THE EFFECTS OF HUMAN RESOURCE MANAGEMENT PRACTICES ON DEVIANT WORKPLACE BEHAVIORS AMONG STAFF MEMBERS OF UNIVERSITIES IN KANO STATE

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CERTIFICATION

This is to certify that this thesis titled, "The effects of human resource management practices on deviant workplace behaviors among staff members of Universities in Kano State" by Abdu Ja'afaru BAMBALE meets the regulations governing the award of the degree of Master of Science (M.Sc) in Business Administration of Ahmadu Bello University, Zaria and is therefore approved for its contributions and literary presentation.

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DECLARATION

I declare that this thesis titled "The effects of human resource management practices on deviant workplace behaviors among staff members of Universities in Kano State" is the outcome of my research efforts. To the best of my knowledge and belief, this work has never been submitted to any institution for the award of a degree or certificate of whatever kind. The various sources of information used have been duly acknowledged by means of references.

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DEDICATION

This thesis is dedicated to the loving memory of my grandmothers: Khadijah popularly known as "Kande" and Fatima popularly known as "Mama" whose love, affection, character and above all prayers have tremendously helped in molding my personality. May Allah (SWT) grant their gentle souls eternal peace, ameen!

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ABSTRACT

This study investigated the effects of human resource (HR) practices on deviant workplace behaviors among staff members of Universities in Kano State. *The study employed survey design where structured questionnaire was distributed to 361 members of academic and non-academic staff of four universities operating in Kano State. The universities comprise of Bayero University, Kano, Police Academy, Wudil, Kano University of Technology, Wudil and North-West University, Kano. The data collected was analyzed using descriptive and inferential statistics. Hypothesized relationships were tested using the regression analysis by use of the SPSS version 16 software. Results showed all the five HR practices have significant negative relationship with deviant workplace behaviours in the university. of lecturers were significantly related. However, compensation and benefits, working environment as well as recruitment and selection were found have strong significant effect on DWBs of the university staff. The study recommends that the university management pay good attention and improve on the conduct of their compensation and benefits, working environment, training and development, performance appraisal and recruitment and selection so as to drastically reduce incidence of DWBs in the university. Suggestions for future research were also made.*

Key words: *HR practices, Deviant workplace behavior*

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LIST OF ABBREVIATIONS

BUK – Bayero University, Kano

CRHEN – Commission on the Review of Higher Education in Nigeria

DWB - Deviant workplace behavior

DWB-S – Deviant Workplace Behaviors toward Students

DWB-C – Deviant Workplace Behaviors toward Colleagues

DWB-M – Deviant Workplace Behaviors toward Management

DWB-O – Deviant Workplace Behaviors toward Organization

HR – Human Resource

HRM – Human Resource Management

HRP-AS – Human Resource Practices-Assessment Scale

KUT – Kano University of Technology

NPAW – Nigeria Police Academy, Wudil

NWU – North-West University, Kano

SPSS – Statistical Package for the Social Sciences

<center>**CHAPTER ONE**</center>

<center>**INTRODUCTION**</center>

1.1   Background to the Study

Deviant workplace behavior (DWB) is defined as employee free-will behavior that transgresses organizational norms and consequently puts the functioning of that organization, or its members, or both, at risk (Bennett & Robinson, 2000). Examples of DWB behaviors include harming the organization (DWB-Organization) and embarrassing co-workers in their duties (DWB-Interpersonal). DWB plays an important role in determining overall organizational performance (Rebecca J Bennett & Robinson, 2000; Filipczak, 1993). Deviant work behavior (DWB) consists of voluntary acts that break major organizational norms and threaten the welfare of the organization and/or its members. Robinson and Bennett (1995) identified four types of deviant behavior: (1) production deviance which involves damaging quantity and quality of work; (2) property deviance which involves abusing or stealing company property; (3) political deviance which involves badmouthing others or spreading rumors; and finally (4) personal aggression which involves being hostile or violent toward others.

Generally, deviant workplace behavior (DWB) is a pervasive and expensive problem for organizations (Bennett & Robinson, 2000). In the U.S. organizations, research indicated that 75% of employees steal from their employer at least once (McGurn, 1998). It has also been estimated that 33% to 75% of all U.S. employees have engaged in deviant work behaviors such as theft, fraud, vandalism, sabotage, and voluntary absenteeism (Harper, 1990). DWB leads to huge financial cost and therefore poses a serious economic threat to organizations. Regardless of the type, deviant workplace

<center>1</center>

behavior has accounted for a tremendous financial cost and even permanent damage to a workplace environment (Appelbaum, Deguire, & Lay, 2005). Bensimon (1994) reported that the annual costs of workplace deviance were estimated to reach as high as $4.2 billion for workplace violence alone, $40 to $120 billion for theft (Buss, 1993; Camara, & Schneider, 1994), and $6 to $200 billion for a wide range of delinquent organizational behavior (Murphy, 1993).

