distance substantially contributes to the workplace deviant behavioural organisational by university lecturers. This indicates that total structural distance has contributed to university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below predicted university teachers' organisational workplace deviant behaviour ratings in terms of total structural distance:

$$\text{OWDB= 12.616+0.903*SD}$$

The proportion of variation predicted by structural distance on the unacceptable conduct of university professors in the organisational workplace was found to be significant and positive. This means that when the structural distance between the head and teachers is high, teachers' organisational workplace deviance is high. Additionally, the regression equation demonstrates that the total structural distance plays a role in predicting university teachers' organisational workplace deviant behaviour.

The regression equation concluded that structural distance positively and substantially contributes to predicting university teachers' organisational workplace deviance. The finding is that structural distance contributes positively to university teachers' organisational workplace deviant behaviour.

4.4.2.9 SUMMARY OF CONTRIBUTION OF STRUCTURAL DISTANCE IN WORKPLACE DEVIANCE

The contribution of structural distance in the variation in workplace deviance among university teachers of Punjab has been presented in Table 4.31

Table 4.31

Summary of Linear Regression of SD on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	11.513	2.544	7.072	.000	.000
SD	1.762	1.121	12.387	.000	.000
R=0.440, R²=0.193, Adjusted R²=0.192, F(1,910)=153.426 p<0.05, S, Std. Error of estimate:27.929					

It is evident from Table 4.31 that the total structural distance may explain 19.3% of the variations in total deviant behaviour at work. Significant R=.44** indicates that using the entire structural distance as a foundation, it is possible to estimate university lecturers' overall deviance at work. Because of the p-value of 0.000, the total structural distance accurately predicts workplace deviant behaviour. At the 5% significance level, the impact of structural distance on deviance at the workplace of university lectures is significant. This indicates that total structural distance has contributed to university teachers' deviant behaviours in the workplace.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted workplace deviance ratings in terms of total structural distance:

WDB= 11.513+1.762*SD

The proportion of variation predicted by structural distance on the overall unacceptable conduct of university professors in the workplace was significant and positive. This means that when the structural distance between the head and teachers is high, the workplace deviance of teachers is high. Furthermore, the regression equation demonstrates that structural distance may predict university teachers' total workplace deviant behaviour. The regression equation concluded that total structural distance positively and significantly contributes to predicting university teachers' workplace deviant behaviour. The finding is that structural distance positively influences university teachers' workplace deviant behaviours.

Workplace deviant behaviour and total structural distance have a directly meaningful relationship. This implies that high levels of total structural distance are associated with high levels of workplace deviant behaviour and vice versa.

Hypothesis 2 (f), "There is a positive contribution of the structural distance of head and follower in workplace deviant behaviours of the university teachers", is accepted, which means, thereby, that "structural distance" significantly contributes to university lecturers' workplace deviance. Furthermore, it has been discovered that structural distance contributes positively to the deviant behaviour of university lecturers in the workplace. The main finding is that structural distance contributes positively to the deviant behaviour of university teachers in the workplace.

The following presents an investigation of the contribution of job crafting to deviant behaviours seen in university teachers' workplaces. In this case, job crafting is the independent variable, and elements of deviant workplace behaviours are the dependent variable. The linear regression has been examined. The following strategy is taken into consideration while presenting the results:

4.4.3.1 SUMMARY OF CONTRIBUTION OF INCREASING STRUCTURAL JOB RESOURCES IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of increasing structural job resources in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.32

Table 4.32

Summary of Linear Regression of IStJR on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	30.826	1.735	14.242	.000	.000
IStJR	-0.712	0.115	5.085	.000	.000
R=0.547, R²=0.299, Adjusted R²=0.297, F(1,910)=25.859 p<0.05, S, Std. Error of estimate:18.854					

It is evident from Table 4.32 that the increasing structural job resources may explain a 29.9% variation in interpersonal deviance. Significant R=.54** implies that, given the growth in structural job resources, it can be feasible to estimate the interpersonal deviance at the work of university lecturers. Since the p-value is 0.000, the increasing structural job resources effectively predict interpersonal Workplace Deviant Behaviour. At the 5% significance level, it is determined that enhancing structural job resources substantially impacts university teachers' interpersonal workplace deviant behaviour. This indicates that rising structural job resources have contributed to university teachers' workplace interpersonal deviance.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' ratings for interpersonal workplace deviant behaviour in terms of rising structural job resources:

$$\text{IWDB} = 30.826 - 0.712 \times \text{IStJR}$$

The proportion of variation predicted by increasing structural job resources on interpersonal workplace unacceptable conduct of university professors was found to be significant and negative. This means that when the level of rising structural job resources is high, interpersonal workplace deviance is low. The regression equation also demonstrates that a rise in structural job resources is associated with a lower likelihood of interpersonal deviance among university lecturers.

The regression equation concluded that increasing structural job resources contributed negatively and substantially to predicting university teachers' interpersonal workplace deviance. The finding is that increasing structural job resources contributes negatively to interpersonal workplace deviant behaviour of university teachers.

4.4.3.2 SUMMARY OF CONTRIBUTION OF INCREASING STRUCTURAL JOB RESOURCES IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of enhancing structural job resources in the variation in organisational deviance among university teachers of Punjab has been presented in Table 4.33

Table 4.33

Summary of Linear Regression of IStJR on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	51.592	2.004	24.456	.000	.000
IStJR	-1.219	0.133	0.115	.000	.000
R=0.435, R²=0.190, Adjusted R²=0.189, F(1,910)=0.813 p<0.05, S, Std. Error of estimate:21.786					

It is evident from Table 4.33 that the increasing structural job resources may explain the 19.0% variance in organisational workplace deviant behaviour. Significant R=.43** implies that, given the growth in structural job resources, it may be feasible to estimate university lecturers' organisational deviance at work. Increasing structural job resources can effectively predict organisational workplace deviant behaviour, as evidenced by the p-value of 0.000. At the 5% significance level, it is determined that the increase in structural job resources substantially influences the deviance of university lecturers at work. This indicates that increased structural job resources impact university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' organisational workplace deviant behaviour ratings in terms of rising structural job resources:

OWDB= 51.592-1.219*IStJR

The proportion of variation predicted by growing structural job resources on the unacceptable workplace conduct of university professors was found to be significant and negative. This means that organisational workplace deviance is low when rising structural job resources are high. Additionally, the regression equation demonstrates that the organising structural job resources may predict the organisational deviance of university lecturers. The regression equation concluded that increasing structural job resources contributed negatively and substantially to predicting university teachers' organisational workplace deviance. The finding is that increasing structural job resources contributes negatively to university teachers' workplace deviant behaviour.

179

4.4.3.3 SUMMARY OF CONTRIBUTION OF INCREASING STRUCTURAL JOB RESOURCES IN WORKPLACE DEVIANCE

The contribution of enhancing structural job resources in the variation in workplace deviance among university teachers of Punjab has been presented in Table 4.34

Table 4.34

Summary of Linear Regression of IStJR on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	81.319	2.779	19.102	.000	.000
IStJR	-1.940	0.814	2.212	.000	.000
R=0.518, R²=0.268, Adjusted R²=0.264, F(1,910)= 4.894 p<0.05, S, Std. Error of estimate:30.166					

It is evident from Table 4.34 that the growing structural job resources may explain the variance in total workplace deviant behaviour by 26.8%. Significant R=.51** implies that, given the growth in structural job resources, estimating university teachers' overall workplace deviant behaviour may be feasible. Because of the p value of 0.000, the expanding structural job resources accurately predict workplace deviant behaviour. At the 5% significance level, it is determined that the increase in structural job resources substantially impacts university teachers' overall workplace deviant behaviours. This indicates that rising structural employment resources impact university teachers' workplace deviant behaviours.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression statement below predicted overall workplace deviance scores of university lecturers in terms of growing structural job resources:

WDB= 81.319-1.940*IStJR

The proportion of variation predicted by growing structural job resources on university professors' overall workplace unacceptable conduct was significant and negative. When rising structural job resources are high, overall workplace deviance is low. Additionally, the regression equation demonstrates that a higher level of structural job resources helps predict university teachers' overall workplace deviant behaviour.

The regression equation concluded that increasing structural job resources negatively and substantially contributed to predicting university teachers' total workplace deviance. The finding is that increasing structural job resources contributes negatively to university teachers' overall workplace deviant behaviour. Therefore, high levels of expanding structural job resources produced low deviance at work and vice versa. Deviant behaviour in the workplace will vary significantly along with changes in expanding structural job resources.

A regression study has deemed hypothesis 2 (g), "There is a negative contribution of increasing structural job resources in workplace deviant behaviours of university teachers," acceptable. Rising structural work resources significantly contribute to university instructors' deviance at work. Furthermore, it has been discovered that increasing structural work resources contributes negatively to university lectures' workplace deviance. The main finding is that increasing structural job resources contributes negatively to deviant workplace behaviour among university teachers.

4.4.3.4 SUMMARY OF CONTRIBUTION OF DECREASING HINDERING JOB DEMANDS IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of decreasing hindering job demands in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.35

Table 4.35

Summary of Linear Regression of DHJD on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	17.002	1.334	37.990	.000	.000
DHJD	0.230	0.087	14.761	.000	.000
R=0.198, R²=0.039, Adjusted R²=0.036, F(1,910)=217.898 p<0.05, S, Std. Error of estimate:17.138					

It is evident from table 4.35 that 3.9% of the variance in interpersonal deviance may be explained by the decreasing hindering job demands. Significant R=.19** implies

that based on a reduction in the job's demands that impede them, it is feasible to estimate university lecturers' interpersonal deviance at work. Lowering inconvenient job expectations is a good predictor of interpersonal workplace deviation behaviour, as the p-value is 0.000. University teachers' of Punjab's influence on reducing onerous job expectations and interpersonally deviant workplace behaviour is determined to be substantial at the 5% significance level. This indicates that lessening pressures on university lecturers might impact their interpersonal workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' ratings for interpersonal workplace deviant behaviour in terms of lowering burdensome job demands:

$$IWDB= 17.002+0.230*DHJD$$

The proportion of variation predicted by lowering burdensome job demands on university professors' interpersonal workplace unacceptable conduct was significant and positive. This means that when lowering burdensome job demands is high, interpersonal workplace deviance is high. Additionally, the regression equation demonstrates that reducing job obligations that are in the way predicts university teachers' interpersonal workplace deviant behaviour.

The regression equation concluded that lowering impeding job demands contributed positively and substantially to predicting university teachers' interpersonal workplace deviance. The finding is that decreasing hindering job demands contributes positively to university teachers' interpersonal workplace deviant behaviour.

4.4.3.5 SUMMARY OF CONTRIBUTION OF DECREASING HINDERING JOB DEMANDS IN ORGANISATIONAL WORKPLACE DEVIANCE

Table 4.36 presents the contribution of decreasing hindering job demands to the variation in organisational deviance among university teachers of Punjab.

Table 4.36

Summary of Linear Regression of DHJD on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	26.444	1.691	30.972	.000	.000
DHJD	.486	.110	2.344	.000	.000
R=0.195, R²=0.038, Adjusted R²=0.035, F(1,910)=5.495 p<0.05, S, Std. Error of estimate:21.719					

It is evident from Table 4.36 that a reduction in the obstacles associated with the job can account for 3.8% of the variation in workplace deviant behaviour within an organisation. Significant R=.19** implies that based on university teachers' organisational workplace, deviant behaviour may be estimated as a decrease in the demands of their jobs that impede them; university hindering job demands is a good predictor of organisational workplace deviant behaviour, as evidenced by the p-value of 0.000. University teachers' of Punjab's influence on reducing burdensome job demands and organisational workplace deviant behaviour is determined to be substantial at the 5% significance level. This indicates that a decrease in the obstacles to their jobs impacts university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression statement for predicting organisational deviance at work scores of university lecturers in terms of reducing burdensome job expectations was as follows:

OWDB= 26.444+0.486*DHJD

The proportion of variation predicted by lowering burdensome job demands on the unacceptable organisational workplace conduct of university professors was found to be significant and positive. This means that when the burdensome job demand is low, organisational workplace deviance is high. Moreover, the regression equation demonstrates that lowering burdensome job expectations predicts university teachers' organisational workplace deviant behaviour.

The regression equation concluded that lowering impeding job demands made a positive and substantial contribution to predicting university teachers' organisational workplace deviance. The finding is that decreasing hindering job demands contributes positively to university teachers' organisational workplace deviant behaviour.

4.4.3.6 SUMMARY OF CONTRIBUTION OF DECREASING HINDERING JOB DEMANDS IN WORKPLACE DEVIANCE

The contribution of decreasing hindering job demands on the variation in workplace deviance among university teachers of Punjab has been presented in Table 4.37

Table 4.37

Summary of Linear Regression of DHJD on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	42.238	2.149	9.955	.000	.000
DHJD	.715	.139	13.354	.000	.000
R=0.214, R²=0.046, Adjusted R²=0.045, F(1,910)= 178.326p<0.05, S, Std. Error of estimate:27.601					

It is evident from Table 4.37 that the reduction in the obstacles may explain a 4.6% variation in total deviance at work. Significant R=.21** implies that, given the growth in decrease in the barriers, it can be feasible to estimate the deviance at work of university lecturers. Since the p-value is 0.000, the overall deviant behaviour at work is well predicted by lowering job demands that impede it. University teachers' of Punjab's influence on reducing onerous job demands and overall workplace deviant behaviours is determined to be substantial at the 5% significance level. This indicates that reducing the obstacles associated with their jobs impacts university teachers' overall deviant behaviours at work.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below best predicted the overall workplace deviant behaviour ratings of university teachers in terms of lowering job demands:

WDB= 42.238+0.715*DHJD

The proportion of variation predicted by lowering burdensome job demands on the overall workplace unacceptable conduct of university professors was found to be significant and positive. This means that when lowering burdensome job demand is high, then overall workplace deviance is high. Additionally, the regression equation demonstrates that decreasing hindering job demands predicts university lecturers' overall workplace deviance.

The regression equation concluded that lowering impeding job demands made a positive and substantial contribution to predicting university teachers' total workplace deviance. The finding is that decreasing hindering job demands contributes positively to the overall workplace deviant behaviour of university teachers.

It has been concluded that there is a substantial positive contribution to decreasing hindering job demands in workplace deviance. Therefore, high deviance at work was produced by high levels of decreasing hindering job demands and vice versa. Decreasing hindering job demands has a favourable and noteworthy impact on deviant behaviour in the workplace. Deviant behaviour in the workplace will vary significantly along with changes in decreasing and hindering job demands.

As a result of a regression study, hypothesis 2 (h), "There is a positive contribution of decreasing hindering job demands in workplace deviant behaviours of university teachers", has been deemed acceptable. As a result, decreasing hindering job demands significantly contributes to university instructors' deviance at work. Furthermore, it has been discovered that decreasing hindering job demands contributes positively to university lecturers' deviant behaviour. The main finding is that decreasing hindering job demands contributes positively to workplace deviant behaviour of university teachers.

4.4.3.7 SUMMARY OF CONTRIBUTION OF INCREASING SOCIAL JOB RESOURCES IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of growing social job resources in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.38

Table 4.38

Summary of Linear Regression of ISoJR on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	23.342	1.302	48.171	.000	.000
ISoJR	-.216	.087	24.743	.000	.000
R=0.129, R²=0.027, Adjusted R²=0.026, F(1,910)=612.203 p<0.05, S, Std. Error of estimate:14.712					

It is evident from Table 4.38 that an increase in social job resources may explain a 2.7% variation in interpersonal deviance at work. Significant R=.12** implies that, given the increase in social job resources, it can be feasible to estimate interpersonal deviance at the work of university lecturers. The growing social job resources because the p-value 0.000 accurately predicts the interpersonal workplace deviant behaviour. At the 5% significance level, it is determined that university teachers' of Punjab's increased use of social job resources and interpersonal workplace deviant behaviour have a substantial impact. This implies that growing social job resources impact university teachers' deviant interpersonal behaviour in the workplace.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' ratings for interpersonal workplace deviant behaviour concerning expanding social job resources:

IWDB= 23.342-0.216*ISoJR

The proportion of variation predicted by expanding social job resources on interpersonal workplace unacceptable conduct of university professors was significant and negative. This means interpersonal workplace deviance is low when expanding social job resources is high. Moreover, the regression analysis demonstrates that higher social job resources have low deviance among employees.

The regression equation concluded that growing social job resources contributed negatively and substantially to predicting university teachers' interpersonal workplace deviance. The finding is that increasing social job resources contributes negatively to deviant interpersonal behaviour among university teachers in the workplace.

4.4.3.8 SUMMARY OF CONTRIBUTION OF INCREASING SOCIAL JOB RESOURCES IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of growing social job resources in the variation in organisational deviance among university teachers of Punjab has been presented in Table 4.39

Table 4.39

Summary of Linear Regression of ISoJR on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	29.408	1.764	15.487	.000	.000
ISoJR	-.392	.118	13.153	.000	.000
R=0.208, R²=0.022, Adjusted R²=0.021, F(1,910)=172.999 p<0.05, S, Std. Error of estimate:19.929					

It is evident from Table 4.39 that the variance in organisational workplace deviant behaviour may be explained by a 2.2% increase in social work resources. Given the growing availability of social work resources, it is conceivable to estimate university lecturers' organisational workplace deviant behaviour, according to significant R=.20**. Increasing social job resources provides good predictive power for organisational workplace deviant behaviour, as evidenced by the p-value of 0.000. The study reveals that university teachers in Punjab exhibit workplace deviant behaviour and an increase in social job resources. The significance threshold for these behaviours is 5%. It implies that growing social employment resources impact university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' organisational deviance ratings in terms of expanding social work resources:

OWDB= 29.408-0.392*ISoJR

The proportion of variation predicted by expanding social job resources on the organisational workplace unacceptable conduct of university professors was found to be significant and negative. This means that when expanding social job resources is high,

organisational workplace deviance is low. Additionally, the regression equation demonstrates how social work resources are significantly correlated with university teachers' organisational workplace deviant behaviour.

The regression equation concluded that growing social job resources contributed negatively and substantially to predicting university teachers' organisational workplace deviance. The finding is that increasing social job resources contributes negatively to deviant behaviour in the organisational workplace of university teachers.

4.4.3.9 SUMMARY OF CONTRIBUTION OF INCREASING SOCIAL JOB RESOURCES IN WORKPLACE DEVIANCE

The contribution of growing social job resources in the variation in workplace deviance among university teachers of Punjab has been presented in Table 4.40

Table 4.40

Summary of Linear Regression of ISoJR on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	52.933	2.667	15.230	.000	.000
ISoJR	-.261	.178	2.706	.000	.000
R=0.125, R²=0.028, Adjusted R²=0.027, F(1,910)=7.322 p<0.05, S, Std. Error of estimate:30.125					

It is evident from Table 4.40 that the increasing social job resources may explain 2.8% of the variation in total deviant behaviour in the workplace. Significant R=.12** implies that, given the expansion of social job resources, estimating university teachers' overall workplace deviant behaviour may be feasible. Since the p-value is 0.000, the rising social job resources may effectively predict the entire workplace deviant behaviour variable. At the 5% significance level, it is determined that the increase in social job resources substantially impacts university teachers' overall workplace deviant behaviours. It implies that growing social employment resources have an impact on university teachers' overall workplace deviant behaviours.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation that predicted university teachers' overall workplace deviant behaviour scores concerning rising social work resources was under:

WDB= 52.933-0.261*ISoJR

The proportion of variation predicted by expanding social job resources on university professors' overall workplace unacceptable conduct was significant and negative. This means workplace deviance is low when expanding social job resources is high. Moreover, the regression equation demonstrates that a higher level of social work resources is predictive of university teachers' workplace deviance.

The regression equation concluded that growing social job resources negatively and substantially contributed to predicting university teachers' total workplace deviance. The finding is that increasing social job resources negatively affects university teachers' overall workplace deviant behaviour.

It has been concluded that increasing social work resources is an inverse substantial contribution to workplace deviance. Therefore, high levels of expanding social job resources produced low deviance at work and vice versa. Increasing social work resources has an unfavourable and noteworthy impact on deviant behaviour in the workplace. Deviant behaviour in the workplace will vary significantly along with changes in increasing social work resources.

A regression study has deemed acceptable hypothesis 2 (i), "There is the negative contribution of increasing social job resources in workplace deviant behaviours of the university teachers." Expanding social work resources significantly contributes to university instructors' deviance at work. The main finding is that increasing social job resources contributes negatively to deviant workplace behaviour among university teachers.

4.4.3.10 SUMMARY OF CONTRIBUTION OF INCREASING CHALLENGING JOB DEMANDS IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of growing challenging job demands in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.41

Table 4.41

Summary of Linear Regression of ICJD on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	31.033	1.057	0.456	.000	.000
ICJD	-.792	.057	34.430	.000	.000
R=0.535, R²=0.286, Adjusted R²=0.285, F(1,910)=11.853 p<0.05, S, Std. Error of estimate:12.513					

It is evident from Table 4.41 that a significant portion of the variance in interpersonal workplace deviant behaviour (28.6%) may be attributed to the rising complexity of job demands. Significant R=.53** implies that university teachers' interpersonal workplace deviant behaviour may be estimated given the increasingly demanding nature of their jobs. The more difficult work demands since the p-value 0.000 accurately predicts interpersonal workplace deviant behaviour. The study reveals that university teachers in Punjab exhibit considerable workplace deviant behaviour at the 5% significance level due to their increasingly demanding jobs and interpersonal interactions. This indicates that more demanding job expectations impact university teachers' interpersonal workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below best-predicted university teachers' ratings for interpersonal workplace deviant behaviour in response to more demanding job demands:

IWDB= 31.033-0.792*ICJD

The proportion of variation predicted by more challenging job demands on interpersonal workplace unacceptable conduct of university professors was found to be significant and negative. This means that when more challenging job demand is high, interpersonal workplace deviance is low. Furthermore, the regression equation demonstrates that university lecturers' interpersonal deviance is predicted by increasingly demanding work expectations.

The regression equation concluded that more demanding work demands have a negative and substantial contribution to the prediction of university teachers' interpersonal workplace deviance. The finding is that increasing more challenging job demands negatively affects university teachers' interpersonal workplace deviant behaviour.

4.4.3.11 SUMMARY OF CONTRIBUTION OF INCREASING CHALLENGING JOB DEMANDS IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of more challenging job demands to the variation in organisational deviance at work among university lecturers of Punjabis is seen in Table 4.42

Table 4.42

Summary of Linear Regression of ICJD on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	48.429	1.699	40.097	.000	.000
ICJD	-1.429	.092	12.393	.000	.000
R=0.341, R²=0.116, Adjusted R²=0.115, F(1,910)= 153.575p<0.05, S, Std. Error of estimate:20.114					

It is evident from Table 4.42 that an 11.6% explanation of the variation in the dependent variable may be found in the more demanding job expectations. Significant R=.34** implies that university teachers' organisational workplace deviant behaviour may be estimated given the increasingly demanding nature of their jobs. Since the p-value is 0.000, the more demanding job demands have been a good predictor of organisational workplace deviant behaviour. The findings indicate that university teachers in Punjab exhibit workplace deviant behaviour and more severe job expectations. These factors are significant at the 5% significance level. This suggests that more demanding job expectations impact university teachers' organisational workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' organisational workplace deviant behaviour ratings in terms of increasingly demanding job demands:

OWDB= 48.429-1.087*ICJD

The proportion of variation predicted by more challenging job demands on the unacceptable conduct of university professors in the organisational workplace was found to be significant and negative. This means organisational workplace deviance is low when the demand for more challenging jobs is high. Additionally, the regression equation demonstrates that a higher level of work challenge is associated with a higher likelihood of organisational deviance among university lecturers.

The regression equation concluded that more demanding work demands negatively and substantially contributes to predicting university teachers' organisational workplace deviance. The finding is that increasing the demands for challenging jobs contributes negatively to the deviant behaviour of university teachers in the workplace.

4.4.3.12 SUMMARY OF CONTRIBUTION OF INCREASING CHALLENGING JOB DEMANDS IN WORKPLACE DEVIANCE

The contribution of growing challenging job demands in the variation in total workplace deviance among university teachers of Punjab has been presented in Table 4.43

Table 4.43

Summary of Linear Regression of ICJD on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	78.567	2.513	23.836	.000	.000
ICJD	-1.905	.137	5.466	.000	.000
R=0.447, R²=0.200, Adjusted R²=0.199, F(1,910)=29.873 p<0.05, S, Std. Error of estimate:29.752					

It is evident from Table 4.43 that the increasing challenging job demands can explain a 2.0% difference in total deviant behaviour in the workplace. Given the increasingly demanding nature of their jobs, significant R=.44** indicates that it can estimate the entire amount of deviant behaviour among university teachers in the workplace. The more complex the job requirements get, the better the prediction of the overall deviant behaviour in the workplace is since the p-value is 0.000. The study

reveals that university teachers in Punjab exhibit considerable workplace deviant behaviours and an increase in challenging job expectations, with a significance level of 5%. This indicates that more demanding job expectations impact university teachers' overall deviant behaviours at work.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below best predicted university teachers' overall workplace deviant behaviour ratings in terms of more demanding job demands:

WDB= 78.567-1.905*ICJD

The proportion of variation predicted by more challenging job demands on overall workplace unacceptable conduct of university professors was found to be significant and negative. This means that when more challenging job demand is high, overall workplace deviance is low. Further, the regression equation shows that enhancing challenging work demands predicts deviance at the workplace of university lecturers.

The regression equation concluded that more demanding work demands contributed negatively and substantially to predicting university teachers' total workplace deviance. The finding is that increasing more challenging job demands negatively affects university teachers' workplace deviant behaviour. Therefore, high levels of expanding challenging job demands produced low deviance at work, and vice versa. Increasing challenging job demands have a negative and noteworthy impact on deviant behaviour in the workplace. Deviant behaviour in the workplace will vary significantly along with changes in increasing challenging work demands.

As a result of a regression study, hypothesis 2 (j), "There is the negative contribution of increasing challenging job demands in workplace deviant behaviours of the university teachers", has been deemed acceptable. As a result, enhancing challenging needs significantly contributes to university instructors' deviance at work. The main finding is that increasing challenging job demands contributes neatively in workplace deviant behaviour of university teachers.

4.4.3.13 SUMMARY OF CONTRIBUTION OF JOB CRAFTING IN INTERPERSONAL WORKPLACE DEVIANCE

The contribution of job crafting in the variation in interpersonal deviance among university teachers of Punjab has been presented in Table 4.44

Table 4.44

Summary of Linear Regression of JC on IWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	33.270	1.280	33.425	.000	.000
JC	-.211	.024	8.781	.000	.000
R=0.585, R²=0.343, Adjusted R²=0.342, F(1,910)=77.112 p<0.05, S, Std. Error of estimate:18.346					

It is evident from Table 4.44 that the entire job crafting process can explain 34.3% of the variation in interpersonal deviance. A significant R=.58** indicates that job crafting may be used to estimate university lecturers' interpersonal deviance at work. Since the p-value is 0.000, interpersonal deviance is a good predictor of job crafting. At the 5% significance level, it is determined that the overall job crafting and interpersonal workplace deviant behaviour of university teachers of Punjab have a substantial impact. This indicates that job crafting impacts university teachers' interpersonal workplace deviant behaviour.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' ratings for interpersonal workplace deviant behaviour in terms of overall job crafting:

IWDB= 33.270-0.211*JC

The proportion of variation predicted by job crafting on interpersonal workplace unacceptable conduct of university professors was significant and negative. This means that interpersonal workplace deviance is low when job crafting is high. Additionally, the regression equation demonstrates that their entire job crafting may predict university teachers' interpersonal workplace deviant behaviour.

The regression equation concluded that job crafting contributed to a negative and substantial contribution to the prediction of university teachers' interpersonal workplace deviance. The finding is that job crafting negatively affects university teachers' interpersonal workplace deviant behaviour.

4.4.3.14 SUMMARY OF CONTRIBUTION OF JOB CRAFTING IN ORGANISATIONAL WORKPLACE DEVIANCE

The contribution of job crafting in the variation in deviance at work among university lecturers of Punjab has been presented in Table 4.45

Table 4.45

Summary of Linear Regression of JC on OWDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	45.288	1.436	43.041	.000	.000
JC	-.185	.027	10.322	.000	.000
R=0.239, R²=0.054, Adjusted R²=0.056, F(1,910)=106.538 p<0.05, S, Std. Error of estimate:20.585					

It is evident from Table 4.45 that 5.4% of the variation in organisational deviance may be explained by job crafting. Significant R=.23** implies that it is feasible to estimate university lecturers' organisational deviance at work based on the entire job crafting. Since the p-value is 0.000, organisational deviance is a good predictor of job crafting. It has been determined that, at the 5% significance level, university teachers in Punjab's organisational deviance at work is significantly influenced by their overall job crafting. This indicates that their job crafting impacts university teachers' deviant organisational workplace behaviour.

As a result, the data fits well enough to form a regression equation. Consequently, it was discovered that the regression equation below predicted university teachers' organisational workplace deviant behaviour ratings in terms of overall job crafting:

$$\text{OWDB= 42.288-0.185*JC}$$

The proportion of variation predicted by job crafting on the unacceptable conduct of university professors in the organisational workplace was significant and negative. This means that organisational workplace deviance is low when job crafting is high. Additionally, the regression equation demonstrates that their entire job crafting may predict university teachers' organisational workplace deviant behaviour. The regression equation concluded that job crafting contributed negatively and substantially to predicting university

teachers' organisational workplace deviance. The finding is that job crafting contributes negatively to deviant behaviour in the organisational workplace of university teachers.

4.4.3.15 SUMMARY OF CONTRIBUTION OF JOB CRAFTING IN WORKPLACE DEVIANCE

The contribution of job crafting in the variation in workplace deviance among university teachers of Punjab has been presented in Table 4.46

Table 4.46

Summary of Linear Regression of JC on WDB

Variables	Regression Coefficients	Std. Error	t-value	p-value	Significance
Intercept	81.873	1.933	13.050	.000	.000
JC	-.473	.037	13.023	.000	.000
R=,0.456 R²=0.207, Adjusted R²=0.207, F(1,910)=169.593 p<0.05, S, Std. Error of estimate:27.715					

It is evident from Table 4.46 that 20.7% of the variance in total deviant behaviour in the workplace may be explained by job crafting. Significant R=.20** implies that based on overall job crafting, it is feasible to estimate the whole workplace deviant behaviour of university lecturers. The entire job crafting since the p-value 0.000 accurately predicts the overall deviant behaviour in the workplace. Job crafting and workplace deviance among university lecturers of Punjab are shown to be significant at the 5% significance level. This indicates that university lecturers' deviance at work is impacted by their overall job design.

As a result, the data fits well enough to form a regression equation. It was discovered that the regression equation below predicted university teachers' overall workplace deviant behaviour ratings in terms of total job crafting:

The proportion of variation predicted by job crafting on overall workplace unacceptable conduct of university professors was significant and negative. This means that when job crafting is high, overall workplace deviance is low. Additionally, the regression equation demonstrates that university teachers' overall workplace deviant

behaviour may be predicted by their job crafting. The regression equation concluded that job crafting contributed to negative and substantial contributions in predicting university teachers' overall workplace deviance. The finding is that job crafting negatively influences university teachers' workplace deviant behaviour.

It has been concluded that total job crafting has an inverse substantial contribution to workplace deviance. Therefore, low levels of deviance at work were produced by high levels of overall job crafting, and vice versa. This suggests that teachers would do better when they can construct the assignment. It implies that decision-makers and leaders of universities should consider how teachers construct their jobs when distributing tasks, as this will aid in managing several issues inside the institution. Deviant behaviour in the workplace will vary significantly, and job crafting will change.

A regression study has deemed hypothesis 2 (k), "There is the negative contribution of job crafting in workplace deviant behaviours of the university teachers," acceptable. Total job crafting plays a significant role in university instructors' deviance at work. The main finding is that job crafting contributes negatively to deviant workplace behaviour among university teachers.

SUMMARY OF RESULTS

From the above results, the study's main finding is that leadership style significantly contributes to workplace deviant behaviour. Concerning this contribution, the results suggest that when heads have an appropriate leadership style at work, employees' deviant behaviour at the workplace will be less. It implies that suitable leadership styles can control deviant behaviour in the workplace. It will help in organisational growth and development. However, heads at educational institutions need to be vigilant while managing their employees. Leadership style will produce major adjustments in controlling workplace deviant behaviour at work. The results of the present study enjoy support from the previous studies conducted by Ahmad (2020), Iqbal (2021), and Zappala et al. (2022), who reported that a head's leadership style influences workers' deviant behaviour at work supports this conclusion. Our study's findings also indicate that a university teacher's deviant behaviour at work is greatly influenced by their leadership style.

Another main finding of the study is that structural distance significantly contributes to workplace deviant behaviour. Concerning this contribution, the results suggest that when employees at work have appropriate distance and require a frequency of interaction with their heads, the deviant behaviour of employees at the workplace will be less. It implies deviant behaviour in the workplace can be controlled by managing the distance between employees and their heads. It will help in organisational growth and development. However, heads at educational institutions need to be vigilant while managing organisational work. Structural distance will produce major adjustments in controlling deviant workplace behaviour. The results of the present study enjoy support from the previous studies conducted by Huang et al. (2021), Zhao and Zhou (2021) and Nasib Dar (2023), who reported that structural distance in universities influences workers' deviance at work supports this conclusion. According to the findings of our investigation, structural distance also contributes significantly to the workplace deviations in behaviour that university teacher's exhibit.

Another prominent finding of the study is that job crafting significantly contributes to workplace deviant behaviour. Concerning this contribution, the results obtained suggest that when employees at work are allowed to make adjustments in their distributed work, the deviant behaviour of employees at the workplace will be less. It implies deviant behaviour in the workplace can be controlled by managing work allocation. It will help in organisational growth and development. However, heads at educational institutions need to be vigilant while allocating their work. In controlling deviant workplace behaviour, job crafting will produce significant adjustments. The results of the present study are in line with the findings of Bahmani et al. (2020), Khan (2020), Harju et al. (2021) and Kumar (2022), who reported that job crafting influences workers' deviant behaviour at work, which lends credence to this claim. According to the findings of our investigation, job crafting also has a significant role in the deviant behaviour that university teachers exhibit at work.

4.5 MODERATION EFFECT OF STRUCTURAL DISTANCE IN RELATIONSHIP OF LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The fourth objective of the present study is to find the moderating influence of structural distance characteristics on the link between leadership style and deviant conduct at work. Moderation analysis was used to determine the interaction impact.

An interaction effect of the independent variable on a dependent variable that passes with a moderating variable is called moderation (Shrout & Bolger, 2002), (Baron Kenny, 1986). Interaction or moderation occurs when a connection between the independent variable and the dependent variable alters based on the value of another variable moderator. This variable is known as the moderator of the independent-dependent connection.
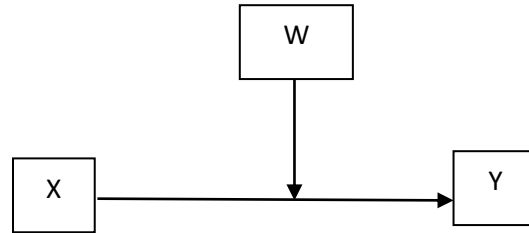
Panel A: = CONCEPTUAL MODEL OF MODERATION
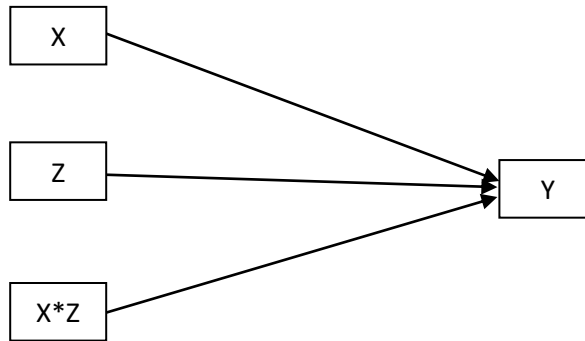
Panel B: = STATISTICAL MODEL OF MODERATION
Figure 4.11: Moderation Model of the Study

According to the available literature, structural distance moderates the correlation between leadership style and deviant behaviour. SPSS AMOS evaluates this moderating impact with a 95% confidence interval of the indirect effects obtained with 5,000 bootstrap samples. The interaction impact must be significant for moderation to occur, and the significance of the conditional effect of X on Y has to vary across high and low values of the moderator. The bootstrap confidence intervals obtained and the t and p values can be used to validate the significance of the conditional effects. The impact is considered substantial if the bootstrap confidence intervals exclude zero (Preacher & Hayes, 2008).

PLOT OF CONDITIONAL EFFECTS

The plot of conditional effects is used to validate moderation further. This is carried out to investigate the conditional effects of X on Y at various moderator Z levels. Aiken and West's (1991) recommendations are used to plot the varied values of Y at high and low values of Z. Regression tests were performed to visually demonstrate the link between the independent and dependent variables on the outcomes at low and high moderator dimension values. Moderation can be shown visually as nonparallel regression lines (Hayes, 2007). The absence of interaction is shown visually by parallel regression lines, indicating that the connection between X and Y remains constant for all moderator variable values. The presence of the moderating effect may be confirmed using these charts using the Johnson-Neyman approach.

The following topics have been studied individually: the interaction effect of standardised components related to leadership style and structural distance with the standardised components and workplace deviant behaviour of teachers working in universities of Punjab.

4.5.1 SUMMARY OF PHYSICAL DISTANCE AS MODERATOR IN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the standardised effects of leadership style and physical distance with interaction on standardised workplace deviant behaviour.

4.5.1.1 TRANSFORMATIONAL LEADERSHIP- PHYSICAL DISTANCE - INTERPERSONAL WORKPLACE DEVIANCE

Amos is used to explore the hypothesis of whether physical distance moderates the relationship between transformational leadership and interpersonal workplace inappropriate conduct.

Figure 4.12 visually depicts the output and an overview of the important outcomes.
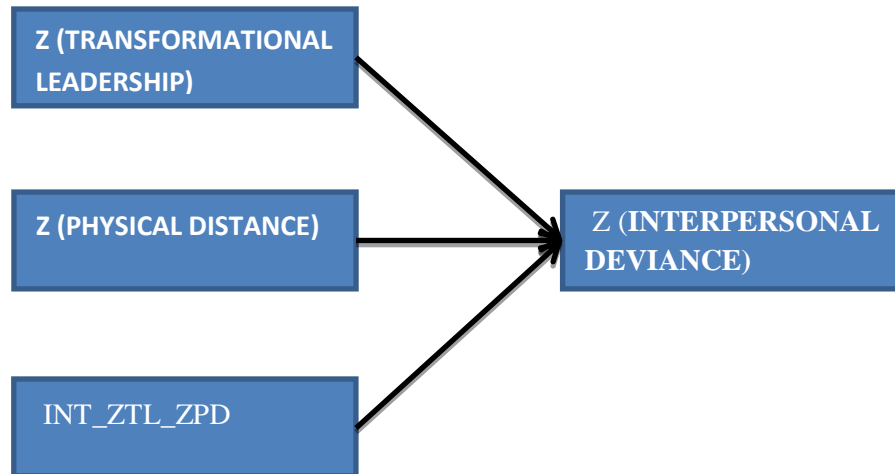
ZTL-ZIWDB= -.32** ZPD-ZIWDB= .30** INT_ZTL_ZPD=.04**

Figure 4.12: Graphic presentation of interaction effect between TL and PD on IWDB

The figure results show that the interaction effect (β=.04**) between transformational leadership and physical distance positively and substantially moderates interpersonal deviant behaviours. The association between transformational leadership and interpersonal deviant behaviours varies according to physical distance.

Table 4.47 contains a summary of the moderating analysis.

Table 4.47

Summary of Moderation Analysis of TL and PD on IWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL & ZIWDB	-.32	2.66	.000	**Upper bound**	**Lower Bound**	
ZPD & ZIWDB	.30	3.97	.000			
INT.ZTL_ZPD & ZIWDB	.04	2.96	.014	.08	.04	Significant

Table 4.47 shows that there is no zero between the upper and lower bounds; ZPD moderation between ZTL and ZIWDB is confirmed even though the interactive effect of ZTL and ZPD on ZIWDB suggests that physical distance moderated the relationship between transformational leadership and interpersonal deviance behaviours of university teachers.
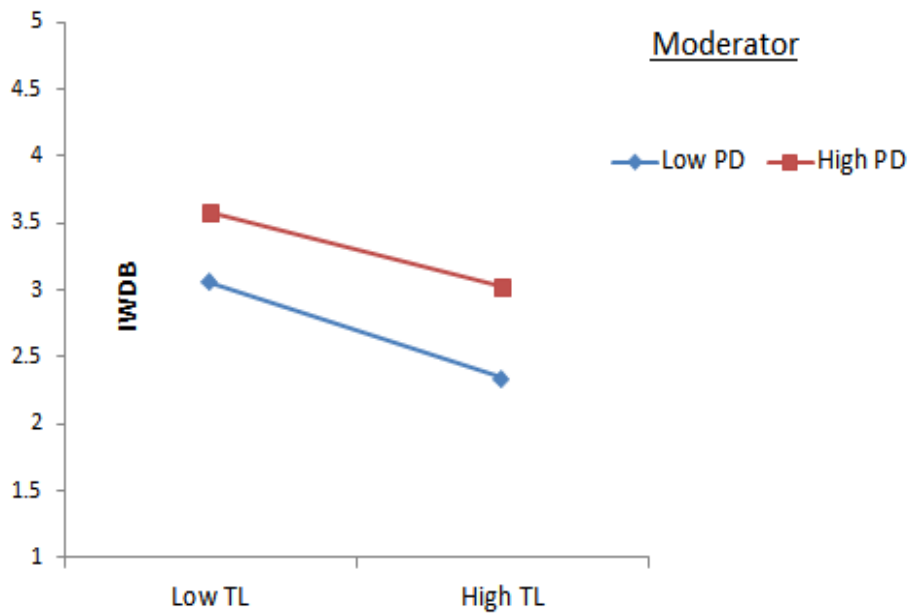
Figure 4.13: Plot of Interactive Effect of TL and PD on IWDB

The conditional effect of TL on IWDB at low (B= -.52, p< .05, CIs -.59, -.45) and high (B= -.37, p< .05, CIs -.44, -.30) levels of PD varies significantly in strength (from B= -.52 to B=-.37). The association between TL and IWDB is observed to be less when the PD between the TL and the instructor.

As the value of PD increases after (B=-.37), the effect of TL on IWDB remains insignificant. That is, the effect of TL on IWDB is significant only when the value is low. When there is high PD between the TL and the instructor, the TL either leads or does not control IWDB. The finding is that PD moderates the relationship between TL and IWDB.

4.5.1.2 TRANSFORMATIONAL LEADERSHIP- PHYSICAL DISTANCE- ORGANISATIONAL WORKPLACE DEVIANCE

Amos is used to explore the hypothesis of whether physical distance moderates the relationship between transformational leadership and organisational aberrant behaviours

Figure 4.14 visually depicts the output and an overview of the important outcomes.
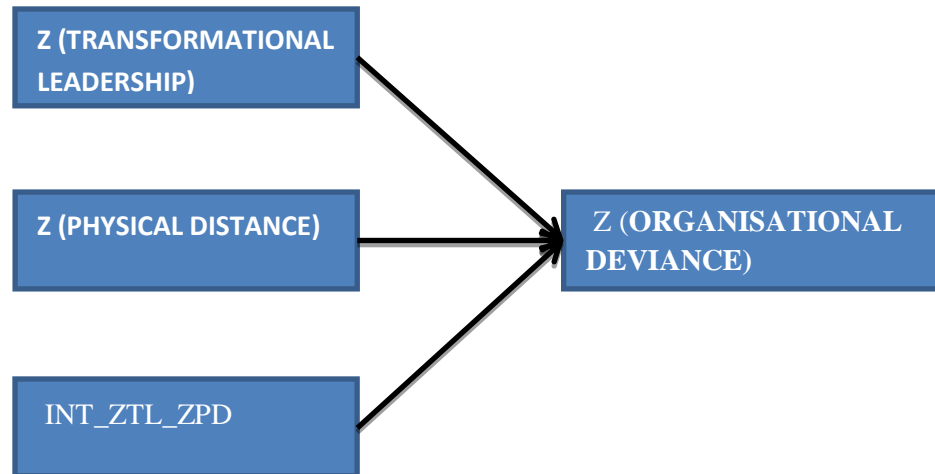
ZTL-ZOWDB= -.71** ZPD-ZOWDB=.22** INT_ZTL_ZPD=.07**

Figure 4.14: Graphic presentation of interaction effect between TL and PD on OWDB

The Figure results show that the interaction effect (β=.07**) between transformational leadership and physical distance positively and substantially moderates organisational workplace deviant behaviours. The association between transformational leadership and organisational deviant behaviour varies according to physical distance.

Table 4.48 contains a summary of the moderating analysis.

Table 4.48

Summary of Moderation Analysis of TL and PD on OWDB

Relation	beta value	t value	p VALUE	Confidence level		Conclusion
ZTL & ZOWDB	-.71	5.75	.000	**Upper bound**	**Lower bound**	
ZPD & ZOWDB	.22	2.57	.000			
INT.ZTL_ZPD	.04	3.58	.010	.03	.12	Significant

Table 4.48 shows that there is no zero between the upper and lower bounds; ZPD moderation between ZTL and ZIWDB is confirmed, even though the interactive effect of ZTL and ZPD on ZOWDB suggests that physical distance moderated the relation between transformational leadership and organisational deviance of university teachers.

Figure 4.15: Plot of Interactive Effect of TL and PD on OWDB

The conditional effect of TL on OWDB at low (B= -.90, p< .05, CIs -1.08, -.71) and high (B= -.44, p< .05, CIs -.62, -.25) levels of PD, varies significantly in strength (from B= -.90 to B=-.44). The association between TL and OWDB is observed to be less when the PD between the TL and the instructor is little.

As the value of PD increases after (B=-.44), the effect of TL on OWDB remains insignificant. That is, the effect of TL on OWDB is significant only when the value is low. When there is a high PD between TL and the instructor, TL either leads or does not control OWDB. The finding is that PD moderates the relationship between TL and OWDB.

4.5.1.3 TRANSFORMATIONAL LEADERSHIP- PHYSICAL DISTANCE - WORKPLACE DEVIANCE

Amos is used to explore whether physical distance moderates the relationship between transformational leadership and workplace deviance.

Figure 4.16 visually depicts the output and an overview of the essential outcomes.
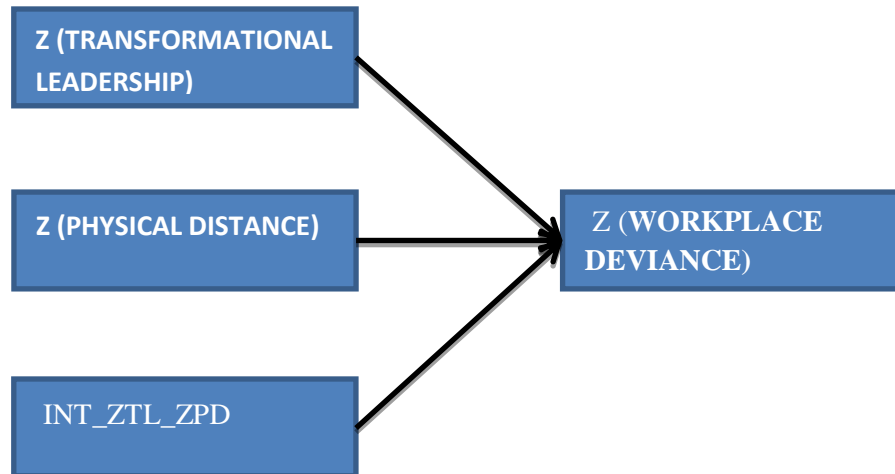
ZTL-ZIWDB= -1.40** ZPD-ZIWDB=1.97** INT_ZTL_ZPD=.01

Figure 4.16: Graphic presentation of interaction effect between TL and PD on WDB

According to the figure, the interaction impact (β=.01) of transformational leadership and physical distance on total deviant behaviour is positive but not statistically significant. That is, the association between transformational leadership and overall aberrant behaviour is unaffected by physical distance.

Table 4.49 is a summary of the moderating analysis.

Table 4.49

Summary of Moderation Analysis of TL and PD on WDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL & ZWDB	-1.40	3.83	.000	**Upper bound**	**Lower bound**	
ZPD & ZWDB	1.97	4.16	.000			
INT.ZTL_ZPD	.01	.70	.095	-.03	0.07	Not Significant

It is evident from Table 4.49 that there is zero between the upper and lower bounds; moderation by ZPD between ZTL and ZWDB is not possible. Even though the interactive effect of ZTL and ZPD on ZWDB of university teachers indicates that physical distance could not moderate the relation of transformational leadership and overall deviance of teachers working in universities. The finding is that PD does not moderate the relationship between TL and OWDB.

4.5.1.4 TRANSACTIONAL LEADERSHIP- PHYSICAL DISTANCE – INTERPERSONAL WORKPLACE DEVIANCE

Amos is used to explore the hypothesis that physical distance moderates the relationship between transactional leadership and interpersonal deviant behaviours.

Figure 4.17 visually depicts the output and provides an overview of the important outcomes.
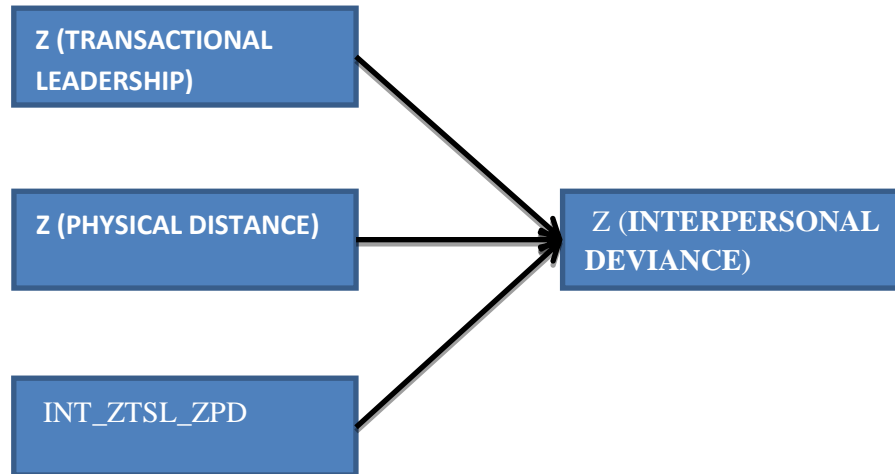
ZTSL-ZIWDB= -.19** ZPD-ZIWDB= .59** INT_ZTSL_ZPD=.07**
Figure 4.17: Graphic presentation of interaction effect between TSL and PD on IWDB

The Figure results show that the interaction effect (β=.07**) between transactional leadership and physical distance positively and substantially moderates interpersonal deviant behaviours. Because of this, the link between transactional leadership and interpersonally deviant behaviour varies depending on physical distance.