Organizations have increasingly recognized the potential for their employees to be a source of competitive advantage (Pfeffer, 1994). Creating competitive advantage through employees requires careful attention to the practices that best leverage these assets. This development in the mindset of executive decision-makers has brought an increasing body of academic research attempting to reveal a relationship between an organization's HR practices and its performance. HR practices refer to a set of activities used by an organization to manage its human resources toward accomplishing the organizational goals and objectives. Storey (1992) contended these interrelated activities are implemented to acquire, develop, manage, motivate, and gain commitment from the organization's employees. Various other studies (e.g., (Schuler & Jackson, 1987; Schuler & MacMillan., 1984) unanimously agreed that HR practices can be defined as managing the pool of human resources and making sure that the resources are utilized for the fulfillment of organizational goals. Several numbers of this research has demonstrated statistically significant relationships between HRM practices and outcomes including firm profitability (Delery & Doty, 1996; Huselid, 1995), productivity and reduced turnover (Sun, Aryee, & Law, 2007), and OCB, worker motivation, work- stress, quality of life & intention to leave (Gould-williams, 2007). HR practices have been found to have tremendous effect on employee

competence, satisfaction, and role clarity (Tessema & Soeters, 2006). Hence, employees could contribute better to the achievement of organizational goals.

Acts of deviant behaviours (for e.g., coarseness, discrimination, sexual harassment, and verbal and written threats) from academic and non-academic staff of Nigerian universities including represent an important and growing problem in universities. Although these acts of deviant behaviours are not systematically addressed they do create huge costs on students, parents, universities, government, and communities. For example, the public, parents, government and researchers have unanimously agreed that academic activities, particularly teaching and facilitation have deteriorated in the Nigeria's institutions of higher learning largely because of teachers' unwillingness to do their job well (Oke, Okunola, Oni, & Adetoro, 2010). He further stated that teachers seem to have lost satisfaction for their work and all their zeal and energy appear to be largely directed to fighting for one thing or another. In another perspective, many parents and members of the public look at academics in Nigerian universities as morally bankrupt. The public have some negative perception against the academics regarding sexual harassment, victimization of students and collection of bribes from students. In fact, research has confirmed the public allegation of sexual harassment as a deviant behavior in Nigeria's institutions of higher (Imonikhe, Aluede, & Idogho, 2012). Previously, the commission on the review of higher education in Nigeria (CRHEN) (1991, as reported in (Ladebo, 2005) has claimed that sexual harassment has been gradually assuming critical dimension in Nigeria's higher institutions of learning.

Generally, instances of interpersonal deviance can be reduced when HR practices are well implemented (Ménard, Brunet, & Savoie, 2011; Woodrow & Guest, 2014) because HR practices could serve as an organizational formal control system (DeLara, Tacoronte, & Ding, 2006) while still serving as a preventive intervention strategy. In view of all these and considering the destructive role of DWB in decreasing the effective functioning of organizations, couple with the fact that DWBs do exit in Nigerian universities, there is a serious need for studies to unravel the effect of HR practices in the Nigerian context. Against this background, the current study will investigate the effects of HR practices of universities in Kano State, Nigeria with intention of exposing possible ways to decrease the occurence of DWBs among both academic and non-academic staff members.

1.2   Statement of the Problem

Considerable research effort has been made toward better understanding of the antecedents of DWBs. Different studies suggested a wide range of factors responsible for deviant work behavior (DWB) ranging from reactions to perceived injustice, job dissatisfaction, role modeling and thrill-seeking (Bennett, 1998; Robinson & Greenberg, 1999).

Previous human resource management (HRM) studies have largely focused on analysing the effects of HRM systems on organisational-level outcomes, such as corporate performance, productivity and profitability (Sun et al., 2007; Patrick M Wright, Gardner, & Moynihan, 2003). In addition, some studies examined the relationship betaween HR practices and positive outcomes including OCB, worker motivation, and quality of life (Tremblay, Cloutier, Simard, & Vandenberghe, 2013). Recently, a few studies have started investigating to what extent HR practices could

affect deviant workplace behaviors (Al-Shuaibi, Subramaniam, & Shamsudin, 2014; Arthur, 2011; Gould-williams, 2007). It is surprising that only recently research has started to focus on examining the effects of HR practices on DWBs, despite the fact that HR practices constitute important organizational factors believed to have bearings in shaping employee attitudes and behavior at work.

None of the few HR practices and DWBs studies was conducted in African context. The previous studies were specifically conducted in Malaysia (Shamsudin et al., 2011); Jordan (Al-Shuaibi et al., 2014); United Kingdom (Gould-williams, 2007); and United States of America (Arthur, 2011). Among the few HR practices and DWBs studies, (Shamsudin et al., 2011) lamented the dearth of research and literature in the area of HR practices and DWBs and therefore called for more studies in different cultural contexts. This study is a response to Shamsudin et al. (2011) call for more studies around HR practices and DWBs. The study would investigate the effects of HR practices on deviant workplace behaviors in the Nigeria's context. This study would help to provide better understanding of the relationship between HR practices and DWBs and would also help to cross validate the existing findings. Moreover, this study would further extol the impeccable importance of HR practices as important factors for shaping employee attitudes and behavior at work.

Importantly, this study would be unique because for the first time the effects of HR practices on deviant workplace behaviors would be conducted in a university setting where both academic and non-academic staff of universities would constitute sample of the study. Specifically, this study would investigate the effects of HR practices on

deviant workplace behaviors of academic and non-academic staff of universities in Kano State, Nigeria.

1.3   Research Questions

Based on the stated problem statement, the broad question to which this study attempts to answer is in what direction HR practices influence deviant behaviors of academic and non-academic staff of universities in Kano State, Nigeria. Based on the main research question, the following specific questions are raised in order to guide this study.

i.   To what extent does orientation negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State?

ii.   To what extent does compensation and benefits negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State?

iii. To what extent does training and development negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State?

iv.   To what extent does working environment negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State?

v.   To what extent does recruitment and selection negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State?

vi.   To what extent does performance appraisal negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State?

1.4   Research Objectives

Consistent with the above research questions, this study intends to investigate the role of HR practices in influencing deviant workplace behaviors of academic and non-academic staff of universities in Kano State. The specific objectives of this study are as follows:

i.   To examine the extent to which recruitment and selection negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State.

ii.   To examine the extent to which orientation negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State.

iii. To examine the extent to which training and development negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State.

iv.   To examine the extent to which performance appraisal negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State.

v.   To examine the extent to which compensation and benefits negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State.

vi.   To examine the extent to which working environment negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State.

1.5   Significance of the study

This study is expected to contribute to the body of knowledge both practically and theoretically. Practically, this study will assist universities in Kano State, Nigeria to better understand the value and influence of HR practices on deviant behaviors of staff. Hence, this knowledge can help them in formulating orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal. Additionally, this study will be significant theoretically by providing knowledge about the HR practices and DWB in a new contextual framework (Nigeria).

1.6   Scope of the Study

This study involves examining the relationships between the independent variable of HR practices and DWB. The study will focus on academic non-academic employees of Kano State universities. Importantly, this study is expected to be completed within a period of one year.

1.7   Hypotheses of the Study

With the help of the literature for this study and theoretical justifications, hypotheses for this study have been formulated for empirical testing and validation. This study has six independent variables (orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance

appraisal) and one dependent variable (workplace deviant behaviour). Therefore, six hypotheses have been formulated for testing in this study.

i. Recruitment and selection negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State.

ii. Orientation negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State.

iii. Performance appraisal negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State.

iv. Training and development negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State.

v. Compensation negatively affects benefits deviant workplace behaviors among academic and non-academic staff of universities in Kano State.

vi. Working environment negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State.