Table 4.50 contains a summary of the moderating analysis.

Table 4.50
Summary of Moderation Analysis of TSL and PD on IWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZIWDB	-.19	9.70	.000	**Upper bound**	**Lower bound**	
ZPD & ZIWDB	.59	2.72	.000			
INT.ZTSL_ZPD	.07	3.63	.000	.12	.03	Significant

It is evident from Table 4.50 that there is no zero between the upper and lower bounds; ZPD moderation between ZTL and ZIWDB is confirmed even though the interactive effect of ZTSL and ZPD on ZIWDB of university teachers indicates that physical distance was able to moderate the relation between transactional leadership and interpersonal deviant behaviour at the work of university teachers.
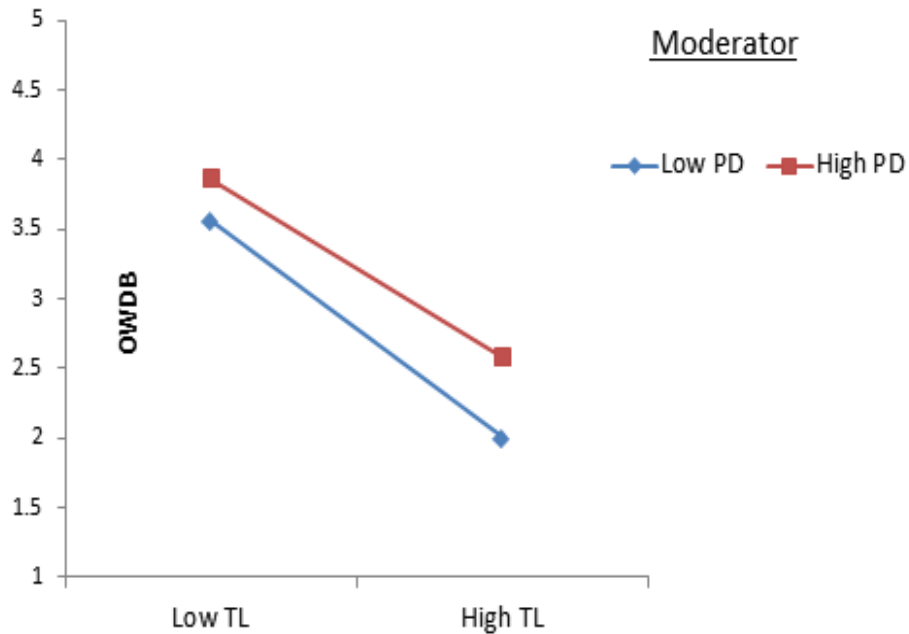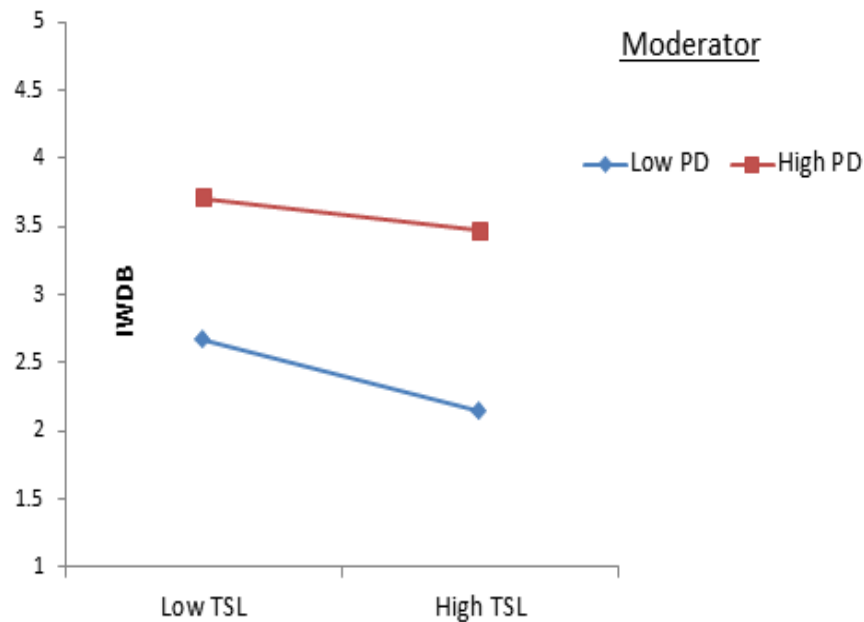

Figure 4.18: Plot of Interactive Effect of TSL and PD on IWDB

The conditional effect of TSL on IWDB at low (B= -1.49, p< .05, CIs -1.69, -.28) and high (B= -1.02, p< .05, CIs -1.22, -.82) levels of PD, varies significantly in strength (from B= -1.49 to B=-1.02). The association between TSL and IWDB is less when the PD between the TSL and the instructor is small.

As the value of PD increases after (B=-1.02), the effect of TSL on IWDB remains insignificant. That is, the effect of TSL on IWDB is significant only when the value is low. When there is high PD between TSL and the instructor, TSL either leads or does not manage IWDB. The finding is that PD moderates the relationship between TSL and IWDB. Figure 4.19 visually depicts the output and an overview of the important outcomes.
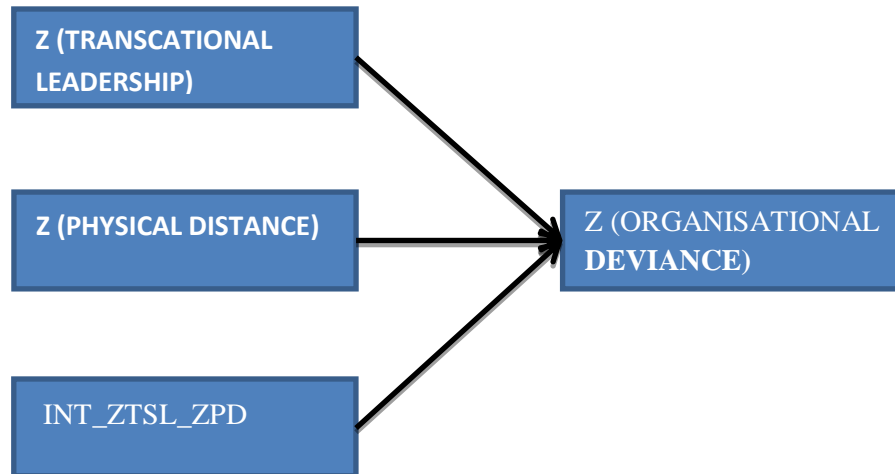
ZTSL-ZOWDB= -.29** ZPD-ZOWDB= .69** INT_ZTSL_ZPD=.14**

Figure 4.19: Graphic presentation of interaction effect between TSL and PD on OWDB

The Figure 4.19 results show that the interaction effect (β=.14**) between transactional leadership and physical distance positively and substantially moderates organisational deviant behaviours. The association between transactional leadership and organisational deviant behaviour varies according to physical distance.

Table 4.51 contains a summary of the moderating analysis.

Table 4.51

Summary of Moderation Analysis of TSL and PD on OWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZOWDB	-.29	18.15	.000	**Upper bound**	**Lower bound**	
ZPD & ZOWDB	.69	11.08	.000			
INT.ZTSL_ZPD	.14	5.05	.000	.02	.27	Significant

Table 4.51 shows that there is no zero between the upper and lower bounds; ZPD's moderation of ZTSL and ZOWDB is confirmed despite the fact that the interactive effect of ZTSL and ZPD on ZOWDB suggests that physical distance moderated the relation between transactional leadership and organisational deviant behaviours of university teachers.
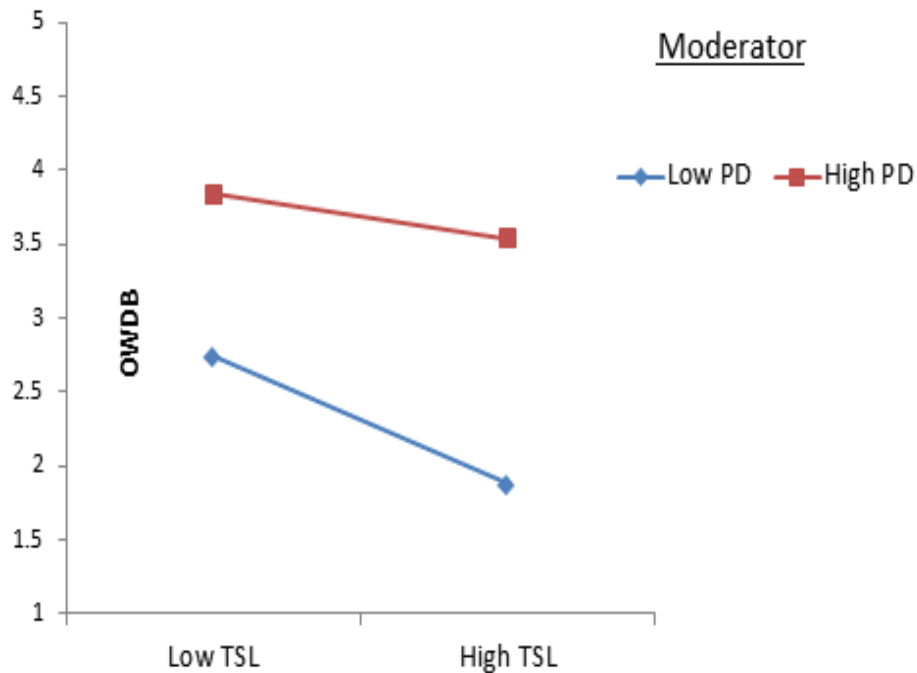
Figure 4.20: Plot of Interactive Effect of TSL AND PD on OWDB

The conditional effect of TSL on OWDB at low (B= -1.38, p< .05, CIs -1.93, -.84) and high (B= -.51, p< .05, CIs -1.06, -.04) levels of PD, varies significantly in strength (from B=-1.38 to B=-.51). The association between TSL and OWDB is observed to be smaller when PD between the TSL and the instructor is little.

As the value of PD increases after (B=-.51), the effect of TSL on OWDB remains insignificant. That is, the effect of TSL on ODB is significant only when the value is low. When there is high PD between TSL and the instructor, TSL either leads or does not manage OWDB. The finding is that PD moderates the relationship between TSL and OWDB.

4.5.1.6 TRANSACTIONAL LEADERSHIP- PHYSICAL DISTANCE – WORKPLACE DEVIANCE

Amos is used to explore the hypothesis of whether physical distance moderates the relationship between transactional leadership and deviant behaviours at work.

Figure 4.21 visually depicts the output and an overview of the essential outcomes.
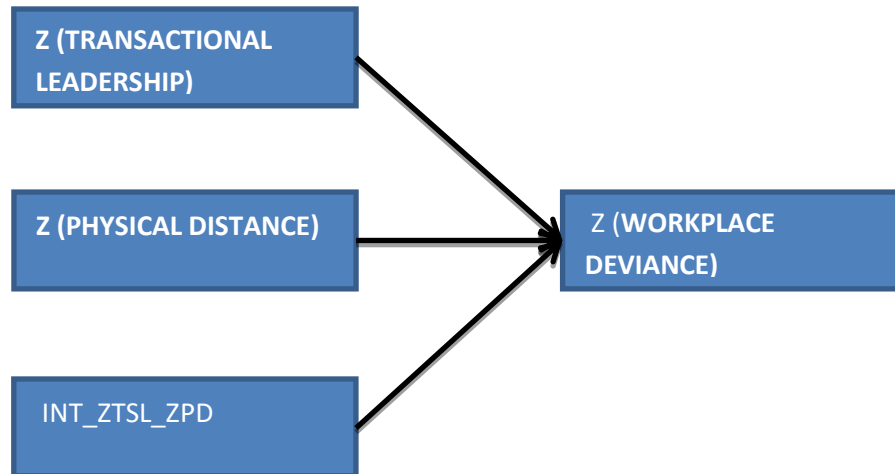
ZTSL-ZWDB= -1.13 ZPD-ZWDB= -3.23 INT_ZTSL_ZPD=-0.02

Figure 4.21: Graphic presentation of interaction effect between TSL and PD on WDB

According to the Figure, the interaction impact (β=.02) of transactional leadership and physical distance on total deviant behaviour is negative but not statistically significant. That is, the association between transactional leadership and overall aberrant behaviour is unaffected by physical distance.

Table 4.52 is a summary of the moderating analysis.

Table 4.52

Summary of Moderation Analysis of TSL and PD on WDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZWDB	-1.13	13.79	.000	**Upper bound**	**Lower bound**	
ZPD & ZWDB	-3.23	19.35	.000			
INT.ZTSL_ZPD	-.02	.42	.000	-.09	.06	Not Significant

It is evident from Table 4.52 that there is zero between the upper and lower bounds, so moderation by ZPD between ZTSL and ZWDB is not possible. Even though the interactive effect of ZTSL and ZPD on ZWDB of university teachers indicates that physical distance was unable to moderate the relation of transactional leadership and overall deviance of teachers working in universities, the finding is that PD does not moderate the relationship between TSL and WDB.

210

4.5.1.7 LAISSEZ-FAIRE LEADERSHIP- PHYSICAL DISTANCE – INTERPERSONAL WORKPLACE DEVIANCE

Amos hypothesises that physical distance moderates the relationship between laissez-faire leadership and interpersonal deviant behaviours.

Figure 4.22 visually depicts the output and summarises the essential outcomes.

ZLF-ZIWDB=.68** ZPD-ZIWDB= 1.04** INT_ZLF_ZPD=.01

Figure 4.22: Graphic presentation of interaction effect between LF and PD on IWDB

According to the Figure, the interaction impact (β=.01) of laissez-faire leadership and physical distance on interpersonal deviant behaviour is favourable but not statistically significant. That is, the association between laissez-faire leadership and interpersonal aberrant behaviour is unaffected by physical distance.

Table 4.53 is a summary of the moderating analysis.

Table 4.53

Summary of Moderation Analysis of LF and PD on IWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZIWDB	.68	2.25	.000	**Upper bound**	**Lower bound**	
ZPD & ZIWDB	1.04	5.26	.000			
INT_ZLF_ZPD	.01	.01	.181	.02	.00	Not Significant

It is evident from Table 4.53 that there is zero between the upper and lower bounds; moderation by ZPD between ZLF and ZIWDB is not possible. Even though the interactive effect of ZLF and ZPD on ZIWDB of university teachers indicates that physical distance could not moderate the relationship between laissez-faire leadership and interpersonal deviance of teachers working in universities, the finding is that PD does not moderate the relationship between LF and IWDB.

4.5.1.8 LAISSEZ-FAIRE LEADERSHIP- PHYSICAL DISTANCE – ORGANISATIONAL WORKPLACE DEVIANCE

Amos is used to explore the hypothesis that physical distance moderates the relationship between laissez-faire leadership and organisational deviant behaviours. Figure 4.23 visually depicts the output and summarises the important outcomes.
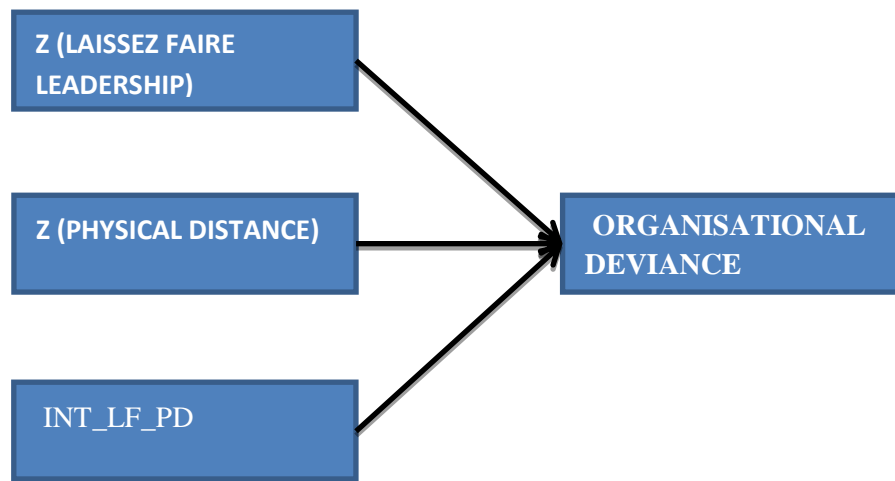
ZLF-ZOWDB=3.47** ZPD-ZOWDB= 3.51** INT_ZLF_ZPD=-.01

Figure 4.23: Graphic presentation of interaction effect between LF and PD on OWDB

According to the Figure, the interaction impact (β=.01) of laissez-faire leadership and physical distance on organisational deviant behaviour is negative but not statistically significant. That is, the association between laissez-faire leadership and organisational aberrant behaviour is unaffected by physical distance.

Table 4.54 is a summary of the moderating analysis.

Table 4.54

Summary of Moderation Analysis of LF and PD on OWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZOWDB	3.47	4.037	.000	**Upper bound**	**Lower bound**	
ZPD & ZOWDB	3.51	7.249	.000			
INT_ZLF_ZPD	-.01	.50	.224	.45	-.0	Not significant

It is evident from Table 4.54 that there is zero between the upper and lower bounds; moderation by ZPD between ZLF and ZOWDB is not possible. Even though the interactive effect of ZLF and ZPD on the ZOWDB of university teachers indicates that physical distance could not moderate the relation between laissez-faire leadership and organisational deviance of teachers working in universities, it is concluded that PD does not moderate the relationship between LF and OWDB.

4.5.1.9 LAISSEZ-FAIRE LEADERSHIP- PHYSICAL DISTANCE – WORKPLACE DEVIANCE

Amos is used to explore whether physical distance moderates the relationship between laissez-faire leadership and deviant behaviours.

Figure 4.24 visually depicts the output and an overview of the essential outcomes.
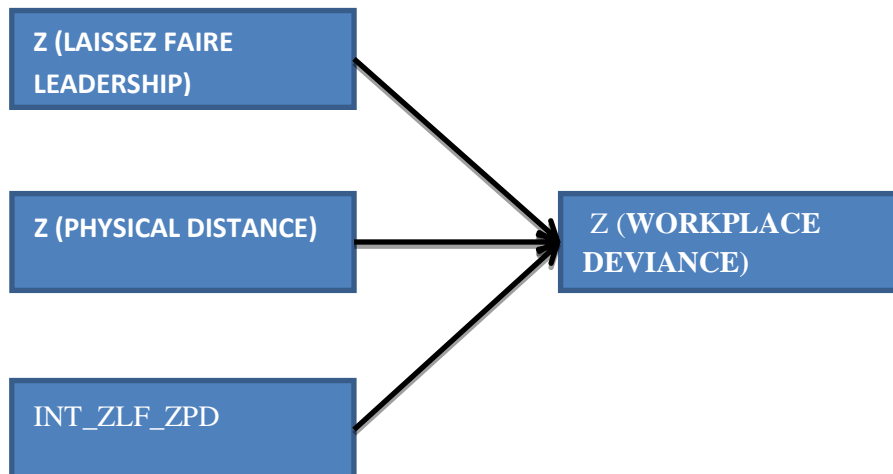
ZLF-ZWDB=3.56** ZPD-ZWDB= 3.86** INT_ZLF_ZPD=-.12

Figure 4.24: Graphic presentation of interaction effect between LF and PD on WDB

213

According to the Figure, the interaction impact (β=.12) of laissez-faire leadership and physical distance on total deviant behaviour is negative but not statistically significant. That is, the association between laissez-faire leadership and overall aberrant behaviour is unaffected by physical distance.

Table 4.55 is a summary of the moderating analysis.

Table 4.55

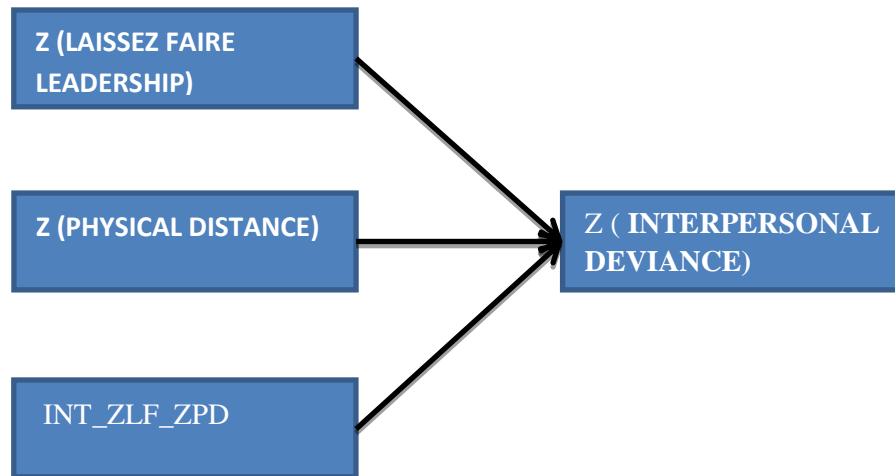**Summary of Moderation Analysis of LF and PD on WDB**

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZWDB	3.56	3.441	.000	**Upper bound**	**Lower bound**	
ZPD & ZWDB	3.63	6.617	.000			
INT_ZLF_ZPD	-.03	1.327	.185	-.43	.01	Not significant

It is evident from Table 4.55 that there is zero between the upper and lower bounds; moderation by ZPD between ZLF and ZWDB is not possible. Even though the interactive effect of ZLF and ZPD on ZWDB of university teachers indicates that physical distance could not moderate the relationship between laissez-faire leadership and overall workplace deviance of teachers working in universities, the finding is that PD does not moderate the relationship between LF and WDB.

According to the study findings, the interaction effect of physical distance between transformation and transactional leadership style and workplace deviant behaviours is found to be negative and significant, implying that physical distance moderates the relationship between these styles. However, the interaction impact of physical distance between laissez-faire leadership style and workplace deviant behaviours was found to be non-significant, indicating that physical distance did not attenuate the relationship between laissez-faire leadership style and workplace deviant behaviours.

Hypothesis 3 (a), "Physical distance moderates the relationship between leadership style and workplace deviant behaviours among university teachers", is valid for transformational and transactional leadership. The main finding is that physical distance between the (transformational and transactional) head and university professors

214

moderates university teachers' workplace behaviour. It proposes that policymakers and university lecturers consider physical distance when establishing work structures; this will aid in managing various difficulties in the institution. Because physical distance acts as a moderator, any change in physical distance will result in a considerable shift in (transformation and transactional) leadership style and deviant behaviours of teachers in universities.

4.5.2 SUMMARY OF PERCEIVED FREQUENCY OF INTERACTION AS MODERATOR IN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the standardised effects of leadership style and perceived frequency of interaction with interaction on standardised workplace deviant behaviour

4.5.2.1 TRANSFORMATIONAL LEADERSHIP –PERCEIVED FREQUENCY OF INTERACTION-INTERPERSONAL WORKPLACE DEVIANT BEHAVIOURS

Amos is used to explore the hypothesis of whether the perceived frequency of interaction moderates the relation between transformational leadership and interpersonal workplace deviant behaviours.

Figure 4.25 visually depicts the output and an overview of the essential outcomes.
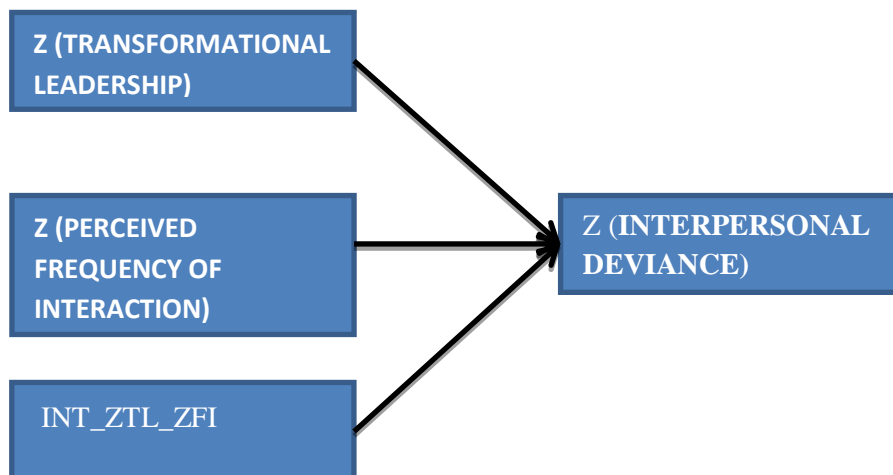
ZTL-ZIWDB=-.71** ZPF-ZIWDB= -.61** INT_ZTL_ZPF=-.05**

Figure 4.25: Graphic presentation of interaction effect between TL and PF on

IWDB

The Figure results show that the interaction effect (β=.05**) between transformational leadership and perceived frequency of interaction has a negative and substantial moderating influence on interpersonal workplace deviant behaviours. The association between transformational leadership and interpersonally deviant behaviour varies based on the perceived frequency of interaction.

Table 4.56 is a summary of the moderating analysis.

Table 4.56

Summary of Moderation Analysis of TL and PF on IWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL& ZIWDB	-.71	3.768	.000	**Upper bound**	**Lower bound**	
ZPF & ZIWDB	-.61	1.981	.000			
INT_ZTL_ZPF	-.05	2.691	.000	-.02	-.06	Significant

Table 4.56 shows that there is no zero between the upper and lower bounds; ZPF moderation between ZTL and ZIWDB is confirmed, even though the interactive effect of ZTL and ZPF on ZIWDB suggests that the frequency of interaction moderated the relation between transformational leadership and interpersonal deviance behaviours of teachers working in Punjabi universities.
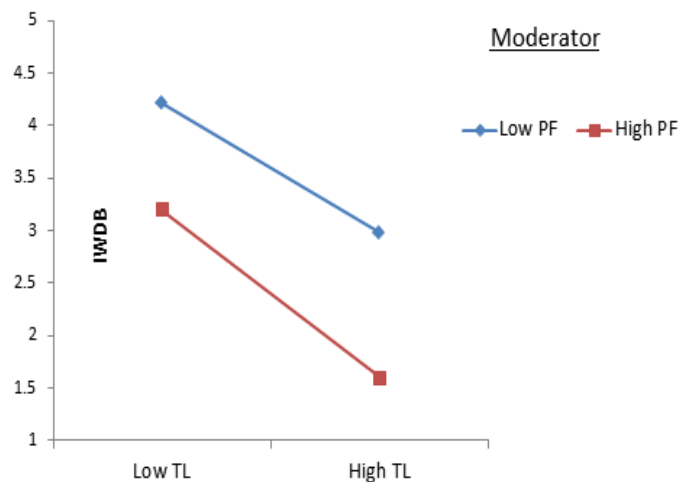
Figure 4.26: Plot of Interactive Effect of TL and PF on IWDB

The conditional effect of TL on IWDB at low (B= -.49, p< .05, CIs -.56, -.42) and high (B= -.33, p< .05, CIs -.40, -.27) levels of PF varies significantly in strength (from B= -.49 to B=-.52). The association between TL and IWDB is shown to be strong when PF between TL and the instructor is low.

As the value of PF increases after (B=-.33), the effect of TL on IWDB continues to remain insignificant. That is, the effect of TL on IWDB is significant only when the value is less. When the PF between TL and the teacher is high, TL controls IWDB. The finding is that PF moderates the relationship between TL and IWDB.

4.5.2.2   TRANSFORMATIONAL LEADERSHIP – PERCEIVED FREQUENCY OF INTERACTION -ORGANISATIONAL WORKPLACE DEVIANT BEHAVIOURS

Amos is used to explore the hypothesis that the perceived frequency of interaction modifies the relationship between transformational leadership and organisational deviant behaviours.

Figure 4.27 visually depicts the output and provides an overview of the important outcomes.
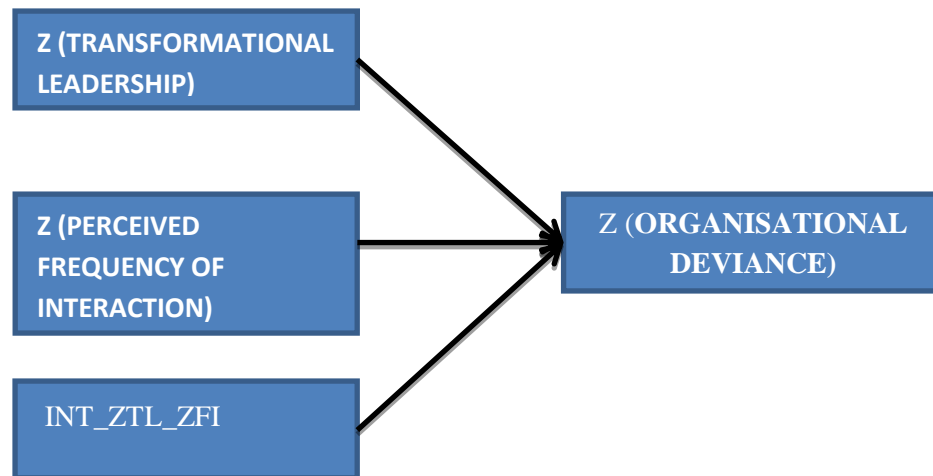
ZTL-ZIWDB= -.74** ZPF-ZIWDB= -.35** INT_ZTL_ZPF=-.09**

Figure 4.27: Graphic presentation of interaction effect between TL and PF on OWDB

The Figure results show that the interaction effect (β=.09**) between transformational leadership and perceived frequency of interaction has a negative and substantial moderating influence on organisational workplace deviant behaviours. That is, the link between transformational leadership and organisational deviant behaviours varies depending on the perceived frequency of interaction.

Table 4.57 is a summary of the moderating analysis.

Table 4.57

Summary of Moderation Analysis of TL and PF on OWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL & ZOWDB	-.74	10.551	.000	**Upper bound**	**Lower bound**	
ZPF & ZOWDB	-.35	4.563	.000			
INT_ZTL_ZPF	-.09	2.886	.000	-.15	-.03	Significant

It is evident from Table 4.57 that there is no zero between the upper and lower bounds. Moderation by ZPF between ZTL and ZIWDB is confirmed. The interactive effect of ZTL and ZPF on ZOWDB suggests that the frequency of interaction was able to moderate the relation between transformational leadership and organisational deviance of teachers working in universities in Punjab.
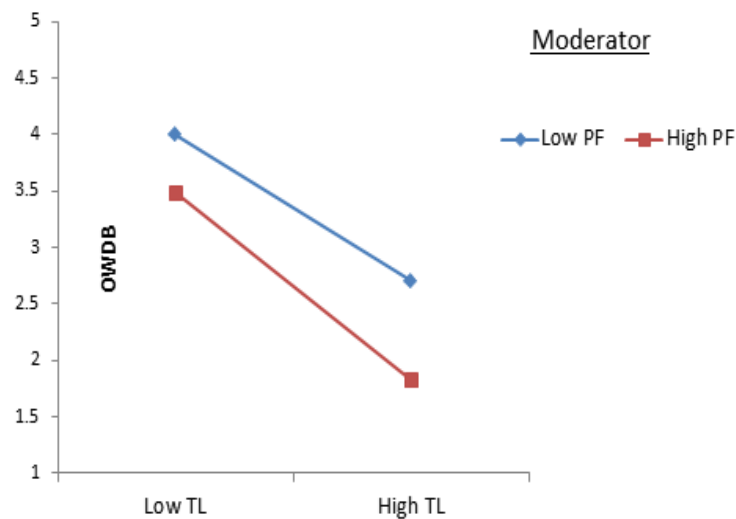
Figure 4.28: Plot of Interactive Effect of TL and PF on OWDB

218

The conditional effect of TL on OWDB at low (B= -.55, p< .05, CIs -.75, -.35) and high (B= -.92, p< .05, CIs -1.11, -.74) levels of PF varies significantly in strength (from B= -.55 to B=-.92). The association between TL and OWDB is shown to be strong when PF on between TL and the instructor is low.

As the value of PF increases after (B=-.92), the effect of TL on OWDB continues to remain insignificant. That is, the effect of TL on OWDB is significant only when the value is less. When the PF between TL and the instructor is high, TL controls deviant behaviour in the workplace. The finding is that PF moderates the relationship between TL and IWDB.

4.5.2.3 TRANSFORMATIONAL LEADERSHIP – PERCEIVED FREQUENCY OF INTERACTION -WORKPLACE DEVIANT BEHAVIOURS

Amos is used to explore the hypothesis that the perceived frequency of interaction moderates the relationship between transformational leadership and overall deviant behaviours.

Figure 4.29 visually depicts the output and provides an overview of the important outcomes.
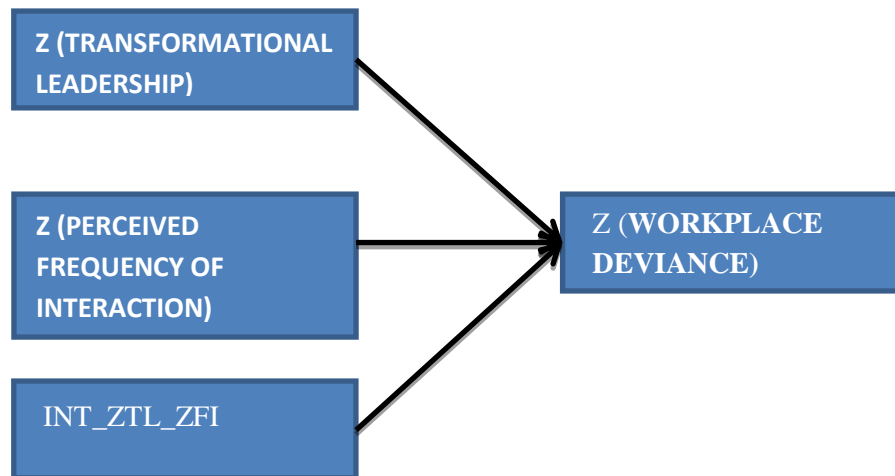
ZTL-ZWDB= -1.13 ZPF-ZWDB= -3.23** INT_ZTL_ZPF=-.02**

Figure 4.29: Graphic presentation of interaction effect between TL and PF on WDB

According to the Figure, the interaction impact (β=.02) of transformational leadership and frequency of interaction on total deviant behaviour is negative but not statistically significant. That is, the association between transformational leadership and overall aberrant behaviour is unaffected by the frequency of interaction.

Table 4.58 is a summary of the moderating analysis.

Table 4.58

Summary of Moderation Analysis of TL and PF on WDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL & ZWDB	-1.13	13.38	.000	**Upper bound**	**Lower bound**	
ZPF & ZWDB	-3.23	9.22	.000			
INT_ZTL_ZPF	-.02	.30	.650	-.09	.06	Not Significant

It is evident from Table 4.58 that there is zero between the upper and lower bounds; moderation by ZPF between ZTL and ZWDB is not possible. Even though the interactive effect of ZTL and ZPF on ZWDB of university teachers indicates that frequency of interaction was unable to moderate the relation between transformational leadership and overall workplace deviance of teachers working in universities, it is concluded that PF does not moderate the relationship between TL and WDB.

4.5.2.4 TRANSACTIONAL LEADERSHIP –PERCEIVED FREQUENCY OF INTERACTION –INTERPERSONAL WORKPLACE DEVIANT BEHAVIOURS

Amos is used to explore the hypothesis that the perceived frequency of interaction moderates the relationship between transactional leadership and interpersonal deviant behaviours.

Figure 4.30 visually depicts the output and provides an overview of the important outcomes.
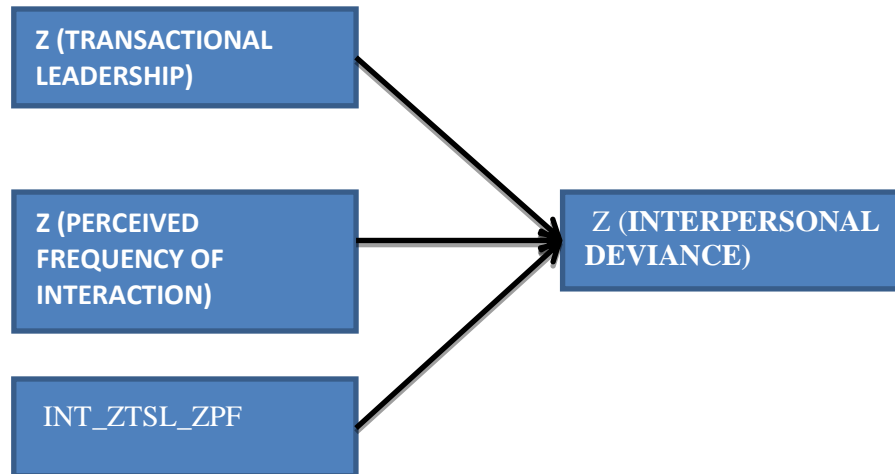
ZTSL-ZIWDB=-.75** ZPF-ZIWDB= -.63** INT_ZTSL_ZFI=-.17**

Figure 4.30: Graphic presentation of interaction effect between TSL and PF on IWDB

The Figure results show that the interaction effect (β=.17**) between transactional leadership and frequency of engagement has a negative and substantial moderating influence on total workplace deviant behaviours. The association between transactional leadership and overall aberrant behaviour varies according to interaction frequency.

Table 4.59 contains a summary of the moderating analysis.

Table 4.59

Summary of Moderation Analysis of TSL and PF on IWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZIWDB	-.75	15.00	.000	**Upper bound**	**Lower bound**	
ZPF & ZIWDB	-.63	19.67	.000			
INT_ZTSL_ZPF	-.17	6.598	.000	.10	.23	Significant

It is evident from Table 4.59 that there is no zero between the upper and lower bounds; moderation by ZPF between ZTSL and ZIWDB is confirmed even though the interactive effect of ZTSL and ZPF on ZIWDB suggests that frequency of interaction was able to moderate the relation between transactional leadership and interpersonal workplace deviance of university teachers.

221
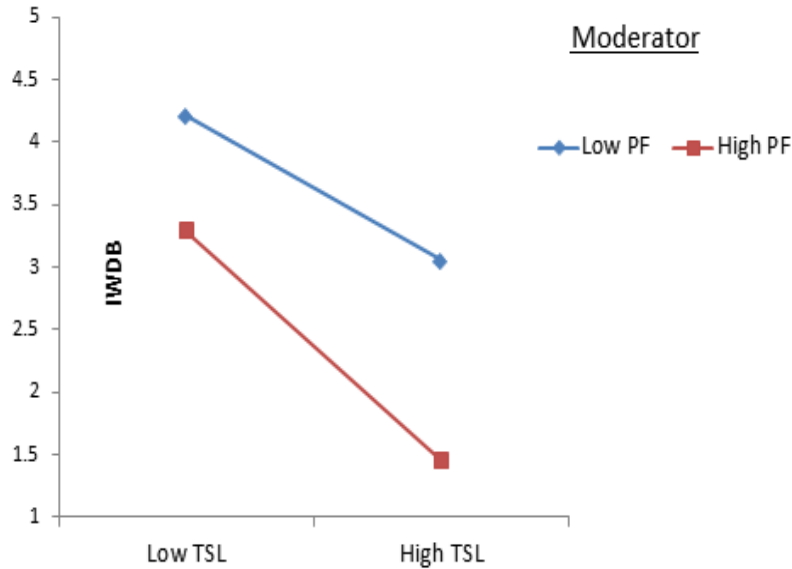
**Figure 4.31: Plot of Interactive Effect of TSL and PF on IWDB**

The conditional effect of TSL on IWDB at low (B= -.81, p< .05, CIs -1.00, -.63) and high (B= -1.50, p< .05, CIs -1.70, -1.29) levels of PF, varies significantly in strength (from B= -.81to B=-1.50). The association between TSL and OWDB is strong when PF between TSL and the instructor is low.

As the value of PF increases after (B=-1.50), the effect of TSL on IWDB continues to remain insignificant. That is, the effect of TSL on IWDB is significant only when the value is less. When PF between TSL and the instructor is high, TSL controls deviant behaviour in the organisational workplace. The finding is that PF moderates the relationship between TSL and IWDB.

4.5.2.5 TRANSACTIONAL LEADERSHIP –PERCEIVED FREQUENCY OF INTERACTION –ORGANISATIONAL WORKPLACE DEVIANT BEHAVIOURS

Amos is used to explore the hypothesis that the perceived frequency of interaction moderates the relationship between transactional leadership and organisational deviant behaviours.

Figure 4.32 visually depicts the output and summarises the important outcomes.

222

Z (TRANSACTIONAL LEADERSHIP)

Z (PERCEIVED FREQUENCY OF INTERACTION

INT_ZTSL_ZPF

Z (ORGANISATIONAL DEVIANCE)
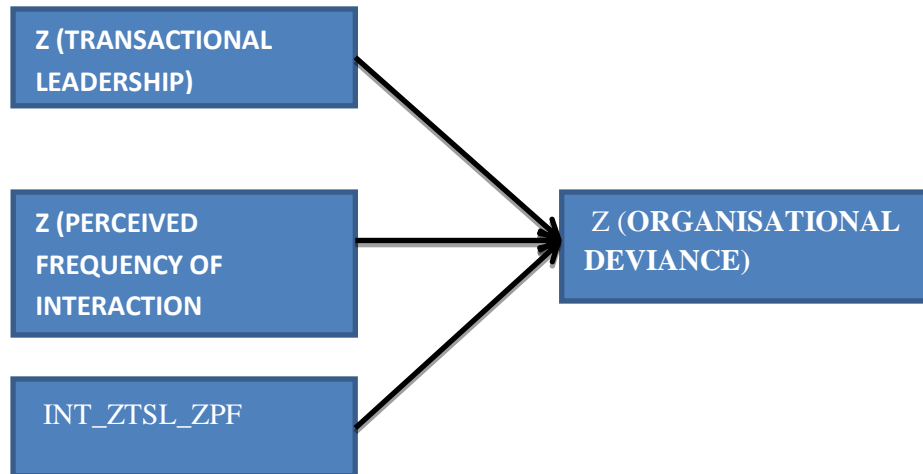
ZTSL-ZOWDB= -1.09** ZPF-ZOWDB= -1.95** INT_ZTSL_ZPF=-.11

Figure 4.32: Graphic presentation of interaction effect between TSL and PF on OWDB

According to the Figure, the interaction effect (β=.11) between transactional leadership and perceived frequency of interaction on organisational deviant behaviour is negative but not statistically significant. That is, the association between transactional leadership and organisational aberrant behaviour is unaffected by the frequency of interaction.

Table 4.60 is a summary of the moderating analysis.

Table 4.60

Summary of Moderation Analysis of TSL and PF on OWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZOWDB	-1.09	5.90	.00	**Upper bound**	**Lower bound**	
ZPF & ZOWDB	-1.95	6.36	.00			
INT_ZTSL_ZPF	-.11	1.86	1.17	-.29	.07	Not Significant

It is evident from Table 4.60 that there is zero between the upper and lower bounds; moderation by ZPF between ZTSL and ZOWDB is impossible. Even though the interactive effect of ZTSL and ZPF on ZOWDB of university teachers indicates that frequency of interaction was unable to moderate the relation of transactional leadership

and organisational workplace deviance of teachers working in universities. The finding is that PF does not moderate the relationship between TSL and OWDB.

4.5.2.6 TRANSACTIONAL LEADERSHIP –PERCEIVED FREQUENCY OF INTERACTION – WORKPLACE DEVIANT BEHAVIOURS

Amos is used to explore the hypothesis that the perceived frequency of interaction moderates the relationship between transactional leadership and deviant behaviours. Figure 4.33 visually depicts the output and provides an overview of the important outcomes.
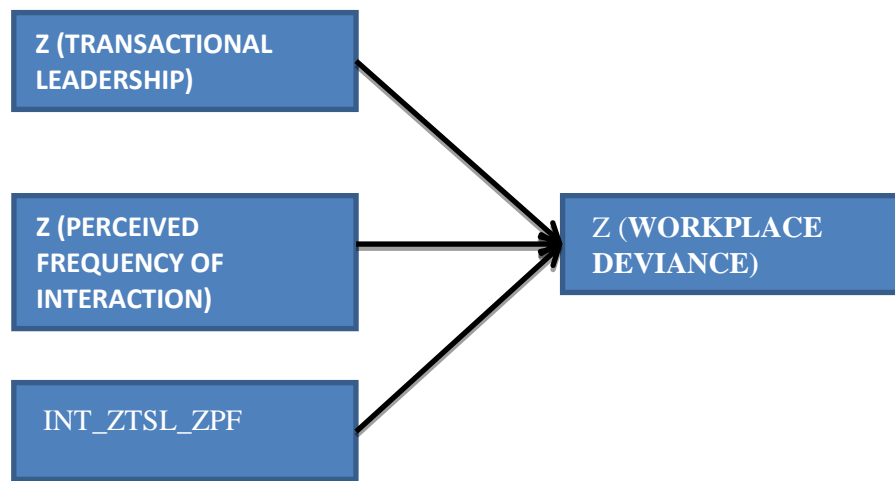
ZTSL-ZWDB= -2.77** ZPF-ZWDB= -3.29** INT_ZTSL_ZPF=.11

Figure 4.33: Graphic presentation of interaction effect between TSL and PF on WDB

According to the Figure, the interaction effect (β=.11) between transactional leadership and perceived frequency of interaction on total deviant behaviour is positive but not statistically significant. That is, the association between transactional leadership and overall aberrant behaviour is unaffected by the frequency of interaction.

Table 4.61 is a summary of the moderating analysis.

Table 4.61

**Summary of Moderation Analysis of TSL and PF on WDB**

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZWDB	-2.77	10.01	.000	**Upper bound**	**Lower bound**	
ZPF & ZWDB	-3.49	9.95	.000			
INT_ZTSL_ZPF	.11	1.60	1.04	-.10	.33	Not Significant

Table 4.61 shows that there is zero between the upper and lower bounds; moderation by ZPF between ZTSL and ZWDB is not possible. The interactive effect of ZTSL and ZPF on ZWDB of university teachers indicates that the frequency of interaction was unable to moderate the relation between transactional leadership and overall workplace deviance of teachers working in universities. The finding is that PF does not moderate the relationship between TSL and WDB.

4.5.2.7 LAISSEZ FAIRE LEADERSHIP –PERCEIVED FREQUENCY OF INTERACTION – INTERPERSONAL WORKPLACE DEVIANT BEHAVIOURS

Amos is used to test the hypothesis that the frequency of perceived interaction moderates the relationship between laissez-faire leadership and interpersonal deviant behaviours.

Figure 4.34 visually depicts the output and provides an overview of the important outcomes.
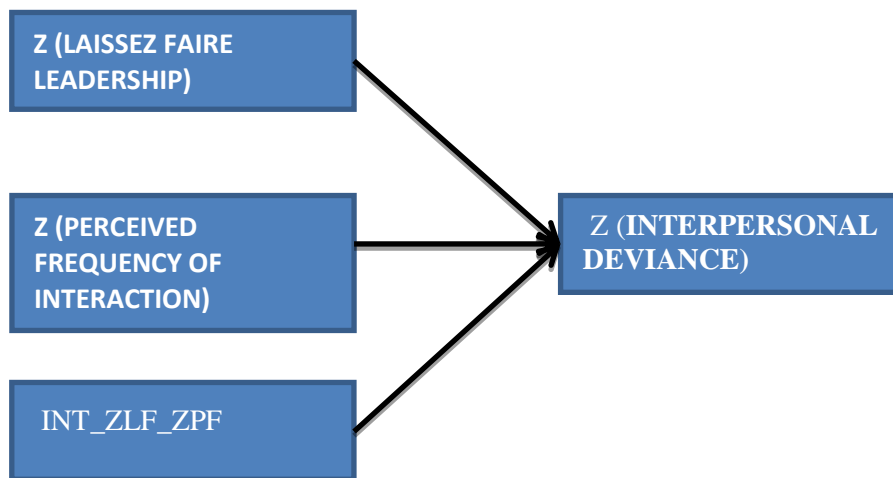
ZLF-ZIWDB=.80** ZPF-ZIWDB=-1.95** INT_ZLF_ZPF=-.05

Figure 4.34: Graphic presentation of interaction effect between LF and PF on IWDB

According to the Figure, the interaction impact (β=.05) between laissez-faire leadership and frequency of interaction on interpersonal deviant behaviour is negative but not statistically significant. That is, the association between laissez-faire leadership and interpersonal aberrant behaviour is unaffected by the frequency of interaction.

Table 4.62 is a summary of the moderating analysis.

Table 4.62

Summary of Moderation Analysis of LF and PF on IWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZIWDB	.80	12.27	.000	**Upper bound**	**Lower bound**	
ZPF & ZIWDB	-1.95	18.61	.000			
INT_ZLF_ZPF	-.05	1.55	.071	-.11	.01	Not Significant

Table 4.62 shows that there is zero between the upper and lower bounds; moderation by ZPF between ZLF and ZIWDB is not possible. The interactive effect of ZLF and ZPF on ZIWDB of university teachers indicates that the frequency of interaction was unable to moderate the relationship between laissez-faire leadership and interpersonal workplace deviance of teachers working in universities. The finding is that PF does not moderate the relationship between LF and IWDB.

4.5.2.8 LAISSEZ-FAIRE LEADERSHIP –PERCEIVED FREQUENCY OF INTERACTION – ORGANISATIONAL WORKPLACE DEVIANT BEHAVIOURS

Amos is used to test the hypothesis that the perceived frequency of interaction moderates the relation between laissez-faire leadership and organisational deviant behaviours.

Figure 4.35 visually depicts the output and provides an overview of the important outcomes.

```
Z (LAISSEZ FAIRE
LEADERSHIP)

Z (PERCEIVED
FREQUENCY OF                    Z (ORGANISATIONAL
INTERACTION)                    DEVIANCE

INT_ZLF_ZPF
```
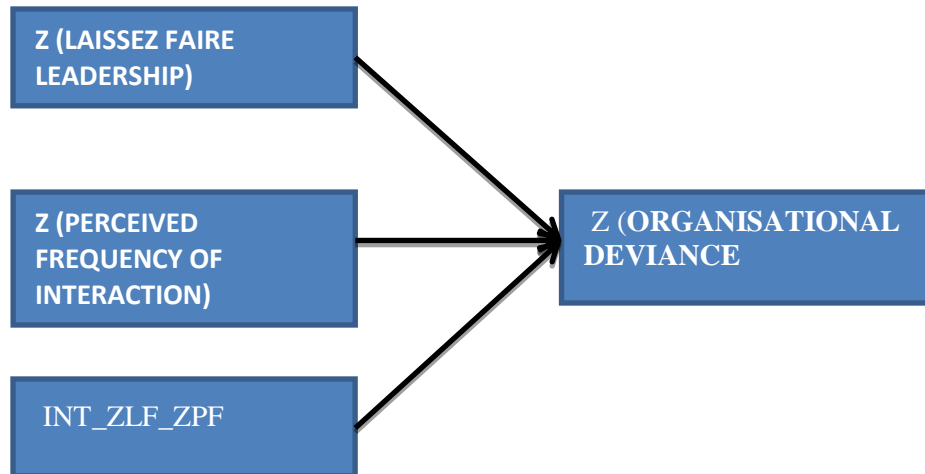
ZLF-ZOWDB= 1.00** ZPF-ZOWDB=-2.11** INT_ZLF_ZPF=.10

Figure 4.35: Graphic presentation of interaction effect between LF and PF on OWDB

According to the Figure, the interaction impact (β=.05) between laissez-faire leadership and frequency of interaction on organisational deviant behaviour is negative but not statistically significant. That is, the association between laissez-faire leadership and organisational aberrant behaviour is unaffected by the frequency of interaction.

Table 4.63 is a summary of the moderating analysis.

Table 4.63

Summary of Moderation Analysis of LF and PF on OWDB

| Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZOWDB	1.00	11.20	.000	**Upper bound**	**Lower bound**	
ZPF & ZOWDB	-2.11	15.65	.000			
INT_ZLF_ZPF	.10	1.50	.065	-.13	.01	Not Significant

Table 4.63 shows that there is zero between the upper and lower bounds; moderation by PF between ZLF and ZOWDB is not possible. The interactive effect of ZLF and ZPF on ZOWDB of university teachers indicates that the frequency of interaction was unable to moderate the relation between laissez-faire leadership and organisational workplace deviance of teachers working in universities. The finding is that PF does not moderate the relationship between LF and OWDB.

4.5.2.9 LAISSEZ FAIRE LEADERSHIP –PERCEIVED FREQUENCY OF INTERACTION – WORKPLACE DEVIANT BEHAVIOURS

Amos is used to test the hypothesis that the perceived interaction frequency moderates the relationship between laissez-faire leadership and overall deviant behaviours.

Figure 4.36 visually depicts the output and an overview of the essential outcomes.
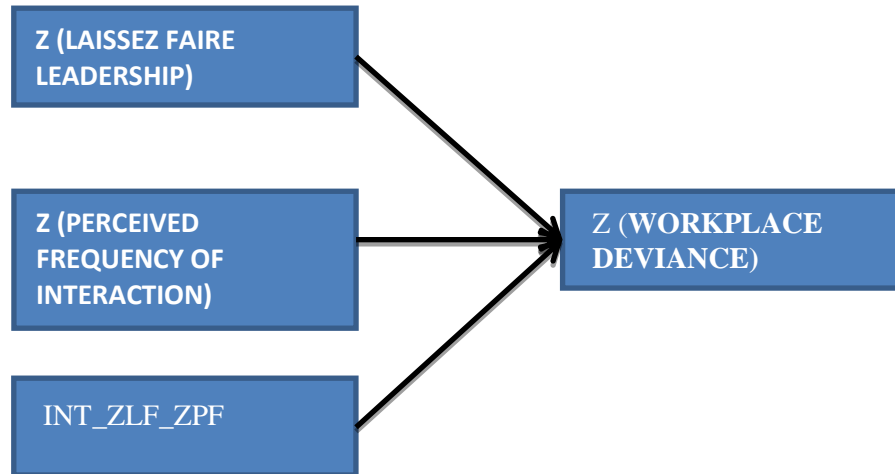
ZLF-ZWDB=1.96** ZPF-ZWDB=-4.23** INT_ZLF_ZPF=-.01

Figure 4.36: Graphic presentation of interaction effect between LF and PF on WDB

According to the Figure, the interaction impact (β=.01) of laissez-faire leadership and perceived frequency of interaction on total deviant behaviour is negative but not statistically significant. That is, the association between laissez-faire leadership and overall aberrant behaviour is unaffected by the frequency of interaction.

Table 4.64 is a summary of the moderating analysis:

Table 4.64

Summary of Moderation Analysis of LF and PF on WDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZWDB	1.96	9.972	.000	**Upper bound**	**Lower bound**	
ZPF & ZWDB	-4.23	12.896	.000			
INT_ZLF_ZPF	-.01	.13	.099	-.21	.19	Not Significant

It is evident from Table 4.64 that there is zero between the upper and lower bounds; moderation by ZPF between ZLF and ZWDB is not possible. Even though the interactive effect of ZLF and ZPF on ZWDB of university teachers indicates that frequency of interaction was unable to moderate the relation of laissez-faire leadership and overall workplace deviance of teachers working in universities. The finding is that PF does not moderate the relationship between LF and WDB.

The study findings revealed that the effect of perceived frequency of interaction between transformational and transactional leadership styles with interpersonal workplace deviant behaviours and organisational behaviour in the case of transformational leadership was also significant. The frequency of interaction does not moderate the relationship between laissez-faire leadership styles and workplace deviant behaviours of university teachers.

As a result, hypothesis 3 (b), "Perceived frequency of interaction moderates the relationship between leadership style and workplace deviant behaviours among university teachers", is accepted in the case of transformational and transactional leadership styles with interpersonal workplace deviant behaviours as well as organisational in case of transformational leadership. The main finding is that the frequency of interaction between head and university professors influences university teachers' workplace behaviour. It proposes that university professors' heads consider the frequency of interaction when designing work schedules; this will aid in managing various difficulties in the institution. Perceived frequency of interaction acts as a moderator; any change in frequency of interaction will result in a considerable shift in (transformation and transactional) leadership style and deviant behaviours of teachers in universities.

4.5.3 SUMMARY OF STRUCTURAL DISTANCE AS MODERATOR IN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the standardised effects of leadership style and structural distance with interaction on standardised workplace deviant behaviour.

4.5.3.1 TRANSFORMATIONAL LEADERSHIP-STRUCTURAL DISTANCE-INTERPERSONAL WORKPLACE DEVIANCE

Amos is used to investigate the hypothesis that structural distance modulates the relationship between transformational leadership and interpersonal deviant behaviours.

Figure 4.37 visually depicts the output and provides an overview of the important outcomes.
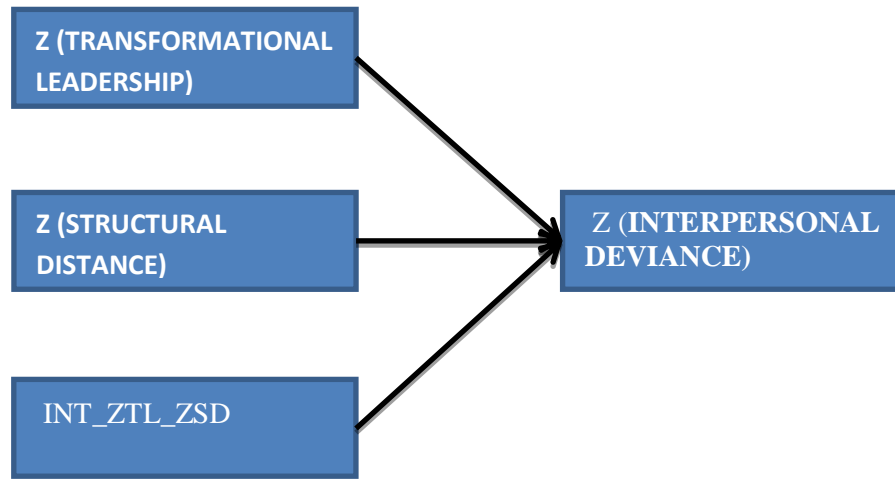
ZTL-ZIWDB= -.45** ZSD-ZIWDB= .47** INT_ZTL_ZSD=-0.01

Figure 4.37: Graphic presentation of interaction effect between TL and SD on IWDB

According to the Figure, the interaction influence (β=.01) of transformational leadership and structural distance on interpersonal workplace deviant behaviour is harmful and non-significant. That is, the link between transformational leadership and interpersonal workplace aberrant behaviour is unaffected by structural distance.

Table 4.65 is a summary of the moderating analysis.

Table 4.65

Summary of Moderation Analysis of TL and SD on IWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL & ZIWDB	-.45	17.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZIWDB	.47	12.89	.000			
INT_ZTL_ZSD	-.01	2.14	.08	-0.02	.00	Not Significant

It is evident from Table 4.65 that there is zero between the upper and lower bounds, so moderation by ZSD between ZTL and ZIWDB is not possible. Even though the interactive effect of ZTL and ZSD on ZIWDB suggests that structural distance was

unable to moderate the relation between transformational leadership and interpersonal workplace deviance of university teachers, the finding is that SD does not moderate the relationship between TL and IWDB.

4.5.3.2 TRANSFORMATIONAL LEADERSHIP-STRUCTURAL DISTANCE-ORGANISATIONAL WORKPLACE DEVIANCE

Amos is used to investigate whether structural distance modulates the relationship between transformational leadership and organisational aberrant behaviours.

Figure 4.38 visually depicts the output and provides an overview of the important outcomes.
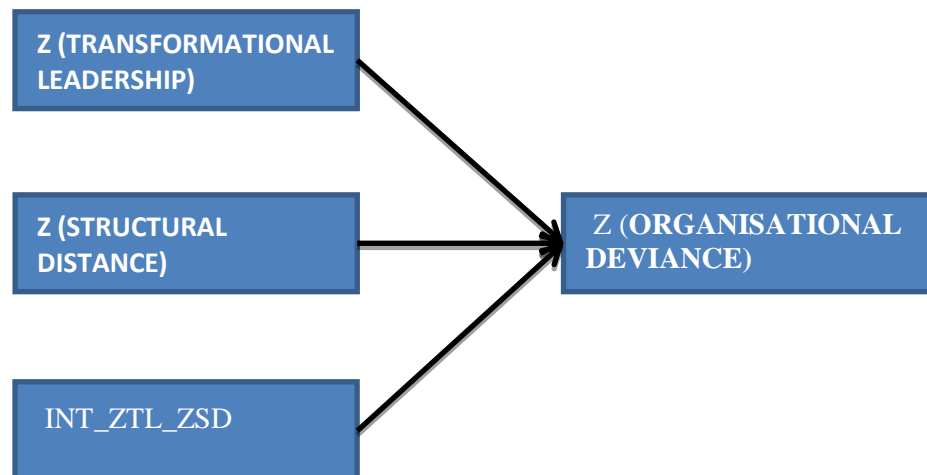
ZTL-ZOWDB= -0.77 ZSD-ZOWDB=.45** INT_ZTL_ZSD=.04****

Figure 4.38: Graphic presentation of interaction effect between TL and SD on OWDB

According to the figure, the interaction impact (β=.17**) between transformational leadership and structural distance on organisational workplace deviant behaviour is positive and significant. Structural distance affects the link between transformative leadership and organisational workplace aberrant behaviour.

Table 4.78 is a summary of the moderating analysis.

Table 4.66

Summary of Moderation Analysis of TL and SD on OWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL & ZOWDB	-.077	11.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZOWDB	.45	4.46	.000			
INT_ZTL_ZSD	.04	3.43	.011	.02	.06	Significant

It is evident from Table 4.66 that there is no zero between the upper and lower bounds; moderation by ZSD between ZTL and ZOWDB is confirmed. Even though the interactive effect of ZTL and ZSD on ZOWDB of university teachers indicates that structural distance was to moderate relation in transformational leadership and organisational deviance behaviour of teachers working in universities of Punjab.
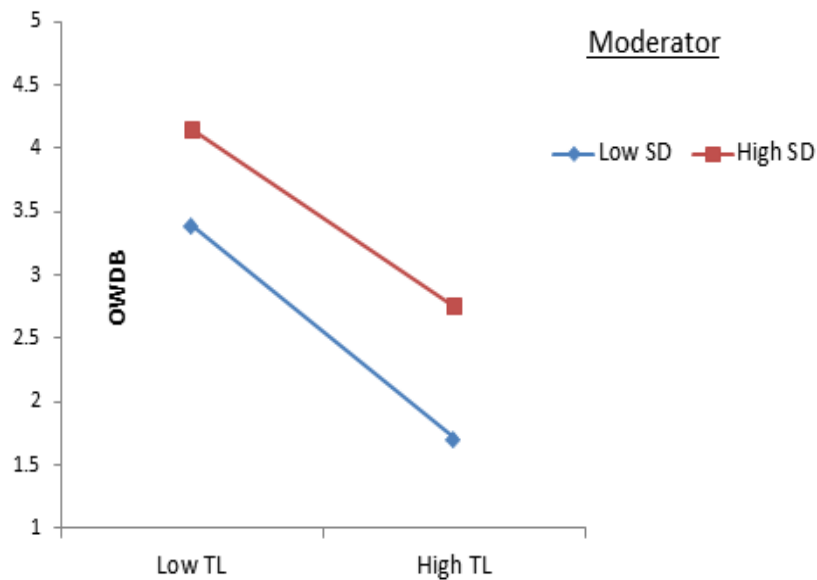
Figure 4.39: Plot of Interactive Effect of LS and SD on OWDB

The conditional effect of TL on OWDB at low (B= -.99, p< .05, CIs -1.18, -.80) and high (B= -.54, p< .05, CIs -.73, -.36) levels of SD varies significantly in strength (from B= -.99 to B=-.54). The association between TL and OWDB is observed to be less when SD between TL and the instructor is minimal.

As the value of SD increases after (B=-.54), the effect of TL on OWDB continues to remain insignificant. That is, the effect of TL on OWDB is less only when the value of SD is low. When there is a high SD between TL and the instructor, TL either leads or does not control OWDB. The finding is that SD moderates the relationship between TL and OWDB.

4.5.3.3   TRANSFORMATIONAL   LEADERSHIP-STRUCTURAL   DISTANCE-WORKPLACE DEVIANCE

Amos is used to explore the hypothesis of whether structural distance modulates the relation between transformational leadership and overall deviant behaviours.

Figure 4.40 visually depicts the output and an overview of the essential outcomes.
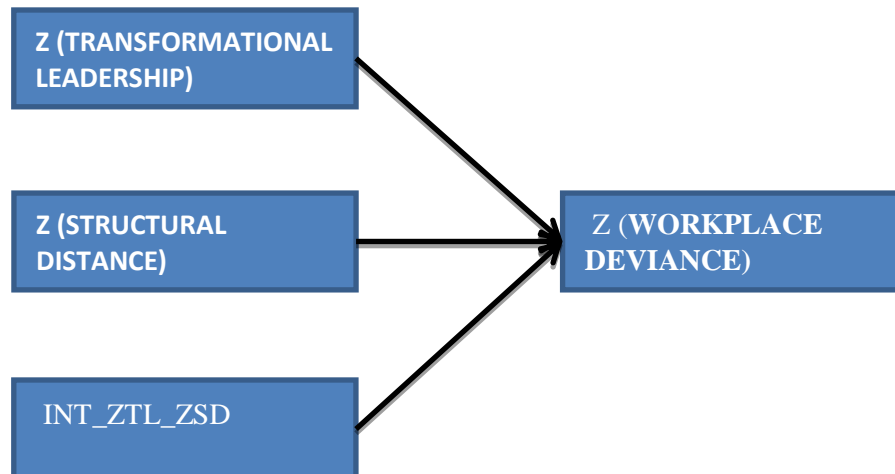
ZTL-ZWDB= -1.20** ZSD-ZWDB=1.01** INT_ZTL_ZSD=.01

Figure 4.40: Graphic presentation of interaction effect between TL and SD on WDB

According to the Figure, the interaction effect (β=.01) of transformational leadership and structural distance on workplace deviant behaviour is positive and insignificant. That is, the link between transformative leadership and overall workplace aberrant behaviour is unaffected by structural distance.

Table 4.67 is a summary of the moderating analysis.

Table 4.67

Summary of Moderation Analysis of TL and SD on WDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTL & ZWDB	-1.20	14.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZWDB	1.01	8.23	.000			
INT_ZTL_ZSD	0.01	1.26	.091	-.01	.04	Not Significant

Table 4.67 shows that there is no zero between the upper and lower bounds, so moderation by ZSD between ZTL and ZWDB is not possible. The interactive effect of ZTL and ZSD on ZWDB suggests that structural distance could not moderate the relation between transformational leadership and interpersonal workplace deviance of university teachers. The finding is that SD does not moderate the relationship between TL and WDB.

4.5.3.4 TRANSACTIONAL LEADERSHIP-STRUCTURAL DISTANCE-INTERPERSONAL WORKPLACE DEVIANCE

Amos is used to investigate the hypothesis that structural distance moderates the relationship between transactional leadership and interpersonal deviant behaviours.

Figure 4.41 visually depicts the output and provides an overview of the important outcomes.
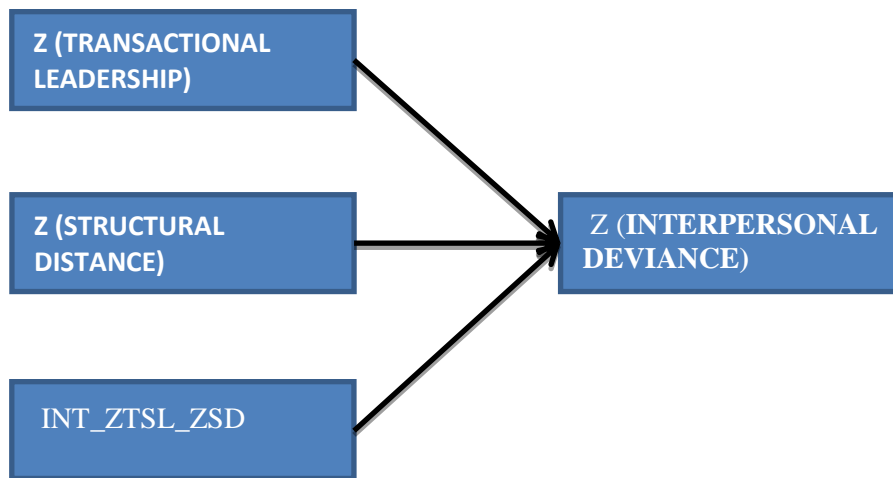
ZTSL-ZIWDB= -1.26 ** ZSD-ZIWDB=0.49 INT_ZTSL_ZSD=-0.02**

Figure 4.41: Graphic presentation of interaction effect between TSL and SD on IWDB

The Figure results show that interaction (β=.02) between transactional leadership and structural distance has a negative and insignificant moderating influence on interpersonal workplace deviant behaviours. The association between transactional leadership and interpersonal workplace deviant behaviour does not vary according to structural distance.

Table 4.68 contains a summary of the moderating analysis.

Table 4.68

Summary of Moderation Analysis of TSL and SD on IWDB

| Relation	Beta value	T value	P value	Confidence level		Conclusion
ZTSL & ZIWDB	-1.38	16.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZIWDB	.49	12.89	.000			
INT_ZTSL_ZSD	-.02	1.26	.24	-.04	.00	Not Significant

It is evident from Table 4.68 that there is zero between the upper and lower bounds, so moderation by ZSD between ZTSL and ZIWDB is not possible. The interactive effect of ZTSL and ZSD on ZIWDB suggests that structural distance was unable to moderate the relation between transactional leadership and interpersonal workplace deviance of university teachers. The finding is that SD does not moderate the relationship between TSL and IWDB.

4.5.3.5 TRANSACTIONAL LEADERSHIP-STRUCTURAL DISTANCE-ORGANISATIONAL WORKPLACE DEVIANCE

Amos is used to investigate the hypothesis that structural distance moderates the relation between transactional leadership and organisational deviant behaviours.

Figure 4.42 visually depicts the output and provides an overview of the important outcomes.
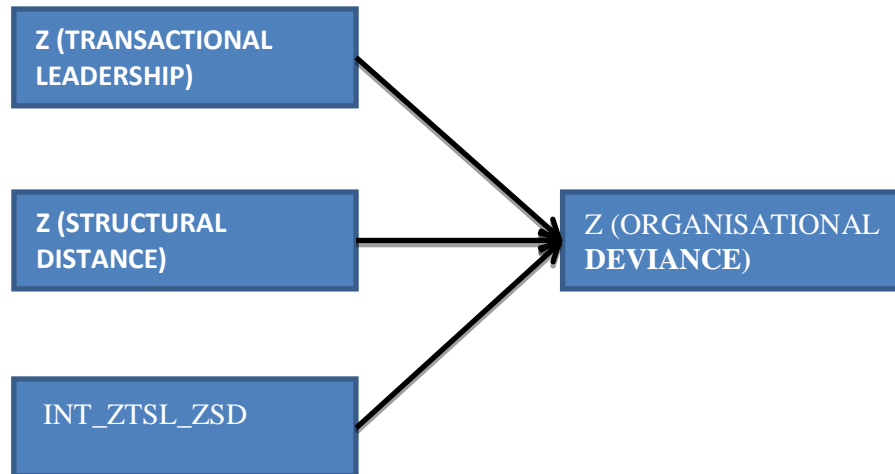
ZTSL-ZOWDB= -1.22** ZSD-ZOWDB=0.66** INT_ZTSL_ZSD=-0.04

Figure 4.42: Graphic presentation of interaction effect between TSL and SD on OWDB

The Figure results show that interaction (β=.04) between transactional leadership and structural distance has a negative and insignificant moderating influence on organisational workplace deviant behaviours. The association between transactional leadership and organisational workplace deviant behaviour does not vary according to structural distance.

Table 4.69 contains a summary of the moderating analysis.

Table 4.69

Summary of Moderation Analysis of TSL and SD on OWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZOWDB	-1.22	5.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZOWDB	.66	6.80	.000			
INT_ZTSL_ZSD	-.04	1.20	.76	-0.03	.11	Not Significant

It is evident from Table 4.69 that there is zero between the upper and lower bounds, so moderation by ZSD between ZTSL and ZOWDB is not possible. The interactive effect of ZTSL and ZSD on ZOWDB suggests that structural distance was unable to moderate the relation between transactional leadership and organisational workplace deviance of university teachers. The finding is that SD does not moderate the relationship between TSL and OWDB.

4.5.3.6   TRANSACTIONAL   LEADERSHIP-STRUCTURAL   DISTANCE-WORKPLACE DEVIANCE

Amos explores whether structural distance moderates the relationship between transactional leadership and overall deviant behaviours. Figure 4.43 visually depicts the output and an overview of the essential outcomes.
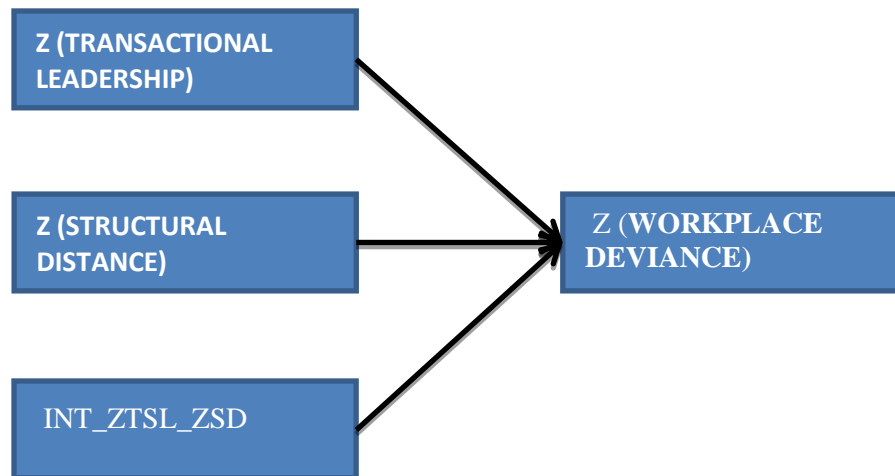
ZTSL-ZWDB= -2.97** ZSD-ZWDB=1.13** INT_ZTSL_ZSD=0.02

Figure 4.43: Graphic presentation of interaction effect between TSL and SD on WDB

The Figure results show that interaction (β=.02) between transactional leadership and structural distance have a positive and insignificant moderating influence on total workplace deviant behaviours. The association between transactional leadership and workplace deviant behaviour does not vary according to structural distance.

Table 4.70 contains a summary of the moderating analysis.

Table 4.70

Summary of Moderation Analysis of TSL and SD on WDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZTSL & ZWDB	-2.97	12.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZWDB	1.13	9.11	.000			
INT_ZTSL_ZSD	.02	.53	.086	-0.06	.10	Not Significant

It is evident from Table 4.70 that there is zero between the upper and lower bounds, so moderation by ZSD between ZTSL and ZWDB is not possible. The interactive effect of ZTSL and ZSD on ZWDB suggests that structural distance was unable to moderate the relation between transactional leadership and workplace deviance of university teachers. The finding is that SD does not moderate the relationship between TSL and WDB.

4.5.3.7 LAISSEZ-FAIRE LEADERSHIP-STRUCTURAL DISTANCE-INTERPERSONAL WORKPLACE DEVIANCE

Amos is used to explore the hypothesis that structural distance modulates the relationship between laissez-faire leadership and interpersonal deviant behaviours.

Figure 4.44 visually depicts the output and summarises the essential outcomes.
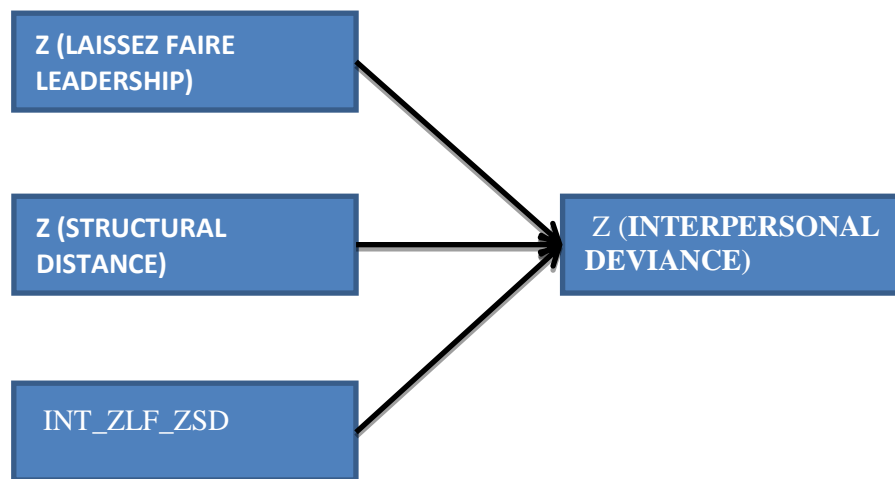
ZLF-ZIWDB= .85** ZSD-ZIWDB= .57** INT_ZLF_ZSD=.01

Figure 4.44: Graphic presentation of interaction effect between LF and SD on IWDB

According to the Figure, the interaction impact (β=.01) of laissez-faire leadership and structural distance on interpersonal deviance is positive but not statistically significant. That is, the association between laissez-faire leadership and interpersonal workplace aberrant behaviour is unaffected by structural distance.

Table 4.71 contains a summary of the moderating analysis.

Table 4.71

**Summary of Moderation Analysis in LF and SD on IWDB**

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZIWDB	.85	12.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZIWDB	.57	14.89	.000			
INT_ZLF_ZSD	.01	1.264	.321	-.01	.04	Not Significant

Table 4.71 shows that there is zero between the upper and lower bounds, so moderation by ZSD between ZLF and ZIWDB is not possible. Even though the interactive effect of ZLF and ZSD on ZIWDB suggests that structural distance was unable to moderate the relation between laissez-faire leadership and interpersonal workplace deviance of university teachers, the finding is that SD does not moderate the relationship between LF and IWDB.

4.5.3.8   LAISSEZ   FAIRE   LEADERSHIP-STRUCTURAL   DISTANCE-ORGANISATIONAL WORKPLACE DEVIANCE

Amos hypothesises that structural distance modulates the relationship between laissez-faire leadership and organisational deviant behaviours.

Figure 4.45 visually depicts the output and provides an overview of the essential outcomes.
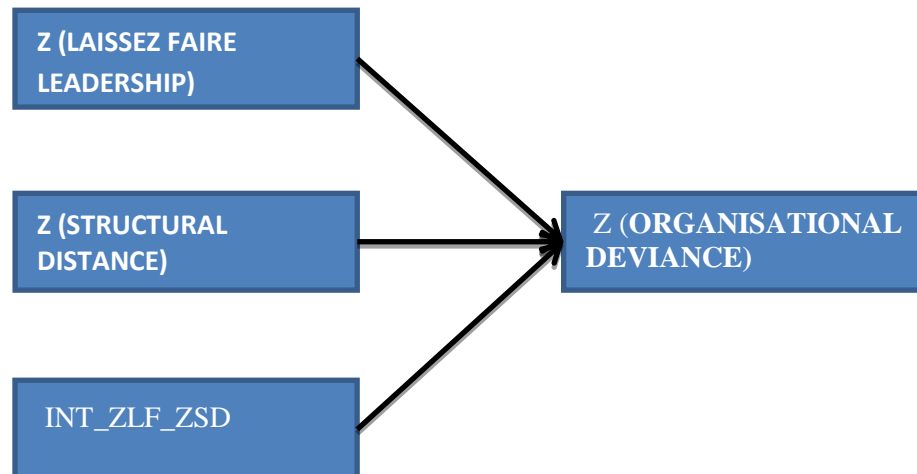
ZLF-ZOWDB= 1.02** ZSD-ZOWDB=.69** INT_ZLF_ZSD=-.03

Figure 4.45: Graphic presentation of interaction effect between LF and SD on OWDB

239

According to the Figure, the interaction impact (β=.03) of laissez-faire leadership and structural distance on organisational deviance is negative but not statistically significant. That is, the association between laissez-faire leadership and organisational workplace aberrant behaviour is unaffected by structural distance.

Table 4.72 contains a summary of the moderating analysis.

Table 4.72

Summary of Moderation Analysis of LF and SD on OWDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZOWDB	1.02	5.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZOWDB	.69	6.89	.000			
INT_ZLF_ZSD	-.03	1.26	.081	-.09	.03	Not Significant

It is evident from Table 4.72 that there is zero between the upper and lower bounds, so moderation by ZSD between ZLF and ZOWDB is not possible. Even though the interactive effect of ZLF and ZSD on ZOWDB suggests that structural distance was unable to moderate the relation between laissez-faire leadership and organisational workplace deviance of university teachers, the finding is that SD does not moderate the relationship between LF and OWDB.

4.5.3.9 LAISSEZ FAIRE LEADERSHIP-STRUCTURAL DISTANCE-WORKPLACE DEVIANCE

Amos is used to explore whether structural distance modulates the the relationship between laissez-faire leadership and overall deviant behaviours.

Figure 4.46 visually depicts the output and an overview of the essential outcomes.
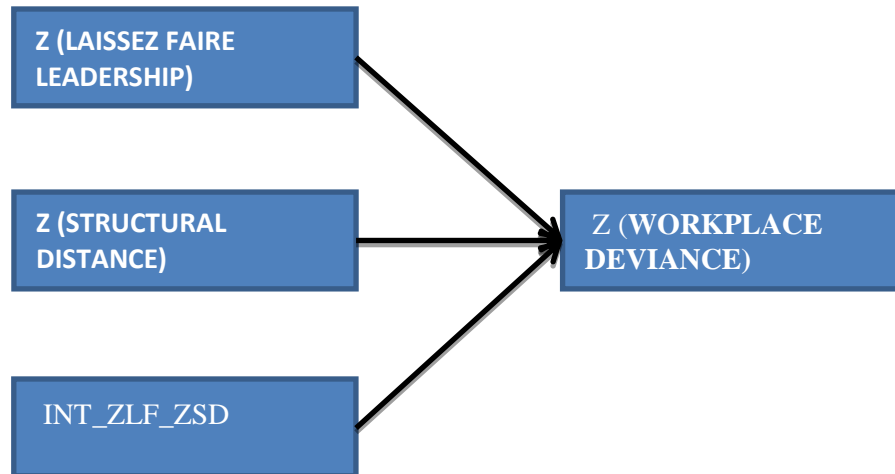
ZLF-ZWDB=2.03 ZSD-ZWDB= 1.31** INT_ZLF_ZSD=-.01**

Figure 4.46: Graphic presentation of interaction effect between LF and SD on WDB

According to the Figure, the interaction effect (β=.01) of laissez-faire leadership and structural distance on workplace deviant behaviour is negative but not statistically significant. Structural distance does not affect the association between laissez-faire leadership and overall workplace aberrant behaviour.

Table 4.73 is a summary of the moderating analysis.

Table 4.73

Summary of Moderation Analysis of LF and SD on WDB

Relation	Beta value	t value	p value	Confidence level		Conclusion
ZLF & ZWDB	2.03	9.97	.000	**Upper bound**	**Lower bound**	
ZSD & ZWDB	1.31	10.89	.000			
INT_ZLF_ZSD	-.03	.26	.34	-.09	.06	Not Significant

Table 4.73 shows that there is zero between the upper and lower bounds, so moderation by ZSD between ZLF and ZWDB is not possible. Even though the interactive effect of ZLF and ZSD on ZWDB suggests that structural distance could not moderate the relation between laissez-faire leadership and workplace deviance of university teachers, the finding is that SD does not moderate the relationship between LF and WDB.

According to the study findings, the interaction effect of structural distance between transformational leadership style and organisational workplace deviant behaviours is

significant, implying that structural distance moderates the relationship between transformational leadership style and organisational workplace deviant behaviours. However, the interaction effect of structural distance between transactional and laissez-faire leadership styles on workplace deviant behaviours was found to be insignificant, indicating that structural distance does not moderate the relationship between transactional and laissez-faire leadership styles on workplace deviant behaviours.

As a result, hypothesis 3 (c), "Structural Distance moderates the relationship between leadership style and workplace deviant behaviours among university teachers", is believed to be correct in the case of transformational leadership style with organisational workplace deviant behaviour. As a result of the interaction effect study, structural distance between head and university professors influences university teachers' workplace behaviour. It proposes that policymakers and university professors keep structural distance in mind when establishing work structures; this will aid in managing various difficulties in the institution. The main finding is that structural distance moderates the relationship between the head's transformational leadership style and the organisational workplace deviant behaviour of employees by improving contact with leadership style.

SUMMARY OF RESULTS

From the above results, the study's main finding is that dimensions of structural distance moderate the relationship between leadership style and workplace deviant behaviour. Concerning the moderating role of structural distance, the results suggest that when heads have transformational and transactional leadership styles, then dimensions of structural distance moderate their relation with workplace deviant behaviour. However, in the case of laissez-faire leadership, structural distance does not moderate the relationship. It implies that deviant workplace behaviour can be controlled when the head has an appropriate leadership style and comes with structural distance. It will help in organisational growth and development. However, heads at educational institutions need to be vigilant while managing their teachers and interacting with them. As a moderator between leadership style and workplace deviant behaviour, structural distance will produce significant adjustments. The results of the study are in line with Yadav et al.

(2020), Wulani and Junaedi (2021), Zheng et al. (2022) and Dewangan and Verghese (2023), who reported that structural distance considerably moderates the relationship between the head's leadership style and employee workplace deviant behaviour.

4.6 MEDIATION EFFECT OF JOB CRAFTING IN THE RELATIONSHIP OF LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The study's fifth objective is determining how job crafting characteristics mediate the association between deviant workplace behaviours and leadership style. For every dimension of job crafting, the mediating role of job crafting, namely, deviance in the workplace and leadership style, will be examined. The following strategy will be taken into consideration while presenting the findings:

According to Shrout and Bolger (2002), mediation describes the indirect impact of an independent variable through a mediator variable on a dependent variable. Baron and Kenny's (1986) multiple-step recommendation can be used to assess simple mediation. These authors state that mediation occurs when: (1) the Independent variable strongly predicts Mediator, (2) the Mediator considerably predicts the dependent variable when the independent variable is controlled, (3) the independent variable has a significant "total effect" on the dependent variable (4) when Mediator is controlled for, the effect of Independent variable on dependent variable (indirect effect) might either become insignificant (complete mediation) or significantly decrease (partial mediation) and if the value of direct effect increases it is called inconsistent mediation (Shrout & Bolger, 2002). Sobel's test can be used to determine the importance of the indirect influence (a x b). However, the Sobel test presupposes that the shape of the indirect effect's sample distribution is standard, which is unlikely (Preacher and Hayes, 2008). This is especially true for indirect effects, which have skewed distributions away from zero (Shrout & Bolger, 2002). Bootstrapping is preferred over Sobel's method to determine the importance of indirect effects. This technique is repeated thousands of times to provide an empirical estimate of the sampling distribution of (a x b). Confidence intervals for the indirect impact are produced using this technique (Preacher & Hayes, 2008). The indirect effect is considered significant when the lower and higher confidence intervals are more than or less than zero.

Panel A: Illustration of total effect.
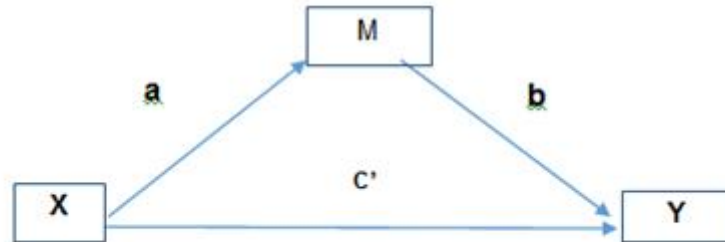
Panel B: Illustration of indirect effect

Figure 4.47: Mediation Model of the Study

This study claims that job crafting mediates the association between leadership style and workplace deviant behaviour. SPSS AMOS is used with a 95% confidence interval of the indirect effects obtained with 5,000 bootstrap samples to evaluate the mediation impact of job crafting on the relation of leadership style to workplace deviant behaviours.

The mediation impact of components of leadership style and job crafting on components of deviant behaviour in university teachers has been studied individually under the following topics.

4.6.1 SUMMARY OF INCREASING STRUCTURAL JOB RESOURCES AS MEDIATOR IN LEADEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the total effect of leadership style on workplace deviant behaviour without a mediator (c-path), leadership style on increasing structural job resources (a-path) and increasing structural job resources on workplace deviant behaviour (b-path). The direct influence of leadership style on workplace deviant behaviour in the presence of a mediator is (c'-path), while the indirect effect through a mediator is (a path*b path).

4.6.1.1 TRANSFORMATIONAL LEADERSHIP-INCREASING STRUCTURAL JOB RESOURCES-INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether increasing structural job resources mediate the association between transformational leadership and interpersonal deviance behaviours.

Figure 4.48 visually depicts the output and an overview of the important outcomes.
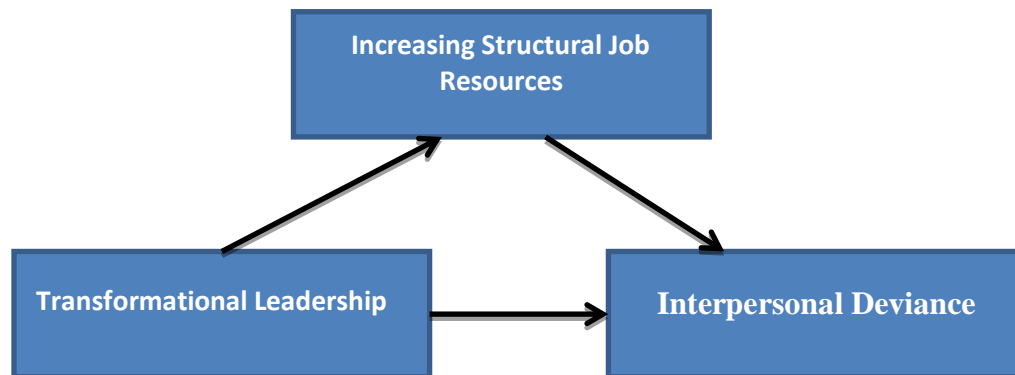
TL-IStJR (a path) = 0.56** **IStJR-IWDB** (b path) =-0.25**

TOTAL EFFECT (c path) = -0.60** **DIRECT EFFECT** (c' path) = -0.46**

INDIRECT EFFECT (a path*b path) = -0.14**

Figure 4.48: Graphic Presentation of Mediation Effect of IStJR between TL and IWDB

The study looked at the function of expanding structural job resources in mediating the association between transformative leadership and interpersonal workplace deviance behaviour. The findings demonstrated a significant impact of transformative leadership on interpersonal workplace deviance behaviours (c path = -0.60**). Furthermore, in the presence of a mediator, the direct effect (c' path = -0.46**) of transformative leadership on interpersonal workplace aberrant behaviours was considerable. The indirect impact (a path*b path = -0.14**) is also significant. As a result, increased structural job resources mitigated the association between transformational leadership and interpersonal workplace deviance behaviours.

Table 4.74 contains a summary of the mediation analysis.

Table 4.74

Summary of Mediation Analysis of IStJR between TL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TL_IStJR_ IWDB	-.14(.000)	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.20	-.08		

It is evident from Table 4.74 that there is no zero between the upper and lower bounds, and increasing structural job resources mediates between transformative leadership and interpersonal deviance, which is confirmed. The effect of transformative leadership on increasing structural job resources is positive (a path = 0.56**), indicating that transformative leadership improves structural job resources. Further negative impact (b path =-0.25**) of increasing structural job resources on interpersonal workplace deviance behaviours leads to reduced interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, increased structural job resources inconsistently mediate or suppress the association between transformational leadership and interpersonal workplace aberrant behaviour. The finding is that increased structural job resources inconsistently mediate or suppress the association between transformational leadership and interpersonal workplace deviant behaviour.

4.6.1.2 TRANSFORMATIONAL LEADERSHIP-INCREASING STRUCTURAL JOB RESOURCES-ORGANISATIONAL DEVIANCE

Amos explores whether increasing structural job resources mediate the association between transformative leadership and organisational deviant behaviours. Figure 4.49 visually depicts the output and an overview of the important outcomes.
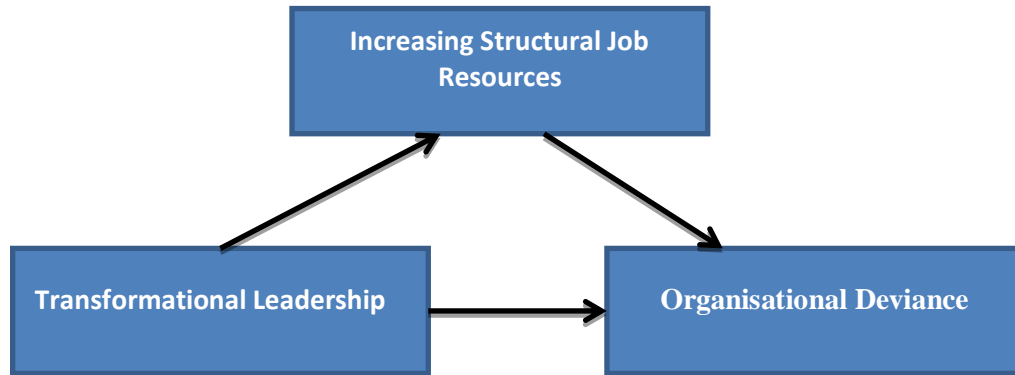
TL-IStJR (a path) = 0.56** **IStJR-OWDB** (b path) = -0.72**

TOTAL EFFECT (c path) = -0.89** **DIRECT EFFECT** (c' path) = -0.49**

INDIRECT EFFECT (a path*b path) = -0.40**

Figure 4.49: Graphic Presentation of Mediation Effect of IStJR between TL and OWDB

The study looked at the function of expanding structural job resources in mediating the association between transformative leadership and organisational deviant behaviour. The findings demonstrated a solid considerable total impact (c path = -0.89**) of transformative leadership on organisational deviance behaviours. Furthermore, in the presence of a mediator, the direct effect (c' path = -0.49**) of transformative leadership on organisational deviance behaviours was considerable. The indirect impact (a path*b path = -0.40**) is also significant. As a result, improving structural job resources mediated the association between transformational leadership and organisational deviant behaviour.

Table 4.75 contains a summary of the mediation analysis.

Table 4.75

Summary of Mediation Analysis of IStJR between TL and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TL_IStJR_OWDB	-.40(.000)			.000	Inconsistent Mediation
		-.56	-.25		

It is evident from Table 4.75 that there is no zero between upper and lower bounds; mediation by IStJR between TL and organisational deviance is confirmed. The effect of TL on IStJR is positive (a path = 0.56**), indicating that transformative leadership improves increasing structural job resources. Further negative impact (b path =-0.72**) of increasing structural job resources on organisational workplace deviance behaviours leads to reduced organisational deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, increased structural job resources inconsistently mediate or suppress the association between transformational leadership and organisational workplace aberrant behaviour. The finding is that increased structural job resources inconsistently mediate or suppress the association between transformational leadership and organisational workplace deviant behaviour.

4.6.1.3   TRANSFORMATIONAL LEADERSHIP-INCREASING STRUCTURAL JOB RESOURCES-WORKPLACE DEVIANCE

Amos is used to explore the hypothesis of whether increasing structural job resources mediate the link between transformational leadership and deviant behaviour. Figure 4.50 visually depicts the output and an overview of the essential outcomes.
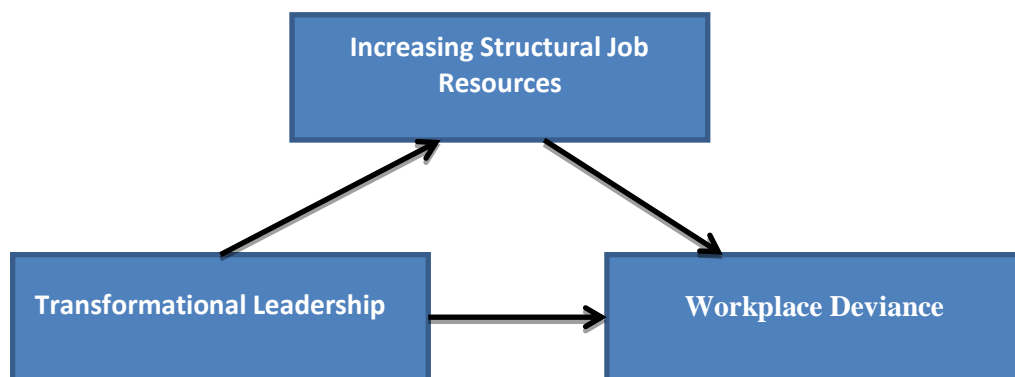
TL-IStJR (a path) = 0.56** **IStJR-WDB** (b path) = -0.96**

TOTAL EFFECT (c path) = -1.50** **DIRECT EFFECT** (c' path) = -0.97**

INDIRECT EFFECT (a path*b path) = -0.54**

Figure 4.50: Graphic Presentation of Mediation Effect of IStJR between TL and WDB

The study looked at the function of increased structural job resources in mediating the association between TL and WDB. The findings demonstrated a solid considerable total impact (c path = -1.50**) of TL on WDB. Furthermore, in the presence of a mediator, TL's direct effect (c' path = -0.97**) on overall WDB was considerable. The indirect impact (a path*b path = -0.54**) is also significant. As a result, increased structural job resources mitigated the association between transformational leadership and overall workplace aberrant behaviour to some extent.

Table 4.76 contains a summary of the mediation analysis.

Table 4.76

Summary of Mediation Analysis of IStJR between TL and WDB

| Relationship	Indirect effect	Confidence level		P-value	Conclusion
		Lower Bound	Upper Bound		
TL_IStJR_WDB	-.54(.000)	-.73	-.33	.000	Inconsistent Mediation

It is evident from Table 4.76 that there is no zero between the upper and lower bounds; increasing structural job resources mediates between transformative and overall deviance confirmed. The effect of transformative leadership on increasing structural job resources is positive (a path = 0.56**), indicating that transformational leadership causes an increase in structural job resources. Further negative impact (b path =-0.96**) of increasing structural job resources on overall workplace deviance behaviours leads to a decrease in total workplace behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, boosting structural job resources inconsistently mediates or suppresses the association between transformative leadership and total workplace deviance. The finding is that increased structural job resources inconsistently mediate or suppress the association between transformational leadership and overall workplace deviant behaviour.

4.6.1.4 TRANSACTIONAL LEADERSHIP- INCREASING STRUCTURAL JOB RESOURCES-INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether increasing structural job resources mediate the association between transactional leadership and interpersonal deviant behaviours.

Figure 4.51 visually depicts the output and provides an overview of the essential outcomes.
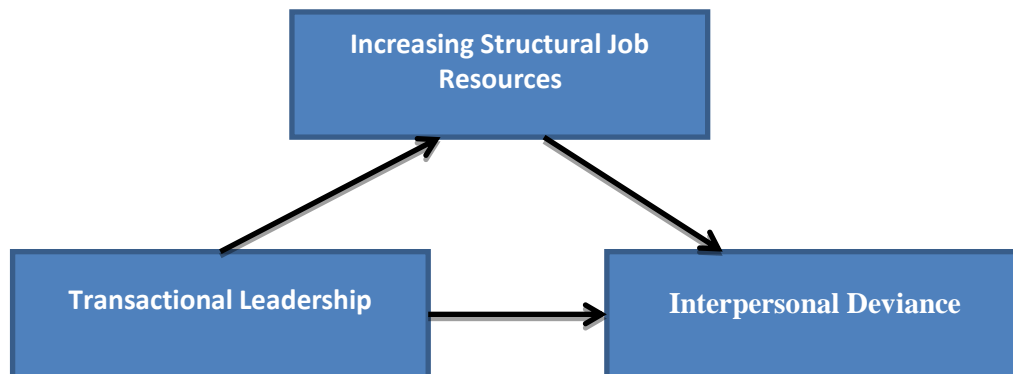
TSL-IStJR (a path) = 1.20** **IStJR-IWDB** (b path) = -0.39**

TOTAL EFFECT (c path) = -1.67** **DIRECT EFFECT** (c' path) = -1.21**

INDIRECT EFFECT (a path*b path) = -0.46**

Figure 4.51: Graphic Presentation of Mediation Effect of IStJR between TSL and IWDB

The study looked at the function of expanding structural job resources in mitigating the association between transactional leadership and interpersonal deviant behaviour. The findings demonstrated a solid considerable total impact (c path= -1.67**) of transactional leadership on interpersonal deviance behaviours. Furthermore, in the presence of a mediator, the direct effect (c' path = -0.21**) of transactional leadership on interpersonal workplace aberrant behaviours was considerable. The indirect impact (a path*b path = -0.46**) is also significant. As a result, increased structural job resources mitigated the association between transactional leadership and interpersonal workplace deviance behaviours.

Table 4.77 contains a summary of the mediation analysis.

Table 4.77

**Summary of Mediation Analysis of IStJR between TSL and IWDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TSL_IStJR_IWDB	-.46	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.57	-.36		

It is evident from Table 4.77 that there is no zero between the upper and lower bounds; IStJR mediates between TSL and IWDB is confirmed. The effect of TSL on IStJR is positive (a path = 1.20**, indicating that transactional leadership causes an increase in increasing structural job resources. Further negative impact (b path =-0.39**) of increasing structural job resources on interpersonal workplace deviance behaviours leads to a decrease in interpersonal workplace deviance. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, then boosting structural job resources inconsistently mediates or suppresses the association between TSL and IWDB. The finding is that increased structural job resources inconsistently mediate or suppress the association between transactional leadership and interpersonal workplace deviant behaviour.

4.6.1.5 TRANSACTIONAL LEADERSHIP-INCREASING STRUCTURAL JOB RESOURCES-ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis that increasing structural job resources mediate the association between transactional leadership and organisational deviant behaviours.