1.8   Limitations of the Study

This study has some limitations as follows:

i. This study has failed to consider the DWB variable in details (using its various dimensions), and only examined the variable holistically as a single construct. Detailed dimensions of DWB such as deviant workplace behaviors toward students (DWB-S), deviant workplace behaviors toward colleagues (DWB-C), and the deviant workplace behaviors toward organization   (DWB-O) were not used in this study. These details were not used in this study because of parsimony and need to avoid complications regarding to analysis of findings.

ii.   Secondly, the model used in this study is not adequate to explain the variance in the DWBs of sampled respondents, thus leading to experiencing low R-squared (R^2) of 20%. An R^2 of 20% demonstrated that the model variance was not sufficiently explained by the tested HR practices. A lot more other HR practices ought to have been in the model.

iii.   Thirdly, this study is limited to only universities operating in Kano State, while there over 50 universities in Nigeria. Thus, this can limit the power of the findings to be generalized to other universities within Nigeria and beyond.

iv.   Fourthly, self-report approach was used in collecting responses from the sample of this study, thus, the possibility of response bias. Respondents might likely "fake good" under the influence of social desirability. Despite this limitation, the current results remain valid because there is considerable number of studies supporting the validity of self-report measure of deviance (Bennett & Robinson, 2000). Additionally, meta-analytic studies have shown that self-reported criteria have higher validity than other-reports of deviance (Ones, Viswesvaran, & Schmidt, 1993).

1.9   Organization of the Study

This thesis will be presented in five chapters. Section one presents general introduction of the main variables of the study (i.e., HR practices and DWB). Section two represents review of relevant literature concerning the orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal and DWB. Section three discusses the methodology of the research. Section four presents results and discusses research findings. Finally, section five discusses summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This section provides insight into the concepts of the study and reviews relevant literature. Such information allows for a better understanding of the research area in general and also provides context for the study. This chapter presents reviewed literature of the two variables/constructs of this study namely, HR practices and DWB. The review of the literature is presented starting from dependent variable (DWB) to the independent variables (HR practices).

2.2   Definition and Scope of Deviant Work Behavior

The workplace is an avenue where a variety of different behaviors are exhibited, each with a different consequence to the individuals within the organization as well as the entire organization These behaviors usually fall within the purview of the norms of the organization. Organizational norms are defined as a grouping of expected behaviors, languages, principles and postulations that allow the workplace to perform at a suitable pace (Coccia, 1998). However, when work behavior goes outside the accepted norms of the organization, then the behavior becomes a problem and may have far-reaching effects on all levels of the organization including the decision-making processes, productivity and financial costs (Coccia, 1998).

Researchers have given these behaviors many different names including workplace deviance (Bennett & Robinson, 2003). In essence, behavior is seen as deviant when an organization's customs, policies, or internal regulations are violated by an individual or a group that may jeopardize the well-being of the organization or its members

(Robinson & Bennett, 1995). Extensive research has been conducted on the various types of workplace deviance and their effects on employee and organizational outcomes. Deviant behaviors in workplace were described by different researchers using a wide variety of terms as follows: (1) antisocial behavior (Robinson & O'Leary-Kelly, 1998); (2) organizational resistance (Lawrence & Robinson, 2007); (3) employee misconduct (Kidder, 2005); (4) workplace retaliation (Skarlicki & Folger, 1997); (5) dysfunctional behavior (Choi, Dixon, & Jung, 2004); (6) dysfunctional behavior and organizational misbehavior (Vardi & Weitz, 2004); and (7) service dysfunction (Harris & Ogbonna, 2009). More recently, deviant work deviance (DWB) has been defined as a voluntary behavior that violates significant organizational norms, and which threatens the well-being of an organization or its members (Bennett & Robinson, 2000). Voluntary behavior would mean that the employee is not motivated to conform and/or is motivated to act against accepted organizational norms. Bennett and Robinson (2000) defined organizational norms as expectations defined by basic moral standards, traditional community standards and formal and informal organizational polices and rules. The difference between unethical behavior and DWB is that the former focuses on behavior that is right or wrong when judged in terms of social justice or law, while the latter focuses on behavior that violates organizational norms (Robinson & Bennett, 1995). Indeed, studies have established that some behaviors may be unethical yet in accordance with organizational norms (Robin & Reidenbach, 1987). It is a common practice that financial success dominates the organizational culture at the expense of ethical core values. For example, when a salesperson exaggerates the attributes of a product or service with the intent of manipulating a customer into an unneeded purchase, this would mean an unethical behavior. However, in many organizations, exaggerating

product benefits would not be considered as anti-normative behavior, especially if this misrepresentation leads to an increase in sales volume.

Deviant behavior is perpetrated by insiders (the employees) to intentionally harm or potentially cause harm to individuals within the organization or to the organization itself (the targets), thereby violating organizational or social norms. In addition, the harm can be aimed directly at the target or indirectly through a third party; it can be active (inflicting harm) or passive.

Figure 1 depicts the classifications of employee deviant behaviors based on the typology and severity of the deviant behavior (Robinson & Bennett 1995). Therefore, Robinson and Bennett (1995) argued that there are two types of deviant behaviour at work: (1) deviant behaviour targeted at the organization which is referred to as organizational deviance, and (2) the interpersonal deviance that is a deviant behaviour targeted at individuals. Examples of organizational deviance include employee theft, absenteeism, and tardiness. Examples of interpersonal deviance include behaviours such as demeaning someone, making fun of others, making racial remarks, cursing others, and being rude. Interpersonal deviance often causes an emotional reaction to the victim such as anger (Phillips & Smith, 2004), which can lead to stress (Perguson & Barry, 2011) and other problems such as high turnover, low morale, and decreased productivity (Henle, Giacalone, & Jurkiewicz, 2005). In addition, . Interpersonal deviance also causes low job satisfaction, low levels of psychological wellbeing, health dissatisfaction, high level of psychological distress, and high level of work withdrawal among employees (Martin & Hine, 2005).

Figure 1: Dimensions and Severity Levels of DWB
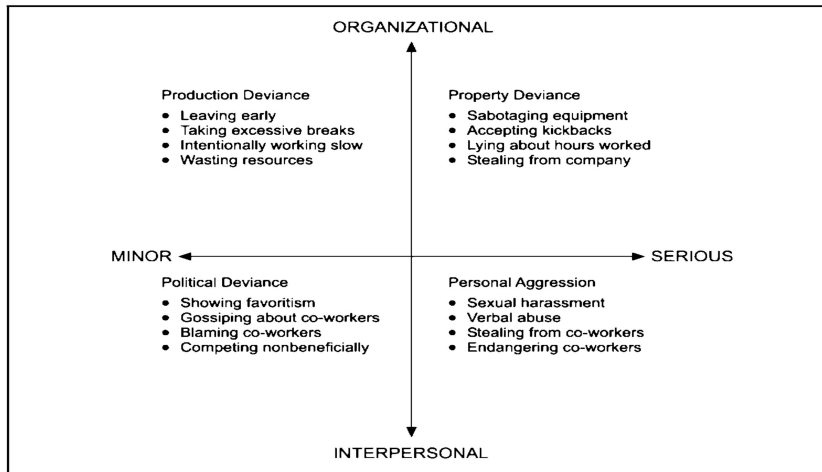
Source: Adapted from Appelbaum, Laconi and Matousek (2007).

Minor deviant behaviors, which consists of leaving work early, taking excessive breaks, intentionally working slowly, and wasting resources. Robinson and Bennett (1955) refer to these DWBs as production deviance. Another category of minor DWBs include showing favoritism, gossiping about co-workers, blaming co-workers, and competing non-beneficially. Robinson and Bennett (1995) refer to these DWBs as political deviance. They also added that political deviance involves all acts that reflect "engagement in social interaction that puts individuals at a personal or political disadvantage" (Robinson & Bennett 1995, p. 566). Serious deviant behaviors involves sabotaging equipments that belong to the organization, accepting kickbacks or bribes, lying or cheating concerning hours worked, and stealing from the organization. Robinson and Bennett (1995) refer to these DWBs as property deviance. Another category of serious DWBs include sexual harassment, verbal abuse, stealing from the co-workers, and endangering the co-workers. Robinson and Bennett (1995) refer to these DWBs as personal aggression.

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2.3   DWB Antecedents

In order to better manage the incidence of deviant behavior in organizations, it is important to understand why employees would engage in such acts of deviance. Research established that the antecedents of workplace deviance include individual factors and organizational, or job related factors (Kidwell & Martin, 2004). Thus, this section presented reviewed literatures concerning the antecedents of DWB categorized as the individual and organizational antecedents.

2.3.1   Individual Antecedents of DWB

Individual antecedents include demographic and dispositional factors such personality attributes of individual employees. Research has investigated the impact of a wide range of individual demographic factors such as sex, age, occupation, personality traits and employee perceptions of injustice on the incidence of DWB. Regarding the level of education, research established that low level of education associated with primary school teachers accounted for higher organizational deviations as compared to interpersonal deviations (Sarwar, Awan, Alam, & Anwar, 2010). It has also been shown that in addition to positively influencing core task performance, education level is also positively related to creativity and citizenship behaviors and negatively related to deviant behaviors especially on-the-job substance use and absenteeism (Ng & Feldman, 2008). In a different demographic facet, Marcus and Wagner (2007) empirically established that self-control correlated less strongly with DWB and that low self-control remained the strongest correlate of DWB among the juvenile workforce.