Figure 4.52 visually depicts the output and provides an overview of the essential outcomes.

Increasing Structural Job Resources

Transactional Leadership

Organisational Deviance
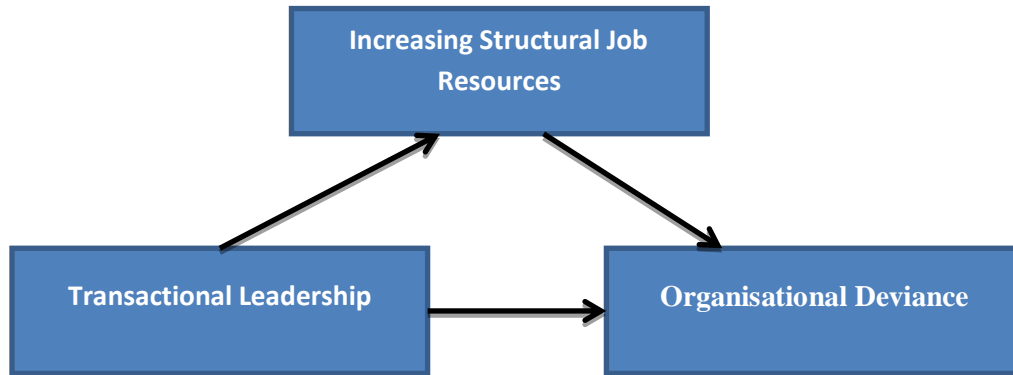
TSL-IStJR (a path) = 1.20** **IStJR-OWDB** (b path) =-1.14**

TOTAL EFFECT (c path) = -1.75** **DIRECT EFFECT** (c' path) = -0.42**

INDIRECT EFFECT (a path*b path) = -1.33**

Figure 4.52: Graphic Presentation of Mediation Effect of IStJR between TSL and OWDB

The study looked at the function of expanding structural job resources in mediating the association between TSL and OWDB. The findings demonstrated a strong, considerable total impact (c path = -1.75**) of TSL on OWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -0.42**) of TSL and OWDB was considerable. The indirect effect (a path*b path = -1.33**) is also significant. As a result, increased structural job resources mitigated the association between TSL and OWDB.

Table 4.78 contains a summary of the mediation analysis.

Table 4.78

Summary of Mediation Analysis of IStJR between TSL and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_IStJR_OWDB	-1.33	-1.63	-1.06	.000	Inconsistent Mediation

It is evident from Table 4.78 that there is no zero between the upper and lower bounds; increasing structural job resources mediates between TSL and OWDB is

confirmed. The effect of TSL on IStJR is positive (a path =1.20**), indicating that transactional leadership causes an increase in increasing structural job resources. Further negative impact (b path =-1.14**) of increasing structural job resources on organisational workplace deviance behaviours leads to decreased organizational deviant behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, increased structural job resources inconsistently mediate or suppress the link between TSL and OWDB. The finding is that increased structural job resources inconsistently mediate or suppress the association between transactional leadership and organisational workplace deviant behaviour.

4.6.1.6   TRANSACTIONAL LEADERSHIP- STRUCTURAL JOB RESOURCES- WORKPLACE DEVIANCE

Amos tests the hypothesis that increasing structural job resources mediate the link between transactional leadership and deviant behaviour.

Figure 4.53 visually depicts the output and provides an overview of the essential outcomes.
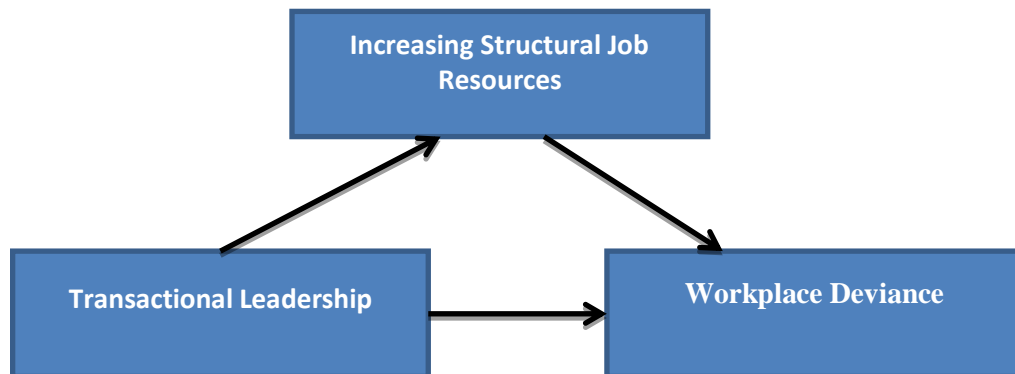
TSL-IStJR (a path) = 1.20** **IStJR-WDB** (b path) = -1.31**

TOTAL EFFECT (c path) = -3.91** **DIRECT EFFECT** (c' path) = -2.33**

 INDIRECT EFFECT (a path*b path) = -1.58**

Figure 4.53: Graphic Presentation of Mediation Effect of IStJR between TSL and WDB

The study looked at the function of increased structural job resources in mediating the association between TSL and WDB. The findings demonstrated a significant impact (c path = -3.91**) of transactional leadership on overall deviant behaviours. Furthermore, in the presence of a mediator, the direct effect (c' path = -2.33**) of TSL on WDB was considerable. The indirect impact (a path*b path = -1.58**) is also significant. As a result, increased structural job resources mediated the association between TSL and WDB.

Table 4.79 contains a summary of the mediation analysis.

Table 4.79

**Summary of Mediation Analysis of IStJR between TSL and WDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_IStJR_WDB	-1.58			.000	Inconsistent Mediation
		-1.94	-1.56		

It is evident from Table 4.79 that there is no zero between the upper and lower bounds; increasing structural job resources mediates between TSL and WDB is confirmed. The effect of TSL on IStJR is positive (a path = 1.20**), indicating that transactional leadership causes an increase in increasing structural job resources. Further negative impact (b path =-1.31**) of increasing structural job resources on overall workplace deviance behaviours leads to a decrease in total deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, then increasing structural job resources inconsistently mediate or suppress the association between TSL and WDB. The finding is that increased structural job resources inconsistently mediate or suppress the association between transactional leadership and workplace deviant behaviour.

4.6.1.7 LAISSEZ-FAIRE LEADERSHIP-INCREASING STRUCTURAL JOB RESOURCES- INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether increasing structural job resources mediate the link between laissez-faire leadership and interpersonal deviant behaviours.

Figure 4.54 visually depicts the output and provides an overview of the essential outcomes.
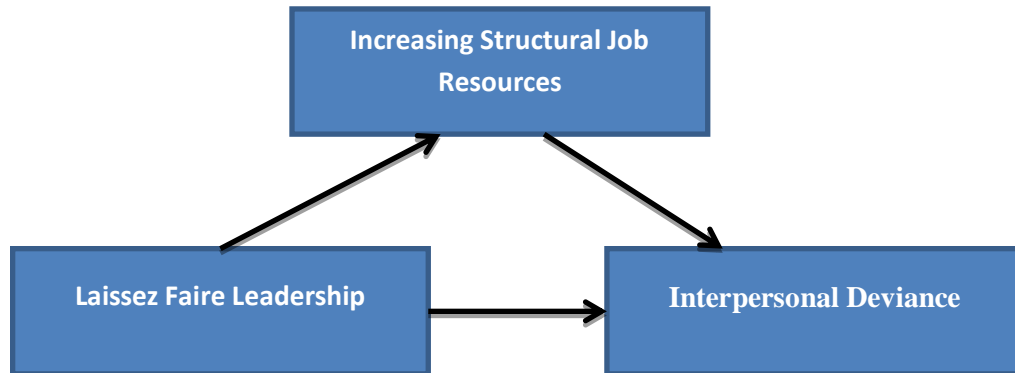
LF-IStJR (a path) =-0.93** **IStJR-IWDB (**b path) =-0.50**

TOTAL EFFECT (c path) = 1.25** **DIRECT EFFECT (**c' path) = 0.78**

INDIRECT EFFECT (a path*b path) = 0.47**

Figure 4.54: Graphic Presentation of Mediation Effect of IStJR between LF and IWDB

The study looked at the function of expanding structural job resources in mitigating the association between LF and IWDB. The findings demonstrated a substantial total impact (c path = 1.25**) of LF on IWDB. Furthermore, in the presence of a mediator, the direct effect of LF on IWDB (c' path = 0.78**) was considerable. The indirect impact (a path*b path = 0.47**) is also significant. As a result, increased structural job resources partially mediated the association between LF and IWDB.

Table 4.80 contains a summary of the mediation analysis.

Table 4.80

Summary of Mediation Analysis of IStJR between LF and IWDB

| Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
LF_IStJR_IWDB	.47	.38	.56	.000	Partial Mediation

It is evident from Table 4.80 that there is no zero between the upper and lower bounds, and expanding structural job resources entails mediating between LF on IWDB, as confirmed. The effect of laissez-faire leadership on increasing structural job resources is negative (a path =-0.93**), indicating that laissez-faire leadership reduces increasing structural job resources. Further negative impact (b path =-0.50**) of increasing structural job resources on interpersonal workplace deviance behaviours leads to reduced interpersonal deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is less than the significant total effect, then increased structural job resources partially mediate the association between LF and IWDB. The finding is that increased structural job resources partially mediate the association between laissez-faire leadership and interpersonal workplace deviant behaviour.

4.6.1.8 LAISSEZ-FAIRE LEADERSHIP-INCREASING STRUCTURAL JOB RESOURCES- ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis of whether increasing structural job resources mediate the association between laissez-faire leadership and organizational deviance behaviours.

Figure 4.55 visually depicts the output and provides an overview of the essential outcomes.
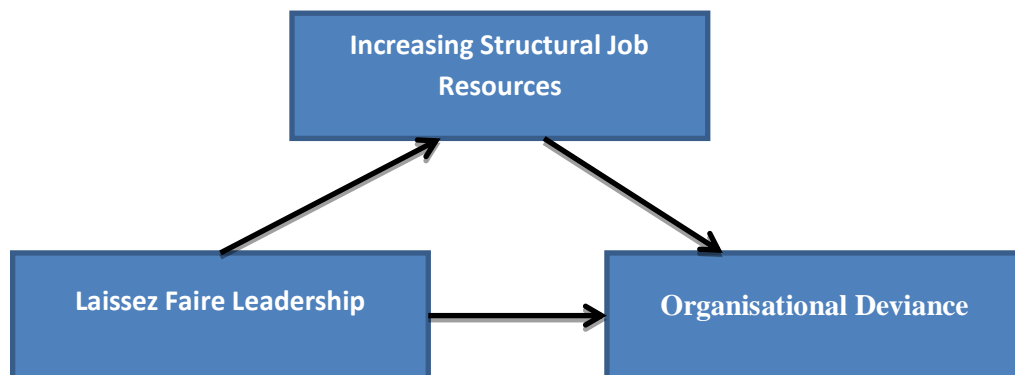
LF-IStJR (a path) = -0.94** **IStJR-OWDB** (b path) =-1.09**

TOTAL EFFECT (c path) = 1.48** **DIRECT EFFECT** (c' path) = 0.46**

INDIRECT EFFECT (a path*b path) = 1.02**

Figure 4.55: Graphic Presentation of Mediation Effect of IStJR between LF and OWDB

The study looked at the function of expanding structural job resources in mitigating the association between LF and OWDB. The findings demonstrated a substantial impact (c path = 1.48**) of laissez-faire leadership on organisational workplace deviance behaviours. Furthermore, in the presence of a mediator, the direct effect (c' path = 0.46**) of LF on OWDB was considerable. The indirect impact (a path*b path = 1.02**) is also significant. As a result, increased structural job resources mediated the association between LF and OWDB.

Table 4.81 contains a summary of the mediation analysis.

Table 4.81

**Summary of Mediation Analysis of IStJR between LF and OWDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_IStJR_OWDB	.102	Lower Bound	Upper Bound	.000	Partial Mediation
		.83	.12		

It is evident from Table 4.81 that there is no zero between the upper and lower bounds; boosting structural job resources entails mediating between LF and OWDB. The effect of laissez-faire leadership on increasing structural job resources is negative (a path = -0.94**), indicating that laissez-faire leadership reduces increasing structural job resources. Further negative impact (b path =-1.09**) of increasing structural job resources on organisational workplace deviance behaviours leads to reduced organisational deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is less than the substantial total effect, then increased structural job resources partially mediate the association between LF and OWDB. The finding is that increased structural job resources partially mediate the association between laissez-faire leadership and organisational workplace deviant behaviour.

4.6.1.9 LAISSEZ-FAIRE LEADERSHIP-INCREASING STRUCTURAL JOB RESOURCES- WORKPLACE DEVIANCE

Amos tests whether increasing structural job resources mediate the link between laissez-faire leadership and deviant behaviour.

Figure 4.56 visually depicts the output and an overview of the essential outcomes.
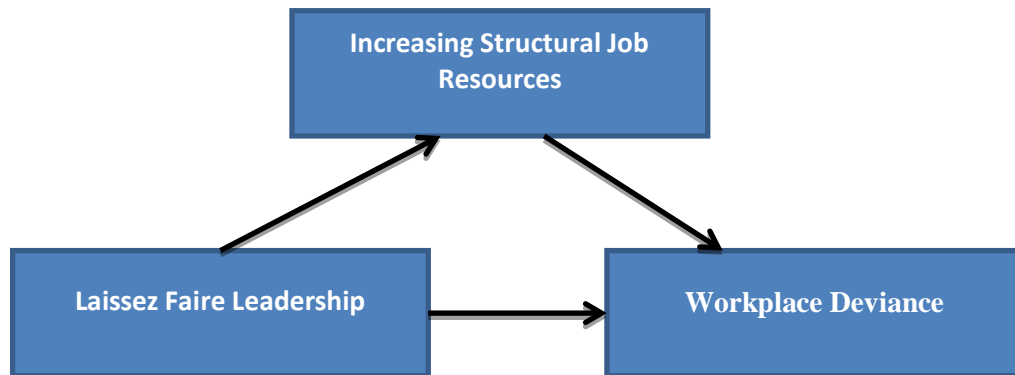
LF-IStJR (a path) = -0.93** **IStJR-WDB (**b path) =-1.54**

TOTAL EFFECT (c path) = 2.93** **DIRECT EFFECT (**c' path) = 1.48**

INDIRECT EFFECT (a path*b path) = 1.45**

Figure 4.56: Graphic Presentation of Mediation Effect of IStJR between LF and WDB

The study looked at the function of increased structural job resources in mitigating the association between LF and WDB. Findings demonstrated a substantial total effect (c path = 2.93**) of laissez-faire leadership on total workplace deviance behaviour. Furthermore, in the presence of a mediator, the direct effect (c' path = 1.48**) of LF on WDB was considerable. The indirect impact (a path*b path = 1.45**) is also significant. As a result, they have increased structural job resources mediated association between LF and WDB.

Table 4.82 contains a summary of the mediation analysis.

Table 4.82

**Summary of Mediation Analysis of IStJR between LF and WDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
LF_IStJR_WDB	1.45	1.17	1.73	.000	Partial Mediation

It is evident from Table 4.82 that there is no zero between the upper and lower bounds; boosting structural job resources implies mediating between LF on WDB is confirmed. The effect of laissez-faire leadership on increasing structural job resources is negative (a path = -0.93**), indicating that laissez-faire leadership reduces increasing structural job resources. Further negative impact (b path =-1.54**) of increasing structural job resources on overall workplace deviance behaviours, in turn, leads to a decrease in total deviance behaviour. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is less than the total effect, increasing structural job resources partially mediates the association between LF and WDB. The finding is that increased structural job resources partially mediate the association between laissez-faire leadership and workplace deviant behaviour.

The main findings revealed an inconsistent mediation effect of increasing structural job resources between transformation and transactional leadership styles and workplace deviance behaviours. The partial mediation effect of increasing structural job resources between laissez-faire leadership style and deviant behaviours is also found.

Hence, hypothesis 4 (a), "Increasing structural job resources mediate the relationship between leadership style and workplace deviance behaviours of university teachers", is accepted. Findings imply that boosting structural job resources has a mediation effect on university professors' workplace behaviour. Increased structural job resources will result in a dramatic shift in leadership style and workplace deviant behaviour.

4.6.2 SUMMARY OF DECREASING HINDERING JOB DEMAND AS MEDIATOR IN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the total effect of leadership style on workplace deviant behaviour without a mediator (c-path), leadership style on decreasing hindering job demand (a-path) and decreasing hindering job demand on workplace deviant behaviour (b-path). The direct influence of leadership style on workplace deviant behaviour in the presence of a mediator is (c'-path), while the indirect effect through a mediator is (a path*b path).

4.6.2.1   TRANSFORMATIONAL LEADERSHIP- DECREASING HINDERING JOB DEMAND - INTERPERSONAL DEVIANCE

Amos explores whether decreasing and hindering job demand mediates the association between transformational leadership and interpersonal workplace deviance behaviours.

Figure 4.57 visually depicts the output and an overview of the essential outcomes.
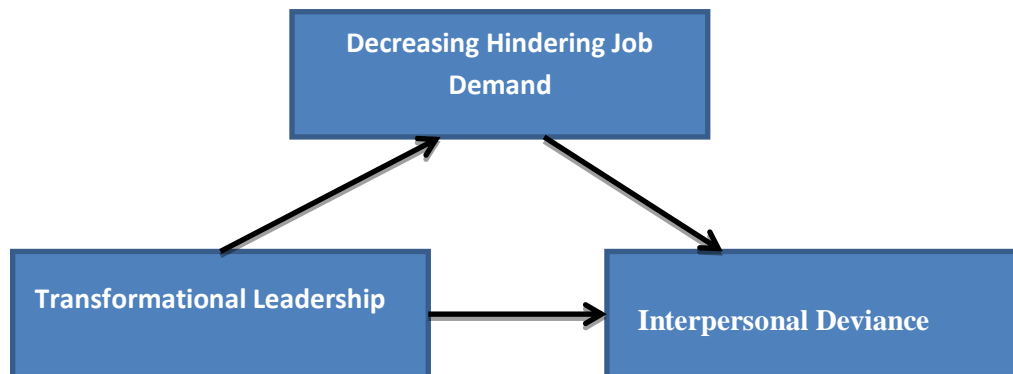
TL-DHJD (a path) = -0.20** **DHJD -IWDB** (b path) = 0.15**

TOTAL EFFECT (c path) = -0.60** **DIRECT EFFECT** (c' path) = -0.48**

INDIRECT EFFECT (a path*b path) = -0.12**

Figure 4.57: Graphic Presentation of Mediation Effect of DHJD between TL and IWDB

The study looked at the function of decreased hindering job demand as a mediator in the association between TL and IWDB. The findings demonstrated a considerable impact (c path= -0.60**) of transformational leadership on interpersonal workplace deviance behaviours. Furthermore, in the presence of a mediator, the direct effect (c' path = -0.48**) of transformational leadership on interpersonal workplace aberrant behaviours was considerable. The indirect impact (a path*b path = -0.12**) is also significant. As a result, they were reduced, hindering job demand mediated the association between TL and IWDB.

Table 4.83 contains a summary of the mediation analysis.

Table 4.83

Summary of Mediation Analysis of DHJD between TL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TL_DHJD_IWDB	-.12	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.02	-.04		

It is evident from Table 4.83 that there is no zero between the upper and lower bounds; mediation by lowering impeding job demand between TL and IWDB is confirmed. The effect of transformational leadership on decreasing hindering job demand is negative (a path = -0.20**), indicating that transformational leadership causes a reduction in decreasing hindering job demand. Further positive impact (b path = 0.15**) of decreasing hindering job demand on interpersonal workplace deviance behaviours leads to an increase in interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, reducing limiting job demand inconsistently mediates or suppresses the association between TL and IWDB. The finding is that decreasing hindering job demand inconsistently mediates or suppresses the association between transformational leadership and interpersonal workplace deviant behaviour.

4.6.2.3 TRANSFORMATIONAL LEADERSHIP- DECREASING HINDERING JOB DEMAND - ORGANISATIONAL DEVIANCE

Amos explores the hypothesis that decreasing hindering job demand mediates the association between transformational leadership and organisational workplace Deviation behaviours.

Figure 4.58 visually depicts the output and an overview of the important outcomes.
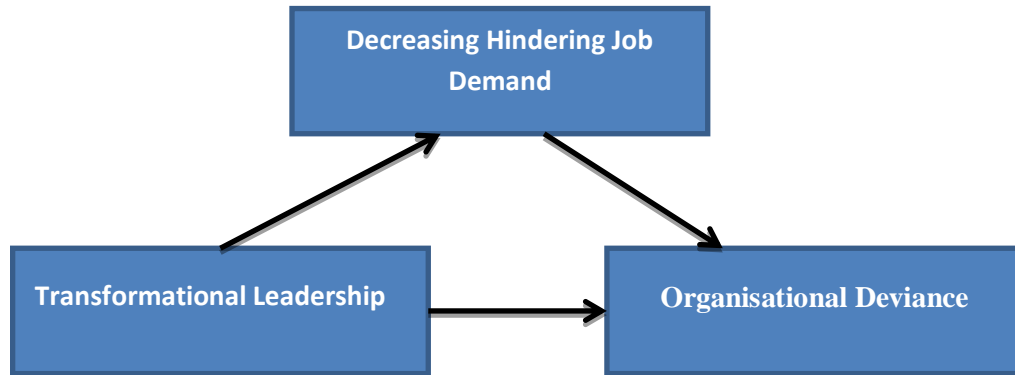
TL-DHJD (a path) = -0.20** **DHJD -OWDB** (b path) = 0.23**

TOTAL EFFECT (c path) = -0.89** **DIRECT EFFECT** (c' path) = -0.85**

INDIRECT EFFECT (a path*b path) = -0.04**

Figure 4.58: Graphic Presentation of Mediation Effect of DHJD between TL and OWDB

The study looked at the effect of decreased employment demand as a mediator in the association between TL and OWDB. The findings demonstrated a considerable impact (c path = -0.89**) of transformative leadership on organisational workplace deviance behaviours. Furthermore, TL's direct effect (c' path = -0.85**) on OWDB was considerable in the presence of a mediator. The indirect impact (a path*b path = -0.04**) is also significant. As a result, declining job demand mediated the association between TL and OWDB.

Table 4.84 contains a summary of the mediation analysis.

Table 4.84

Summary of Mediation Analysis of DHJD between TL and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TL_DHJD_OWDB	-.04	-.08	-.01	.000	Inconsistent Mediation

It is evident from Table 4.84 that there is no zero between the upper and lower bounds; mediation by diminishing impeding job demand between TL and OWDB is confirmed. The effect of transformational leadership on decreasing hindering job demand is negative (a path = -0.20**), indicating that transformational leadership causes a reduction in increasing structural job resources. Further positive impact (b path =0.15**) of decreasing hindering job demand on organisational workplace deviance behaviours leads to an increase in organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, decreasing hindering job demand inconsistently mediates or suppresses the association between TL and OWDB. The finding is that decreasing hindering job demand inconsistently mediates or suppresses the association between transformational leadership and organisational workplace deviant behaviour.

4.6.2.3 TRANSFORMATIONAL LEADERSHIP- DECREASING HINDERING JOB DEMAND - WORKPLACE DEVIANCE

Amos is used to explore the hypothesis that decreasing impeding job demand mediates the association between transformational leadership and overall workplace deviance behaviours.

Figure 4.59 visually depicts the output and provides an overview of the essential outcomes.
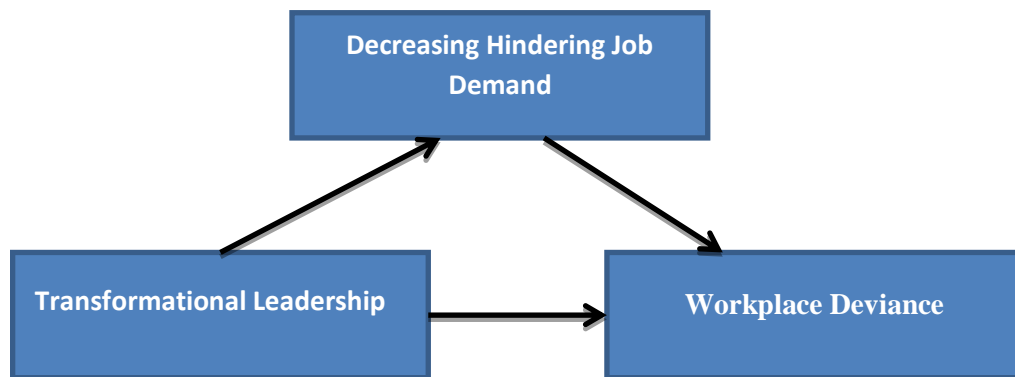
TL-DHJD (a path) = -0.20** **DHJD -WDB** (b path) = 0.28**

TOTAL EFFECT (c path) = -1.50** **DIRECT EFFECT** (c' path) = -1.45**

INDIRECT EFFECT (a path*b path) = -0.05**

Figure 4.59: Graphic Presentation of Mediation Effect of DHJD between TL and WDB

The study looked at the function of decreased job demand as a mediator in the link between TL and WDB. The findings demonstrated a significant total impact (c path= -1.50**) of transformative leadership on overall workplace deviance behaviours. Furthermore, TL's direct effect (c' path = -1.45**) on OWDB was considerable in the presence of a mediator. The indirect impact (a path*b path = -0.05**) is also significant. As a result, reduced job demand mediated the association between TL and OWDB.

Table 4.85 contains a summary of the mediation analysis.

Table 4.85

**Summary of Mediation Analysis of DHJD between TL and WDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TL_DHJD_WDB	-.05	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.10	-.02		

It is evident from Table 4.85 that there is no zero between the upper and lower bound, so mediation by decreasing constraining job demand between TL and WDB is confirmed. Transformational leadership has a negative impact (a path = -0.20**) on reducing hampering job demands, showing that transformational leadership causes a decrease in decreasing hindering job demands. Further positive impact (b path = 0.28**) of decreasing hindering job demand on overall workplace deviant behaviours leads to an increase in total workplace Deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than the significant total effect, lower job demand inconsistently mediates or suppresses the relationship between TL and OWDB. The finding is that decreasing hindering job demand inconsistently mediates or suppresses the association between transformational leadership and overall workplace deviant behaviour.

4.6.2.4 TRANSACTIONAL LEADERSHIP- DECREASING HINDERING JOB DEMAND - INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether decreasing impeding job demand mediates the association between transactional leadership and interpersonal workplace deviance behaviours.

Figure 4.60 visually depicts the output and an overview of the important outcomes.
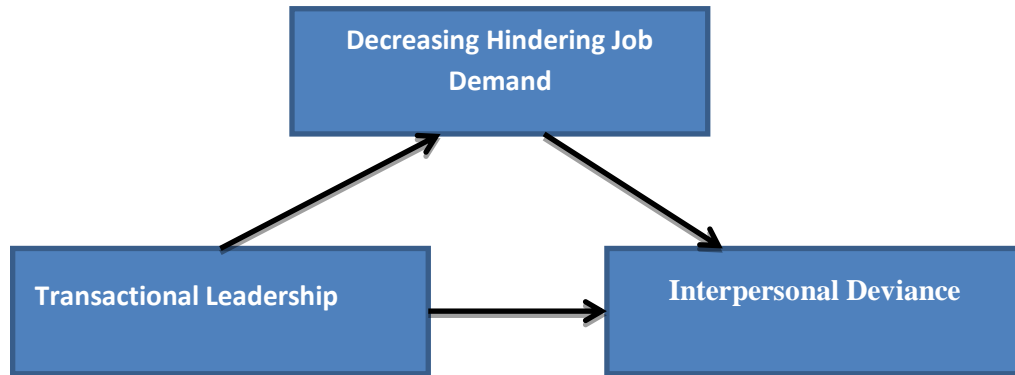
TSL-DHJD (a path) = -0.58** **DHJD -IWDB** (b path) = 0.16**

TOTAL EFFECT (c path) = -1.67** **DIRECT EFFECT** (c' path) = -1.54**

INDIRECT EFFECT (a path*b path) = -0.10**

Figure 4.60: Graphic Presentation of Mediation Effect of DHJD between TSL and IWDB

The study looked at the function of decreased job demand as a mediator in the association between TSL and IWDB. The findings demonstrated a considerable impact (c path = -1.67**) of TSL on IWDB. Furthermore, in the presence of a mediator, the indirect effect (c' path) = -0.54**) of TSL and IWDB was considerable. The indirect effect (a path*b path = -0.10**) is also significant. As a result, declining job demand mediated the association between TSL and IWDB.

Table 4.86 contains a summary of the mediation analysis.

Table 4.86

Summary of Mediation Analysis of DHJD between TSL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_DHJD_IWDB	-.10			.000	Inconsistent Mediation
		-.10	-.04		

It is evident from Table 4.86 that there is no zero between the upper and lower bounds; mediation by lowering impeding job demand between TSL and IWDB is confirmed. Transactional leadership's effect on decreasing job demand is negative (a path

= -0.58**), indicating that transactional leadership produces a decline in decreasing hindering job demand. Further positive impact (b path = 0.16**) of decreasing hindering job demand on interpersonal workplace deviance behaviours leads to an increase in interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a substantial total effect, then diminishing job demand inconsistently mediates or suppresses the association between TSL and IWDB. The finding is that decreasing hindering job demand inconsistently mediates or suppresses the association between transactional leadership and interpersonal workplace deviant behaviour.

4.6.2.5 TRANSACTIONAL LEADERSHIP- DECREASING HINDERING JOB DEMAND - ORGANISATIONAL DEVIANCE

Amos explores whether reducing impeding job demand mediates the association between transactional leadership and organisational workplace deviance behaviours.

Figure 4.61 visually depicts the output and an overview of the important outcomes.
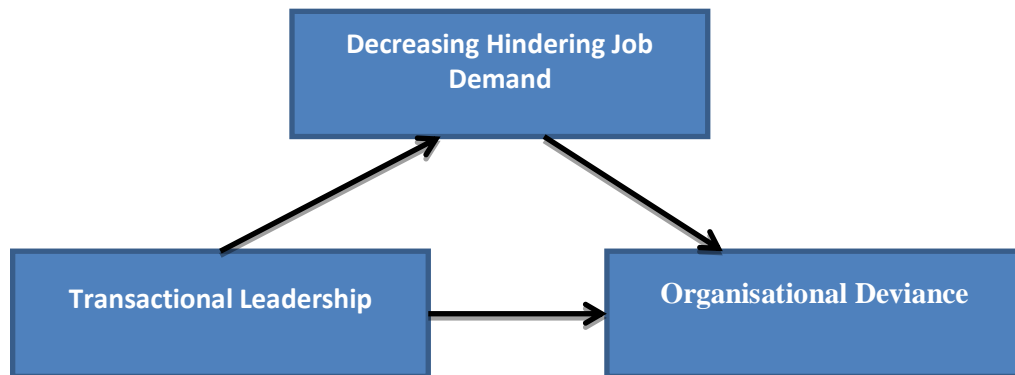
TSL-DHJD (a path) = -0.58** **DHJD -OWDB** (b path) = 0.32**
TOTAL EFFECT (c path) = -1.75** **DIRECT EFFECT** (c' path) = -1.56**
INDIRECT EFFECT (a path*b path) = -0.19**
Figure 4.61: Graphic Presentation of Mediation Effect of DHJD between TSL and OWDB

The study examined the impact of declining hindering job demand as a mediator in the association between TSL and OWDB. The findings demonstrated considerable implications (c path = -1.75**) of TSL on IWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -0.56**) of TSL on IWDB was considerable. The

indirect impact (a path*b path = -0.19**) is also significant. As a result, reduced job demand mediated the association between TSL and OWDB.

Table 4.87 contains a summary of the mediation analysis.

Table 4.87

**Summary of Mediation Analysis of DHJD between TSL and OWDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TSL_DHJD_OWDB	-.19	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.30	-.09		

It is evident from Table 4.87 that there is no zero between the upper and lower bounds; mediation by lowering impeding job demand between TSL and OWDB is confirmed. The effect of transactional leadership on lowering hindering job demand is negative (a path = -0.58**), indicating that transactional leadership produces a decrease in decreasing hindering job demand. Further positive impact (b path = 0.32**) of decreasing hindering job demand on organisational workplace deviance behaviours leads to an increase in organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a substantial total effect, diminishing job demand inconsistently mediates or suppresses the association between TSL and OWDB. The finding is that decreasing hindering job demand inconsistently mediates or suppresses the association between transactional leadership and organisational workplace deviant behaviour.

4.6.2.6 TRANSACTIONAL LEADERSHIP- DECREASING HINDERING JOB DEMAND - WORKPLACE DEVIANCE

Amos is used to explore the hypothesis that reducing impeding job demand mediates the link between transactional leadership and total workplace deviance behaviours.

Figure 4.62 visually depicts the output and provides an overview of the important outcomes.
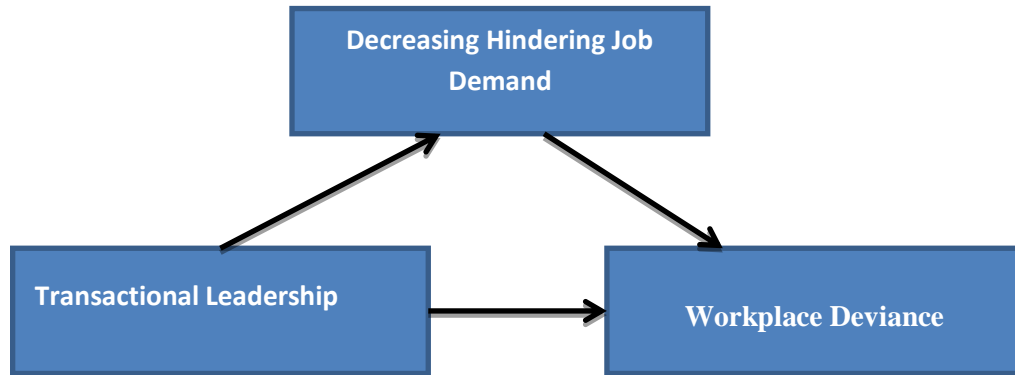
TSL-DHJD (a path) = -0.58** **DHJD -WDB** (b path) = 0.33**

TOTAL EFFECT (c path) = -3.91** **DIRECT EFFECT** (c' path) = -3.72**

INDIRECT EFFECT (a path*b path) = -0.19**

Figure 4.62: Graphic Presentation of Mediation Effect of DHJD between TSL and WDB

The study looked at declining job demand's function as a mediator in the link between TSL and WDB. The findings demonstrated a significant impact (c path = -3.91**) of TSL on WDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -3.72**) of TSL on WDB was considerable. The indirect impact (a path*b path = -0.19**) is also significant. As a result, declining job demand mediated the association between TSL and WDB.

Table 4.88 contains a summary of the mediation analysis.

Table 4.88

Summary of Mediation Analysis of DHJD between TSL and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_DHJD_WDB	-.19	-.33	-.07	.000	Inconsistent Mediation

It is evident from Table 4.88 that there is no zero between the upper and lower bounds, implying mediation is confirmed by decreasing job demand between TSL and WDB. Transactional leadership's effect on decreasing job demand is negative (a path = -0.58**), indicating that transactional leadership produces a decline in decreasing hindering job demand. Further positive impact (b path = 0.33**) of decreasing hindering

268

job demand on overall workplace deviance behaviours leads to an increase in total workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, diminishing job demand inconsistently mediates or suppresses the association between TSL and WDB. The finding is that decreasing hindering job demand inconsistently mediates or suppresses the association between transactional leadership and overall workplace deviant behaviour.

4.6.2.7   LAISSEZ-FAIRE LEADERSHIP- DECREASING HINDERING JOB DEMAND - INTERPERSONAL DEVIANCE

Amos tests the hypothesis that reducing impeding job demand mediates the association between laissez-faire leadership and interpersonal workplace deviance behaviours.

Figure 4.63 visually depicts the output and provides an overview of the essential outcomes.
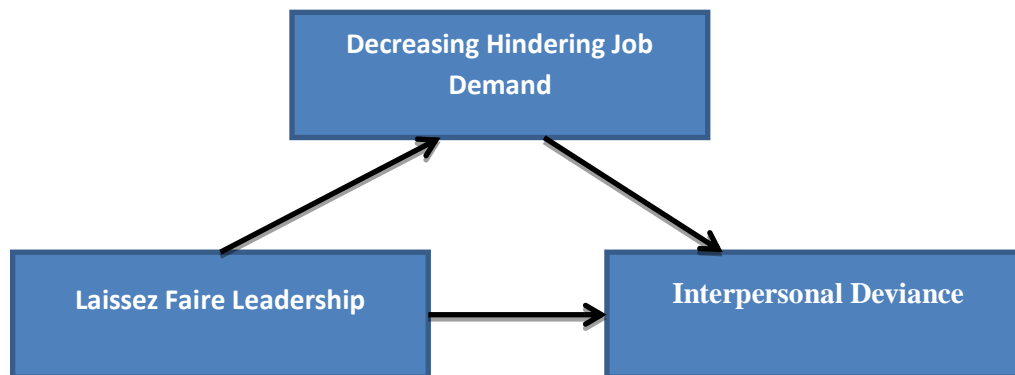
LF-DHJD (a path) = 0.36** DHJD -IWDB (b path) =0.13**

TOTAL EFFECT (c path) = 1.25** DIRECT EFFECT (c' path) = 1.11**

INDIRECT EFFECT (a path*b path) = 0.14**

Figure 4.63: Graphic Presentation of Mediation Effect of DHJD between LF and IWDB

The study looked at the impact of declining job demand as a mediator in the association between LF and IWDB. The findings demonstrated a substantial total impact (c path= 1.25**) of LF on IWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = 1.11**) of LF on IWDB was considerable. The indirect impact (a

path*b path = 0.14**) is also significant. As a result, falling job demand mediated the association between LF and IWDB.

Table 4.89 contains a summary of the mediation analysis.

Table 4.89

**Summary of Mediation Analysis of DHJD between LF and IWDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
LF_DHJD_IWDB	.14	.02	.08	.000	Partial Mediation

It is evident from Table 4.89 that there is no zero between the upper and lower bounds; mediation by diminishing impeding job demand between LF and IWDB is confirmed. The effect of laissez-faire leadership on decreasing hindering job demand is positive (a path = 0.36**), indicating that laissez-faire leadership causes an increase in decreasing hindering job demand. Further positive impact (b path = 0.13**) of decreasing hindering job demand on interpersonal workplace deviance behaviours leads to an increase in interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is less than the substantial total effect, then falling job demand partially mediates the association between LF and IWDB. The finding is that decreasing hindering job demand partially mediates the association between laissez-faire leadership and interpersonal workplace deviant behaviour.

4.6.2.8 LAISSEZ-FAIRE LEADERSHIP- DECREASING HINDERING JOB DEMAND - ORGANISATIONAL DEVIANCE

Amos tests the hypothesis that reducing job demand mediates the association between laissez-faire leadership and organisational workplace deviance behaviours.

Figure 4.64 visually depicts the output and provides an overview of the essential outcomes.
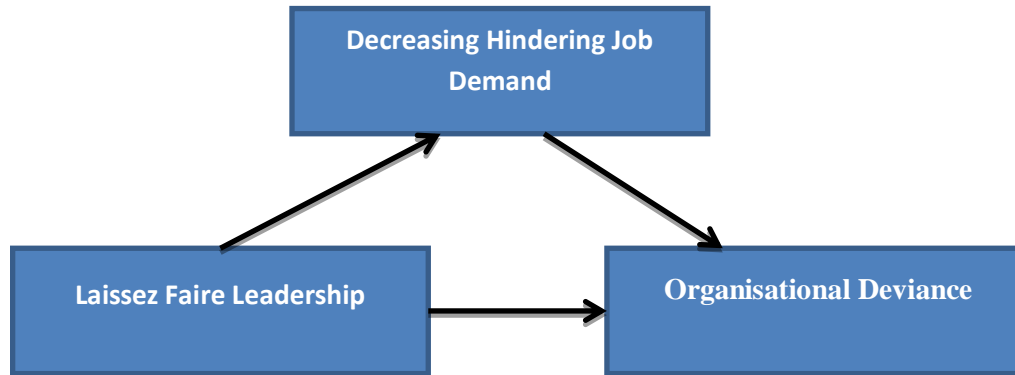
LF-DHJD (a path) = 0.36** **DHJD -OWDB** (b path) = 0.37**

TOTAL EFFECT (c path) = 1.48** **DIRECT EFFECT** (c' path) = 1.35**

INDIRECT EFFECT (a path*b path) = 0.13**

Figure 4.64: Graphic Presentation of Mediation Effect of DHJD between LF and OWDB

The study looked at the impact of declining job demand as a mediator in the association between LF and OWDB. The findings demonstrated a substantial total impact (c path=1.48**) of LF on OWDB. Furthermore, in the presence of a mediator, the direct effect (c' path= 1.35**) of LF on OWDB was considerable. The indirect impact (a path*b path = 0.13**) is also significant. As a result, falling job demand mediated the association between LF and OWDB.

Table 4.90 contains a summary of the mediation analysis.

Table 4.90

Summary of Mediation Analysis of DHJD between LF and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
LF_DHJD_OWDB	.13**	.06	.22	.000	Partial Mediation

It is evident from Table 4.90 that because there is no zero between the upper and lower bounds, mediation by lowering impeding job demand between LF and OWDB is confirmed. The effect of laissez-faire leadership on decreasing hindering job demand is

positive (a path = 0.36**), indicating that laissez-faire leadership causes an increase in decreasing hindering job demand. Further positive impact (b path =0.37**) of decreasing hindering job demand on organisational workplace deviance behaviours leads to an increase in organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is less than the significant total effect, then falling job demand partially mediates the association between LF and OWDB. The finding is that decreasing hindering job demand partially mediates the association between laissez-faire leadership and organisational workplace deviant behaviour.

4.6.2.9 LAISSEZ-FAIRE LEADERSHIP- DECREASING HINDERING JOB DEMAND - WORKPLACE DEVIANCE

Amos tests whether reducing impeding job demand mediates the association between laissez-faire leadership and workplace deviant behaviour.

Figure 4.65 visually depicts the output and an overview of the important outcomes.
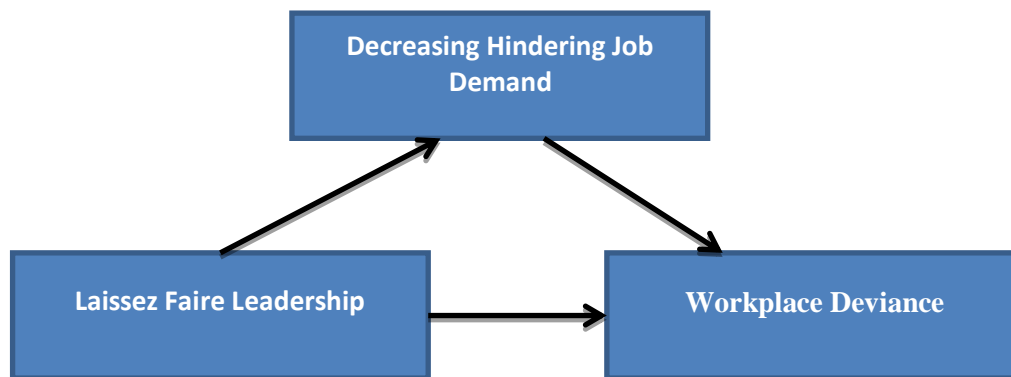
LF-DHJD (a path) = 0.36** **DHJD -WDB** (b path) = 0.49**

TOTAL EFFECT (c path) = 2.93** **DIRECT EFFECT** (c' path) = 2.76**

INDIRECT EFFECT (a path*b path) = 0.17**

Figure 4.65: Graphic Presentation of Mediation Effect of DHJD between LF and WDB

The study looked at the impact of declining job demand as a mediator in the link between LF and WDB. The findings demonstrated a substantial total effect (c path = 2.93**) of LF on WDB. Furthermore, in the presence of a mediator, the direct effect (c'

path = 2.76**) of LF on WDB was considerable. The indirect impact (a path*b path = 0.17**) is also significant. As a result, falling job demand mediated the association between LF and WDB.

Table 4.91 contains a summary of the mediation analysis.

Table 4.91

Summary of Mediation Analysis of DHJD between LF and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_DHJD_WDB	.17	Lower Bound	Upper Bound	.000	Partial Mediation
		.18	.29		

It is evident from Table 4.91 that there is no zero between the upper and lower bounds, implying mediation by reducing job demand between LF and WDB. The effect of laissez-faire leadership on lowering hindering job demand is positive (a path = 0.36**), indicating that laissez-faire leadership produces an increase in decreasing hindering job demand. Further positive impact (b path =0.49**) of decreasing hindering job demand on total workplace deviance behaviours leads to an increase in total workplace deviance behaviour. According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is less than the substantial total effect, then falling job demand partially mediates the association between LF and WDB. The finding is that decreasing hindering job demand partially mediates the association between laissez-faire leadership and overall workplace deviant behaviour.

The main findings revealed that the inconsistent mediation effect of decreasing hindering job demand between transformation and transactional leadership styles and workplace deviance behaviours is found to be significant. Additionally, the partial mediation effect of decreasing hindering job demand between laissez-faire leadership styles and workplace deviance behaviours is found to be significant.

Hence, hypothesis 4 (b), "Decreasing hindering job demands mediate the relationship between leadership style and workplace deviant behaviours of university teachers", is accepted. The findings imply that reducing burdensome job expectations impacts the

workplace behaviour of university instructors. Reduced job expectations will result in a substantial mediating effect on leadership style and workplace aberrant behaviour.

4.6.3 SUMMARY OF INCREASING SOCIAL JOB RESOURCES AS MEDIATOR IN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the total effect of leadership style on workplace deviant behaviour without a mediator (c-path), leadership style on expanding social job resources (a-path) and expanding social job resources on workplace deviant behaviour (b-path). The direct influence of leadership style on workplace deviant behaviour in the presence of a mediator is (c'-path), while the indirect effect through a mediator is (a path*b path).

4.6.3.1 TRANSFORMATIONAL LEADERSHIP- INCREASING SOCIAL JOB RESOURCES - INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis that expanding social job resources mediates the relationship between transformational leadership and interpersonal workplace deviance behaviours.

Figure 4.66 visually depicts the output and provides an overview of the important outcomes.
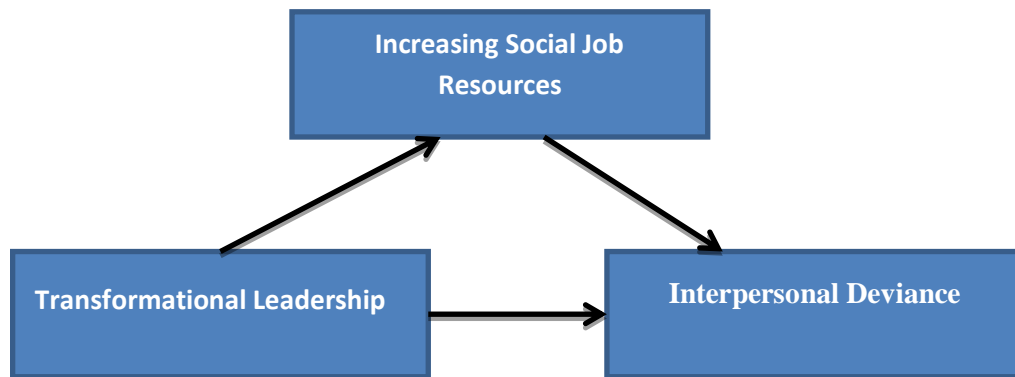
TL-ISoJR (a path) = 0.07** **ISoJR -IWDB** (b path) = -0.27**

TOTAL EFFECT (c path) = -0.59** **DIRECT EFFECT** (c' path) = -0.69**

INDIRECT EFFECT (a path*b path) = -0.10**

Figure 4.66: Graphic Presentation of Mediation Effect of ISoJR between TL and IWDB

The study looked at the function of increased social job resources in mitigating the association between TL and IWDB. The findings demonstrated TL's considerable impact (c path = -0.59**) on IWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -0.69**) of TL on IWDB was considerable. The indirect effect (a path*b path = -0.10**) is also significant. As a result, boosting social job resources mediated the association between TL and IWDB.

Table 4.92 contains a summary of the mediation analysis.

Table 4.92

Summary of Mediation Analysis of ISoJR between TL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TL_ISoJR_IWDB	-.10	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		.04	.00		

It is evident from Table 4.92 that there is no zero between the upper and lower bounds, implying that expanding social job resources can help to mediate between TL and IWDB. The effect of TL on ISoJR is positive (a path = 0.17**), indicating that TL causes an increase in ISoJR. Further negative impact (b path =-0.27**) of increasing social job resources on interpersonal workplace According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is more than the substantial total effect, then increased social job resources inconsistently mediate or suppress the association between TL and IWDB. The finding is that increasing social job resources inconsistently mediate or suppresses the association between transformational leadership and interpersonal workplace deviant behaviour.

4.6.3.2 TRANSFORMATIONAL LEADERSHIP- INCREASING SOCIAL JOB RESOURCES - ORGANISATIONAL DEVIANCE

Amos is used to explore the the hypothesis that expanding social job resources mediates the relationship between transformational leadership and organisational workplace Deviation behaviours.

Figure 4.67 visually depicts the output and provides an overview of the important outcomes.
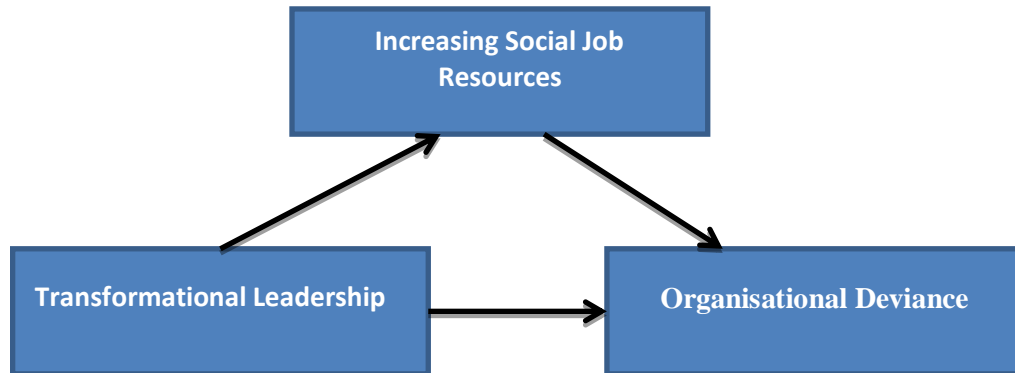
TL-ISoJR (a path) = 0.07** **ISoJR -OWDB** (b path) = -0.61**

TOTAL EFFECT (c path) = -0.89** **DIRECT EFFECT** (c' path) = -0.95

INDIRECT EFFECT (a path*b path) = 0.04**

Figure 4.67: Graphic Presentation of Mediation Effect of ISoJR between TL and OWDB

The study investigated the role of social job resources in mediating the relationship between TL and OWDB. The results demonstrated that TL's direct impact (c' path= -0.95) on OWDB through the mediator was insignificant, indicating that the primary condition is unsupported. As a consequence, increasing social job resources has no impact on the relationship between TL and OWDB.