Research indicated that in the service marketing, age is a critical factor for deviant behaviors. Younger employees and specifically males among them tend to be more inclined to engage in overt acts of DWB (Harris & Ogbonna, 2002; Khalid, Jusoff, Kassim, Ismail, Noor, Rahman, 2009; Van Eerde & Peper, 2008). Moreover, younger employees that nursed a negative attitude towards management reported DWBs more frequently than others (Van Eerde & Peper, 2008). The findings also indicated that students with lower academic achievements had significantly exhibited higher level of deviant behaviors. In a different study, Cortina, Magley, Williams, and Langhout (2001) demonstrated that women face greater frequency of uncivil acts. Workplace incivility involves acting without regard for others in the workplace, in violation of workplace norms for respect. However, in service organizations with diverse workforce, personal factors such as nationality, limited experience in service work and personal circumstances of service employees have shown to have significant influence on service employees' DWBs (Browning, 2009).

2.3.2 Organizational Antecedents of DWB

Organizational antecedents include all factors that can be related to the organization including job satisfaction, organizational support, power and leadership organizational climate organizational justice, human resource policies and practices, organizational constraints and other work related factors.

An important organizational attitude is job satisfaction. Results show that employees' career stakes and job satisfaction exert independent effects on the employees misconduct even when prior levels of general deviance and workplace deviance are statistically controlled (Huiras, Uggen, & McMorris, 2000). In a related scenario, four

important work attitudes/variables including theft approval, company contempt, intent to quit and dissatisfaction have been found to have significant correlations with four types of deviant behavior including absenteeism, substance abuse, privilege abuse and theft (Bolin & Healtherly, 2001). Each of the attitudes has a specific and stable pattern of relationships with the four types of DWB. Studies have also demonstrated that there is a positive relationship between the level of antisocial behavior or DWBs exhibited by an individual and that exhibited by his or her coworkers or group members (Robinson & O'leary-Kelly, 1998). And that a number of factors moderated this relationship. For example, when dissatisfaction with coworkers or group members was higher individuals engaged in less antisocial behavior than their coworkers. This is in tandem with the attraction–selection–attrition framework which depicts that individuals cautiously analyze their work environments and adjust their individual actions accordingly (Schneider, 1975). Thus, individuals with deviant tendencies are more likely to be attracted to, and selected into, the group environments that fit well with those tendencies. Moreover, most individuals will likely change some of their behaviors, cognitions and attitudes to better fit with the social environment in which they work (Robinson & O'leary-Kelly, 1998).

2.3.3   Individual Antecedents of DWB

Judge, Scott, and Ilies (2006) have shown that much of the influence on workplace deviance come from within-individual, and the intra-individual variance was predicted by momentary hostility, interpersonal justice and job satisfaction. Moreover, they argued that trait hostility moderated the interpersonal justice–state hostility relation such that perceived injustice was more strongly related to state hostility for individuals high in trait hostility. Various studies demonstrated that both individual and situational

factors predict aggression and that the pattern of predictors is target specific (Hershcovis et al., 2007). Specifically, studies demonstrated that aggressive behaviors exhibited by other members of an individual's work group and reciprocal effect are significant predictors of interpersonal aggressive behavior (Glomb & Liao, 2003; Hepworth & Towler, 2004).

Additionally, the findings revealed that individual differences (Hershcovis et al., 2007) and being the target of aggression are also positively related to engaging in aggression, thus providing support for a social exchange or reciprocity effect. In a related domain, surface acting, as an expression of fake behaviors by service employee to please customers or clients (Grandey, 2000), has been found to have a positive and significant relationship with expression of hostility and overt aggression, but no significant relationship with obstructionism was found (Motaghi-Pisheh & Harianto, 2011). Contrarily, it was illustrated that deep acting, the process of controlling intrinsic thoughts and feelings to meet the mandated display rules (Brotheridge, 2006) do not have positive and significant relationship with different categories of workplace aggression (i.e., expression of hostility, obstructionism and overt aggression).

Results show that organization-based self-esteem fully mediated the relation between organizational supports and organizational deviance (Ferris, Brown, & Heller, 2009). Organization-based self-esteem refers to the extent to which individuals believe they are capable, significant and worthy at work (Pierce, Gardner, Cummings, & Dunham, 1989). Associated with front-line employee deviance, customer's attitude and behavior are key factors that influence front-line employees to engage in acts of deviance. Specifically, it was revealed that customer factors including superior attitude

towards the front-line employee, as well as uncooperative, rude, aggressive and abusive behaviors toward the front-line employee significantly increase the incidence of the front-line employees' DWBs (Browning, 2009).