The mediation analysis is summarized in Table 4.93.

Table 4.93

Summary of Mediation Analysis of ISoJR between TL and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TL_ISoJR_OWDB	.04	-.01	.09	.254	No Mediation

Table 4.93 shows that boosting social job resources does not mediate the link between TL and OWDB since there is a zero between the top and lower bounds. Thus,

boosting social job resources has no mediation effect between TL and OWDB. The finding is that increasing social job resources does not mediate the association between transformational leadership and organisational workplace deviant behaviour.

4.6.3.3 TRANSFORMATIONAL LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – WORKPLACE DEVIANCE

Amos is used to explore the hypothesis that expanding social job resources mediates the relationship between transformational leadership and overall workplace deviant behaviour.

Figure 4.68 visually depicts the output and provides an overview of the essential outcomes.
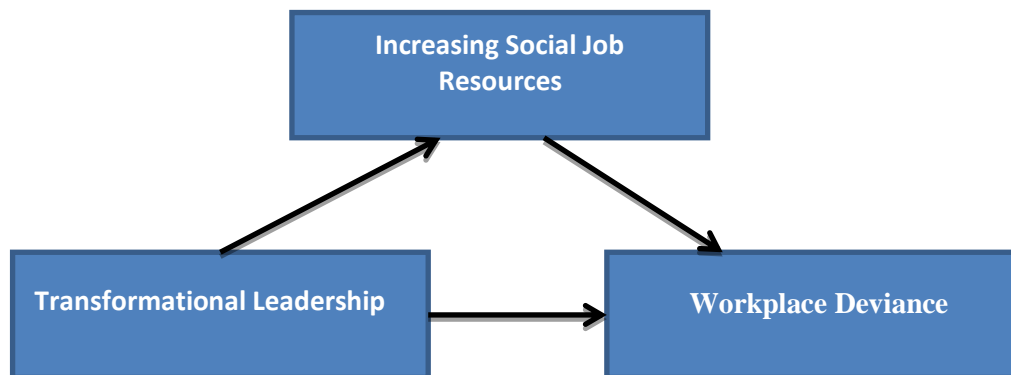
TL-ISoJR (a path) = 0.07** **ISoJR -WDB** (b path) = -0.42**

TOTAL EFFECT (c path) = -1.50** **DIRECT EFFECT** (c' path) = -1.53**

INDIRECT EFFECT (a path*b path) = -0.03**

Figure 4.68: Graphic Presentation of Mediation Effect of ISoJR between TL and WDB

The study looked at the function of increased social job resources in mitigating the association between TL and WDB. The findings demonstrated TL's considerable impact (c path = -1.50**) on WDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -1.53**) of TSL on IWDB was considerable. The indirect impact (a path*b path = -0.03**) is also significant. As a result, boosting social job resources mediated the association between TL and WDB.

Table 4.94 contains a summary of the mediation analysis.

Table 4.94

Summary of Mediation Analysis of ISoJR between TL and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TL_ISoJR_WDB	-.06			.000	Inconsistent Mediation
		.01	.06		

It is evident from Table 4.94 that there is no zero between the upper and lower bounds, implying that expanding social job resources can help to mediate between TL and WDB. The effect of TL on ISoJR is positive (a path = 0.17**), indicating that TL causes an increase in ISoJR. Further negative impact (b path =-0.42**) of increasing social job resources on organisational workplace deviance behaviours leads to reduced workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, then increased social job resources inconsistently mediate or suppress the association between TL and WDB. The finding is that increasing social job resources inconsistently mediate or suppress the association between transformational leadership and overall workplace deviant behaviour.

4.6.3.4 TRANSACTIONAL LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis that increasing social job resources modulates the association between transactional leadership and interpersonal workplace deviance behaviours.

Figure 4.69 visually depicts the output and provides an overview of the important outcomes.
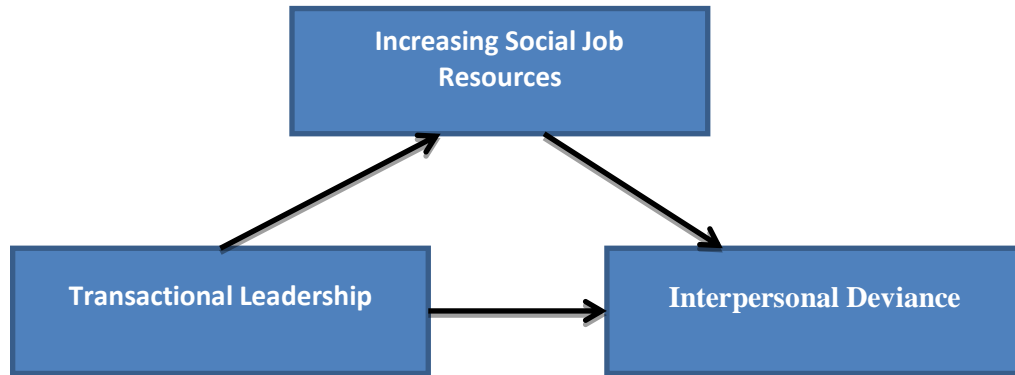
TSL-ISoJR (a path) = 0.24** **ISoJR -IWDB** (b path) = -0.26**

TOTAL EFFECT (c path) = -1.67** **DIRECT EFFECT** (c' path) = -1.71**

INDIRECT EFFECT (a path*b path) = -0.04**

Figure 4.69: Graphic Presentation of Mediation Effect of ISoJR between TSL and IWDB

The study looked at the function of increased social job resources in mitigating the association between TSL and IWDB. The findings demonstrated a considerable impact (c path = -1.67**) of TSL on IWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -1.71**) of TSL on IWDB was considerable. The indirect impact (a path*b path = -0.04**) is also significant. As a result, boosting social job resources mediated the association between TSL and IWDB.

Table 4.95 contains a summary of the mediation analysis.

Table 4.95

**Summary of Mediation Analysis of ISoJR between TSL and IWDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_ISoJR_IWDB	-.13	.06	.23	.000	Inconsistent Mediation

It is evident from Table 4.95 that there is no zero between the upper and lower bounds, implying that expanding social job resources is confirmed to mediate between TSL and IWDB. The effect of TSL on ISoJR is positive (a path = 0.24**), indicating that TSL causes an increase in ISoJR. Further negative impact (b path =-0.26**) of increasing

social job resources on interpersonal workplace deviant behaviours leads to a slight reduction in interpersonal workplace deviant behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, then increased social job resources inconsistently mediate the association between TSL and IWDB. The finding is that increasing social job resources inconsistently mediates or suppresses the association between transactional leadership and interpersonal workplace deviant behaviour.

4.6.3.5 TRANSACTIONAL LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis that increasing social job resources modulates the association between transactional leadership and organisational workplace Deviation behaviours.

Figure 4.70 visually depicts the output and an overview of the important outcomes.
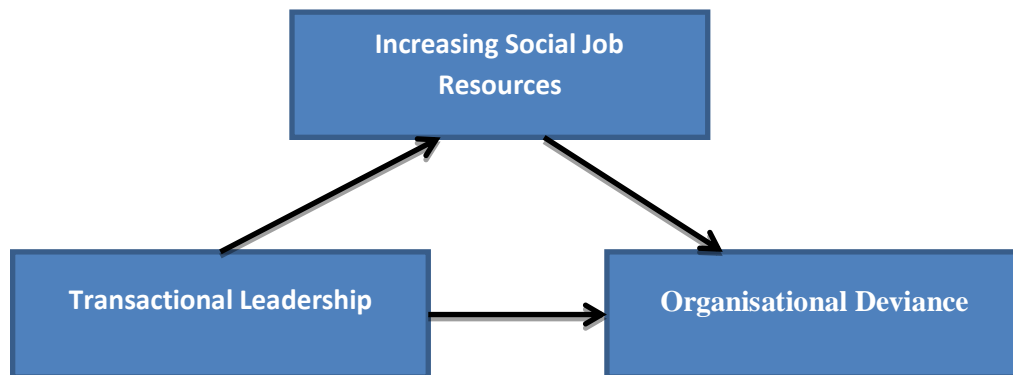
TSL-ISoJR (a path) =0.24** **ISoJR -OWDB** (b path) = -0.56**

TOTAL EFFECT (c path) = -1.75** **DIRECT EFFECT** (c' path) = -1.89

INDIRECT EFFECT (a path*b path) = -0.13**

Figure 4.70: Graphic Presentation of Mediation Effect of ISoJR between TSL and OWDB

The study investigated the role of social job resources in mediating the relationship between TSL and OWDB. The results demonstrated that TSL's direct impact (c' path = -0.89) on OWDB through the mediator was not significant. As a consequence, increasing social job resources has no impact on the relationship between TSL and OWDB.

The mediation analysis is summarized in Table 4.96.

Table 4.96

Summary of Mediation Analysis of ISoJR between TSL and OWDB

| Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_ISoJR_OWDB	-.04			.000	No Mediation
		-.04	.01		

Table 4.96 shows that boosting social job resources does not mediate the link between TSL and OWDB since there is a zero between the top and lower bounds. This shows that boosting social job resources has no mediation effect in TSL and OWDB. The finding is that increasing social job resources does not mediate the association between transactional leadership and organisational workplace deviant behaviour.

4.6.3.6 TRANSACTIONAL LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – WORKPLACE DEVIANCE

Amos tests the hypothesis that increasing social job resources mediates the link between transactional leadership and overall workplace deviant behaviour.

ctional leadership and overall workplace deviance behaviour.

Figure 4.71 visually depicts the output and an overview of the important outcomes.
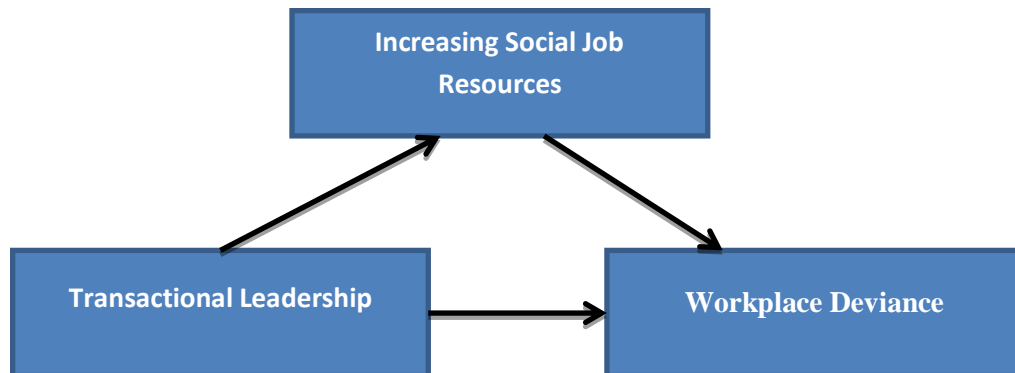
TSL-ISoJR (a path) = 0.24** **ISoJR -WDB (**b path) = -0.42**

TOTAL EFFECT (c path) = -3.91** **DIRECT EFFECT** (c' path) = -4.01**

INDIRECT EFFECT (a path*b path) = -0.10**

Figure 4.71: Graphic Presentation of Mediation Effect of ISoJR between TSL and WDB

The study looked at the function of increased social job resources in mitigating the association between TSL and WDB. The findings demonstrated a significant impact (c path = -3.91**) of TSL on WDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -4.01**) of TSL on WDB was considerable. The indirect impact (a path*b path = -0.10**) is also significant. As a result, boosting social job resources mediated the association between TSL and WDB.

Table 4.97 contains a summary of the mediation analysis.

Table 4.97

**Summary of Mediation Analysis of ISoJR between TSL and WDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_ISoJR_WDB	-.60	.03	.20	.000	Inconsistent Mediation

It is evident from Table 4.97 that there is no zero between the upper and lower bounds, implying that growing social job resources mediate between TSL and WDB. The effect of TSL on ISoJR is positive (a path= 0.24**), indicating that transactional leadership causes an increase in ISoJR. Further negative impact (b path =-0.42**) of increasing social job resources on total workplace deviant behaviours leads to a slight reduction in total workplace deviant behaviour. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a substantial total effect, increased social job resources inconsistently mediate or suppress the association between TSL and WDB. The finding is that increasing social job resources inconsistently mediates or suppresses the association between transactional leadership and overall workplace deviant behaviour.

4.6.3.7 LAISSEZ-FAIRE LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – INTERPERSONAL DEVIANCE

Amos is used to explore whether expanding social job resources mediates the association between laissez-faire leadership and deviant interpersonal behaviours in the workplace.

Figure 4.72 visually depicts the output and an overview of the important outcomes.
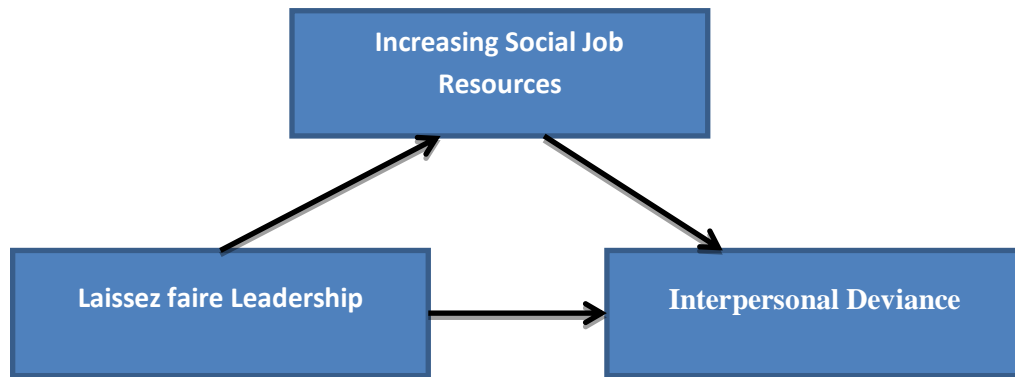
LF-ISoJR (a path) = -0.08 **ISoJR -IWDB (**b path) = 0.16**
TOTAL EFFECT (c path) = 1.25** **DIRECT EFFECT (**c' path) = 1.26
INDIRECT EFFECT (a path*b path) = -0.01
Figure 4.72: Graphic Presentation of Mediation Effect of ISoJR between LF and IWDB

The study investigated the role of social job resources in mediating the relationship between LF and IWDB. The results demonstrated that LF's direct impact (c' path= 1.26) on IWDB through the mediator was not significant. As a consequence, increasing social job resources has no impact on the relationship between LF and IWDB.

The mediation analysis is summarized in Table 4.98.

Table 4.98

Summary of Mediation Analysis of ISoJR between LF and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_ISoJR_IWDB	-.01	Lower Bound	Upper Bound	.000	No Mediation
		-.00	.29		

Table 4.98 shows that boosting social job resources does not mediate the link between LF and IWDB since there is a zero between the upper and lower bounds. This shows that boosting social job resources has no mediation effect in LF and IWDB. The finding is that increasing social job resources does not mediate the association between laissez-faire leadership and interpersonal workplace deviant behaviour.

4.6.3.8 LAISSEZ-FAIRE LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis that expanding social job resources mediates the association between laissez-faire leadership and organisational workplace deviance behaviours. Figure 4.73 visually depicts the output and an overview of the important outcomes.
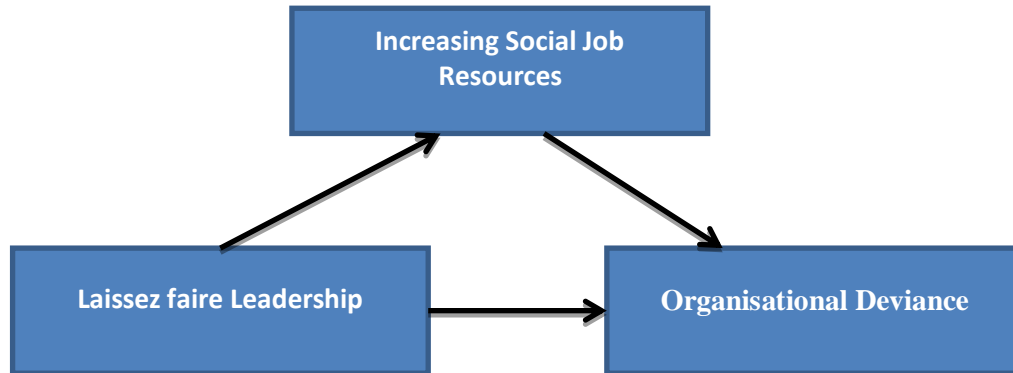
LF-ISoJR (a path) = -0.08 **ISoJR -OWDB (**b path) = 0.45
TOTAL EFFECT (c path) = 1.48** **DIRECT EFFECT (**c' path) = 1.52
INDIRECT EFFECT (a path*b path) = -0.03

Figure 4.73: Graphic Presentation of Mediation Effect of ISoJR between LF and OWDB

The study investigated the role of social job resources in mediating the relationship between LF and OWDB. The results demonstrated that LF's direct impact (c' path = 1.52) on OWDB through the mediator was not significant. As a consequence, increasing social job resources has no mediation impact on the relationship between LF and OWDB.

The mediation analysis is summarized in Table 4.99.

Table 4.99

**Summary of Mediation Analysis of ISoJR between LF and OWDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound	.000	No Mediation
LF_ISoJR_OWDB	-.03	-.09	.00		

Table 4.99 shows that boosting social job resources does not mediate the link between LF and OWDB since there is a zero between the top and lower bounds. This shows that boosting social job resources has no mediation effect in LF and OWDB. The finding is that increasing social job resources does not mediate the association between laissez-faire leadership and organisational workplace deviant behaviour.

4.6.3.9 LAISSEZ-FAIRE LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – WORKPLACE DEVIANCE

Amos is used to test whether expanding social job resources mediates the link between laissez-faire leadership and overall workplace deviant behaviour.

4.6.3.9 LAISSEZ FAIRE LEADERSHIP- INCREASING SOCIAL JOB RESOURCES – WORKPLACE DEVIANCE

Amos is used to test the hypothesis of whether expanding social job resources mediate the link between laissez-faire leadership and overall workplace deviance behaviour.

Figure 4.74 visually depicts the output and an overview of the important outcomes.
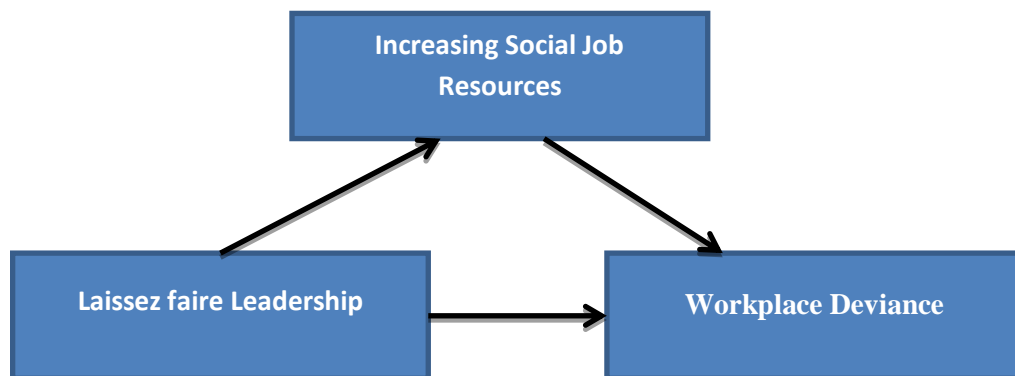
LF-ISoJR (a path) = -0.08 **ISoJR -WDB** (b path) = 0.18**
TOTAL EFFECT (c path) = 2.93** **DIRECT EFFECT** (c' path) = 2.95
INDIRECT EFFECT (a path*b path) = -0.02
Figure 4.74: Graphic Presentation of Mediation Effect of ISoJR between LF and WDB

The study investigated the role of social job resources in mediating the relationship between LF and WDB. The results demonstrated that the direct impact (c' path) = 2.95) of LF on WDB through the mediator was not significant. As a consequence, increasing social job resources has no effect on the relationship between LF and WDB.

The mediation analysis is summarized in Table 4.100

Table 4.100

Summary of Mediation Analysis of ISoJR between LF and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
LF_ISoJR_WDB	-.02			.000	No Mediation
		-.05	.01		

Table 4.100 shows that boosting social job resources does not mediate the link between LF and WDB since there is a zero between the top and lower bounds. This shows that boosting social job resources has no mediation effect in LF and WDB. The finding is that increasing social job resources does not mediate the association between laissez-faire leadership and overall workplace deviant behaviour.

According to the study's main findings, the inconsistent mediation impact of increasing social job resources between transformation and transactional leadership style and (interpersonal and total) workplace deviance behaviours is significant but not with organisational behaviour. Furthermore, no mediation effect of increasing social job resources between laissez-faire leadership style and workplace deviance behaviours is found to be substantial.

Hence, hypothesis 4 (c), "Increasing social job resources mediate the relationship between leadership style and workplace deviance behaviours of university teachers", is accepted. The findings imply that boosting social job resources impacts university instructors' interpersonal and overall workplace behaviour. Increasing social job resources will dramatically shift transformational and transactional leadership styles and workplace deviance behaviours.

4.6.4 SUMMARY OF INCREASING CHALLENGING JOB DEMAND AS MEDIATOR IN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the total effect of leadership style on workplace deviant behaviour without a mediator (c-path), leadership style on rising challenging job demand (a-path), and increasing challenging job demand on workplace deviant behaviour (b-path). The direct influence of leadership style on workplace deviant behaviour in the presence of a mediator is (c'-path), while the indirect effect through a mediator is (a path*b path).

4.6.4.1 TRANSFORMATIONAL LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – INTERPERSONAL DEVIANCE

Amos hypothesises that increasing challenging job demand mediates the association between transformational leadership and interpersonal workplace deviant behaviours.

Figure 4.75 visually depicts the output and an overview of the important outcomes.
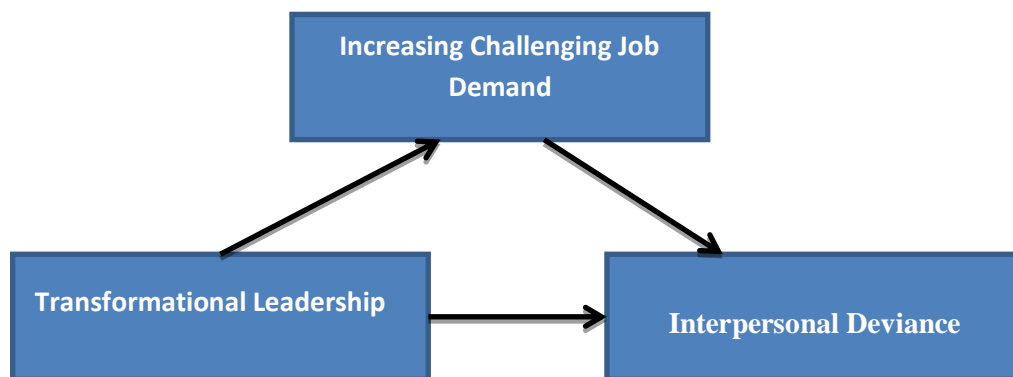
TL-ICJD (a path) = 0.41** **ICJD-IWDB** (b path) = -0.35**

TOTAL EFFECT (c path) = -0.59** **DIRECT EFFECT** (c' path) = -0.45**

INDIRECT EFFECT (a path*b path) = -0.14**

Figure 4.75: Graphic Presentation of Mediation Effect of ICJD between TL and IWDB

The research looked at the function of increasing challenging job demand in mediating the link between TL and IWDB. The findings demonstrated a significant total impact (c path = -0.59**) of TL on IWDB. Furthermore, in the presence of a mediator, the direct effect (c path= -0.45**) of TL on IWDB was considerable. The indirect impact (a path*b path = -0.14**) is also significant. As a result, the growing employment demand for tough jobs mediated the association between TL and IWDB.

Table 4.101 contains a summary of the mediation analysis.

Table 4.101

Summary of Mediation Analysis of ICJD between TL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TL_ICJD_IWDB	-.14			.000	Inconsistent Mediation
		-.19	-.09		

It is evident from Table 4.101 that there is no zero between the upper and lower bounds; there is mediation between TL and IWDB by increasing difficult job demand. The effect of transformational leadership on increasing challenging job demand is positive (a path= 0.41**), indicating that transformational leadership causes an increase in challenging job demand. Further negative impact (b path =-0.35**) of increasing challenging job demand on interpersonal workplace deviance behaviours leads to decreased interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, growing employment demand for tough jobs inconsistently mediates and suppresses the association between TL and IWDB. The finding is that increasing challenging job demands inconsistently mediate or suppress the association between transformational leadership and interpersonal workplace deviant behaviour.

4.6.4.2 TRANSFORMATIONAL LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis that rising challenging job demand mediates the association between transformational leadership and organisational workplace Deviation behaviours.

Figure 4.76 visually depicts the output and an overview of the important outcomes.
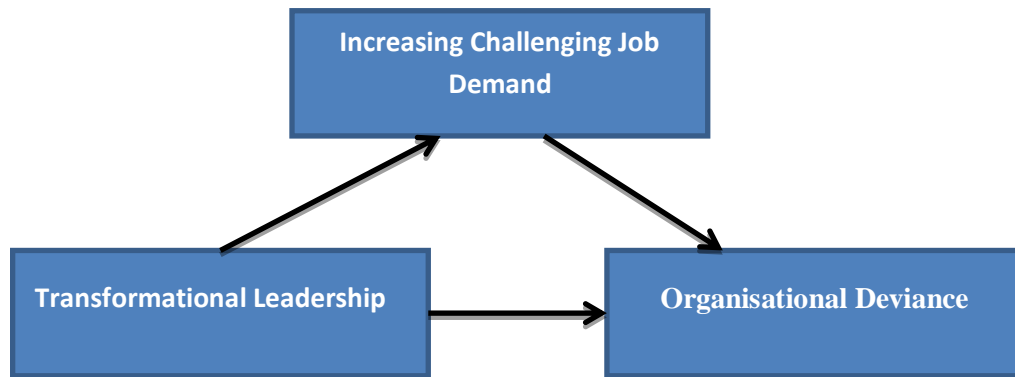
TL-ICJD (a path) = 0.41** **ICJD-OWDB** (b path) = -0.36**

TOTAL EFFECT (c path) = -0.89** **DIRECT EFFECT** (c' path) = -0.74**

INDIRECT EFFECT (a path*b path) = -0.15**

Figure 4.76: Graphic Presentation of Mediation Effect of ICJD between TL and OWDB

The research looked at the function of increasing challenging job demand in mediating the link between TL and OWDB. The findings demonstrated TL's considerable impact (c path= -0.89**) on OWDB. Furthermore, in the presence of a mediator, the direct effect (c' path=-0.74**) of TL on OWDB was considerable. The indirect impact (a path*b path = -0.15**) is also significant. As a result, increased difficult job demand mediated the association between TL and OWDB.

Table 4.102 contains a summary of the mediation analysis.

Table 4.102

Summary of Mediation Analysis of ICJD between TL and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TL_ICJD_OWDB	-.15	-.25	-.03	.000	Inconsistent Mediation

It is evident from Table 4.102 that there is no zero between the upper and lower bounds; there is partial mediation between TL and OWDB by increasing difficult job demand. The effect of transformational leadership on increasing challenging job demand is positive (a path = 0.41**), indicating that transformational leadership improves structural job resources. Further negative impact (b path = -0.36**) of increasing challenging job demand on deviant organisational behaviours leads to reduced workplace deviant behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, then rising difficult job demand inconsistently mediates or suppresses the association between TL and OWDB. The finding is that increasing challenging job demands inconsistently mediate or suppress the association between transformational leadership and organisational workplace deviant behaviour.

4.6.4.3 TRANSFORMATIONAL LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – WORKPLACE DEVIANCE

Amos explores whether increasing challenging job demand mediates the association between transformational leadership and overall workplace deviant behaviour.

Figure 4.77 visually depicts the output and an overview of the important outcomes.
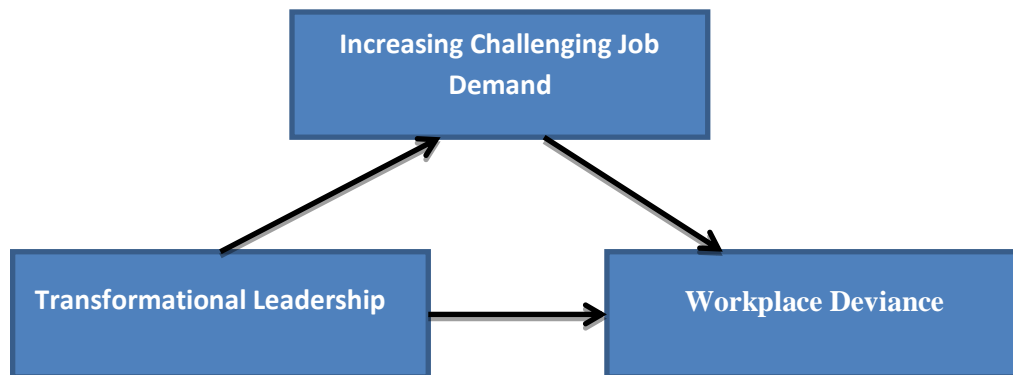
TL-ICJD (a path) = 0.41** **ICJD-WDB** (b path) = -0.73**
TOTAL EFFECT (c path) = -1.50** **DIRECT EFFECT** (c' path) = -1.20**
INDIRECT EFFECT (a path*b path) = -0.30**
Figure 4.77: Graphic Presentation of Mediation Effect of ICJD between TL and WDB

The study examined the effect of rising challenging job demands as a mediator in the association between TL and WDB. The findings demonstrated a significant total impact (c path = -1.50**) of TL on WDB. Furthermore, in the presence of a mediator, the direct effect (c' path= -1.20**) of TL on IWDB was considerable. The indirect impact (a path*b path = -0.30**) is also significant. As a result, rising, challenging job demand mediated the association between TL and WDB.

Table 4.103 contains a summary of the mediation analysis.

Table 4.103

**Summary of Mediation Analysis of ICJD between TL and WDB**

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TL_ICJD_WDB	-.30	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.44	-.17		

It is evident from Table 4.103 that there is no zero between the upper and lower bounds; there is mediation between TL and WDB by increasing difficult job demand. The effect of transformational leadership on increasing challenging job demand is positive (a path = 0.41**), indicating that transformational leadership causes an increase in social job resources. Further negative impact (b path =-0.73**) of increasing challenging job demand on total workplace deviance behaviours leads to a slight reduction in total workplace deviance behaviour. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, increased job demand inconsistently mediates or suppresses the association between TL and WDB. The finding is that increasing challenging job demands inconsistently mediate or suppress the association between transformational leadership and overall workplace deviant behaviour.

4.6.4.4 TRANSACTIONAL LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – INTERPERSONAL DEVIANCE

Amos explores whether increasing challenging job demands mediates the association between transactional leadership and interpersonal workplace deviance behaviours.

Figure 4.78 visually depicts the output and an overview of the important outcomes.
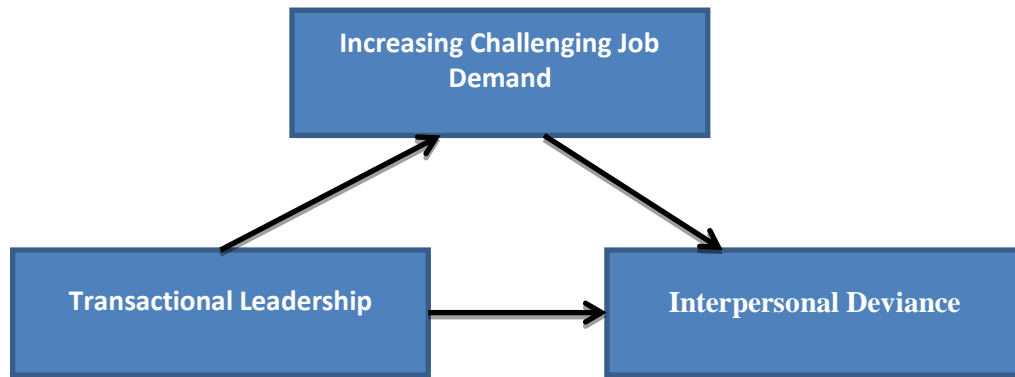
TSL-ICJD (a path) = 0.98** **ICJD-IWDB** (b path) = -0.43**

TOTAL EFFECT (c path) = -1.67** **DIRECT EFFECT** (c' path) = -1.24**

INDIRECT EFFECT (a path*b path) = -0.43**

Figure 4.78: Graphic Presentation of Mediation Effect of ICJD between TSL and IWDB

The study examined the impact of rising challenging job demand as a mediator in the association between TSL and IWDB. The findings demonstrated a considerable total impact (c path = -1.67**) of TSL on IWDB. Furthermore, in the presence of a mediator, the direct effect of TSL on IWDB (c' path= -1.24**) was considerable. The indirect effect (a path*b path = -0.43**) is also significant. As a result, growing employment demand for tough jobs mediated the association between TSL and IWDB behaviour.

Table 4.104 contains a summary of the mediation analysis.

Table 4.104

Summary of Mediation Analysis of ICJD between TSL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_ICJD_IWDB	-.43			.000	Inconsistent Mediation
		-.54	-.32		

It is evident from Table 4.104 that there is no zero between the upper and lower bounds; there is mediation between TSL and IWDB by increasing difficult job demand. The effect of transactional leadership on increasing challenging job demand is positive (a

path = 0.98**), indicating that transactional leadership causes an increase in challenging job demand. Further negative impact (b path =-0.43**) of increasing challenging job demand on interpersonal workplace deviance behaviours, in turn, leads to a slight reduction in interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, then growing employment demand for complex jobs inconsistently mediates or suppresses the association between TSL and IWDB. The finding is that increasing challenging job demands inconsistently mediate or suppress the association between transactional leadership and interpersonal workplace deviant behaviour.

4.6.4.5 TRANSACTIONAL LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis that rising tough job demand mediates the association between transactional leadership and organisational workplace deviance behaviours.

Figure 4.79 visually depicts the output and provides an overview of the important outcomes.
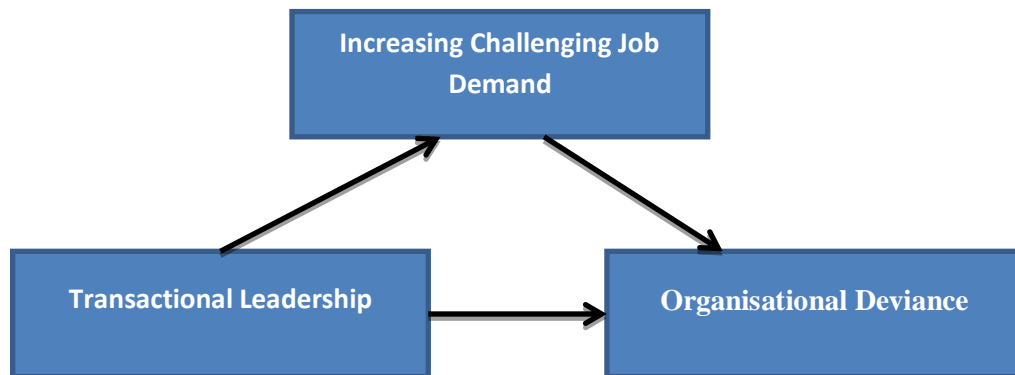
TSL-ICJD (a path) = 0.98** **ICJD-OWDB** (b path) = -0.81**

TOTAL EFFECT (c path) = -1.75** **DIRECT EFFECT** (c' path) = -0.95**

INDIRECT EFFECT (a path*b path) = -0.80**

Figure 4.79: Graphic Presentation of Mediation Effect of ICJD between TSL and OWDB

The research looked at the function of increasing challenging job demand in mediating the link between TSL and OWDB. The findings demonstrated a considerable impact (c path = -1.75**) of TSL on OWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -0.95**) of TSL on OWDB was considerable. The indirect effect (a path*b path = -0.80**) is also significant. As a result, increased challenging job demand mediated the association between TSL and OWDB.

Table 4.105 contains a summary of the mediation analysis.

**Table 4.105**

Summary of Mediation Analysis of ICJD between TSL and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TSL_ICJD_OWDB	-.80	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-1.01	-.57		

It is evident from Table 4.105 that there is no zero between the upper and lower bounds; there is mediation between TSL and OWDB by increasing difficult job demand. The effect of transactional leadership on increasing challenging job demand is positive (a path =0.98**), indicating that transactional leadership causes an increase in challenging job demand. Further negative impact (b path =-0.81**) of increasing challenging job demand on organisational workplace deviance behaviours leads to a reduction in organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, then increasing difficult job demand inconsistently mediates or suppresses the association between TSL and OWDB. The finding is that increasing challenging job demands inconsistently mediate or suppress the association between transactional leadership and organisational workplace deviant behaviour.

4.6.4.6   TRANSACTIONAL LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – WORKPLACE DEVIANCE

Amos is used to explore the hypothesis that rising job demand mediates the association between transactional leadership and total workplace deviant behaviour.

Figure 4.80 visually depicts the output and an overview of the important outcomes.
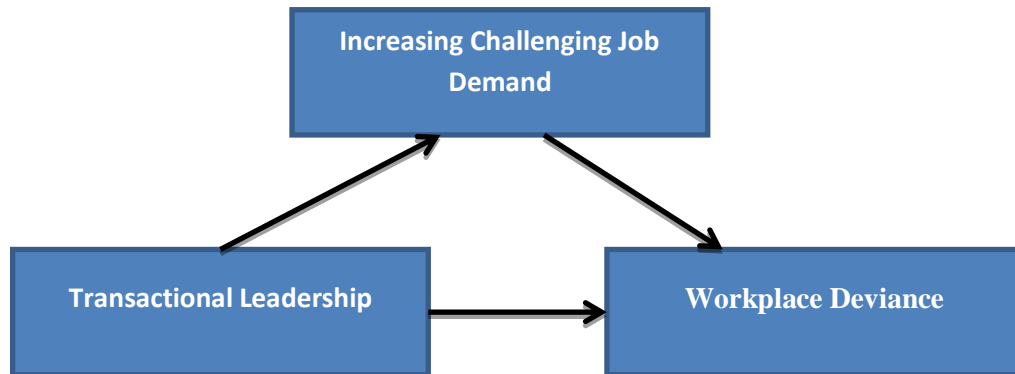
TSL-ICJD (a path) = 0.98** **ICJD-WDB** (b path) = -1.09**

TOTAL EFFECT (c path) = -3.91** **DIRECT EFFECT** (c' path) = -2.82**

INDIRECT EFFECT (a path*b path) = -1.08**

Figure 4.80: Graphic Presentation of Mediation Effect of ICJD between TSL and WDB

The study investigated the impact of rising challenging job demands as a mediator in the link between TSL and WDB. The findings demonstrated a considerable total impact (c path = -3.91**) of TSL on WDB, validating the hypothesis. Furthermore, in the presence of a mediator, the direct effect (c' path = -2.82**) of TSL on WDB was considerable. The indirect effect (a path*b path = -1.08**) is also significant. As a result, the rising demand for jobs mediated the association between TSL and WDB.

Table 4.106 contains a summary of the mediation analysis.

Table 4.106

Summary of Mediation Analysis of ICJD between TSL and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_ICJD_WDB	-1.08	-1.34	-.78	.000	Inconsistent Mediation

It is evident from table 4.106 that there is no zero between the upper and lower bounds, implying that rising difficult job demand mediate between TSL and WDB. The effect of transactional leadership on increasing challenging job demand is positive (a path = 0.98**), indicating that transactional leadership causes an increase in challenging job demand. Further negative impact (b path = -1.09**) of increasing challenging job demand on total workplace deviance behaviours, in turn, leads to a reduction in total workplace deviance behaviour. According to mediation norms (Shrout & Bolger, 2002), when value of a significant direct effect is more than a significant total effect; than rising tough job demand inconsistently mediates or suppresses the association between TSL and WDB. The finding is that increasing challenging job demand inconsistently mediate or supress the association between transactional leadership and overall workplace deviant behaviour.

4.6.4.7 LAISSEZ FAIRE LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether rising challenging job demand mediates the association between laissez-faire leadership and interpersonal workplace deviance behaviours.

Figure 4.81 visually depicts the output and an overview of the important outcomes.
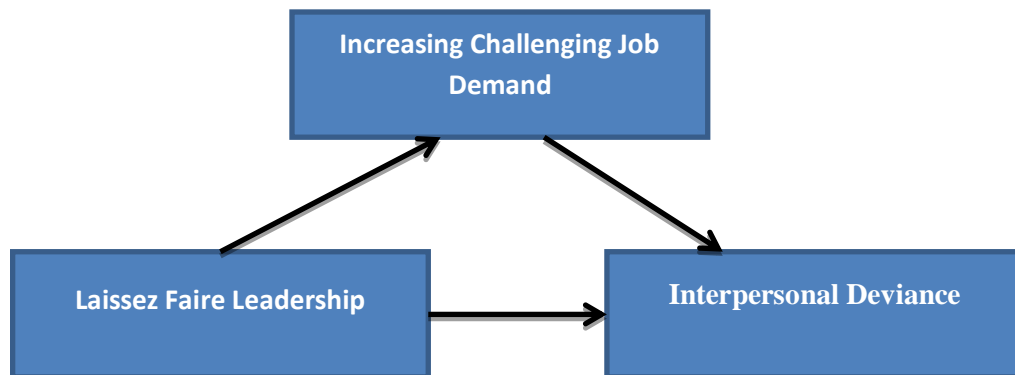
LF-ICJD (a path) = -0.75** **ICJD-IWDB** (b path) = -0.56**
TOTAL EFFECT (c path) = 1.25** **DIRECT EFFECT** (c' path) = 0.83**
INDIRECT EFFECT (a path*b path) = 0.42**
Figure 4.81: Graphic Presentation of Mediation Effect of ICJD between LF and IWDB

The study looked at the impact of rising tough job demand as a mediator in the association between LF and IWDB. The findings demonstrated a substantial total impact (c path = 1.25**) of LF on IWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = 0.83**) of LF on IWDB was considerable. Indirect effect (a path*b path = 0.42**) is also significant. As a result, growing employment demand for hard jobs mediated the association between LF and IWDB behaviour.

Table 4.107 contains a summary of the mediation analysis.

Table 4.107

Summary of Mediation Analysis of ICJD between LF and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_ICJD_IWDB	.42	Lower Bound	Upper Bound	.000	Partial Mediation
		.34	.52		

It is evident from Table 4.107 that there is no zero between the upper and lower bounds; there is mediation between LF and IWDB via raising difficult job demand. The effect of laissez-faire leadership on increasing challenging job demand is negative (a path = -0.75**), indicating that laissez-faire leadership reduces increasing challenging job demand. Further negative impact (b path =-0.56**) of increasing challenging job demand on interpersonal workplace deviance behaviours leads to reduced interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is less than the substantial total effect, the growing employment demand for complex jobs partially mediates the association between LF and IWDB. The finding is that increasing challenging job demand partially mediates the association between laissez-faire leadership and interpersonal workplace deviant behaviour.

4.6.4.8 LAISSEZ-FAIRE LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – ORGANISATIONAL DEVIANCE

Amos hypothesises that rising, challenging job demand mediates the association between laissez-faire leadership and organisational workplace deviant behaviours.

Figure 4.82 visually depicts the output and an overview of the important outcomes.
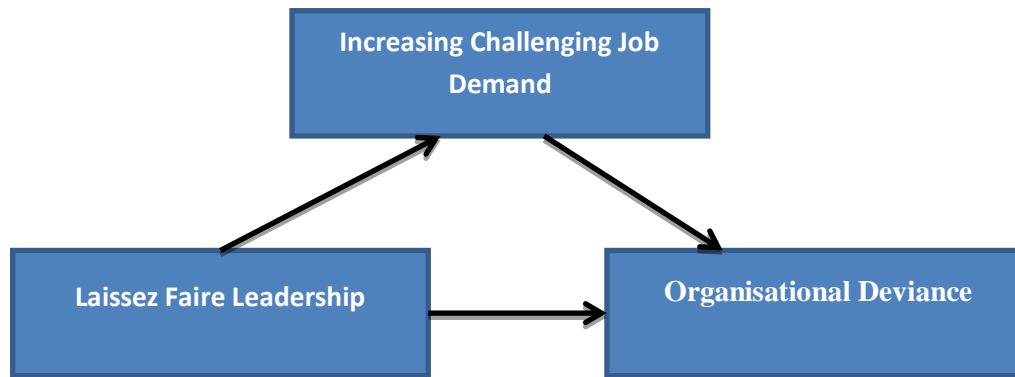
LF-ICJD (a path) = -0.75** **ICJD-OWDB** (b path) = -0.85**

TOTAL EFFECT (c path) = 1.48** **DIRECT EFFECT** (c' path) = 0.84**

INDIRECT EFFECT (a path*b path) = 0.64**

Figure 4.82: Graphic Presentation of Mediation Effect of ICJD between LF and OWDB

The research looked at the function of increasing difficult job demand in mediating the association between LF and OWDB. The findings demonstrated a substantial total impact (c path = 1.48**) of LF on OWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = 0.84**) of LF on OWDB was considerable. The indirect impact (a path*b path = 0.64**) is also significant. As a result, the rising challenging demand for jobs mediated the association between LF and OWDB.

Table 4.108 contains a summary of the mediation analysis.

Table 4.108

Summary of Mediation Analysis of ICJD between LF and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
LF_ICJD_OWDB	.64			.000	Partial Mediation
		.46	.82		

It is evident from Table 4.108 that there is no zero between the upper and lower bounds; there is mediation between LF and OWDB via raising difficult job demand. The effect of laissez-faire leadership on increasing challenging job demand is negative (a path

= -0.75**), indicating that laissez-faire leadership reduces increasing challenging job demand. Further negative impact (b path=-0.85**) of increasing challenging job demand on organisational workplace deviance behaviours leads to a reduction in organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is less than a significant total effect, rising job demand partially mediates the association between LF and OWDB. The finding is that increasing challenging job demand partially mediates the association between laissez-faire leadership and organisational workplace deviant behaviour.

4.6.4.9   LAISSEZ-FAIRE LEADERSHIP- INCREASING CHALLENGING JOB DEMAND – WORKPLACE DEVIANCE

Amos tests whether increasing challenging job demand mediates the association between laissez-faire leadership and workplace deviant behaviour.

Figure 4.83 visually depicts the output and an overview of the important outcomes.
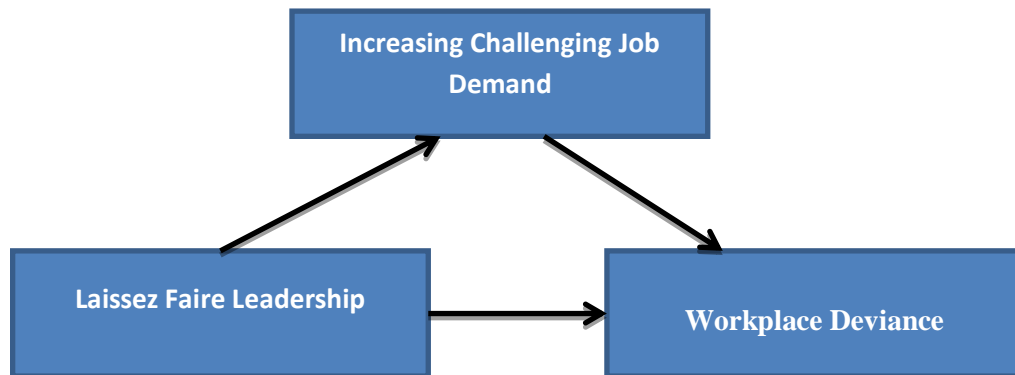
LF-ICJD (a path) = -0.75** **ICJD-WDB** (b path) = -1.38**
TOTAL EFFECT (c path) = 2.93** **DIRECT EFFECT** (c' path) = 1.89**
INDIRECT EFFECT (a path*b path) = 1.04**
Figure 4.83: Graphic Presentation of Mediation Effect of ICJD between LF and WDB

The study investigated the impact of rising challenging job demands as a mediator in the link between LF and WDB. The findings demonstrated a substantial effect (c path = 2.93**) of laissez-faire leadership on total workplace Deviance behaviour. Furthermore, in the presence of a mediator, the direct effect (c' path =1.9**) of laissez-

faire leadership on overall workplace aberrant behaviour was considerable. The indirect impact (a path*b path = 0.14**) is also significant. As a result, the rising demand for jobs mediated the association between LF and WDB.

Table 4.109 contains a summary of the mediation analysis.

Table 4.109

Summary of Mediation Analysis of ICJD between LF and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_ICJD_WDB	1.04	Lower Bound	Upper Bound	.000	Partial Mediation
		.80	1.42		

It is evident from Table 4.109 that there is no zero between the upper and lower bounds; there is mediation between LF and WDB via raising difficult job demand. The effect of laissez-faire leadership on growing demanding job demand is negative (a path = -0.75**), indicating that laissez-faire leadership causes a decrease in rising challenging job demand. Further negative impact (b path =-1.38**) of increasing challenging job demand on total workplace deviance behaviours leads to a decrease in total workplace deviance behaviour. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is less than a significant total effect, rising challenging job demand partially mediates the association between LF and WDB. The finding is that increasing challenging job demand partially mediates the association between laissez-faire leadership and workplace deviant behaviour.

The study's main findings revealed that the inconsistent mediation effect of increasing challenging job demand between transformation and transactional leadership styles and workplace deviance behaviours is significant. The partial mediation effect of increasing challenging job demand between laissez-faire leadership style and workplace deviance behaviours is substantial.

Hence, from the mediation analysis, hypothesis 4 (d), "Increasing challenging job demands mediate the relationship between leadership style and workplace deviant behaviours of university teachers", is accepted. The findings imply that growing,

challenging job demands impact university instructors' workplace behaviour. Increasingly difficult job expectations will cause a dramatic shift in leadership style and workplace deviant behaviour.

4.6.5 SUMMARY OF JOB CRAFTING AS MEDIATOR IN LEADERSHIP STYLE AND WORKPLACE DEVIANT BEHAVIOUR

The model includes the total effect of leadership style on workplace deviant behaviour without a mediator (c-path), leadership style on job crafting (a-path), and job crafting on workplace deviant behaviour (b-path). The direct influence of leadership style on workplace deviant behaviour in the presence of a mediator is (c'-path), while the indirect effect through a mediator is (a path*b path).

4.6.5.1 TRANSFORMATIONAL LEADERSHIP- JOB CRAFTING– INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether job crafting mediates the association between transformational leadership and interpersonal workplace deviance behaviours.

Figure 4.84 visually depicts the output and an overview of the important outcomes.
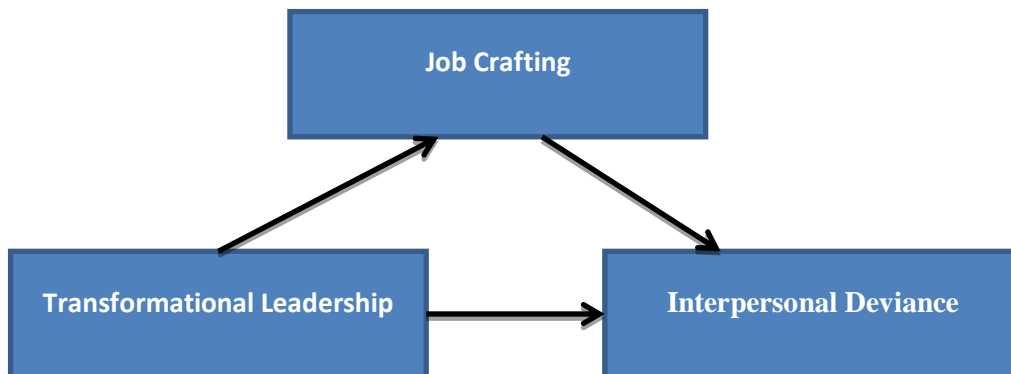
TL-JC (a path) = 1.98** **JC-IWDB** (b path) = -0.10**

TOTAL EFFECT (c path) = -0.60** **DIRECT EFFECT** (c' path) = -0.40**

INDIRECT EFFECT (a path*b path) = -0.20**

Figure 4.84: Graphic Presentation of Mediation Effect of JC between TL and IWDB

The study looked at the impact of job crafting in mediating the association between TL and IWDB. The findings demonstrated a significant total effect (c path = -0.60**) of TL on IWDB. Furthermore, TL's direct effect (c' path= -0.40**) on IWDB was considerable in the presence of a mediator. The indirect impact (a path*b path = -0.20**) is also significant. As a result, job crafting mitigated the association between TL and IWDB.

Table 4.110 contains a summary of the mediation analysis.

Table 4.110

Summary of Mediation Analysis of JC between TL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TL_JC_ IWDB	-.20	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.26	-.14		

It is evident from Table 4.110 that there is no zero between the higher and lower bounds; job crafting can provide mediation between TL and IWDB. The effect of transformational leadership on job crafting is positive (a path = 1.98**), indicating that transformational leadership improves job crafting. Further negative impact (b path = -0.10**) of job crafting on interpersonal workplace deviance behaviours, in turn, leads to a decrease in interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, job crafting inconsistently mediates or suppresses the association between TL and IWDB. The finding is that job crafting inconsistently mediates or suppresses the association between transformational leadership and interpersonal workplace deviant behaviour.

4.6.5.2   TRANSFORMATIONAL   LEADERSHIP-   JOB   CRAFTING– ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis of whether job crafting mediates the association between transformational leadership and organisational workplace deviance behaviours. Figure 4.85 visually depicts the output and an overview of the important outcomes.
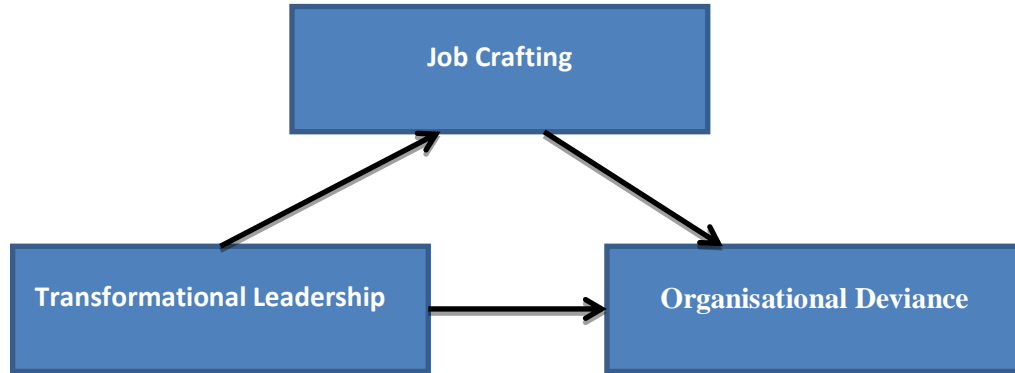
TL-JC (a path) =1.98** **JC-OWDB** (b path) = -0.13**

TOTAL EFFECT (c path) = -0.89** **DIRECT EFFECT** (c' path) = -1.15**

INDIRECT EFFECT (a path*b path) = 0.26**

Figure 4.85: Graphic Presentation of Mediation Effect of JC between TL and OWDB

The study looked at the function of job crafting in mediating the association between TL and OWDB. The findings demonstrated TL's considerable impact (c path = -0.89**) on OWDB. Furthermore, TL's direct (c' path = -1.15**) on OWDB was considerable in the presence of a mediator. The indirect effect (a path*b path = -0.26**) is also significant. As a result, job crafting mediates the association between TL and OWDB.

Table 4.111 contains a summary of the mediation analysis.

Table 4.111

Summary of Mediation Analysis of JC between TL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TL_JC_ OWDB	.26			.000	Inconsistent Mediation
		.11	.41		

It is evident from Table 4.111 that there is no zero between the higher and lower bounds; job crafting can only provide mediation between TL and OWDB. The effect of transformational leadership on job crafting is positive (a path = 1.98**), indicating that

transformational leadership improves job crafting. Further negative impact (b path = -0.13**) of job crafting on organisational workplace deviance behaviours, in turn, leads to a reduction in organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, job crafting inconsistently mediates or suppresses the link between TL and OWDB. The finding is that job crafting inconsistently mediates or suppresses the association between transformational leadership and organisational workplace deviant behaviour.

4.6.5.3 TRANSFORMATIONAL LEADERSHIP- JOB CRAFTING–WORKPLACE DEVIANCE

Amos is used to explore the hypothesis of whether job crafting mediates the association between transformational leadership and overall workplace deviance behaviours.

Figure 4.86 visually depicts the output and an overview of the important outcomes.
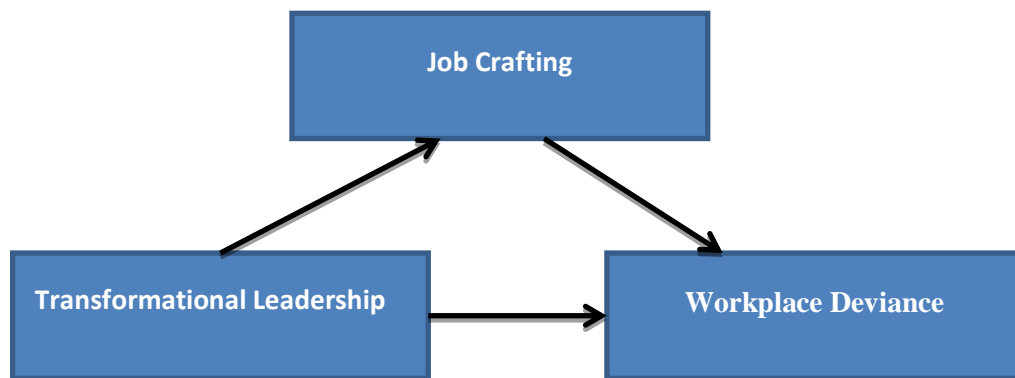
TL-JC (a path) = 1.98** **JC-WDB** (b path) =-0.12**
TOTAL EFFECT (c path) = -1.50** **DIRECT EFFECT** (c' path) = -1.25**
INDIRECT EFFECT (a path*b path) = -0.25**
Figure 4.86: Graphic Presentation of Mediation Effect of JC between TL and WDB

The study looked at the impact of job crafting in mediating the association between TL and WDB. The findings demonstrated a significant total effect (c path = -1.50**) of TL on WDB. Furthermore, TL's direct effect (c' path = -1.25**) on WDB was considerable in the presence of a mediator. The indirect impact (a path*b path = -0.25**)

is also significant. As a result, job crafting mediated the association between TL and WDB.

Table 4.112 contains a summary of the mediation analysis.

Table 4.112

Summary of Mediation Analysis of JC between TL and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TL_JC_ WDB	-.25	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.42	-.08		

It is evident from Table 4.112 that there is no zero between the higher and lower bounds; job crafting can only provide mediation between TL and WDB. The effect of transformational leadership on job crafting is positive (a path = 1.98**), indicating that transformational leadership improves job crafting. Further negative impact (b path =-0.12**) of job crafting on total workplace deviance behaviours, in turn, leads to a reduction in total workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, job crafting inconsistently mediates or suppresses the link between TL and WDB. The finding is that job crafting inconsistently mediates or suppresses the association between transformational leadership and overall workplace deviant behaviour.

4.6.5.4 TRANSACTIONAL LEADERSHIP- JOB CRAFTING– INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether job crafting mediates the association between transactional leadership and interpersonal workplace deviance behaviours.

Figure 4.87 visually depicts the output and an overview of the important outcomes.

Job Crafting

Transactional Leadership

Interpersonal Deviance
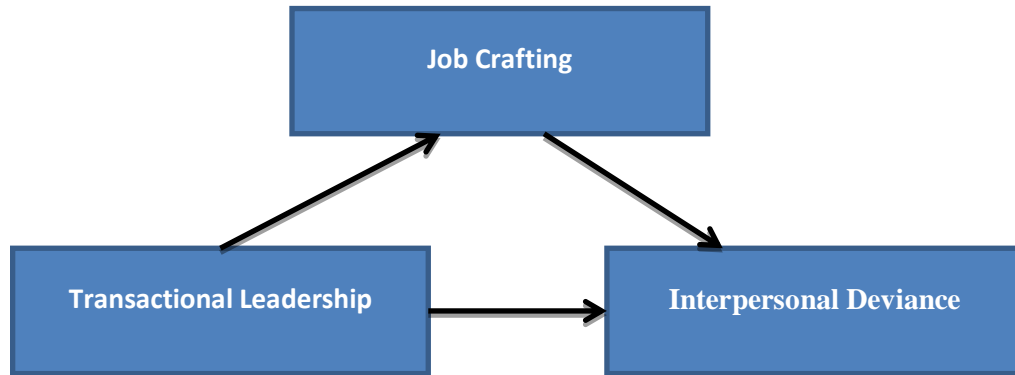
TSL-JC (a path) =5.51** **JC-IWDB** (b path) =-0.11**

TOTAL EFFECT (c path) = -1.67** **DIRECT EFFECT** (c' path) = -1.07**

INDIRECT EFFECT (a path*b path) = -0.60**

Figure 4.87: Graphic Presentation of Mediation Effect of JC between TSL and IWD

The study looked at the impact of job crafting in mitigating the association between TSL and IWDB. The findings demonstrated considerable implications (c path = -1.67**) of TSL on IWDB. Furthermore, in the presence of a mediator, the direct effect (c' path= -1.07**) of TSL on IWDB was considerable. The indirect impact (a path*b path = -0.60**) is also significant. As a result, job crafting mediated the association between TSL and IWDB.

Table 4.113 contains a summary of the mediation analysis.

Table 4.113

Summary of Mediation Analysis of JC between TSL and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
		Lower Bound	Upper Bound		
TSL_JC_ IWDB	-.60			.000	Inconsistent Mediation
		-.78	-.45		

It is evident from Table 4.113 that there is no zero between the higher and lower bounds; job designing can provide mediation between TSL and IWDB. The effect of transactional leadership on job crafting is positive (a path =5.51**), indicating that transactional leadership improves job crafting. Further negative impact (b path =-0.11**)

of job crafting on interpersonal workplace deviance behaviours, in turn, leads to a reduction in interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, job crafting inconsistently mediates or suppresses the association between TSL and IWDB. The finding is that job crafting inconsistently mediates or suppresses the association between transactional leadership and interpersonal workplace deviant behaviour.

4.6.5.5 TRANSACTIONAL LEADERSHIP- JOB CRAFTING– ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis of whether job crafting mediates the association between transactional leadership and organisational workplace deviance behaviours.

Figure 4.88 visually depicts the output and an overview of the important outcomes.
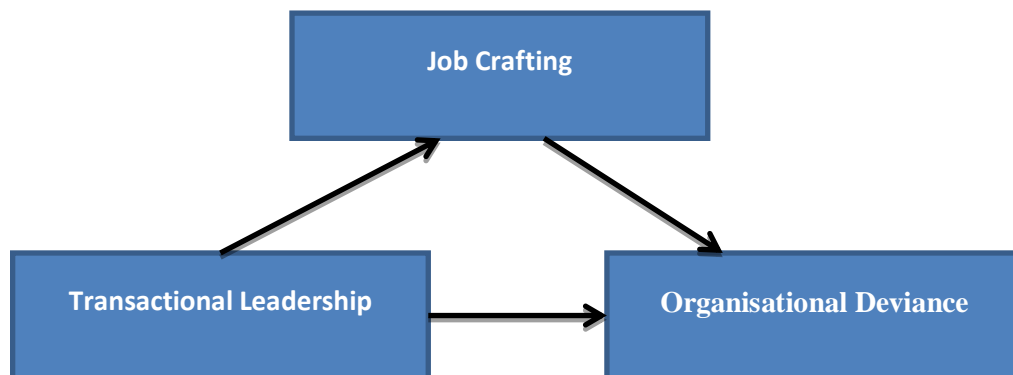
TSL-JC (a path) = 5.51** **JC-OWDB** (b path) = -0.14**

TOTAL EFFECT (c path) = -1.75** **DIRECT EFFECT** (c' path) = -1.03**

INDIRECT EFFECT (a path*b path) = -0.72**

Figure 4.88: Graphic Presentation of Mediation Effect of JC between TSL and OWDB

The study looked at the function of job crafting in mediating the association between TSL and OWDB. The findings demonstrated a considerable impact (c path = -1.75**) of TSL on OWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = -1.03**) of TSL on WDB was considerable. The indirect impact (a path*b path

=-0.72**) is also significant. As a result, job crafting mediated the association between TSL and OWDB.

Table 4.114 contains a summary of the mediation analysis.

Table 4.114

Summary of Mediation Analysis of JC between TSL and OWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
TSL_JC_ OWDB	-.72	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-.57	-.11		

It is evident from Table 4.114 that there is no zero between the higher and lower bounds; job crafting can provide mediation between TSL and OWDB. The effect of transactional leadership on job crafting is positive (a path = 5.51**), indicating that transactional leadership improves job crafting. Further negative impact (b path = -0.14**) of job crafting on organisational workplace deviance behaviours, in turn, leads to a slight reduction in organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, job crafting inconsistently mediates or suppresses the association between TSL and OWDB. The finding is that job crafting inconsistently mediates or suppresses the association between transactional leadership and organisational workplace deviant behaviour.

4.6.5. TRANSACTIONAL LEADERSHIP- JOB CRAFTING– WORKPLACE DEVIANCE

Amos explores whether job crafting mediates the connection between transactional leadership and workplace deviant behaviour.

Figure 4.89 visually depicts the output and an overview of the important outcomes.
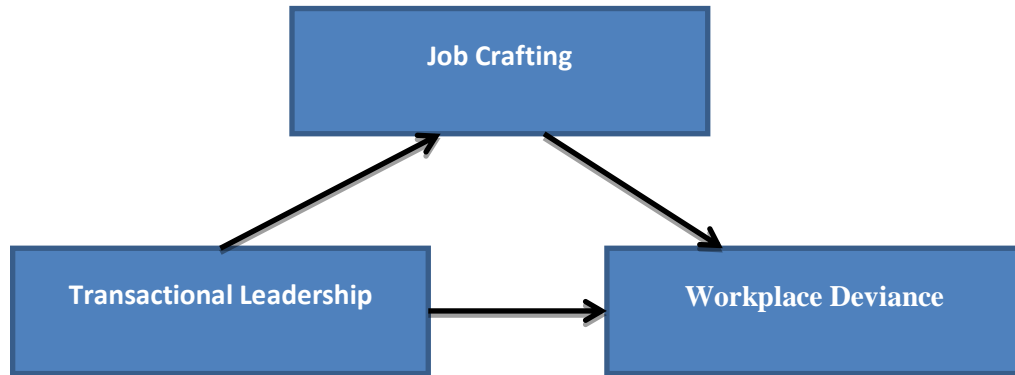
TSL-JC (a path) = 5.51** **JC-WDB** (b path) = -0.21**

TOTAL EFFECT (c path) = -3.91** **DIRECT EFFECT** (c' path) = -2.72**

INDIRECT EFFECT (a path*b path) = -1.18**

Figure 4.89: Graphic Presentation of Mediation Effect of JC between TSL and WDB

The study looked at the impact of job crafting in mediating the association between TSL and WDB. The findings demonstrated a considerable total impact (c path= -3.91**) of TSL on WDB. Furthermore, in the presence of a mediator, the direct effect (c' path =-2.72**) of TSL on WDB was considerable. The indirect impact (a path*b path = -1.18**) is also significant. As a result, job crafting mediated the association between TSL and WDB.

Table 4.115 contains a summary of the mediation analysis.

Table 4.115

Summary of Mediation Analysis of JC between TSL and WDB

| Relationship	Indirect effect	Confidence level		P –value	Conclusion
TSL_JC_ WDB	-1.18	Lower Bound	Upper Bound	.000	Inconsistent Mediation
		-1.64	-.75		

It is evident from Table 4.115 that there is no zero between the higher and lower bounds; job crafting can only provide mediation between TSL and WDB. The effect of transactional leadership on job crafting is positive (a path = 5.51**), indicating that transactional leadership improves job crafting. Further negative impact (b path =-0.21**)

of job crafting on total workplace deviance behaviours, in turn, leads to a reduction in total workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of a significant direct effect is more than a significant total effect, job crafting inconsistently mediates or suppresses the link between TSL and WDB. The finding is that job crafting inconsistently mediates or suppresses the association between transactional leadership and workplace deviant behaviour.

4.6.5.7   LAISSEZ-FAIRE LEADERSHIP- JOB CRAFTING– INTERPERSONAL DEVIANCE

Amos is used to explore the hypothesis of whether job crafting mediates the association between laissez-faire leadership and interpersonal workplace deviance behaviours.

Figure 4.90 visually depicts the output and an overview of the important outcomes.
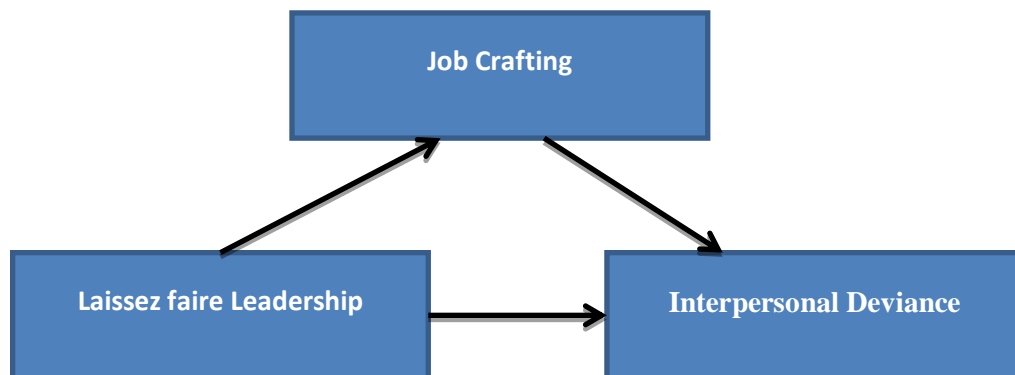
LF-JC (a path) = -3.86** **JC-IWDB** (b path) =-0.15**
TOTAL EFFECT (c path) = 1.25** **DIRECT EFFECT** (c' path) = 0.65**
INDIRECT EFFECT (a path*b path) = 0.60**
Figure 4.90: Graphic Presentation of Mediation Effect of JC between LF and IWDB

The study looked at the function of job crafting in mediating the association between LF and IWDB. The findings demonstrated a substantial total impact (c path = 1.25**) of LF on IWDB. Furthermore, in the presence of a mediator, the direct effect (c' path =0.65**) of LF on IWDB was considerable. The indirect impact (a path*b path = 0.60**) is also significant. As a result, job crafting mitigated the association between LF and IWDB.

Table 4.116 summarizes the mediation analysis.

Table 4.116

Summary of Mediation Analysis of JC between LF and IWDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_JC_ IWDB	.60	Lower Bound	Upper Bound	.000	Partial Mediation
		.50	.70		

It is evident from Table 4.116 that there is no zero between the higher and lower bounds; job crafting can only provide mediation between LF and IWDB. The effect of laissez-faire leadership on job crafting is negative (a path = -3.86**), indicating that laissez-faire leadership reduces job crafting. Further negative impact (b path = -0.15**) of job crafting on interpersonal workplace deviance behaviours, in turn, reduces interpersonal workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is less than the substantial total effect, job crafting partially mediates the association between LF and IWDB. The finding is that job crafting partially mediates the association between laissez-faire leadership and interpersonal workplace deviant behaviour.

4.6.5.8 LAISSEZ FAIRE LEADERSHIP- JOB CRAFTING– ORGANISATIONAL DEVIANCE

Amos is used to explore the hypothesis of whether job crafting mediates the association between laissez-faire leadership and organisational workplace deviance behaviours.

Figure 4.91 visually depicts the output and an overview of the important outcomes.
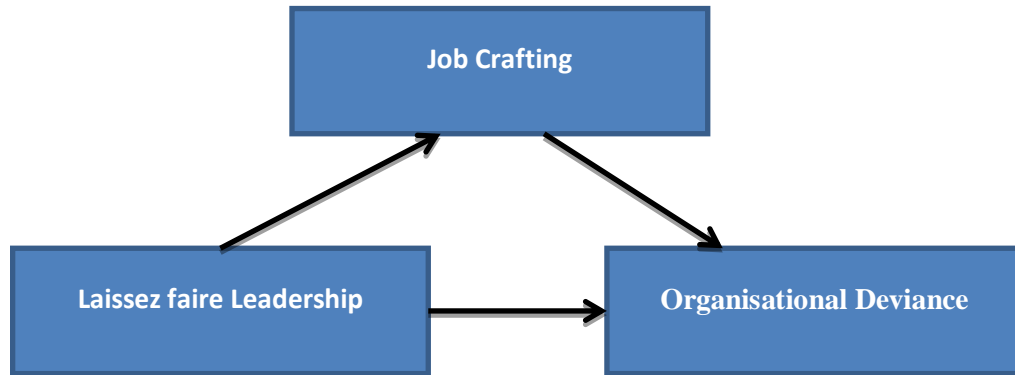
LF-JC (a path) = -3.86** **JC-OWDB (**b path) = -0.09**

TOTAL EFFECT (c path) = 1.48** **DIRECT EFFECT** (c' path) = 1.13**

INDIRECT EFFECT (a path*b path) = 0 .35**

Figure 4.91: Graphic Presentation of Mediation Effect of JC between LF and OWDB

The study looked at the function of job crafting in mediating the association between LF and OWDB. The findings demonstrated a substantial total impact (c path = 1.48**) of LF on OWDB. Furthermore, in the presence of a mediator, the direct effect (c' path = 1.13**) of LF on OWDB was considerable. The indirect impact (a path*b path = 0.35**) is also significant. As a result, job crafting mediated the association between LF and OWDB.

Table 4.117 contains a summary of the mediation analysis.

Table 4.117

**Summary of Mediation Analysis of JC between LF and OWDB**

| Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_JC_ OWDB	.35	Lower Bound	Upper Bound	.000	Partial Mediation
		.13	.56		

It is evident from Table 4.117 that there is no zero between the higher and lower bounds; job crafting can only provide mediation between LF and OWDB. The effect of laissez-faire leadership on job crafting is negative (a path = -3.86**), indicating that

laissez-faire leadership reduces job crafting. Further negative impact (b path =-0.09**) of job crafting on organisational workplace deviance behaviours, in turn, reduced organisational workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is less than the substantial total effect, job crafting partially mediates the association between LF and OWDB. The finding is that job crafting partially mediates the association between laissez-faire leadership and organisational workplace deviant behaviour.

4.6.5.9 LAISSEZ-FAIRE LEADERSHIP- JOB CRAFTING– WORKPLACE DEVIANCE

Amos explores whether job crafting mediates the link between laissez-faire leadership and total workplace aberrant behaviour.

Figure 4.92 visually depicts the output and an overview of the important outcomes.
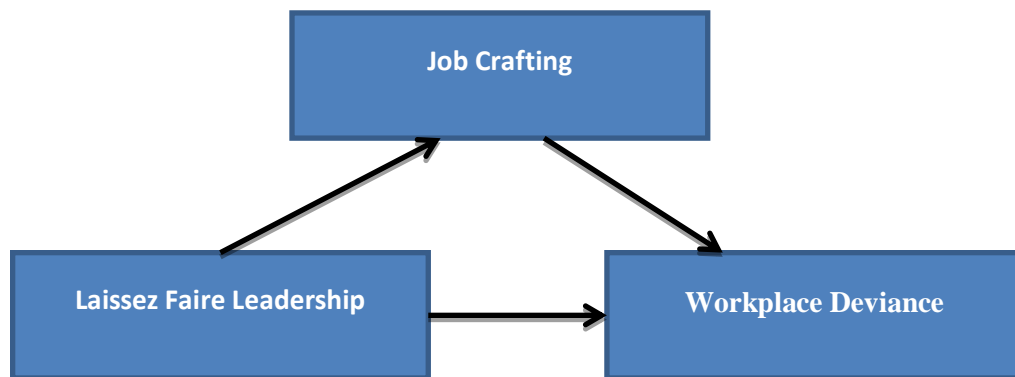
LF-JC (a path) =-3.86** **JC-WDB** (b path) =-0.33**
TOTAL EFFECT (c path) = 2.93** **DIRECT EFFECT** (c' path) = 1.64**
INDIRECT EFFECT (a path*b path) = 1.29**
Figure 4.92: Graphic Presentation of Mediation Effect of JC between LF and WDB

The study looked at the function of job crafting in mediating the association between LF and WDB. The findings demonstrated a substantial total effect (c path= 2.93**) of LF on WDB. Furthermore, in the presence of a mediator, the direct effect (c' path = 1.64**) of LF on WDB was considerable. The indirect impact (a path*b path = 1.29**) is also significant. As a result, job crafting mitigated the association between LF and WDB.

Table 4.118 contains a summary of the mediation analysis.

Table 4.118

Summary of Mediation Analysis of JC between LF and WDB

Relationship	Indirect effect	Confidence level		P –value	Conclusion
LF_JC_ WDB	1.29	Lower Bound	Upper Bound	.000	Partial Mediation
		1.03	1.58		

It is evident from Table 4.118 that there is no zero between the upper and lower bounds; job crafting provides mediation between LF and WDB. The effect of laissez-faire leadership on job crafting is negative (a path =-3.86**), indicating that laissez-faire leadership reduces job crafting. Further negative impact (b path =-0.33**) of job crafting on total workplace deviance behaviours, in turn, leads to a drop in total workplace deviance behaviours. According to mediation norms (Shrout & Bolger, 2002), when the value of the significant direct effect is less than the substantial total effect, job crafting partially mediates the association between LF and WDB. The finding is that job crafting partially mediates the association between laissez-faire leadership and overall workplace deviant behaviour.

The study's main findings revealed that the inconsistent mediation effect of job crafting between transformation and transactional leadership styles and workplace deviance behaviours is significant. In contrast, the partial mediation effect of job crafting between laissez-faire leadership style and workplace deviance behaviours is substantial.

Hence, hypothesis 4 (e), "Job crafting mediates the relationship between leadership style and workplace deviance behaviours of university teachers," is accepted. The study found that job crafting mediates university teachers' workplace behaviour, resulting in a dramatic shift in leadership style and workplace deviance behaviour.

SUMMARY OF RESULTS

From the above results, the study's main finding is that job crafting mediates the relationship between leadership style and workplace deviant behaviour. Concerning the

mediating role of job crafting, the results suggest that when heads have transformational and transactional leadership styles, job crafting inconsistently mediates or suppresses their relation with workplace deviant behaviour; however, in the case of laissez-faire leadership, job crafting partially mediates the relation. This implies that when the head has an appropriate leadership style and comes through job crafting deviant workplace behaviour can be controlled. It will help in organisational growth and development. However, heads at educational institutions need to be vigilant while managing their teachers and distributing their work. It implies that policymakers and university teachers' heads must bear in mind the resources and needs of university instructors while planning work; this will aid in managing many difficulties in the institution. As a mediator between leadership style and workplace deviant behaviour, job crafting will produce significant adjustments. The results of the study are in line with Muhammad Mumtaz Khan (2020), Priyadarshi (2021), Kumar (2022), Khosla and Sharma (2023) and Bachynskyi (2024), who reported that job crafting strongly mediates between the head's leadership style and the workers' workplace deviance behaviour. According to the study's findings, job crafting considerably mediators between the head's leadership style and the workplace deviant behaviour of the employees by strengthening the indirect link.
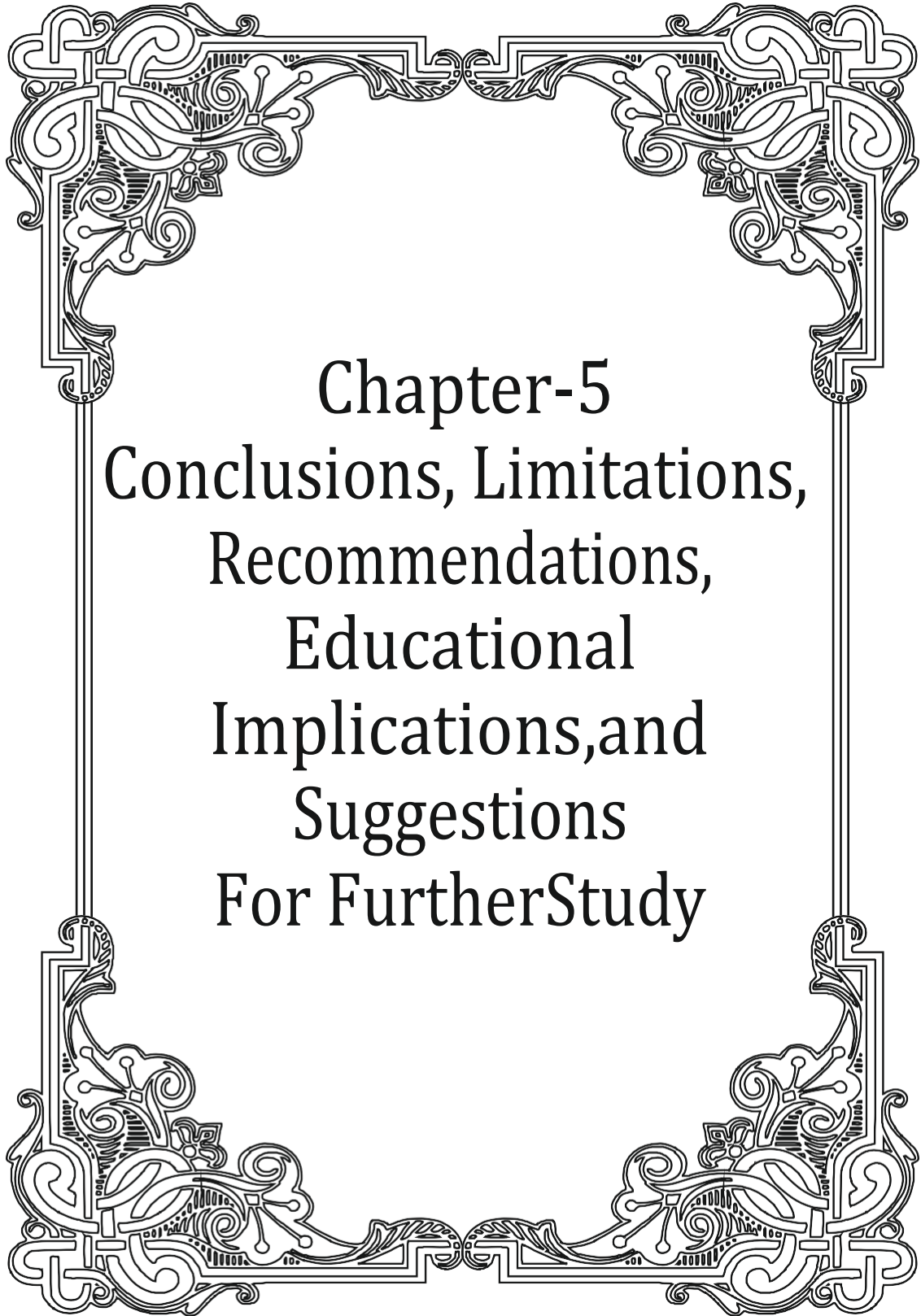
Chapter-5
Conclusions, Limitations, Recommendations, Educational Implications,and Suggestions For FurtherStudy

CHAPTER 5

CONCLUSIONS, LIMITATIONS, RECOMMENDATIONS, EDUCATIONAL IMPLICATIONS, AND SUGGESTIONS FOR FURTHER STUDY

The last chapter of each dissertation elaborates on the research conclusions. The areas of education influenced by the study's conclusions are highlighted, and techniques of influence and the stakeholders' roles in these areas are outlined. Aspects ignored in the current study are also highlighted, and how this study can extend the current research in new ways is described. The current chapter discusses the conclusions, limitations, future recommendations, educational implications and future research suggestions. This chapter covers the following topics:

5.1 CONCLUSIONS

The following is the presentation of the conclusion of research:

Objective 1: To study the natures of variables under study Viz. Leadership Style, Structural Distance, Job Crafting and Workplace Deviant Behaviour.

(A) Nature of Leadership Style

Teachers at universities believe that transformational leadership is strongly modeled by their heads, followed by laissez-faire leadership and transactional leadership. It can be concluded that university teachers perceive that their heads majorly follow transformational leadership style.

(B) Nature of Structural Distance

University teachers believe higher physical distance and very little interaction between them and their heads. This concludes that university heads and their teachers are physically farther apart and online interactions are shown to occur more often than offline, face-to-face contacts.

(C)   Nature of Job Crafting

In job crafting, minimizing job demands had the greatest mean. Increasing structural job resources is the second contributing dimension. The next contribution is increased job challenges. When the social job resources component is raised, the mean score value is the lowest. The study concluded that university teachers ignore duties that make them physically and mentally unpleasant so university teachers prefer to decrease job expectations that they believe would hurt their personal development.

(D)   Nature of Workplace Deviant Behaviour

The majority of university teachers engaged in organisational workplace deviance rather than interpersonal workplace deviance. It concludes that, university teachers have a more deviant attitude regarding the organization and its standards.

Objective 2: To compare the mean difference in leadership style, structural distance, job crafting and workplace deviant behaviour in relation to gender, stream and type of institution.

(A)   Leadership Style

1.   There is no discernible difference between male and female university teachers' perceptions of their heads' leadership styles. It shows that in university system teacher's gender does not find any difference in leadership style of head.

2.   Teachers in the humanities and social sciences stream view their heads to have both transformative and transactional management, but university teachers in science, engineering, and technology perceive their heads to have a laissez-faire management style. The study's results concluded that there is difference in leadership style of head in relation to stream.

3.   Teachers at public universities believe their heads have transformative and transactional leadership styles, whereas teachers at private universities believe their heads have laissez faire leadership approach. The study's results concluded that there is difference in leadership style of head in different governing structures of university system. Further, it can be said that HOD's in private universities do not interact much with their faculty and allows faculty to pursue their own

318

decisions in terms of research and training. However, the public university leaders/ HOD's interact with their faculty; guide them for development in their teaching and research. Also, they take penal action in case of underperformance.

(B) Structural Distance

1. University teacher' perceptions of the structural distance between their heads and them do not significantly differ based on gender.

2. University instructors in the humanities and social sciences stream perceive low physical distance and total structural distances and high frequency of interaction, where as those in the sciences, engineering, and technology stream perceive high physical and structural distance and low frequency of interaction. It means that there is more open direct communication between leader (HOD) and faculty among humanities and social sciences steams rather than sciences, engineering, and technology stream.

3. In comparison to teachers at private universities, those at public universities are physically closer to their heads. There is more open direct communication in public university teachers and leaders (HOD). There is no perceived difference in the frequency of interaction or overall structural distance between teachers at public and private universities.

(C) Job Crafting

1. University teachers perceived no appreciable distinction in job crafting at their workplace. It can be concluded that there is no difference in job crafting of university teachers in relation to gender.

2. University teachers in humanities and social sciences think that they can craft jobs and make adjustments based on their resources and workloads more than those in the sciences, engineering, and technology.

3. Private university teachers perceive higher levels of structural job resources than do other private university teachers. Meaning hereby, they do best employment of available structural job resources. However, public university teachers describe higher levels of job crafting, decrease in job-hindering demands, increase in social

job resources, and rise in challenging job demands. Meaning hereby, public university teachers make optimum use of resources and reduces actions which increases their proficiency.

(D)   Workplace Deviant Behaviour

1.   There is a notable distinction in the deviant behaviour at work between male and female university teachers. It can be concluded that as compared to women, men exhibit more deviant behaviour at work. Thus men are proven to exhibit intolerance against coworkers from various cultures/ classes and may violate organisational norms, policies, reputation and procedures more than females.

2.   University teachers in the fields of science, engineering, and technology exhibit more workplace deviance than those in the humanities and social sciences. Thus, concluding that faculty from science, engineering and technology exhibit intolerant behaviours towards persons in comparing from various class/ cultures and engage in violating university policies, procedures and codes more than university teachers from humanities and social sciences.

3.   University teachers at private universities engage in more unacceptable conduct in the workplace than those at public universities. According to research it can be concluded that teachers of private universities have high workplace deviant behaviours at work.

Objective 3: To study the contribution of leadership style, structural distance and job crafting in workplace deviant behaviour of university teachers.

(A)   Leadership Style and Workplace Deviant Behaviour

Transformational as well as transactional, have a negative and significant contribution in unacceptable conduct in the workplace. The reason may be due to high expectation of work complied with likely panel action in case of nonperformance by leaders, might lead to more model code being followed by faculty and less engagement in deviance through avoidance of policies and regulation of universities. The study's results also showed a favorable and significant contribution of laissez-faire leadership to workplace deviant behaviours. Laissez faire leadership encourages workplace deviance in

the form of interpersonal as well as organisational deviance among the faculty. From this finding it is concluded that transformational and transactional leadership is more correct in university setting which are centers of teaching and research and places wherein people from different regions /cultures join to pursue academic dreams.

(B)   Structural Distance and Workplace Deviant Behaviour

Physical distance and total structural distance are proven to have a favorable influence on workplace deviant behaviour. It means that less the channel of direct communication between leader (HOD) and faculty the more are the chances of their involvement in the deviant behaviours. The perceived level of interactions between the administrator and the university professors has an adverse and significant impact on the workplace misbehaviour of the university instructors. It can be concluded that structural distance contributes in workplace deviant behaviours of university teachers.

(C)   Job Crafting and Workplace Deviant Behaviour

Job crafting has a negative and significant contribution to the deviant workplace behaviour of university teachers. More often choice of changing the work profiles and expected ways, control the deviant actions by the faculty. One dimension of job crafting, decreasing hindering job demands has positive and substantial contribution to university teachers' workplace deviant behaviour. It can be concluded that job crafting contributes in workplace deviant behaviours of university teachers.

Objective 4: To study the moderation effect of structural distance in the relationship between leadership style and workplace deviant behaviour of university teachers.

(A)   Moderation effect of physical distance in leadership style and workplace deviant behaviour

1.   Physical distance significantly moderates the relationship between transformational leadership style and (interpersonal and organisational) workplace deviant behaviours among university teachers.

2.   Physical distance significantly moderates the relationship between transactional leadership style and (interpersonal and organisational) workplace deviant behaviours among university teachers.

3. Physical distance does not moderate the relationship between laissez-faire leadership style and workplace deviant behaviours.

It can be concluded that physical distance moderates the relationship between transformation and transactional leadership style and workplace deviant behaviours. But physical distance does not attenuate the relationship between laissez-faire leadership style and workplace deviant behaviours.

(B) **Moderation effect of perceived frequency of interaction in leadership style and workplace deviant behaviour**

1. Perceived frequency of interaction moderates the relationship between transformational leadership style and (Interpersonal and Organisational) workplace deviant behaviours among university teachers.

2. Perceived frequency of interaction moderates the relationship between transactional leadership style and interpersonal workplace deviant behaviours among university teachers.

3. Perceived frequency of interaction does not moderate the relationship between laissez-faire leadership style and workplace deviant behaviours among university teachers.

It can be concluded that perceived frequency of interaction moderates the relationship between transformational and transactional leadership styles with interpersonal workplace deviant behaviours as well as organisational in the case of transformational leadership. Frequency of interaction does not moderate the relationship between laissez-faire leadership styles and workplace deviant behaviours of university teachers.

(C) **Moderation effect of total structural distance in leadership style and workplace deviant behaviour**

1. Structural distance moderates the relationship between transformational leadership style and organisational workplace deviant behaviours among university teachers.

2. Structural distance does not moderate the relationship between transactional leadership style and workplace deviant behaviours among university teachers.

3.   Structural distance does not moderate the relationship between laissez-faire leadership style and workplace deviant behaviours among university teachers.

It can be concluded that structural distance moderates the relationship between transformational leadership style and organisational workplace deviant behaviours. But structural distance does not moderate the relationship between transactional and laissez faire leadership styles on workplace deviant behaviours.

Objective 5: To study the mediation effect of job crafting in the relationship between leadership style and workplace deviant behaviour of university teachers.

(A)   Mediation effect of increasing structural job resources in leadership style and workplace deviant behaviours

1.   Increasing structural job resources inconsistently mediates or suppresses the relation between transformational leadership style and workplace deviant behaviour.

2.   Increasing structural job resources inconsistently mediates or suppresses the relation between transactional leadership style and workplace deviant behaviour.

3.   Increasing structural job resources partially mediates the relation between laissez faire leadership style and workplace deviant behaviour.

It can be concluded that increasing structural job resources is mediating the relationship between leadership style and workplace deviant behaviour. Concerning the mediating role of increasing structural job resources, the results obtained, conclude that when heads have transformational and transactional leadership styles then increasing structural job resources inconsistently mediates or suppresses their relation with workplace deviant behaviour but in the case of laissez-faire leadership, increasing structural job resources partially mediates the relation.

(B)   Mediation effect of decreasing hindering job demands in leadership style and workplace deviant behaviours

1.   Decreasing hindering job demands inconsistently mediates or suppresses the relation between transformational leadership style and workplace deviant behaviour.

2.   Decreasing hindering job demands inconsistently mediates or suppresses the relation between transactional leadership style and workplace deviant behaviour.

3.   Decreasing hindering job demands partially mediates the relationship between laissez-faire leadership style and workplace deviant behaviour.

It can be concluded that decreasing hindering job demands is mediating the relationship between leadership style and workplace deviant behaviour. Concerning the mediating role of decreasing hindering job demands, the results obtained, conclude that when heads have transformational and transactional leadership styles then decreasing hindering job demands inconsistently mediates or suppresses their relation with workplace deviant behaviour but in the case of laissez-faire leadership, decreasing hindering job demands partially mediates the relation.

(C)   Mediation effect of increasing social job resources in leadership style and workplace deviant behaviours

1.   Increasing social job resources inconsistently mediates or suppresses the relation between transformational leadership style and (interpersonal and total) workplace deviant behaviours but not with organisational behaviour.

2.   Increasing social job resources inconsistently mediates or suppresses the relation between transactional leadership style and (interpersonal and total) workplace deviant behaviours but not with organisational behaviour.

3.   Increasing social job resources does not mediate the relationship between laissez-faire leadership style and workplace deviant behaviour.

It can be concluded that increasing social job resources is mediating the relationship between (transformational and transactional) leadership style and (interpersonal and total) workplace deviant behaviour. Concerning the mediating role of increasing social job resources, the results obtained, conclude that when heads have transformational and transactional leadership styles then increasing social job resources inconsistently mediates or suppresses their relation with workplace deviant behaviour but in the case of laissez-faire leadership, increasing social job resources do not mediate the relation.

(D) **Mediation effect of increasing challenging job demands in leadership style and workplace deviant behaviours**

1. Increasing challenging job demands inconsistently mediates or suppresses the relation between transformational leadership style and workplace deviant behaviour.

2. Increasing challenging job demands inconsistently mediates or suppresses the relation between transactional leadership style and workplace deviant behaviour.

3. Increasing challenging job demands partially mediates the relation between laissez-faire leadership style and workplace deviant behaviour.

It can be concluded that increasing challenging job demands is mediating the relationship between leadership style and workplace deviant behaviour. Concerning the mediating role of increasing challenging job demands, the results obtained, conclude that when heads have transformational and transactional leadership styles then increasing challenging job demands inconsistently mediates or suppresses their relation with workplace deviant behaviour but in the case of laissez-faire leadership, increasing challenging job demands partially mediates the relation.

(E) **Mediation effect of total job crafting in leadership style and workplace deviant behaviours**

1. Total job crafting inconsistently mediates or suppresses the relation between transformational leadership style and workplace deviant behaviour.

2. Total job crafting inconsistently mediates or suppresses the relation between transactional leadership style and workplace deviant behaviour.

3. Total job crafting partially mediates the relationship between laissez-faire leadership style and workplace deviant behaviour.

It can be concluded that total job crafting is mediating the relationship between leadership style and workplace deviant behaviour. Concerning the mediating role of total job crafting, the results obtained, conclude that when heads have transformational and transactional leadership styles then total job crafting inconsistently mediates or suppresses their relation with workplace deviant behaviour but in the case of laissez-faire leadership, total job crafting partially mediates the relation.

5.2 LIMITATIONS OF THE STUDY

The current work adds to the body of literature already in existence. Although every attempt was made to ensure the study's neutrality, several areas for improvement may present chances for future research.

1. Obtaining the necessary cooperation from university teachers and heads during the data collection process posed a significant challenge, resulting in a longer-than-anticipated duration for data collection.

2. There was a notable scarcity of research on structural distance within the Indian context, so good quality national literature on this variable was missing in the present state of the art.

3. The study could not include many departments due to the small number of faculties under the head.

5.3 RECOMMENDATIONS OF THE STUDY

Several fundamental recommendations are made based on the study's applicability and outcomes:

1. The high prevalence of organizational workplace deviant behaviours underscores the importance of implementing the transactional and transformative leadership style in university settings. The HODs shall be trained in transactional/ transformational leadership to stipulate clear guidelines for the faculty regarding expectations, specifically in private universities. Their leadership must be tested from time to time. Private universities need to make systematic changes with regard to leadership orientations.

2. It is recommended that university heads develop strategies and replan the implementation of guidelines like managing an appropriate leadership style, keeping a healthy distance, proper work distribution, and involvement in management to see their effectiveness in terms of better workplace behaviour of teachers.

3. Addressing and combating workplace deviant behaviour is essential in both public and private universities. Still, special attention should be given to implementing

effective workplace behaviour measures in private universities to mitigate the higher prevalence observed. Teachers should receive enough institutional support, including regular counselling, informational support, encouragement, a supportive work environment, and additional amenities. Teachers' institutional values and abilities will naturally develop if their heads counsel and offer extra support and encouragement for teamwork to excel.

4. It is recommended that the university heads reduce the structural distance between them and the faculty under their supervision. This can be fostered through frequent interaction with teachers; as such, positive engagement boosts teachers' confidence in sharing their concerns and contributes to reducing deviant behaviour at the workplace. Also, it reduces the chances of a lack of communication (virtual/physical) and results in higher physical distance, which may affect collaboration activities in teaching and research.

5. It is recommended that we persist in promoting comprehensive teacher training programs designed to cater to every teacher's unique needs and circumstances. These programs will help teachers grow professionally.

6. The study's findings highlighted the management of job crafting in university settings. To clarify job responsibility, faculty shall be given clear roles regarding teaching and research and allow for the required options for job crafting.

5.4   EDUCATIONAL IMPLICATIONS

During the study, several educational implications were encountered. They relate to the holistic development of teachers, the work distribution process, leadership support, and improvement in educational quality standards.

1. The findings of the current study have indicated that workplace deviant behaviour of university teachers is high in private universities towards the organization and coworkers and has a significant impact on the working of the university. It will deteriorate the university's working environment, the individual's productivity will be less in research, and the quality of teaching will be affected negatively. Further, the faculty will not reach to the expectations of the heads. This leads to

turnover and attrition, which is quite evident in private universities. This highlights the need to clarify the guidelines among the staff, specifically in private universities. The work on the manuals and procedures can help better clarify roles among faculty.

2. The study found that transactional and transformative leadership styles are instrumental in reducing workplace deviant behaviour. Further, it is in public universities where transactional and transformative leadership styles are seen more often than in private universities. A laissez-faire leadership style is ineffective in the university setting, and its impact on the productivity of the faculty has been detrimental, and heads should avoid it. Therefore, it is implied that heads of departments should focus on implementing transactional and transformative leadership styles in the university settings. These styles lead to more explicit guidelines and expectations and overall effectiveness of the faculty in his respective discipline and as part of the university. It is further confirmed that transformational leadership through their positive structural distance (Low physical distance and clear communication) reduces work deviance among faculty. It leads to productivity and retention of faculty in the university set-up.

3. The study has shown the importance of structural distance in communication and physical distance. In private universities, more and less communication between faculty and heads has been found. It affects the day-to-day working of the university.

4. Job crafting is found to be an encouraging phenomenon in terms of the university setting, and it implies that it shall be allowed in the university settings as it will help to manage work deviance and hence shall be advocated, though more research needed to be done on this variable in the university settings. Also, if the leader follows a transformational or transactional leadership style, work deviance is controlled by job crafting. Therefore, it shall also be maximized.

5.5 SUGGESTION FOR FUTURE RESEARCH

Even though the study's findings are very instructive, further research is always necessary. Potential research areas include:

1. The present study focused on organizational and interpersonal deviance. It is recommended to researchers that they should focus on other types of workplace deviant behaviours of teachers. It will help highlight major organizational problems, and better solutions will be available.

2. The current study was limited to the state of Punjab, and there have been surprisingly few investigations on the contribution of leadership style, structural distance, and job crafting to the deviant behaviour of university teachers in the workplace. It is proposed that duplicate studies be conducted using samples drawn from different Indian states. Also, the disciplines which could not be covered in the present study shall be pursued.

3. A study could be undertaken by including other vital variables not covered by the present research. For instance, other managerial and organizational factors, such as other leadership styles, work culture, organizational structure, and personal characteristics, can also be considered.

4. A study can be conducted with another set of institutional and behavioural factors about the workplace deviant behaviour of teachers at diverse levels. Further, since the number of research in academic settings is deficient, the same may be conducted at different levels of schools, colleges, and universities with the same design as this study.

5. The current study included only three demographic variables—gender, stream, and type of institution. Similar analyses can be conducted on other demographic factors, such as socioeconomic level, work experience, educational background, and educational qualification.