Organizational support simply refers to support from the organization or supervisors (Rhoades & Eisenberger, 2002). One dominant approach to assessing supervisory support has been to assess the leader-member exchange relationship (LMX). LMX represents the quality of the exchange relationship between a leader and his or her follower (Gerstner & Day, 1997). Weaker perceptions of LMX and greater perceptions of depersonalization among employees were more likely to lead to deviant behaviors directed at the individual. Similarly, employees who reported weaker perceptions of POS and intrinsic motivation were more likely to engage in deviant behaviors directed at the organization (Chullen, Dunford, Angermeier, Boss, & Boss, 2009). Using the extended social exchange explanation of workplace deviance, Mayer, Kuenzi, Greenbaum, Bardes, and Salvador (2009) posited that leader mistreatment significantly spark off deviant work environment. In a related study, Hepworth and Towler (2004) reported, after controlling for individual differences, that charismatic leadership accounted for little influence on DWB. In addition, psychological empowerment partially mediated the relationship between charismatic leadership and workplace aggression.

In a related deviant behavior model, Popovich and Warren (2009) proposed that power is an underlying motive in sexual harassment (SH) that is classified as a form deviant behavior that signifies personal aggression. Specifically, they argued that recognizing the various bases of power can help identify and rectify power issues in SH. They also added that SH and related deviant behaviors are symptoms of a culture of power abuse

in the organization. Sexual harassment includes inappropriate verbal or physical actions, such as making unwanted sexual advances towards a co-worker, subordinate or customer (Gruys & Sackett, 2003). Literature revealed that different forms of power prompt specific types of workplace deviance, thus various theories of workplace deviance as a form of resistance to organizational power were developed. Lawrence and Robinson (2007) demonstrated that workplace deviance is often sparked by the systems and episodes of organizational power that lead organizational members to feel frustration, which in turn motivates them to resist, potentially with deviant behaviors. Further, (Cortina, Magley, William and Langhout (2001) demonstrated that most powerful individuals within the organization instigate uncivil acts and that employees experience negative effects of uncivil acts on job satisfaction, job withdrawal and career salience, thus causing greater psychological distress.

Organizational justice has consistently shown negative correlation with deviant work behaviors. Past studies pointed that whenever an employee feels inequality or unfairness, he/she will retaliate by engaging in one form of deviance or another such as cyber-loafing (Ahmadi, Bagheri, Ebrahimi, Rokni, & Kahreh, 2011; Zoghbi Manrique de Lara, 2006); workplace absenteeism (Boer, Bakker, Syroit & Schaufeli, 2002), work sabotage (Ambrose, Seabright & Schminke, 2002). Furthermore, Lim (2002) reported that aggrieved employees as a result of feeling of injustice engage in act of deviance (i.e., cyber-loafing) invoke the 'metaphor of the ledger' as a neutralization technique to legitimize their subsequent deviance. When individuals engage in neutralization through the 'metaphor of the ledger', they try to rationalize that they are entitled to indulge in deviant behaviors because of their good behaviors in the past. Therefore, employees who perceive injustice in the employment

relationship will engage in neutralization via the metaphor of the ledger before engaging in cyber loafing. Cyber loafing is defined as employee's use of the internet of the employer organization to conduct personal affairs like reading or sending personal emails, surfing news websites and weblogs, playing games and entertainment (Lim, 2002).

It is generally believed that when an organization and its managers are perceived to be fair and supportive, employee deviant behavior will decrease (Everton, Jolton & Mastrangelo, 2007). In a related scenario, Cohen-Charash and Mueller (2007) using two different samples demonstrated that when envy is experienced in unfair situations, negative reactions in form of high deviant behaviors occur. On the other hand, envy that is experienced in fair conditions may only prove threatening to individuals with high levels of self-esteem. Envy is the negative emotion felt when an individual lacks another's superior quality, achievement or possession (Cohen-Charash & Mueller, 2007). Directly connected to human resource management (HRM), Browning (2008) demonstrated that whenever employees perceive inequity and unfairness in the design and implementation of HRM practices such as selection, performance management and pay systems makes, the employees become provoked into engaging on deviant behavior (Browning, 2008).