6. Using the same design of this study, a comparative analysis of the different levels of educational systems of developed and developing countries can be planned.

7. A similar study can be conducted on a larger sample, such as 1500 to 2000, to obtain more reliable and better results.

8. This study was conducted on the teachers working on the university campus only. Further comparisons can be made concerning college and university faculty. More

studies can be further carried out on teachers working in colleges affiliated with universities.

9. The study's findings highlighted the management of job crafting in university settings. This finding needs to be further studied in detail since job crafting leads to positive behaviours such as increased engagement, productivity, and retention among employees.

10. To know the deviant behaviour of teachers in the workplace, the leadership style of the head, structural distance, and job crafting, the researcher can study further by developing different standardized measurement tools.
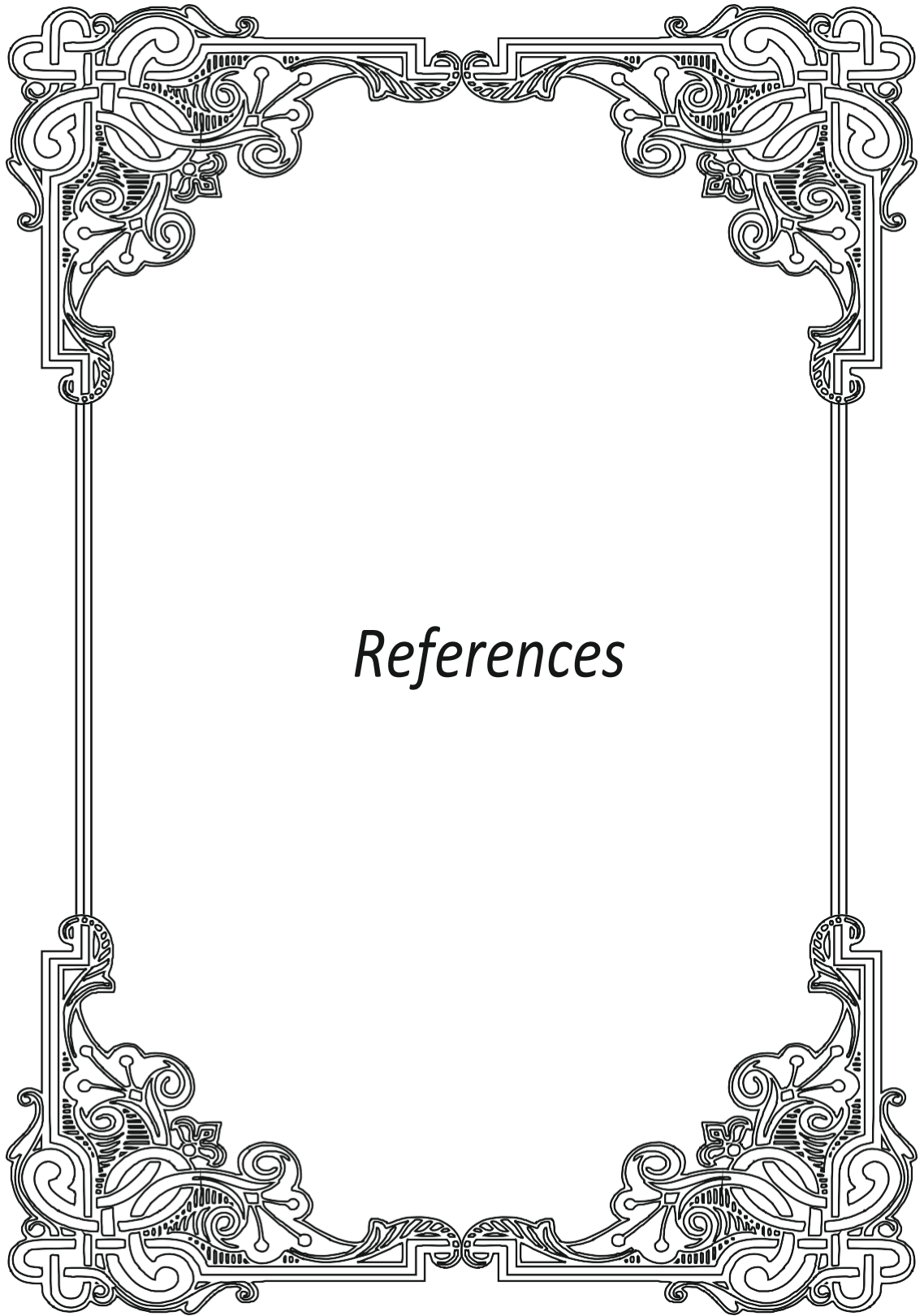
References

REFERENCES

Abbas, G., Iqbal, J., Waheed, A., & Naveed Riaz, M. (2012). Relationship between transformational leadership style and innovative work behaviour in educational institutions. *Journal of Behavioural Sciences*, *22*(3).

Agalday, B. (2022). Exploring the Relationship between Alienation from Academic Profession and Organisational Deviance: The Mediation Role of Job Satisfaction. *Pedagogical Research*, *7*(4).

Ahmad Saufi, R., Che Nawi, N. B., Permarupan, P. Y., Zainol, N. R. B., Aidara, S., Kakar, A. S., & Jothi, B. A. P. (2023). Academic Person-Environment Fit towards Sustainable Work-Life Balance and Reduced Turnover Intention Moderated by Job Opportunities. *Sustainability*, *15*(4), 3397.

Ahmad, A., & Omar, Z. (2014). Reducing deviant behaviour through workplace spirituality and job satisfaction. *Asian Social Science*, *10*(19), 107.

Ahmad, A., Salleh, A. M. M., Omar, K., Abu Bakar, K., & Sha'arani, K. A. W. (2018). The impact of leadership styles and stress on employee turnover intention in Terengganu hotel community. *Int. J. Eng. Technol*, *7*, 38-42.

Aiken, L. S., West, S. G., & Reno, R. R. (1991). *Multiple regression: Testing and interpreting interactions*. sage.

Aksu, A. (2016). Organisational Deviance and Multi-Factor Leadership. *Educational Research and Reviews*, *11*(8), 589-597.

Alexandersson, H., & Moberg, A. (1997). Homogenization of Swedish temperature data. Part I: Homogeneity test for linear trends. *International Journal of Climatology: A Journal of the Royal Meteorological Society*, *17*(1), 25-34.

Ali, A. Y. S., Sidow, M. A., & Guleid, H. S. (2013). Leadership styles and job satisfaction: empirical evidence from Mogadishu universities. *European Journal of Management Sciences and Economics Vol*, *1*(1), 1-10.

Alias, M., Mohd Rasdi, R., Ismail, M., & Abu Samah, B. (2013). Predictors of workplace deviant behaviour: HRD agenda for Malaysian support personnel. *European Journal of Training and Development*, *37*(2), 161-182.

Aloustani, S., Atashzadeh-Shoorideh, F., Zagheri-Tafreshi, M., Nasiri, M., Barkhordari-Sharifabad, M., & Skerrett, V. (2020). Association between ethical leadership, ethical climate and organisational citizenship behaviour from nurses' perspective: a descriptive correlational study. *BMC nursing*, *19*(1), 1-8.

Amanullah, R. (2021). Impact of passive leadership on emotional exhaustion with the mediating role of workplace incivility and moderating role of affective commitment. *Faculty of Management & Social Sciences Department of Management Sciences*.

Anand, G. S., Lee, J. C., Van Dyk, S. D., Leroy, A. K., Rosolowsky, E., Schinnerer, E., ... & Whitmore, B. (2018). Distances to PHANGS galaxies: New tip of the red giant branch measurements and adopted distances. *Monthly Notices of the Royal Astronomical Society*, *501*(3), 3621-3639.

Anand, S., Vidyarthi, P., & Rolnicki, S. (2018). Leader-member exchange and organisational citizenship behaviours: Contextual effects of leader power distance and group task interdependence. *The Leadership Quarterly*, *29*(4), 489-500.

Anasiz, B. T., & Püsküllüoglu, E. I. (2018). Phenomenological Analysis of Teachers' Organisational Deviance Experiences in a Rural Primary School in Turkey.*Journal of Education and Training Studies*, *6*(1), 70-79.

Andersson Malmros, R. (2022). Prevention of terrorism, extremism and radicalisation in Sweden: a sociological institutional perspective on development and change. *European Security*, *31*(2), 289-312.

Anjani, E. F. (2019, September). Deviant Workplace Behaviour Causative Factors (The Effect of Interpersonal Justice and Non-Physical Work Environment on Workplace Deviance with Job Satisfaction as a Mediation variable in Universitas Negeri Padang Employees). In *Third Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2019)* (pp. 81-88). Atlantis Press.

Antonakis, J. (2011). Predictors of leadership: The usual suspects and the suspect traits. *Sage handbook of leadership*, 269-285.

Antonakis, J., & Atwater, L. (2002). Leader distance: A review and a proposed theory. *The Leadership Quarterly*, *13*(6), 673-704.

Antonakis, J., & Autio, E. (2007). Entrepreneurship and leadership. *The psychology of entrepreneurship*, 189-207.

Anwar, M. N., Sarwar, M., Awan, R. U. N., & Arif, M. I. (2011). Gender differences in workplace deviant behaviour of university teachers and modification techniques. *International Education Studies*, *4*(1), 193-197.

Appelbaum, S. H., Degbe, M. C., MacDonald, O., & Nguyen-Quang, T. S. (2015). Organisational outcomes of leadership style and resistance to change (Part Two). *Industrial and Commercial Training*, *47*(3), 135-144.

Appelbaum, S. H., Deguire, K. J., & Lay, M. (2005). The relationship of ethical climate to deviant workplace behaviour. *Corporate Governance: The international journal of business in society*, *5*(4), 43-55.

Arendse, B. (2013). Work motivation and satisfaction amongst employees in a financial services organisation in the Western Cape.

Arnold, K. A., Connelly, C. E., Walsh, M. M., & Martin Ginis, K. A. (2015). Leadership styles, emotion regulation, and burnout. *Journal of Occupational Health Psychology*, *20*(4), 481.

Arora, R., & Stoner, C. (1996). The effect of perceived service quality and name familiarity on the service selection decision. *Journal of Services Marketing*, *10*(1), 22-34.

Arvindekar, U. V., & Mackasare, S. (2012). A study of academic leadership styles at private management institutions: A transformational leadership perspective. *FedUni Journal of Higher Education*, *7*(1), 42-52.

Asiyai, R. I. (2019). Deviant behaviour in secondary school and its impact on students' learning. *Journal of educational and social research*, *9*(3), 170-176.

Aulén, A. M., Pakarinen, E., & Lerkkanen, M. K. (2024). Teachers' job crafting to support their work-related well-being during the COVID-19 pandemic–A qualitative approach. *Teaching and Teacher Education*, *141*, 104492.

Aumentado, D. C., Balagtas, L. J., Cu, T. G., & Teng-Calleja, M. (2024). Follow the leader?: the relationships among corrupt leadership, followers' corruption tolerance, and workplace outcomes: Corrupt leadership, tolerance, and outcomes. *Asian Journal of Business Ethics*, 1-27.

Avolio, B. J., & Bass, B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *The leadership quarterly*, *6*(2), 199-218.

Awwad, R. I., Aljuhmani, H. Y., & Hamdan, S. (2022). Examining the relationships between frontline bank employees' job demands and job satisfaction: A mediated moderation model. *Sage Open*, *12*(1), 21582440221079880.

Azalea, A., & Pari, B. (2019). The mediating role of work engagement between job crafting and job performance among national secondary school teachers. In *XVI European Congress of Psychology* (pp. 658-658).

Baba, M. M., Makhdoomi, U. M., & Siddiqi, M. A. (2021). Emotional intelligence and transformational leadership among academic leaders in institutions of higher learning. *Global Business Review*, *22*(4), 1070-1096.

Babiak, J., & Bajcar, B. (2019, November). Gender differences in leadership styles: Who leads more destructively. In *34th IBIMA Conference* (pp. 13-14).

Bachynskyi, O. S. (2024). Mechanism for the Formation and Implementation of HR Policy: The Global Experience. *Futurity of Social Sciences*, *2*(2), 62-78.

Bagis, F., Arraniri, I., & Darmawan, A. (2024). Predictors of Reducing Workplace Deviant Behaviour Among Employees of Islamic Educational Institutions. *International Journal of Religion*, *5*(7), 475-489.

Bahmani, E., Teimouri, H., Moshref Javadi, M. H., & Rabbani Khorasegani, A. (2020). Theoretical development of servant leadership in a military context: A mixed methods research. *Human Systems Management*, *40*(1), 65-80.

Baig, J. (2019). *The relationships between organisational cynicism, high performance work system, perceived psychological contract violation, workplace incivility and organisational citizenship behaviour among secondary school teachers in Johor Bahru, Malaysia* (Doctoral dissertation, Universiti Tun Hussein Onn Malaysia).

335

Baig, L. D., Azeem, M. F., & Paracha, A. (2022). Cultivating innovative work behaviour of nurses through diversity climate: the mediating role of job crafting. *SAGE Open Nursing*, *8*, 23779608221095432.

Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of occupational health psychology*, *10*(2), 170-177.

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD–R approach. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *1*(1), 389-411.

Balwant, P. (2019). Stay close! The role of leader distance in the relationship between transformational leadership, work engagement, and performance in undergraduate project teams. *Journal of Education for Business*, *94*(6), 369-380.

Balwant, P. T., Birdi, K., Stephan, U., & Topakas, A. (2019). Transformational teacher-leadership and academic performance: A moderated mediation model of student engagement and structural distance. *Journal of Further and Higher Education*, *43*(7), 884-900.

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, *51*(6), 1173-1185.

Bashir, I. (2016). A Study of Emotional Intelligence Based Instructional Leadership Styles and related Indicators at University Level in Pakistan. *Nice Research Journal*, 36-45.

Bass, B. M. (1985). Leadership: Good, better, best. *Organisational dynamics*, *13*(3), 26-40.

Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organisational and national boundaries?. *American psychologist*, *52*(2), 130.

Bass, B. M., & Riggio, R. E. (2010). The transformational model of leadership. *Leading organizations: Perspectives for a new era*, *2*(1), 76-86.

Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of applied psychology*, *88*(2), 207-211.

Begley, T. M., Lee, C., Fang, Y., & Li, J. (2002). Power distance as a moderator of the relationship between justice and employee outcomes in a sample of Chinese employees. *Journal of Managerial Psychology*, *17*(8), 692-711.

Bennett, E. L., & Robinson, J. G. (2000). Carrying capacity limits to sustainable hunting in tropical forests. *Hunting for sustainability in tropical forests*, 13-30.

Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of applied psychology*, *85*(3), 349-387.

Berg, I. A. (1955). Response bias and personality: The deviation hypothesis. *Journal of Psychology*, *40*, 61-70.

Berg, J. M., Dutton, J. E., & Wrzesniewski, A. (2013). Job crafting and meaningful work.

Berg, J. M., Wrzesniewski, A., & Dutton, J. E. (2010). Perceiving and responding to challenges in job crafting at different ranks: When proactivity requires adaptivity. *Journal of organisational behaviour*, *31*(2-3), 158-186.

Berson, Y., Shamir, B., Avolio, B. J., & Popper, M. (2001). The relationship between vision strength, leadership style, and context. *The Leadership Quarterly*, *12*(1), 53-73.

Best, C. T., Tyler, M., Bohn, O., & Munro, M. (2007). Nonnative and second-language speech perception. *Language experience in second language speech learning*, 13-34.

Bhagat, P., & Arora, N. (2021). The Impact of Job Crafting on Workplace Well Being in Teaching Professionals. *Anwesh*, *6*(1), 14.

Bhagat, P., & Arora, N. (2021). The Impact of Job Crafting on Workplace Well Being in Teaching Professionals. *Anwesh*, *6*(1), 14.

Bhawna, Sharma, S. K., & Gautam, P. K. (2023). Idiosyncratic deals and employee workplace deviance: the moderating role of psychological empowerment in the Indian hospitality industry. *International Journal of Knowledge Management in Tourism and Hospitality*, *3*(2), 101-116.

Bhebhe, M. (2020). Employee disengagement from the perspective of frontline employees: a hotel case study in Zimbabwe. *Journal of Management & Administration*, *2020*(1), 73-100.

Bhebhe, S. (2020). Examining the learning styles of open and distance education learners in one Southern African university. *Asian Journal of Distance Education*, *15*(1), 257-268.

Bhebhe, T., Muzori, J., Chikazhe, L., & Makaza, C. M. (2022). the effects of covid-19 pandemic on the achievement of high performance work systems (HPWS): a case of harare city council, Zimbabwe. *African Journal of Emerging Issues*, *4*(4), 41-52.

Bindl, U. K., & Parker, S. K. (2010). 32 Feeling good and performing well? Psychological engagement and positive behaviours at work. *Handbook of employee engagement: Perspectives, issues, research and practice*, *385-396*.

Binu Raj, A., Ambreesh, P., Tripathi, N. N., & Ambreesh Kumar, A. (2023). Workplace spirituality and job satisfaction among teachers: influence of well-being and spiritual leadership. *International Journal of Educational Management*, *37*(6/7), 1303-1322.

Bradley-Levine, J. (2018). Advocacy as a practice of critical teacher leadership. *International Journal of Teacher Leadership*, *9*(1), 47-62.

Brewer, P., & Venaik, S. (2012). On the misuse of national culture dimensions. *International Marketing Review*, *29*(6), 673-683.

Brunelle, E. (2013). Leadership and mobile working: The impact of distance on the superior-subordinate relationship and the moderating effects of leadership style. *International Journal of Business and Social Science*, *4*(11), 112-176.

Bujang, M. A. B., Kamaluddin, M. R., Mat Basir, S., Munusamy, S., & Jhee Jiow, H. (2024). Impacts of Workplace Culture on Deviant Workplace Behaviour: A Systematic Review. *SAGE Open*, *14*(2), 21582440241247976.

Cengiz Ucar, A., Alpkan, L., & Elci, M. (2021). The effect of servant and transformational leadership styles on employee creative behaviour: the moderating role of authentic leadership. *International Journal of Organisational Leadership*, *10*(Special Issue 2021), 99-119.

Chang, P. C., Xiaoxiao, G., & Wu, T. (2021). Sense of calling, job crafting, spiritual leadership and work meaningfulness: A moderated mediation model. *Leadership & Organization Development Journal*, *42*(5), 690-704.

Charters, W. W., & Good, C. V. (1945). The dictionary of education. *The Phi Delta Kappan*, *27*(1), 5-7.

Chaudhary, R., Lata, M., & Firoz, M. (2022). Workplace incivility and its socio-demographic determinants in India. *International Journal of Conflict Management*, *33*(3), 357-384.

Chawla, V. (2014). The effect of workplace spirituality on salespeople's organisational deviant behaviours: research propositions and practical implications. *Journal of Business & Industrial Marketing*, *29*(3), 199-208.

Chikazhe, L., Siziba, S., Bhebhe, T., Sifile, O., & Nyagadza, B. (2023). Fleet management system, perceived service quality and the public health sector performance in Zimbabwe. *International Journal of Public Sector Management*, *36*(2), 113-129.

Chin, C. P. Y., Evans, N., & Choo, K. K. R. (2015). Exploring factors influencing the use of enterprise social networks in multinational professional service firms. *Journal of Organisational Computing and Electronic Commerce*, *25*(3), 289-315.

Chowdhury, R. G. (2014). A study on the impact of leadership styles on employee motivation and commitment: An empirical study of selected organisations in corporate sector. *Unpublished Dissertation. NaviMumbai: Patil University*.

Chu, C., Buchman-Schmitt, J. M., Stanley, I. H., Hom, M. A., Tucker, R. P., Hagan, C. R., ... & Joiner Jr, T. E. (2017). The interpersonal theory of suicide: A systematic review and meta-analysis of a decade of cross-national research. *Psychological bulletin*, *143*(12), 1313-1422.

Chu, H., Qiang, B., Zhou, J., Qiu, X., Yang, X., Qiao, Z., ... & Yang, Y. (2017). The impact of transformational leadership on physicians' performance in China: A cross-level mediation model. *Frontiers in psychology*, *12*, 586475.

Collins, L. M., Graham, J. J., & Flaherty, B. P. (1998). An alternative framework for defining mediation. *Multivariate Behavioural Research*, *33*(2), 295-312.

Cowan, R. L., Clayton, E., & Bochantin, J. (2021). Human resources as an important actor in workplace bullying situations: Where we have been and where we should go. *Pathways of Job-Related Negative Behaviour*, 477-494.

Cullen-Lester, K. L., Maupin, C. K., & Carter, D. R. (2017). Incorporating social networks into leadership development: A conceptual model and evaluation of research and practice. *The Leadership Quarterly*, *28*(1), 130-152.

Da Silva, A. M. (2024). The Nexus of Passive-Avoidant Leadership and Deviancy: Exploring Job Embeddedness.

D'Silva, J. L., Bachok, A., & Zawawi, D. (2020). Factors affecting deviant behaviour at workplace am20ong young public sector employees. *International Journal of Academic Research in Business and Social Sciences*, *10*(15), 176-188.

Dale, K., & Fox, M. L. (2008). Leadership style and organisational commitment: Mediating effect of role stress. *Journal of Managerial issues*, 109-130.

Dang-Van, T., Vo-Thanh, T., Usman, M., & Nguyen, N. (2022). Investigating employees' deviant work behaviour in the hotel industry during COVID-19: Empirical evidence from an emerging country. *Tourism Management Perspectives*, *44*, 101042.

Dar, N., & Rahman, W. (2022). Interactional Justice and Deviant Workplace Behaviour: The Mediating Role of Perceived Supervisor Support in Hotel Industry of KP-Pakistan. *Journal of Entrepreneurship, Management, and Innovation*, *4*(1), 149-166.

Dar, N., & Rahman, W. (2023). Does religiosity matter in the workplace? A moderated-mediated examination of abusive supervision, revenge and deviance. *International Journal of Conflict Management*, *34*(5), 865-886.

Dar, N., Kundi, Y. M., & Soomro, S. A. (2023). Leader–member exchange and innovative work behaviour: a 2-1-1 model. *Management Decision*.

Dasgupta, M., & Dey, A. K. (2021). Mediating role of job crafting in the relationship between organisational culture and employee engagement. *International Journal of Indian Culture and Business Management*, *22*(1), 89-109.

Dash, S. S., & Vohra, N. (2019). The leadership of the school principal: Impact on teachers' job crafting, alienation and commitment. *Management Research Review*, *42*(3), 352-369.

Dash, S. S., Gupta, R., & Jena, L. K. (2022). Contrasting effects of leadership styles on public service motivation: the mediating role of basic psychological needs among Indian public sector officials. *International Journal of Public Sector Management*, *35*(6), 659-675.

Decoster, S., Camps, J., & Stouten, J. (2014). The mediating role of LMX between abusive supervision and work behaviours: A replication and extension. *American Journal of Business*, *29*(1), 61-75.

Demerouti, E., Bakker, A. B., & Gevers, J. M. (2015). Job crafting and extra-role behaviour: The role of work engagement and flourishing. *Journal of Vocational Behaviour*, *91*, 87-96.

Desneux, N., Han, P., Mansour, R., Arnó, J., Brévault, T., Campos, M. R., ... & Biondi, A. (2022). Integrated pest management of Tuta absoluta: practical implementations across different world regions. *Journal of Pest Science*, 1-23.

Dewangan, R., & Verghese, M. (2023). The moderating role of institutional climate on the relationship between job satisfaction and deviant behaviour. *Deviant Behaviour*, *44*(5), 653-670.

Ding, Z., & Ng, F. (2008). A new way of developing semantic differential scales with personal construct theory. *Construction Management and Economics*, *26*(11), 1213-1226.

Domfeh, K. A., Obuobisa-Darko, T., & Asare, L. O. (2016). Leadership style and employee behaviour: A reciprocal relationship. *African Research Review*, *10*(2), 1-15.

Dorji, J., & Drakpa, D. (2020). Exploring Job Crafting: Identifying the Way Lecturers of CLCS Adjust to Their Job. *Asian Research Journal of Arts & Social Sciences*, *12*(3), 59-70.

du Plessis, M. (2020). The impact of transformational leadership and job crafting on flourishing at work and in-role performance of information technology professionals.

Dulara, S., & Sen, C. (2017). The Role of job characteristics, job crafting and work engagement on job performance: a study on service industry. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, *22*(7), 36-42.

Dulewicz, V., & Higgs, M. (2005). Assessing leadership styles and organisational context. *Journal of managerial psychology*, *20*(2), 105-123.

Dunlop, P. D., & Lee, K. (2004). Workplace deviance, organisational citizenship behaviour, and business unit performance: The bad apples do spoil the whole barrel. *Journal of OrganisationalBehaviour: The International Journal of Industrial, Occupational and Organisational Psychology and Behaviour*, *25*(1), 67-80.

Dutton, J. E., Roberts, L. M., & Bednar, J. (2010). Pathways for positive identity construction at work: Four types of positive identity and the building of social resources. *Academy of management review*, *35*(2), 265-293.

Egan, R., Zigarmi, D., & Richardson, A. (2019). Leadership behaviour: A partial test of the employee work passion model. *Human resource development quarterly*, *30*(3), 311-341.

Ekpe, I., Mat, N., & Adelaiye, M. O. (2017). Leadership skill, leadership style and job commitment among academic staff of Nigerian universities: the moderating effects of employee's attitude and work environment. *International Journal of Management in Education*, *11*(1), 77-93.

employees' informal learning and job involvement: the moderating role of self-efficacy. *Leadership & Organization Development Journal*, *43*(3), 333-349.

Erskine, L. (2012). Defining relational distance for today's leaders. *International journal of leadership studies*, *7*(1), 96-113.

Evans, L. (2015). Understanding aggressive behaviour across the lifespan. *Journal of psychiatric and mental health nursing*, *20*(2), 156-168.

Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological methods*, *4*(3), 272-288.

Fagbenro, D. A., & Olasupo, M. O. (2020). Quality of family life and workplace deviant behaviour with perceived competence as a mediator among university staff. *Naše gospodarstvo/Our economy*, *66*(2), 15-27.

Farhadi, H., Nasir, R., Omar, F., & Nouri, A. (2015). Understanding employees' deviant behaviour: the role of agreeableness and stress related to work. *Stress*, *802*(159), 329-339.

Farhadi, H., Omar, F., Nasir, R., Zarnaghash, M., & Salehi, M. (2015). The role of demographic factors on workplace deviant behaviour. *Journal of Social sciences and humanities*, *2*(1), 32-39.

Ferris, D. L., Brown, D. J., Lian, H., & Keeping, L. M. (2009). When does self-esteem relate to deviant behaviour? The role of contingencies of self-worth. *Journal of Applied Psychology*, *94*(5), 1345- 1356.

Field, M., Munafò, M. R., & Franken, I. H. (2009). A meta-analytic investigation of the relationship between attentional bias and subjective craving in substance abuse. *Psychological bulletin*, *135*(4), 589-661.

Fields, J. A., Tanner, C. M., & Lyons, K. E. (2005). Quality of life in Essential Tremor Questionnaire (QUEST): development and initial validation. *Parkinsonism & related disorders*, *11*(6), 367-373.

Fischer, T., Hambrick, D. C., Sajons, G. B., & Van Quaquebeke, N. (2020). Beyond the ritualized use of questionnaires: Toward a science of actual behaviours and psychological states. *The Leadership Quarterly*, *31*(4), 101449.

Fitria, H., Mukhtar, M., & Akbar, M. (2017). The effect of organisational structure and leadership style on teacher performance in private secondary school. *IJHCM (International Journal of Human Capital Management)*, *1*(02), 101-112.

Fitria, H., Mukhtar, M., & Akbar, M. (2017). The effect of organisational structure and leadership style on teacher performance in private secondary school. *IJHCM (International Journal of Human Capital Management)*, *1*(02), 101-112.

Frese, M., & Fay, D. (2001). 4. Personal initiative: An active performance concept for work in the 21st century. *Research in organisational behaviour*, *23*, 133-187.

Fried, Y., Grant, A. M., Levi, A. S., Hadani, M., & Slowik, L. H. (2007). Job design in temporal context: A career dynamics perspective. *Journal of Organisational Behaviour: The International Journal of Industrial, Occupational and Organisational Psychology and Behaviour*, *28*(7), 911-927.

Furtner, M. R., Maran, T., & Rauthmann, J. F. (2017). Dark leadership: The role of leaders' dark triad personality traits. *Leader development deconstructed*, 75-99.

Fute, A., Oubibi, M., Sun, B., Zhou, Y., & Xiao, W. (2022). Work Values Predict Job Satisfaction among Chinese Teachers during COVID-19: The Mediation Role of Work Engagement. Sustainability 2022, 14, 1353.

Galperin, B. L. (1997). Can workplace deviance be constructive. *Misbehaviour and dysfunctional attitudes in organizations*, 154-170.

Gamble, T. (2019). *The Manager Who Gets Managed: Bullying for Women in Management* (Doctoral dissertation, Northcentral University).

Gambles, N., & McCarthy, R. (2018). A qualitative analysis of vertical leadership development amongst NHS health-care workers in low to middle income country settings. *Leadership in Health Services*, *34*(3), 296-312.

Garg, N., & Saxena, A. (2020). Analyzing the inter-relation between workplace spirituality and constructive deviance. *Asian Journal of Business Ethics*, *9*(1), 121-141.

Geijsel, F., Sleegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of educational administration*, *41*(3), 228-256.

Geldenhuys, M. (2019). A rasch analysis of the Tims, Bakker, and Derks (2012) job crafting scale. *Journal of Career Assessment*, *27*(4), 579-593.

Gemeda, H. K., & Lee, J. (2020). Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. *Heliyon*, *6*(4), 112-225.

Gnanarajan, A. H., Kengatharan, N., & Velnampy, T. (2020). Exploring the prevalence of teachers' organisational citizenship behaviour and its determinants: Evidence from an under-researched cultural milieu. *Qualitative Research in Education*, *9*(1), 95-123.

Goodhart, C. A. (2005). Multiple regulators and resolutions. *Systemic Financial Crises: Resolving Large Bank Insolvencies*, 252-373.

Goodhart, M. (2005). Civil society and the problem of global democracy. *Democratization*, *12*(1), 1-21.

Goodson, J. R., McGee, G. W., & Cashman, J. F. (1989). Situational leadership theory: A test of leadership prescriptions. *Group & Organization Studies*, *14*(4), 446-461.

Grabowski, J., Goldin, A., Arthur, L. G., Beres, A. L., Guner, Y. S., Hu, Y. Y., ... & Dasgupta, R. (2017). The effects of early anesthesia on neurodevelopment: A systematic review. *Journal of pediatric surgery*, *56*(5), 851-861.

Grant, A. M., & Parker, S. K. (2009). 7 redesigning work design theories: the rise of relational and proactive perspectives. *The Academy of Management Annals*, *3*(1), 317-375.

Griffin, R. W., O'Leary-Kelly, A. E., & Collins, J. M. (1998). *Dysfunctional behaviour in organizations: Violent and deviant behaviour*. Elsevier Science/JAI Press.

Griffith, J. A., Gibson, C., Medeiros, K., MacDougall, A., Hardy III, J., & Mumford, M. D. (2018). Are you thinking what I'm thinking?: the influence of leader style, distance, and leader–follower mental model congruence on creative performance. *Journal of Leadership &Organisational Studies*, *25*(2), 153-170.

Guay, R. P., Choi, D., Oh, I. S., Mitchell, M. S., Mount, M. K., & Shin, K. H. (2016). Why people harm the organization and its members: Relationships among personality, organisational commitment, and workplace deviance. *Human Performance*, *29*(1), 1-15.

Gulshan Kumar, Jay Prakash Tiwari,(2023). *Examining the Relationship between School Leadership Styles and Organisational Culture in Secondary Schools,Journal of Advances and Scholarly Researches in Allied Education | Multidisciplinary Academic Research,* 20(4), 394 – 398.

Guo, L., Decoster, S., Babalola, M. T., De Schutter, L., Garba, O. A., & Riisla, K. (2013). Authoritarian leadership and employee creativity: The moderating role of psychological capital and the mediating role of fear and defensive silence. *Journal of Business Research*, *92*, 219-230.

Hadar, D. (2021). " Old Age is a Massacre": Community Building in the Face of Political Disasters in Philip Roth's Everyman and Lore Segal's Half the Kingdom. *Philip Roth Studies*, *17*(1), 92-109.

Hadar, D. (2023). Teachers as workers and the creative work ethic in education research. *Educational Philosophy and Theory*, *55*(2), 227-236.

Hall, J., Johnson, S., Wysocki, A., & Kepner, K. (2002). Transformational leadership: the transformation of managers and associates: HR020/HR020, 7/2002. *Edis*, *2002*(2).

Harju, L. K., Hakanen, J. J., & Schaufeli, W. B. (2016). Can job crafting reduce job boredom and increase work engagement? A three-year cross-lagged panel study. *Journal of Vocational Behaviour*, *95*, 11-20.

Harju, L. K., Kaltiainen, J., & Hakanen, J. J. (2021). The double-edged sword of job crafting: The effects of job crafting on changes in job demands and employee well-being. *Human Resource Management*, *60*(6), 953-968.

Hater, J. J., & Bass, B. M. (1988). Superiors' evaluations and subordinates' perceptions of transformational and transactional leadership. *Journal of Applied psychology*, *73*(4), 695-711.

Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication monographs*, *76*(4), 408-420.

Henkel, T., & Bourdeau, D. (2018). A field study: An examination of managers' situational leadership styles. *Journal of Diversity Management (JDM)*, *13*(2), 7-14.

Henle, C. A. (2005). Predicting workplace deviance from the interaction between organisational justice and personality. *Journal of managerial issues*, 247-263.

Henle, C. A., Giacalone, R. A., & Jurkiewicz, C. L. (1989). The role of ethical ideology in workplace deviance. *Journal of business Ethics*, *56*, 219-230.

Hershcovis, M. S., & Cameron, A. F. (2011). Invited reaction: Managing workplace incivility: The role of conflict management styles—antecedent or antidote?. *Human Resource Development Quarterly*, *22*(4), 425-435.

Hershcovis, M. S., Reich, T. C., Parker, S. K., & Bozeman, J. (2010). The relationship between workplace aggression and target deviant behaviour: The moderating roles of power and task interdependence. *Work & Stress*, *26*(1), 1-20.

Hewitt, K. (2019). *Leadership styles and their Impact on Counterproductive Behaviour in the Workplace* (Doctoral dissertation, Dublin, National College of Ireland).

Hewitt, L., Priddis, H., & Dahlen, H. G. (2019). What attributes do Australian midwifery leaders identify as essential to effectively manage a Midwifery Group Practice?. *Women and Birth*, *32*(2), 168-177.

Hollinger, J. L. (1986). Transcutaneous electrical nerve stimulation after cesarean birth. *Physical Therapy*, *66*(1), 36-38.

Hollinger, R. C., & Clark, J. P. (1982). Formal and informal social controls of employee deviance. *Sociological quarterly*, *23*(3), 333-343.

Hornung, S., Rouseau, D. M., Glaser, J., Angerer, P., & Weigl, M. (2011). Employee-oriented leadership and quality of working life: Mediating roles of idiosyncratic deals. *Psychological Reports*, *108*(1), 59-74.

Howladar, M. H. R., Rahman, S., & Jewel, M. A. (2018). Deviant workplace behaviour and job performance: The moderating effect of transformational leadership. *Howlader, MHR Rahman, MS, & Uddin, MA,(2018). Deviant Workplace Behaviour and Job Performance: The Moderating Effect of Transformational Leadership, Iranian Journal of Management Studies*, *11*(1), 147-183.

Hoy, W. K. (1990). Organisational climate and culture: A conceptual analysis of the school workplace. *Journal of educational and psychological consultation*, *1*(2), 149-168.

Hu, J., Xiong, L., Zhang, M., & Chen, C. (2023). The mobilization of employees' psychological resources: how servant leadership motivates pro-customer deviance. *International Journal of Contemporary Hospitality Management*, *35*(1), 115-136.

Huang, C., Zhang, X., Zhang, G., & Deng, Y. (2021). Robust practical fixed-time leader–follower formation control for underactuated autonomous surface vessels using event-triggered mechanism. *Ocean Engineering*, *233*, 109026.

Huang, X., Sun, M., & Wang, D. (2022). Work harder and smarter: The critical role of teachers' job crafting in promoting teaching for creativity. *Teaching and teacher education*, *116*, 103758.

Huang, X., Wang, C., Lam, S. M., & Xu, P. (2022). Teachers' job crafting: The complicated relationship with teacher self-efficacy and teacher engagement. *Professional Development in Education*, 1-18.

Hussain, A., Lindstrøm, J. C., Ruud, T., & Hauff, E. (2017). Prevalence of posttraumatic stress disorder in persons with chronic pain: a meta-analysis. *Frontiers in Psychiatry*, *8*, 164-754.

Hussain, I., Sia, S. K., & Mishra, P. K. (2014). Workplace deviance and the menace of some antecedents: A review of extant literature. *Indian Journal of Health & Wellbeing*, *5*(7).

Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organisational change. *Journal of Innovation & Knowledge*, *3*(3), 123-127.

Ibrahim, F., Abdullah, J., Susanto, H., & Subramanian, U. (2015). Learning Management Systems, Education Technology Advancement, Successes Adoption of Delone-McLean Model Approaches. In *Handbook of Research on Education Institutions, Skills, and Jobs in the Digital Era* (pp. 167-193). IGI Global.

Inderyas, S., Khattak, K., Raza, A. A., Hassan, Z., & Mohammad, A. N. (2015). The Moderating role of power distance on the relationship between leadership styles and employees job performance on public health care sector of Pakistan. *International Journal of Scientific and Research Publications*, *5*(1), 1-8.

Ingusci, E., Signore, F., Giancaspro, M. L., Manuti, A., Molino, M., Russo, V., ... & Cortese, C. G. (2021). Workload, techno overload, and behavioural stress during COVID-19 emergency: The role of job crafting in remote workers. *Frontiers in psychology*, *12*, 655148.

Iqbal, S., & Rasheed, M. (2022). Abusive supervision and workplace deviance: The moderating role of power distance. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, *13*(2), 334-357.

Jameel, A. S., & Ahmad, A. R. (2020). The mediating role of job satisfaction between leadership style and performance of academic staff. *International Journal of Psychosocial Rehabilitation*, *24*(04), 2399-2414.

Jin, M., & Kim, B. (2022). Effects of ESG Activity Recognition Factors on Innovative Organization Culture, Job Crafting, and Job Performance. *Administrative Sciences*, *12*(4), 127-154.

Kadiri, A. P., & Umemezia, E. (2018). Work Stressor, Organisational Justice, Psychological Contract Breach and Counterproductive Work Behaviour in Local Governments: Evidence from Nigeria.

Kaiser, J. A. (2017). The relationship between leadership style and nurse-to-nurse incivility: Turning the lens inward. *Journal of Nursing Management*, *25*(2), 110-118.

Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The relationship between school administrators' leadership styles, school culture, and organisational image. *Sage Open*, *10*(1), 2158244020902081.

Kamboj, K. P., & Garg, P. (2021). Teachers' psychological well-being role of emotional intelligence and resilient character traits in determining the psychological well-being of Indian school teachers. *International Journal of Educational Management*, *35*(4), 768-788.

Kanwal, I., Lodhi, R. N., & Kashif, M. (2019). Leadership styles and workplace ostracism among frontline employees. *Management Research Review*, *42*(8), 991-1013.

Karatepe, O. M., & Kim, T. T. (2023). Job crafting and critical work-related performance outcomes among cabin attendants: Sequential mediation impacts of calling orientation and work engagement. *Tourism Management Perspectives*, *45*, 101065.

Keren, L., Bosse, M., Thompson, S., Risom, T., Vijayaragavan, K., McCaffrey, E., ... & Angelo, M. (2019). MIBI-TOF: A multiplexed imaging platform relates cellular phenotypes and tissue structure. *Science advances*, *5*(10), eaax5851.

Kesari, B., & Verma, B. K. (2018). Does the leadership style impacts on employee outcomes? A study of Indian steel industry. *Global Business Review*, *19*(6), 1602-1621.

Khalid, S. (2023). Organisational Justice and Deviant Behaviour: A Systematic Literature Review and Bibliometric Analysis. *Qubahan Academic Journal*, *3*(4), 93-105.

Khalili, H., Orchard, C., Laschinger, H. K. S., & Farah, R. (2013). An interprofessional socialization framework for developing an interprofessional identity among health professions students. *Journal of interprofessional care*, *27*(6), 448-453.

Khan, M. J., Aslam, N., & Riaz, M. N. (2012). Leadership styles as predictors of innovative work behaviour. *Pakistan Journal of Social and Clinical Psychology*, *9*(2), 17-22.

Khan, M. M., Ahmed, S. S., Khan, E., Mahmood, T., & Jawed, S. (2021). Leadership Driven Job Crafting: Exploring the Mediating Role of Meaningfulness between Servant Leadership and Job Crafting. *JISR management and social sciences & economics*, *19*(1), 99-112.

Khan, M. M., Khan, E., & Imran, S. A. (2018). Using job crafting to improve the well-being and faculty performance: the case of higher education institutions of Pakistan. *Global Management Journal for Academic & Corporate Studies*, *8*(1), 65-77.

Khan, M. M., Mubarik, M. S., Islam, T., Rehman, A., Ahmed, S. S., Khan, E., & Sohail, F. (2022). How servant leadership triggers innovative work behaviour: exploring the sequential mediating role of psychological empowerment and job crafting. *European Journal of Innovation Management*, *25*(4), 1037-1055.

Khanin, D. (2007). Contrasting Burns and Bass: Does the transactional-transformational paradigm live up to Burns' philosophy of transforming leadership?. *Journal of Leadership Studies*, *1*(3), 7-25.

Khosla, M., & Sharma, (2023). job crafting as mediator between organisational climate and professional commitment among teachers. *Malwa Journal of Education*, 25.

Khoso, R. A., Jamali, M. A., & Iqbal, W. (2021). Impact of Transformational Leadership Style on Employee'Job Commitment and Job Satisfaction. *Journal of Business & Economics*, *13*(1), 126-147.

Kim, M., & Beehr, T. A. (2018). Organization-based self-esteem and meaningful work mediate effects of empowering leadership on employee behaviours and well-being. *Journal of Leadership &Organisational Studies*, *25*(4), 385-398.

Kim, M., & Beehr, T. A. (2020). Job crafting mediates how empowering leadership and employees' core self-evaluations predict favourable and unfavourable outcomes. *European Journal of Work and Organisational Psychology*, *29*(1), 126-139.

Kim, Y., & Cohen, T. R. (2015). Moral character and workplace deviance: Recent research and current trends. *Current opinion in Psychology*, *6*, 134-138.

Kirkman, B. L., Chen, G., Farh, J. L., Chen, Z. X., & Lowe, K. B. (2009). Individual power distance orientation and follower reactions to transformational leaders: A cross-level, cross-cultural examination. *Academy of management journal*, *52*(4), 744-764.

Klein, J. L., & Millman, G. C. (1998). Prospective, hospital based study of fever in children in the United Kingdom who had recently spent time in the tropics. *BMJ*, *316*(7142), 1425-1426.

Kumar, G. V., & Valarmathi, B. (2022). Job crafting: A systematic review and meta-analytical relationships with precursors and work outcomes (2001 â€"2021). *Prabandhan: Indian Journal of Management*, *15*(1), 40-52.

Lam, E. T., Hastie, A., Lin, C., Ehrlich, D., Das, S. K., Austin, M. D., ... & Kwok, P. Y. (2012). Genome mapping on nanochannel arrays for structural variation analysis and sequence assembly. *Nature biotechnology*, *30*(8), 771-776.

Lam, L. W., & Xu, A. J. (2019). Power imbalance and employee silence: The role of abusive leadership, power distance orientation, and perceived organisational politics. *Applied Psychology*, *68*(3), 513-546.

Lambert, L. (2006, September). Lasting leadership: A study of high leadership capacity schools. In *The Educational Forum* (Vol. 70, No. 3, pp. 238-254). Taylor & Francis Group.

Lambert, V., & Lapsley, I. (2010). Leadership and governance. *Third Sector Research*, 139-149.

Laurence, G. A., Fried, Y., Yan, W., & Li, J. (2020). Enjoyment of work and driven to work as motivations of job crafting: Evidence from Japan and China. *Japanese Psychological Research*, *62*(1), 1-13.

Lee, C., Pillutla, M., & Law, K. S. (2000). Power-distance, gender and organisational justice. *Journal of management*, *26*(4), 685-704.

Levine, C. S., Park, J., Boylan, J. M., Sims & Ryff, C. D. (2018). Culture and social hierarchy: Self-and other-oriented correlates of socioeconomic status across cultures. *Journal of personality and social psychology*, *115*(3), 427-440.

Li, J., Yang, H., Weng, Q., & Zhu, L. (2021). How different forms of job crafting relate to job satisfaction: The role of person-job fit and age. *Current Psychology*, 1-15.

Liang, H., Yuan, F., Zhou, Z., & Su, H. (2021). Opinion separation in leader–follower coopetitive social networks. *Neurocomputing*, *434*, 90-97.

Lichtenthaler, P. W., & Fischbach, A. (2018). Leadership, job crafting, and employee health and performance. *Leadership & Organization Development Journal*, *39*(5), 620-632.

Liu, J., Li, C. & Wang, (2013). Enhanced low-temperature activity of CO 2 methanation over highly-dispersed Ni/TiO 2 catalyst. *Catalysis Science & Technology*, *3*(10), 2627-2633.

Liu, Y., Han, C., Gao, Y., & Lan, Y. (2022). How does environmentally specific servant leadership fuel employees' low-carbon behaviour? The role of environmental self-accountability and power distance orientation. *International Journal of Environmental Research and Public Health*, *19*(5), 3025-3112.

Loi, R., Lam, L. W., & Chan, K. W. (2012). Coping with job insecurity: The role of procedural justice, ethical leadership and power distance orientation. *Journal of Business Ethics*, *108*, 361-372.

Lopes, B. C. D. S., Bortolon, C., Macioce, V., & Raffard, S. (2020). The positive relationships between paranoia, perceptions of workplace bullying, and intentions of workplace deviance in United Kingdom and French teachers: cross-cultural aspects. *Frontiers in psychiatry*, *11*, 203-224.

López-Zapata, E., Torres-Vargas, Y., & Ortiz-Puentes, M. A. (2024). Transformational leadership and task performance: the mediating role of leader–member exchange, organisational support and work engagement. *Academia Revista Latinoamericana de Administración*

Lukito-Budi, A. S. (2021). Control Mechanisms and Leadership Styles: A Conceptual Framework for Innovation Projects. *Management Analysis Journal*, *10*(1), 11-22.

Lyons, K. M., Pelton, R. W., & Hogan, B. L. (1989). Patterns of expression of murine Vgr-1 and BMP-2a RNA suggest that transforming growth factor-beta-like genes coordinately regulate aspects of embryonic development. *Genes & Development*, *3*(11), 1657-1668.

MacKinnon, D. P., Krull, J. L., & Lockwood, C. M. (2000). Equivalence of the mediation, confounding and suppression effect. *Prevention science*, *1*, 173-181.

MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological methods*, *7*(1), 83-88.

Mahipalan, M., Sheena, & Muhammed, S. (2018). Examining the role of workplace spirituality and teacher self-efficacy on organisational citizenship behaviour of secondary school teachers: an Indian scenario. *Vision*, *23*(1), 80-90.

Mäkikangas, A., Minkkinen, J., Muotka, J., & Mauno, S. (2023). Illegitimate tasks, job crafting and their longitudinal relationships with meaning of work. *The International Journal of Human Resource Management*, *34*(7), 1330-1358.

Malhotra, M., & Kathuria, K. (2017). Relationship between spiritual intelligence, job satisfaction and counterproductive work behaviour among employees of multinational companies in India. *Journal of Psychosocial Research*, *12*(2).

Malik, A., Sinha, S., & Goel, S. (2021). A qualitative review of 18 years of research on workplace deviance: New vectors and future research directions. *Human Performance*, *34*(4), 271-297.

Malik, P., & Lenka, U. (2019). Exploring interventions to curb workplace deviance: lessons from Air India. *Tourism Review*, *74*(3), 563-585.

Malmros, I. D., & Sjöland, M. (2022). Women, gender, and the fight for gender equality in Europe. In *Re-imagining the Teaching of European History* (pp. 179-192). Routledge.

Mangalasserri, K., Regin, R., Venkateswaran, P. S., Kumar, A., & Rajest, S. S. (2021). A Research for The Determinants Leading For Counterfeit Purchase And A Genuine Product. *Turkish Journal of Physiotherapy and Rehabilitation*, *32*(3), 45415-45452.

Maphosa, C., & Bhebhe, S. (2020). Examining the learning styles of open and distance education learners in one Southern African university. *Asian Journal of Distance Education*, *15*(1), 257-268.

Masood, H., Karakowsky, L., & Podolsky, M. (2022). Detached but not deviant: the impact of career expectations and job crafting on the dysfunctional effects of amotivation. *Journal of Management Development*, *41*(4), 240-256.

Matherne III, C. F., & Litchfield, S. R. (2012). Investigating the relationship between affective commitment and unethical pro-organisational behaviours: The role of moral identity. *Journal of Leadership, Accountability and Ethics*, *9*(5), 35-46.

Mathews, B., & Linski, C. M. (2016). Shifting the paradigm: reevaluating resistance to organisational change. *Journal of Organisational Change Management*, *29*(6), 963-972.

McElroy, J. C., Morrow, P. C., & Laczniak, R. N. (2001). External organisational commitment. *Human Resource Management Review*, *11*(3), 237-256.

McKee, R. A., Lee, Y. T., Atwater, L., & Antonakis, J. (2018). Effects of personality and gender on self–other agreement in ratings of leadership. *Journal of Occupational and Organisational Psychology*, *91*(2), 285-315.

McLaren, I. (2019, February). UWI Quality Education Forum, Volume 23, February 2019. In *The UWI Quality Education Forum*.

McLaren, J. (2011). *Dewigged, bothered, and bewildered: British colonial judges on trial, 1800-1900*. University of Toronto Press.

Mehrotra, S., & Sinha, A. (2017). An Analysis of Leadership Styles in Indian Organizations. *Imperial Journal of Interdisciplinary Research*, *3*(4), 832-841.

Mehrotra, S., & Sinha, S. (2017). Explaining falling female employment during a high growth period. *Economic and Political Weekly*, 54-62.

Meiners, S. J., & Cadenasso, M. L. (2005). The relationship between community diversity and exotic plants: cause or consequence of invasion?. *Invasive plants: ecological and agricultural aspects*, 97-114.

Meirinhos, G., Cardoso, A., Neves, M., Silva, R., & Rêgo, R. (2023). Leadership Styles, Motivation, Communication and Reward Systems in Business Performance. *Journal of Risk and Financial Management*, *16*(2), 70-86.

Meirinhos, G., Cardoso, A., Neves, M., Silva, R., & Rêgo, R. (2023). Leadership Styles, Motivation, Communication and Reward Systems in Business Performance. *Journal of Risk and Financial Management*, *16*(2), 70.

Meirovich, G., & Goswami, A. (2019). Psychosocial and tangible distance between a leader and a follower: the impact on dyadic relations. *Journal of Leadership Studies*, *14*(4), 6-20.

Mernild, S. H., Hanna, E., McConnell, J. R., Sigl, M., Beckerman, A. P., Yde, J. C., ... & Steffen, K. (2015). Greenland precipitation trends in a long-term instrumental climate context (1890–2012): Evaluation of coastal and ice core records. *International Journal of Climatology*, *35*(2), 303-320.

Metwally, M. M., Khedr, W. M., & Messallam, A. A. (2018). The effect of follower's characteristics on the social influence exerted over the leader: The moderator role of follower's immediacy. *SAM Advanced Management Journal*, *83*(2), 4-16.

Miller, M. L. (2015). *Relationships between job design, job crafting, idiosyncratic deals, and psychological empowerments* (Doctoral dissertation, Walden University).

Mishra, M., & Pandey, S. (2015). A theoretical model on the determinants of workplace deviance among employees in the public service organizations of India. *International Journal of Business Behaviour*, *2*(3).

Mitra, D. (2020). An analytical study on public leadership styles influencing organisational effectiveness of Indian public sector banks: today and tomorrow. *Journal of Leadership Studies*, *14*(1), 80-88.

Mohd Omar, N. A. (2018). *Exploring distributed leadership in decision-making processes* (Doctoral dissertation, University of Warwick).

Mohnot, H., & Shaw, T. (2017). The study of academic leadership preparedness and leadership style in higher education. *International Journal of Education and Management Studies*, *7*(3), 408-416.

Mohrman, S. A., Cohen, S. G., & Morhman Jr, A. M. (1995). *Designing team-based organizations: New forms for knowledge work*. Jossey-Bass.

Moulik, M., & Giri, V. N. (2023). Job crafting for workplace happiness: a study of millennials across Indian service sectors. *Business Perspectives and Research*, 22785337221148252.

Muniapan, B., & Dass, M. (2016). Expanding the Vedantic virtues into business ethics: a leadership perspective. In *Indian Culture and Work Organisations in Transition* (pp. 32-48). Routledge India.

Mwele, M. (2022). Social Correlates of Deviant Behaviour among Teachers in Public Secondary Schools in Nairobi County, Kenya. *International Journal of Research and Innovation in Social Science*, *6*(1), 254-260.

Mwenje, J. (2016). An investigation of the leadership styles of Pentecostal church leaders in Zimbabwe. *African Journal of Business Management*, *10*(3), 55-74.

Nanjundeswaraswamy, T. S. (2023). The mediating role of job satisfaction in the relationship between leadership styles and employee commitment. *Journal of Economic and Administrative Sciences*, *39*(2), 286-304.

Napier, B. J., & Ferris, G. R. (1993). Distance in organizations. *Human Resource Management Review*, *3*(4), 321-357.

Nayak, S., Budhwar, P., Pereira, V., & Malik, A. (2022). Exploring the dark-side of E-HRM: a study of social networking sites and deviant workplace behaviour. *International Journal of Manpower*, *43*(1), 89-115.

Nehra, N. S. (2022). Can employee engagement be attained through psychological detachment and job crafting: the mediating role of spirituality and intrinsic motivation. *Journal of Organisational Effectiveness: People and Performance*, *10*(3), 368-393.

Neuman, J. H., & Baron, R. A. (2005). Aggression in the Workplace: A Social-Psychological Perspective.

Ngodo, O. E. (2008). Procedural justice and trust: The link in the transformational leadership–organisational outcomes relationship. *International Journal of Leadership Studies*, *4*(1), 82-100.

Nilsa, V. P., & Anitha, S. (2019). The views of college students on teacher's leadership styles. *IJRAR-International Journal of Research and Analytical Reviews (IJRAR)*, *6*(2), 586-590.

Nonnis, M., Massidda, D., Cabiddu, C., Cuccu, S., Pedditzi, M. L., & Cortese, C. G. (2020). Motivation to donate, job crafting, and organisational citizenship behaviour in blood collection volunteers in non-profit organizations. *International journal of environmental research and public health*, *17*(3), 934-976.

Norsilan, I. N., Omar, Z., & Ahmad, A. (2014). Workplace Deviant behaviour: A Review of Typology of Workplace Deviant behaviour. *Middle-East Journal of Scientific Research*, *19*(6), 34-38.

Nyakango, M. (2016). *Strategic Workforce Planning: A Proposition for Detonating the Demographic time-Bomb in the Kenyan Public Service*. The University of Liverpool (United Kingdom).

Ocak, G., & Karafil, B. (2020). Development of Teacher Feedback Use Evaluation Scale. *International Journal of Progressive Education*, *16*(1), 287-299.

Oldham, G. R., & Hackman, J. R. (2010). Not what it was and not what it will be: The future of job design research. *Journal of organisational behaviour*, *31*(2-3), 463-479.

O'Leary-Kelly, A. M., Griffin, R. W., & Glew, D. J. (1996). Organization-motivated aggression: A research framework. *Academy of management review*, *21*(1), 225-253.

Onyeizugbe, C., Ndubuisi-Okolo, P., & Odia, R. I. (2021). Workplace deviant behaviour and performance of tertiary institutions in Edo State, Nigeria. *International Journal of Research and Innovation in Social Science*, *5*(9), 889-904.

Osterman, P. (1987). Choice of employment systems in internal labor markets. *Industrial Relations: A Journal of Economy and Society*, *26*(1), 46-67.

Oubibi, M., Fute, A., Xiao, W., Sun, B., & Zhou, Y. (2022). Perceived organisational support and career satisfaction among Chinese teachers: the mediation effects of job crafting and work engagement during COVID-19. *Sustainability*, *14*(2), 623-774.

Øye, C., Mekki, T. E., Jacobsen, F. F., & Førland, O. (2016). Facilitating change from a distance–a story of success? A discussion on leaders' styles in facilitating change in four nursing homes in Norway. *Journal of nursing management*, *24*(6), 745-754.

Oyelude, O. O., & Fadun, T. A. (2018). Situational Leadership Style in Managing Conflicts in an Organization: A Case of Nigerian Eagle Flour Mill. *International Journal of Social Sciences and Management Research*, *4*(1), 44-50.

Pahi, M. H., Abdul-Majid, A. H., Fahd, S., Gilal, A. R., Talpur, B. A., Waqas, A., & Anwar, T. (2022). Leadership Style and Employees' Commitment to Service Quality: An Analysis of the Mediation Pathway via Knowledge Sharing. *Frontiers in Psychology*, *13*, 926779.

Pakanen, V. M., Rönkä, N., Thomson, R. L., & Koivula, K. (2015). No strong effects of leg-flagged geolocators on return rates or reproduction of a small long-distance migratory shorebird. *Ornis Fennica*, *4*(1),*92*-112.

Pande, M. (2015). Leadership styles in higher education-BIG leader-bonds, inspires, guides. *Indian Journal of Economics and Development*, 161-167.

Panigrahi, P., Parida, S., Nanda, N. C., Satpathy, R., Pradhan, L., Chandel, D. S.,& Gewolb, I. H. (2017). A randomized synbiotic trial to prevent sepsis among infants in rural India. *Nature*, *548*(7668), 407-412.

Panigrahi, S. P. (2023). Analysis of destructive leadership behaviour from real time results: Evidence from an Indian University. *Public Integrity*, *25*(4), 428-440.

Parabakarana, D., & Lasib, M. B. A. (2021). Human Resource Management Practices And Its Impact On Employee Engagement And Performance In An Organization A Study On Labour Force In Malaysia. *Malaysian E Commerce Journal (MECJ)*, *5*(1), 29-35.

Pathak, D., & Srivastava, S. (2020). Combating deviant behaviour for strengthening organisational commitment: role of emotional intelligence. *International Journal of Indian Culture and Business Management*, *20*(4), 534-549.

Pattanaik, A., Satpathy, M. P., & Mishra, S. C. (2016). Dry sliding wear behaviour of epoxy fly ash composite with Taguchi optimization. *Engineering Science and Technology, an International Journal*, *19*(2), 710-716.

Peng, Y. C., Chen, L. J., Chang, C. C., & Zhuang, W. L. (2016). Workplace bullying and workplace deviance: The mediating effect of emotional exhaustion and the moderating effect of core self-evaluations. *Employee Relations*, *38*(5), 755-769.

Peral, S. L. (2019). *Antecedents to job crafting and self-undermining behaviour: Implications for Person-Job fit and job performance*. University of Johannesburg (South Africa).

Peral, S. L., & Geldenhuys, M. (2019). A rasch analysis of the Tims, Bakker, and Derks (2012) job crafting scale. *Journal of Career Assessment*, *27*(4), 579-593.

Peral, S., & Geldenhuys, M. (2019). The effects of job crafting on subjective well-being amongst South African high school teachers. *SA Journal of Industrial Psychology*, *42*(1), 1-13.

Perdana, F. O., Indrawan, G., & Yanti, S. (2024). The Influence Of Organisational Culture, Leadership, and Organisational Commitment On Workplace Deviant BehaviourThrough Job Satisfaction In Government Employees Of The Riau Islands Province. *International Journal of Management Research and Economics*, *2*(4), 287-302.

Perreault, H., Waldman, L., Alexander, M., & Zhao, J. (2002). Overcoming barriers to successful delivery of distance-learning courses. *Journal of Education for Business*, *77*(6), 313-318.

Peter, F. O., Adeniyi, M. M., Sajuyigbe, A., Peter, A. O., & Adeoti, S. B. (2023). Enhancing the Performance of SMEs Post Covid-19: The Role of Strategic Leadership Capabilities. *Journal of Business And Entrepreneurship*, *11*(1), 1-9.

Petrou, P., Demerouti, E., Peeters, M. C., Schaufeli, W. B., & Hetland, J. (2012). Crafting a job on a daily basis: Contextual correlates and the link to work engagement. *Journal of Organisational Behaviour*, *33*(8), 1120-1141.

Piwowar-Sulej, K., & Iqbal, Q. (2023). Leadership styles and sustainable performance: A systematic literature review. *Journal of Cleaner Production*, *382*, 134600.

Polatci, S., & Sobaci, F. (2018). The effect of Job Crafting on Job Satisfaction: A research on teachers. *J. Glob. Strateg. Manag.(Online)*, *12*, 49-56.

Pors, N. O. (2003). Job satisfaction among library managers: a cross-cultural study of stress, freedom and job conditions. *New Library World*, *104*(11/12), 464-473.

Pradhan, M., Singh, N., & Yadav, S. (2015). Early detection of fetal malformation, a long distance yet to cover! present status and potential of first trimester ultrasonography in detection of fetal congenital malformation in a developing country: experience at a tertiary care centre in India. *Journal of pregnancy*, *2015*.

Pradhan, R. K., Panda, M., & Jena, L. K. (2017). Transformational leadership and psychological empowerment: The mediating effect of organisational culture in Indian retail industry. *Journal of Enterprise Information Management*, *30*(1), 82-95.

Pradhan, R. M., Singh, A., Ojha, A. K., & Biswal, T. K. (2022). Structural controls on bedrock weathering in crystalline basement terranes and its implications on groundwater resources. *Scientific Reports*, *12*(1), 118-215.

Pradhan, S., & Jena, L. K. (2017). Effect of abusive supervision on employee's intention to quit and the neutralizing role of meaningful work in Indian IT organizations. *International Journal of Organisational Analysis*, *25*(5), 825-838.

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behaviour research methods*, *40*(3), 879-891.

Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate behavioural research*, *42*(1), 185-227.

Puffer, S. M. (1987). Prosocial behaviour, noncompliant behaviour, and work performance among commission salespeople. *Journal of applied psychology*, *72*(4), 615-776.

Qayyum, H., Hanif, M. Z., Usman, A., & Hanif, A. (2021). The Impact of Transformational Leadership Style Perceptions on Innovative Work Behaviour of Private School Teachers: The Mediating Role of Organisational Culture Perceptions. *Pakistan Journal of Multidisciplinary Research*, *2*(2), 182-206.

Quinn, B. (2023). Extinguish Teacher Burnout to Ignite School and Classroom Connectivity.

Ram, P., & Prabhakar, G. V. (2010). Leadership styles and perceived organisational politics as predictors of work related outcomes. *European Journal of Social Sciences*, *15*(1), 40-55.

Ramakanth, J. (1988). On the situational leadership theory of Hersey and Blanchard. *Indian Journal of Industrial Relations*, *24*(1), 1-16.

Rana, H., & Punia, B. K. (2014). Management mechanisms and implications of workplace deviance for green organisationalbehaviour. *International Journal of Advance Research in Computer Science and Management Studies*, *2*(8), 1-8.

Rashid, N., & Ibrahim, R. M. (2018). The Impact of Human Resouce Practises, Leadership Style And Religiousity on Cyber Deviance.

Raver, J. L. (2024). Culture and Workplace Deviance. *The Oxford Handbook of Cross-Cultural OrganisationalBehaviour*, 268-299.

Razali, N. M., & Wah, Y. B. (2011). Power comparisons of shapiro-wilk, kolmogorov-smirnov, lilliefors and anderson-darling tests. *Journal of statistical modeling and analytics*, *2*(1), 21-33.

Razia, M. (2015). A comparative analysis of organisational structure and effectiveness between public and private universities: A case of University of East Africa-Baraton and Moi University in Kenya. *International Journal of Humanities and Social Science Invention*, *4*(8), 15-25.

Renkema, E., Broekhuis, M., Tims, M., & Ahaus, K. (2023). Working around: Job crafting in the context of public and professional accountability. *human relations*, *76*(9), 1352-1381.

Roczniewska, M., & Wojciszke, B. (2021). Reducing hindering job demands: the role of belief in life as a zero-sum game and workload. *International Journal of Environmental Research and Public Health*, *18*(19), 10036.

Rowold, J., & Rohmann, A. (2009). Relationships between leadership styles and followers' emotional experience and effectiveness in the voluntary sector. *Nonprofit and voluntary sector quarterly*, *38*(2), 270-286.

Sadeghi, A., & Pihie, Z. A. L. (2013). The role of transformational leadership style in enhancing lecturers' job satisfaction. *International Journal of Business and Social Science*, *4*(8), 264-271.

Sadık, Ü. N. A. Y. (2014). Transformation trajectory of the G20 and Turkey's presidency: middle powers in global governance. *PERCEPTIONS: Journal of International Affairs*, *19*(4), 137-167.

Safi, S. (2016). Relationship between Job Crafting and Job Performance and the Mediating Effects of Job Satisfaction: A Study of NGOs in Afghanistan. *Management*, *4*(4), 48-66.

Sagayarani, A., & Savithri, J. J. (2022). The Effect Of Organisational Commitment On Job Satisfaction, Job Crafting And Work Engagement: A Research On Faculty Members. *Webology*, *19*(2).

Şahin, N., & Bilir, F. P. (2024). The effect of transformational leadership and personal cultural values on creating a learning organization. *Humanities and Social Sciences Communications*, *11*(1), 1-9.

Saini, S., & Goswami, I. (2019). A preliminary study to understand leadership style of senior teachers through their perceptions and contexts in formal schools in Mumbai. *SAGE Open*, *9*(2), 2158244019853460.

Sameer, S. K., & Priyadarshi, P. (2021). Role of Big Five personality traits in regulatory-focused job crafting. *South Asian Journal of Business Studies*, *10*(3), 377-395.

Sanusi, G., Abdulkadir, M. B., & Wasilu, S. (2021). Proposed Model of Diversity Training, Leadership style and Organisational Commitment in Nigerian Deposit Money Banks. *TSU-International Journal of Accounting and Finance*, *1*(1), 108-113.

Sari, F., Sudiarditha, I. K. R., & Susita, D. (2016). Organisational culture and leadership style on employee performance: Its effect through job satisfaction. *The International Journal of Social Sciences World (TIJOSSW)*, *3*(2), 98-113.

Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. *Frontiers in Psychology*, *13*, 919693.

Satpathy, D. I., Litt, D., Patnaik, B. C. M., & Mohapatra, M. D. (2019). Work-life balance as a parameter of job satisfaction in the manufacturing sector. *International Journal of Mechanical Engineering and Technology (IJMET) Volume*, *10*.

Saugui, A. O. (2017). *The influence of leadership styles on employees' job performance through the mediation role of employees' motivation and job satisfaction* (Doctoral dissertation, Universiti Tun Hussein Onn Malaysia).

Schiopu, A. F., Vasile, D. C., & Ţuclea, C. E. (2015). Principles and best practices in successful tourism business incubators. *Amfiteatru Economic Journal*, *17*(38), 474-487.

Schoberova, M. (2015). Job crafting and personal development in the workplace: Employees and managers co-creating meaningful and productive work in personal development discussions.

Schoberova, M. (2015). Job crafting and personal development in the workplace: Employees and managers co-creating meaningful and productive work in personal development discussions.

Schuh, S. C., Zhang, X. A., Egold, N. W., Graf, M. M., Pandey, D., & van Dick, R. (2012). Leader and follower organisational identification: The mediating role of leader behaviour and implications for follower OCB. *Journal of Occupational and Organisational Psychology*, *85*(2), 421-432.

Sei, C. W. (2016). *Protean and Boundaryless Career Attitudes and Employee Work Outcomes: The Mediating Role of Job Crafting* (Doctoral dissertation, University of Malaya (Malaysia)).

Sfantou, D. F., Laliotis, A., Patelarou, A. E., Sifaki-Pistolla, D., Matalliotakis, M., & Patelarou, E. (2017, October). Importance of leadership style towards quality of care measures in healthcare settings: a systematic review. In *Healthcare* (Vol. 5, No. 4, p. 73). MDPI.

Shahzad, A., & Abbas, M. (2022). The impact of technology audit on technology capabilities in Pakistani training institutes. *Journal of Engineering Management and Competitiveness (JEMC)*, *12*(2), 151-164.

Shamir, B., Zakay, E., Brainin, E., & Popper, M. (2000). Leadership and social identification in military units: direct and indirect relationships 1. *Journal of Applied Social Psychology*, *30*(3), 612-640.

Shankar, K. T., Yadav, K., & Saini, C. P. (2020). A study of leadership styles executed by school teachers: special reference to Gurugram. *International Journal of Environment, Workplace and Employment*, *6*(1-2), 77-90.

Shapiro, M. J. (2003). "The Nation-State and Violence"*: Wim Wenders Contra Imperial Sovereignty. In *Sovereign Lives* (pp. 101-124). Routledge.

Shapiro, M. J. (2005). The demise of 'international relations': America's western palimpsest. *Geopolitics*, *10*(2), 222-243.

Shila, J. M., & Sevilla, A. V. (2015). The impact of the principals' leadership style on teachers' job satisfaction and organisational commitment: An Indian perspective. *Indian Journal of Positive Psychology*, *6*(1).

Shrout, P. E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: new procedures and recommendations. *Psychological methods*, *7*(4), 422-487.

Siddiqi, M. A. (2015). Work engagement and job crafting of service employees influencing customer outcomes. *Vikalpa*, *40*(3), 277-292.

Singh, V., & Singh, M. (2018). A burnout model of job crafting: Multiple mediator effects on job performance. *IIMB management review*, *30*(4), 305-315.

Skarlicki, D. P., & Folger, R. (1997). Retaliation in the workplace: The roles of distributive, procedural, and interactional justice. *Journal of applied Psychology*, *82*(3), 434-521.

Skellern, J., Ivanka, T., & UK, M. T. Violence in health and social care settings training resource package: A multicenter evaluation study. *Violence in clinical psychiatry*, 388-448.

Smith, N., & Fredricks-Lowman, I. (2019). Conflict in the workplace: A 10-year review of toxic leadership in higher education. *International Journal of Leadership in Education*.

Snaebjornsson, I. M., & Edvardsson, I. R. (2013). Gender, nationality and leadership style: A literature review. *International Journal of Business and Management*, *8*(1), 89-96.

Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equation models. *Sociological methodology*, *13*, 290-312.

Srivastava, S. (2016). Work Deviant Behaviour-Employee En-gagement: An Empirical Investigation of the Role of Ethical Leadership of Indian Middle Level Managers. *Drishtikon: A Management Journal*, *7*(2), 53-65.

Srivastava, S., & Pathak, D. (2020). The role of moderators in linking job crafting to organisational citizenship behaviour: A study on the indian hospitality sector. *Vision*, *24*(1), 101-112.

Stevenson Jr, H. C. (1994). Validation of the scale of racial socialization for African American adolescents: Steps toward multidimensionality. *Journal of Black Psychology*, *20*(4), 445-468.

Suliman, A. M., & Al-Shaikh, F. N. (2007). Emotional intelligence at work: Links to conflict and innovation. *Employee relations*, *29*(2), 208-220.

Sun, R., & Henderson, A. C. (2017). Transformational leadership and organisational processes: Influencing public performance. *Public Administration Review*, *77*(4), 554-565.

Suwanti, S., Udin, U., & Widodo, W. (2018). Person-organization fit, person-job fit, and innovative work behaviour: The role of organisational citizenship behaviour. *European Research Studies*, *21*, 389-402.

Syed, F., Naseer, S., Bashir, F., & Fatima, T. (2022). Positive affective tone as an underlying mechanism between leader's motivating language and career outcomes. *Management Decision*, *60*(11), 3019-3041.

Tahir, M., Abbas, G., Bamba, K., & Shahzad, M. R. (2021). Dynamics of dissipative self-gravitating source in Rastall gravity. *International Journal of Modern Physics A*, *36*(20), 2150153.

Teng, Y. M., Wu, K. S., & Tsai, C. H. (2022). Antecedents and consequences of job crafting: evidence from a multinational travel corporation in Taiwan. *Journal of Hospitality and Tourism Management*, *51*, 1-10.

Tepper, B. J., Henle, C. A., Lambert, L. S., Giacalone, R. A., & Duffy, M. K. (2008). Abusive supervision and subordinates' organization deviance. *Journal of applied psychology*, *93*(4), 721-726.

Thakur, D. J., & Sharma, D. (2019). Responsible leadership style and organisational citizenship behaviour: A relationship study. *Pacific Business Review International*, *12*(3).

Thanh, N. H., Quang, N. V., & Anh, N. N. (2022). The relationship between leadership style and staff work engagement: An empirical analysis of the public sector in Vietnam. *Humanities and Social Sciences Communications*, *9*(1), 1-12.

Thau, S., Aquino, K., & Wittek, R. (2007). An extension of uncertainty management theory to the self: The relationship between justice, social comparison orientation, and antisocial work behaviours. *Journal of applied psychology*, *92*(1), 250.

Tho, N. D. (2011). Employees' psychological capital and innovation outputs: the roles of job crafting and proactive personality. *Innovation*, *24*(2), 333-353.

Thompson, K. (2015). *Leadership best practices and employee performance: A phenomenological telecommunications industry study*. University of Phoenix.

Thomsen, C. (2015). Manufacturing network integration and culture: an institution-based view. *Journal of Manufacturing Technology Management*, *32*(6), 1121-1143.

Tian, A. W., Meyer, J. P., Ilic-Balas, T., Espinoza, J. A., & Pepper, S. (2023). In search of the pseudo-transformational leader: A person-centered approach. *Journal of Business Research*, *158*, 113675.

Tian, X., & Guo, Y. (2023). The effect of deviant workplace behaviour on job performance: The mediating role of organisational shame and moderating role of perceived organisational support. *Behavioural Sciences*, *13*(7), 561.

Tims, M., & Bakker, A. B. (2010). Job crafting: Towards a new model of individual job redesign. *SA Journal of Industrial Psychology*, *36*(2), 1-9.

Tims, M., Bakker, A. B., & Derks, D. (2012). Development and validation of the job crafting scale. *Journal of vocational behaviour*, *80*(1), 173-186.

Tims, M., Bakker, A. B., & Derks, D. (2013). The impact of job crafting on job demands, job resources, and well-being. *Journal of occupational health psychology*, *18*(2), 230-243.

Tims, M., Bakker, A. B., & Derks, D. (2015). Job crafting and job performance: A longitudinal study. *European Journal of Work and Organisational Psychology*, *24*(6), 914-928.

Tims, M., Bakker, A. B., Derks, D., & Van Rhenen, W. (2013). Job crafting at the team and individual level: Implications for work engagement and performance. *Group & Organization Management*, *38*(4), 427-454.

Tiongco, M. P. J. E., & Benedicto, J. (2011). Challenging Role of Change Agents: Issues Encountered in the Midst of Changes in the Banking Industry. *Review of Integrative Business and Economics Research*, *9*, 26-40.

Trottier, T., Van Wart, M., & Wang, X. (2008). Examining the nature and significance of leadership in government organizations. *Public administration review*, *68*(2), 319-333.

Ünal, A. (2012). Deviant teacher behaviours and their influence on school rules and interpersonal relationships at school.

Unal, A. F., Warren, D. E., & Chen, C. C. (2012). The normative foundations of unethical supervision in organizations. *Journal of Business Ethics*, *107*, 5-19.

Usmani, M., Sami, A., Baig, S. A., & Irfan, A. (2019). The Chronological studies of lean and leadership for improvement of organisational performance. *Journal of Public Value and Administrative Insight*, *2*(2), 15-19.

Valldeneu, M., Tarrats, E., & Ferràs, X. (2021). Leadership styles and organisational outcomes: A study across international hubs. *Organization Development Journal*, *39*(1), 13-22.

Van Rooy, D. L., Alonso, A., & Viswesvaran, C. (2004). Group differences in emotional intelligence scores: Theoretical and practical implications. *Personality and Individual differences*, *38*(3), 689-700.

Van Vugt, M., & Smith, J. E. (2019). A dual model of leadership and hierarchy: Evolutionary synthesis. *Trends in Cognitive Sciences*, *23*(11), 952-967.

Van Wingerden, J., Bakker, A. B., & Derks, D. (2017). Fostering employee well-being via a job crafting intervention. *Journal of Vocational Behaviour*, *100*, 164-174.

Vardi, Y., & Weitz, E. (2002). Organisational misbehaviour: Hypotheses, research and implications. In *Re-imaging business ethics: Meaningful solutions for a global economy* (pp. 51-84). Emerald Group Publishing Limited.

Veerkamp, M., Walleyn & Heilmann-Clausen, J. (2013). The effects of habitat degradation on metacommunity structure of wood-inhabiting fungi in European beech forests. *Biological Conservation*, *168*, 24-30.

Veliu, L., Manxhari, M., Demiri, V., & Jahaj, L. (2017). The influence of leadership styles on employee's performance. *Management (16487974)*, *31*(2).

Venaik, S., & Brewer, P. (2016). National culture dimensions: The perpetuation of cultural ignorance. *Management learning*, *47*(5), 563-589.

Verma, P., & Kumar, V. (2022). Developing leadership styles and green entrepreneurial orientation to measure organization growth: a study on Indian green organizations. *Journal of Entrepreneurship in Emerging Economies*, *14*(6), 1299-1324.

Walumbwa, F. O., Avolio, B. J., & Aryee, S. (2011). Leadership and management research in Africa: A synthesis and suggestions for future research. *Journal of Occupational and Organisational Psychology*, *84*(3), 425-439.

Walumbwa, F. O., Avolio, B. J., & Aryee, S. (2011). Leadership and management research in Africa: A synthesis and suggestions for future research. *Journal of Occupational and Organisational Psychology*, *84*(3), 425-439.

Wang, C., Lam, S. M., & Xu, P. (2022). Teachers' job crafting: The complicated relationship with teacher self-efficacy and teacher engagement. *Professional Development in Education*, 1-18.

Wang, H., Demerouti, E., & Bakker, A. B. (2016). A review of job crafting research. *Proactivity at work: Making things happen in organizations*, *77*, 95-122.

Wang, L., & Chen, Y. (2022). Success or growth? Distinctive roles of extrinsic and intrinsic career goals in high-performance work systems, job crafting, and job performance. *Journal of Vocational Behaviour*, *135*, 103714.

Wang, Y., Liu, J., & Zhu, Y. (2018). How does humble leadership promote follower creativity? The roles of psychological capital and growth need strength. *Leadership & Organization Development Journal*, *39*(4), 507-521.

Waqar, S. H., & Siddiqui, K. (2008). A study about the leadership styles of public and private school principals. *Journal of Elementary Education*, *18*(1-2), 5-20.

Watson-Jones, R. E., Whitehouse, H., & Legare, C. H. (1995). In-group ostracism increases high-fidelity imitation in early childhood. *Psychological Science*, *27*(1), 34-42.

Wege, N., Li, J., Muth, T., Angerer, P., & Siegrist, J. (2017). Student ERI: Psychometric properties of a new brief measure of effort-reward imbalance among university students. *Journal of Psychosomatic Research*, *94*, 64-67.

Wegner, L. L. (2004). *Organisational leaders and empowered employees: The relationship between leadership styles, perception of styles, and the impact on organisational outcomes* (Doctoral dissertation, Capella University).

Wei, H., King, A., Jiang, Y., Sewell, K. A., & Lake, D. M. (2020). The impact of nurse leadership styles on nurse burnout:: A systematic literature review. *Nurse Leader*, *18*(5), 439-450.

Weikart, L. A., & Marrapodi, M. (1999). The missing link: The technology infrastructure. *Computers in the Schools*, *15*(2), 49-60.

Welsch, R., Mäkelä, V., & Alt, F. (2021, August). When friends become strangers: Understanding the influence of avatar gender on interpersonal distance in virtual reality. In *IFIP Conference on Human-Computer Interaction* (pp. 234-250). Cham: Springer International Publishing.

Welsch, R., Wessels, M., Bernhard, C., Thönes, S., & von Castell, C. (2021). Physical distancing and the perception of interpersonal distance in the COVID-19 crisis. *Scientific reports*, *11*(1), 11485.

Wilson, S., Cummings, S., Jackson, B., & Proctor-Thomson, S. (2017). *Revitalising leadership: Putting theory and practice into context*. Routledge.

Wing-Man Lau, R., Chan, D. K. S., Sun, F., & Cheng, G. H. L. (2023). Predictive validity of integrity tests for workplace deviance across industries and countries in the past 50 years: A meta-analytic review. *Journal of Pacific Rim Psychology*, *17*, 18344909231171729.

Wirba, A. V. (2015). Leadership style: School perspective in Cameroon. *Education Research International*, *2015*.

Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. *Academy of management review*, *26*(2), 179-201.

Wulani, F., & Junaedi, M. (2021). Passive leadership and deviant behaviours: the moderating effect of power distance and collectivism. *Journal of Management Development*, *40*(5), 324-338.

Wulani, F., Lindawati, T., & Iswanto, Y. B. (2022). Work Stress of Online Motorcycle Taxi Drivers: The Role of Coworker Support, Autonomy and Affective Occupational Commitment. *Jurnal Organisasi dan Manajemen*, *18*(2), 26-42.

Xiao, J. (2014). Learner agency in language learning: The story of a distance learner of EFL in China. *Distance Education*, *35*(1), 4-17.

Xie, Y., Xue, W., Li, L., Wang, A., Chen, Y., Zheng, Q., & Li, X. (2018). Leadership style and innovation atmosphere in enterprises: An empirical study. *Technological Forecasting and Social Change*, *135*, 257-265.

Yadav, A., & Dhar, R. L. (2024). Effect of job crafting on hotel frontline employees' work role performance: The role of work engagement and leader-member exchange. *International Journal of Hospitality & Tourism Administration*, *25*(2), 359-381.

Yadav, R. S., Dash, S. S., Sinha, S., & Patky, J. (2020). Impact of Work-Place Bullying on Turnover Intention: A Study among Indian School Teachers. *South Asian Journal of Management*, *27*(4).

Yahaya, R., & Ebrahim, F. (2016). Leadership styles and organisational commitment: literature review. *Journal of management development*, *35*(2), 190-216.

Yan, J., Ali, M., Khan, M. M., Shah, S. H. H., & Butt, A. S. (2021). The effect of promotion regulatory focus on service performance. *The Service Industries Journal*, 1-18.

Yang, R., Ming, Y., Ma, J., & Huo, R. (2017). How do servant leaders promote engagement? A bottom-up perspective of job crafting. *Social Behaviour and Personality: an international journal*, *45*(11), 1815-1827.

Yasir, M., & Mohamad, N. A. (2016). Ethics and morality: Comparing ethical leadership with servant, authentic and transformational leadership styles. *International Review of Management and Marketing*, *6*(4), 310-316.

Yidong, T., & Xinxin, L. (2013). How ethical leadership influence employees' innovative work behaviour: A perspective of intrinsic motivation. *Journal of business ethics*, *116*, 441-455.

Zacher, H., Heusner, S., Schmitz, M., Zwierzanska, M. M., & Frese, M. (2010). Focus on opportunities as a mediator of the relationships between age, job complexity, and work performance. *Journal of Vocational Behaviour*, *76*(3), 374-386.

Zahid, A., & Nauman, S. (2024). Does workplace incivility spur deviant behaviours: roles of interpersonal conflict and organisational climate. *Personnel Review*, *53*(1), 247-265.

Zahoor, A., & Siddiqi, M. A. (2023). Customer incivility and service recovery performance: Job crafting as a buffer. *Vision*, *27*(2), 178-188.

Zappala, S., Sbaa, M. Y., Kamneva, E. V., Zhigun, L. A., Korobanova, Z. V., & Chub, A. A. (2022). Current approaches, typologies and predictors of deviant work behaviours: a scoping review of reviews. *Frontiers in Psychology*, *12*, 674-696.

Zhang, A., Chen, Y., Xu, X., Gao, Y., & Zhang, L. (2016). Impacts of resource alertness and change leadership style on financial performance: An empirical study. *Journal of Global Information Management (JGIM)*, *29*(2), 45-60.

Zhang, L., Wu, T., Liu, L., Ren, P., & Lin, C. (2022). The relationship between Chinese preschool principal leadership styles and teacher leadership: Exploring the mediating effect of psychological capital. *Frontiers in Psychology*, *13*, 1006184.

Zhao, H., & Zhou, Q. (2021). Socially responsible human resource management and hotel employee organisational citizenship behaviour for the environment: A social cognitive perspective. *International Journal of Hospitality Management*, *95*, 102749.

Zhao, M., Hussain, K., & Masood Bhutta, Z. (2018). Job crafting practices and work satisfaction: Evidence from higher education sector in Shaanxi, China. *The new educational review*, *52*, 66-75.

Zheng, X., Liu, X., Liao, H., Qin, X., & Ni, D. (2022). How and when top manager authentic leadership influences team voice: A moderated mediation model. *Journal of Business Research*, *145*, 144-155

Zia, M. Q., Decius, J., Naveed, M., & Anwar, A. (2022). Transformational leadership promoting

Zopiatis, A., & Constanti, P. (2010). Leadership styles and burnout: is there an association?. *International Journal of Contemporary Hospitality Management*, *22*(3), 300-320
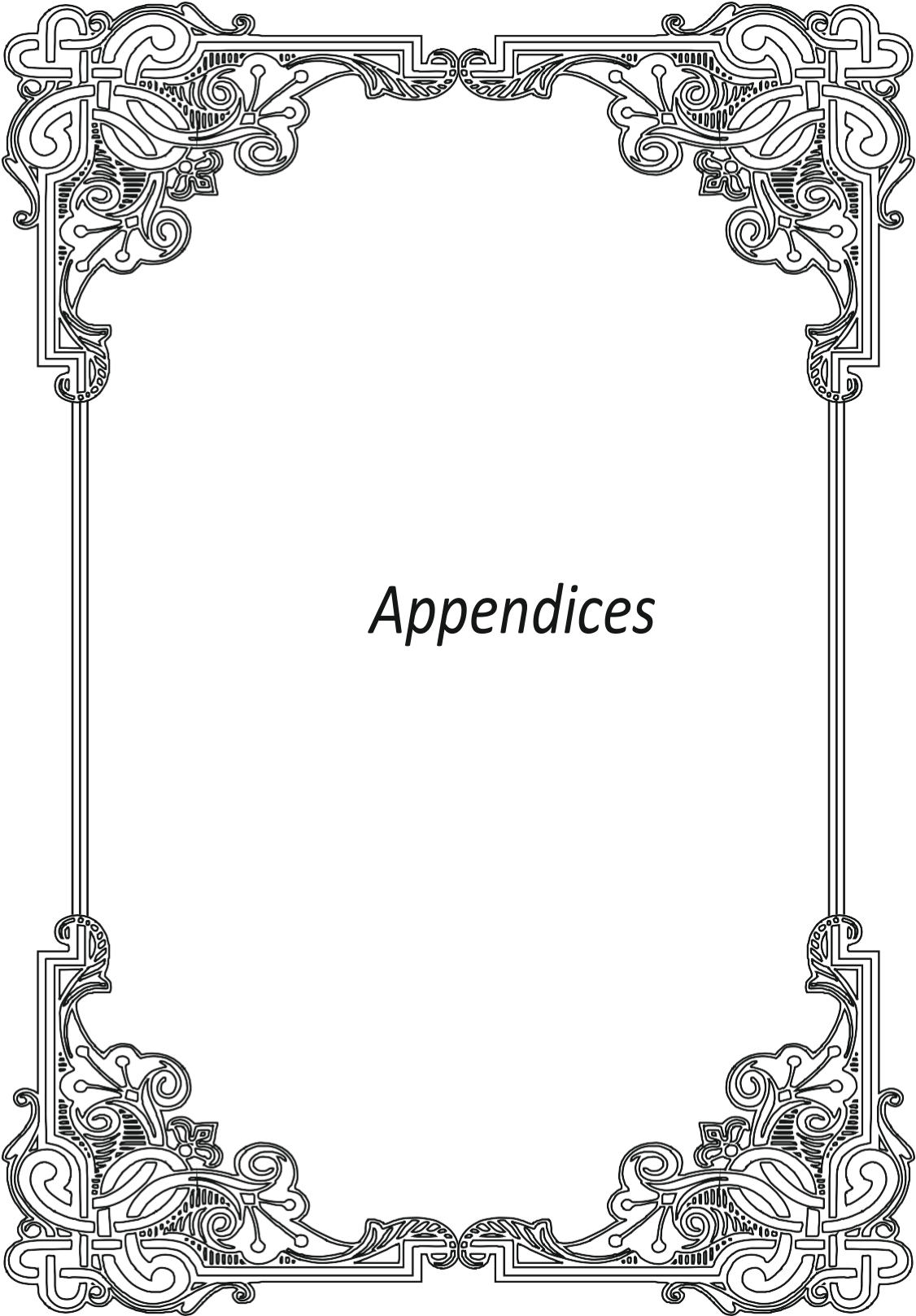
Appendices

APPENDIX A (LEADERSHIP STYLE SCALE)

Below statements are related to the behaviour of your head in the institution. Kindly tick the following alternatives: "Not at all", "Once in a while", "Sometimes", "Fairly Often", "Frequently if not always".

S.No	My head of the department/'s					
1.	Helps me in return for my efforts	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
2.	behaviour radiates powerfully	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
3.	Avoids intervening until problems become serious	Not at all	Once in a while	Sometimes	Fairly often	Frequently f not always
4.	Avoids intervening when important issues arise	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
5.	Is not there when he/she is needed	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
6.	Makes me feel proud to be connected to him/her	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
7.	Indicates the importance of having a strong sense of purpose	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
8.	Invests time in my training and mentoring	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
9.	Acts in ways that build my appreciation for him/her	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
10.	Avoids making decisions	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
11.	Treats each of us as an individual with different needs, abilities, and aspirations than others	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
12.	Helps me develop my Strengths	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
13.	Makes me do more than I thought I could do	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
14.	Works with me satisfactorily	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
15.	Actions enhance my power	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always

APPENDIX B (STRUCTURAL DISTANCE SCALE)

Following statements are related to the distance between you and your head in the institution. Kindly select the following alternatives: "Strongly Disagree", "Disagree", "Neither disagree nor agree", "Agree", "Strongly agree"

S.No	My head of the department/'s					
1.	Works directly near me, so I can go to him/her without much effort	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
2.	Works too far away from me, so it is difficult to complete my duties and assignments quickly	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
3.	Rarely available to me for face to face discussions or decision making.	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
4.	Physical workspace is close to my physical workspace	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
5.	Often meets me physically in group interactions.	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
	Following statements are related to the frequency of interaction between you and your HOD in the institution. Kindly select the alternative: "Always", "Usually", "Sometimes", "Rarely", "Never".					
	My head of the department/'s					
6.	Interacts with me through face-to-face communications	Always	Usually	Sometimes	Rarely	Never
7.	Interacts with me through virtual communications, e.g., email, WhatsApp and other chat programs, mobile messaging, mobile calls, etc	Always	Usually	Sometimes	Rarely	Never

APPENDIX C (JOB CRAFTING SCALE)

Below statements, describe your self-initiated changes in the behaviour with the aim to align your work with your preferences, motives and passions in your institution. Kindly tick the following alternatives: "Never", "Rarely", "Sometimes", "Often", "Very Often".

S. No	Item Statement					
1.	I try to develop my capabilities	Never	Rarely	Sometimes	Often	Very Often
2.	I try to develop myself professionally	Never	Rarely	Sometimes	Often	Very Often
3.	I try to learn new things at work	Never	Rarely	Sometimes	Often	Very Often
4.	I make sure that I use my capacities to the fullest	Never	Rarely	Sometimes	Often	Very Often
5.	I decide on my own how I do things	Never	Rarely	Sometimes	Often	Very Often
6.	I make sure that my work is mentally less intense	Never	Rarely	Sometimes	Often	Very Often
7.	I try to ensure that my work is emotionally less intense	Never	Rarely	Sometimes	Often	Very Often
8.	I manage my work so that I try to minimize contact with people whose problems affect me emotionally	Never	Rarely	Sometimes	Often	Very Often
9.	I organize my work so as to minimize contact with people whose expectations are unrealistic	Never	Rarely	Sometimes	Often	Very Often
10.	I try to ensure that I do not have to make many difficult decisions at work	Never	Rarely	Sometimes	Often	Very Often
11.	I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once	Never	Rarely	Sometimes	Often	Very Often
12.	I ask my HOD to guide me	Never	Rarely	Sometimes	Often	Very Often
13.	I ask whether my HOD is satisfied with my work	Never	Rarely	Sometimes	Often	Very Often

S. No	Item Statement					
14.	I look to my HOD for inspiration	Never	Rarely	Sometimes	Often	Very Often
15.	I ask my HOD for feedback on my job performance	Never	Rarely	Sometimes	Often	Very Often
16.	I ask colleagues for advice	Never	Rarely	Sometimes	Often	Very Often
17.	When an interesting project comes along, I offer myself proactively as project co-worker	Never	Rarely	Sometimes	Often	Very Often
18.	If there are new developments, I am one of the first to learn about them and try them	Never	Rarely	Sometimes	Often	Very Often
19.	When there is not much to do at work, I see it as a chance to start new projects	Never	Rarely	Sometimes	Often	Very Often
20.	I regularly take on extra tasks even though I do not receive extra salary for them	Never	Rarely	Sometimes	Often	Very Often

APPENDIX D
(WORKPLACE DEVIANT BEHAVIOUR SCALE)

Following statements are related to your work place behaviour in the institution. Kindly tick the following alternatives: "Never", Once a Year", "Twice a Year", "Several Times a year", "Monthly", "Weekly", "Daily".

S. No	Item Statement							
1.	I made fun of someone at work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
2.	I said something hurtful to someone at work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
3.	I made an ethnic, religious, or racial remark at work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
4.	I cursed at someone at work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
5.	I played a mean prank on someone at work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
6.	I acted rudely toward someone at work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
7.	I publicly embarrassed someone at work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
8.	I have taken property from work without permission	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
9.	I spent too much time fantasizing or daydreaming instead of working	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
10.	I falsified a receipt to get reimbursed more money than I spent on work expenses	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily

S. No	Item Statement							
11.	I have taken an additional or longer break than is acceptable at my workplace	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
12	I come in late to work without permission	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
13	I littered my work environment	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
14	I neglected to follow my HOD's instructions	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
15	I intentionally worked slower than I could have worked	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
16	I discussed confidential institutional information with an unauthorized person	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
17	I used mobile phone rather working on the job	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
18	I put little effort into my work	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily
19	I dragged out work in order to get overtime	Never	Once a Year	Twice a year	Several Times a Year	Monthly	Weekly	Daily

Estimation of Psychometric Properties of Leadership Style Questionnaire at Higher Education

Malti Narang
Lovely Professional University

Vijay Kumar Chechi
Lovely Professional University

Navdeep Singh Raji
Lovely Professional University

This study aimed to validate the Even & David-Hadar (2021) leadership style questionnaire for assessing head leadership in the context of Indian higher education. The three-factor structure (transformational, transactional, laissez-faire) was tested with data from 400 university teachers across science, engineering, humanities, and social sciences from both public and private institutions in Punjab.
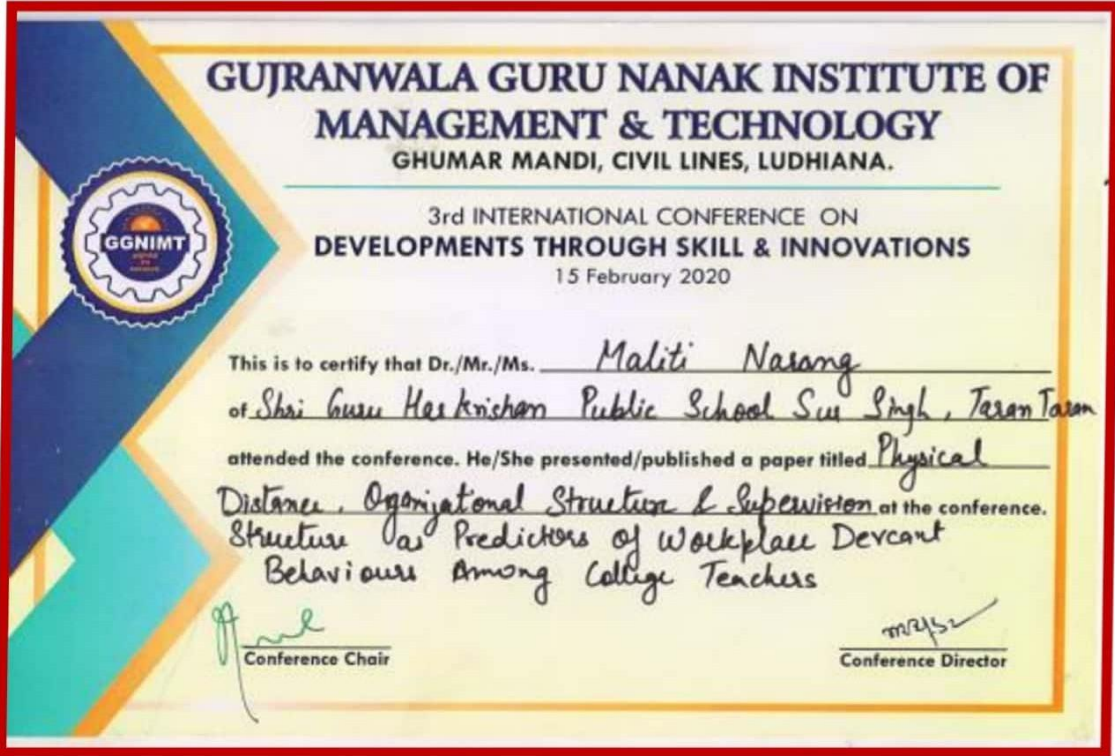
Purposive random sampling was employed in two separate studies (n=200 each). Study 1 utilized exploratory factor analysis (EFA) to reveal three dimensions explaining 65.46% of the variance, with good internal consistency (>0.80). Study 2 confirmed these findings through confirmatory factor analysis (CFA), demonstrating moderate goodness of fit (CMIN/DF=2.114, GFI=0.89, TLI=0.92, CFI=0.93, RMSEA=0.074).

These results support the validity and reliability of the adapted questionnaire for measuring leadership styles in Punjab higher education. This 15-item, three-dimensional scale can be valuable for addressing behavioral and management issues among university teachers.

Keywords: leadership style, transformational, transactional, laissez faire, higher education, public and private universities, university teachers

INTRODUCTION

The term 'Leadership' has been discussed by experts in various contexts. Leadership is a process whereby one individual exert influence on others so that they strive toward the achievement of common goals (Khalili, 2013). Leadership is defined as an act or response which affects the attitude and act of another. Leadership is the behavior of the head that influences the behavior of subordinates. A good leader is a national asset and a precious dynamic force (Sadeghi and Pihie, 2013). The way of working by the leader in the organization is called leadership style. It is the way to get the work done by the team. The term

GUJRANWALA GURU NANAK INSTITUTE OF MANAGEMENT & TECHNOLOGY

GHUMAR MANDI, CIVIL LINES, LUDHIANA.

3rd INTERNATIONAL CONFERENCE ON
DEVELOPMENTS THROUGH SKILL & INNOVATIONS
15 February 2020

This is to certify that Dr./Mr./Ms. _Maliti Narang_ of _Shri Guru Harkrishan Public School Sur Singh, Taran Taran_ attended the conference. He/She presented/published a paper titled _Physical Distance, Organizational Structure & Supervision_ at the conference. _Structure as Predictors of Workplace Deviant Behaviours Among College Teachers_

Conference Chair

Conference Director

Certificate No. 275273

LOVELY PROFESSIONAL UNIVERSITY

Transforming Education Transforming India

Certificate of Participation

This is to certify that Dr./Mr./Ms. **Malti** of Lovely Professional University, Phagwara has presented a paper on **Impact of Leadership Style on Workplace Deviant Behaviour Mediating Role of Job Crafting** in the International Conference on "Holistic Health & Well being: Issues, Challenges & Management" held from **02nd to 03rd June, 2023** organized by School of Education & Department of Psychology at Lovely Professional University, Punjab.

Date of Issue: 03-06-2023
Place: Phagwara (Punjab), India

Prepared by
(Administrative Officer-Records)

Convenor

Organizing Secretary

INTERNATIONAL CONFERENCE ON INDUSTRIAL ENGINEERING AND MANAGEMENT

ICIEM - 2021

17-19 DEC. 2021, MNIT JAIPUR

Serial No.ICIEMCPP089

Department of Mechanical Engineering and Department of Management Studies
Malaviya National Institute of Technology Jaipur
in association with
Indian Institution of Industrial Engineering

CERTIFICATE OF PAPER PRESENTATION

This is to Certify that

Malti Narang , LPU

has participated and successfully presented a paper titled

Validation of workplace deviant behaviours scale in Indian context

at the International Conference on Industrial Engineering and Management (ICIEM-2021)

Dr. Monica Sharma
Organising Chairperson
D.M.S., MNIT Jaipur

Dr. Rajeev Agrawal
Organising Chairperson
M.E.D., MNIT Jaipur