The relationship between justice perception and performance of deviant behaviors is moderated by some individual and contextual factors. Flaherty and Moss (2007) demonstrated that the effect of justice on deviant behaviors diminished when team commitment was elevated, coworker satisfaction was low, agreeableness was pronounced and neuroticism was reduced. Additionally, their findings confirmed that

vulnerability amplifies the impact of injustice, but interdependence can diminish this effect. In another study, a very weak support was found for the moderating role of affective disposition (trait anger and trait anxiety), and no support was found for the expected moderating role of autonomy in the stressor–DWB relationship (Fox & Spector, 1999).

In related scenario, employees' perceptions of their coworkers' and supervisor's norms are found to have positive relationship with minor not serious cyber-loafing (Blanchard & Henle, 2008). Additionally, as predicted, they also found that employees' belief in chance (external locus of control) was positively related to both minor and serious cyber loafing. Some factors within the individual and job context have proven to be significant mediators and moderators on the relationship between different predictors and cyber-deviance. More recently, Shamsudin, Subramaniam and Alshuaibi (2012) have proposed a mediating effect of organizational commitment on the relationship between HR practices, leadership style and cyber-deviance. In another facet, perception of organizational control has failed to play a moderating role regarding relationship between organizational justice and cyber-loafing (Ahmadi et al. 2011).

Many organizations have strategically applied distinction to their workforces to gain labor efficiencies and competitive advantages by differentiating them on the basis of who are critical to organizational functioning and who are less critical to obtaining company goals and objectives (Kalleberg & Schmidt, 1997). This attempt has led to worker perception of insider or outsider status. Perceived insider status has significantly related to a positive discretionary behavior of altruism and negatively related to production deviance (Stamper & Masterson, 2002). Such findings have

indicated the importance of both actual and perceived inclusion in the maximizing the productive capacity of the organization.

Other organizational factors found to be affecting DWB include organizational constraints, interpersonal conflict and quantitative workload (Bayram, Gursakal & Bilgel, 2009). Job stress refers to the harmful physical and emotional responses that occur when the requirements of a particular job do not match the capabilities, resources or needs of a worker (Katyal et al., 2011). Work stressors include unclear requirement, role overload, big consequences for small failures, lack of personal control, lack of recognition, poor leadership and lack of rest or leisure (Scott, 2006). It is established that there is positive relationship between stress and DWB (Omar, Halim, Zainab, Farhadi, Nasir, & Khairudin, 2011). In line with this, organizational constraints, interpersonal conflict and perceived injustice were found to have a positive influence on DWB (Fox & Spector, 1999). Additionally, negative emotion mediates the stressor–strain relationship. Only very weak support was found for the moderating role of affective disposition (trait anger and trait anxiety), and no support was found for the expected moderating role of autonomy in the stressor–DWB relationship. Particularly, in a work situation where individuals are experiencing high levels of stress, their capacity to regulate their actions and keep them consistent with personal convictions about right and wrong declines, thus are more likely to engage in deviant behaviors (Penney & Spector, 2005).

Challenge stressors had significant indirect links with citizenship behaviors through attentiveness and anxiety and a positive indirect effect on deviant work behaviors through anxiety (Rodell & Judge, 2009). Furthermore, hindrance stressors had a

negative indirect effect on citizenship behaviors through anxiety and a positive indirect effect on deviant behaviors through anxiety and anger. However, multilevel moderating effects showed that the relationship between hindrance stressors and anger varied according to employees' levels of neuroticism. Challenge stressors are types of job demands that are viewed by employees as rewarding work experiences that create opportunity for personal growth (Cavanaugh, Boswell, Roehling, & Boudreau, 2000). While hindrance stressors are job demands viewed as obstacles to personal growth or demands that interfere with or hinder one's ability to achieve valued goals (Cavanaugh et al., 2000).

Positive perceptions of the work situation are negatively related to workplace deviance (Colbert et al., 2004). Additionally, it is established that the personality traits of conscientiousness, emotional stability, and agreeableness moderated the relationship between positive perceptions of the work situation and DWB. Specifically, DWB was stronger for employees low in conscientiousness or emotional stability. More so, the relationship between perceived organizational support and interpersonal DWB was stronger for employees low in agreeableness. Similarly, Bowling and Eschleman (2010) have shown that work stressors were more strongly related to DWB among workers who were low in conscientiousness, or high in negative affectivity (NA) than among workers who were high in conscientiousness or low in NA. However, less consistent support was found for the moderating effects of agreeableness.

As expected, Fox and Spector (1999) found a positive relationship between employees' experience of situational constraints – particularly events frustrating their achievement of organizational and personal goals – and deviant behavioral responses

(i.e., personal and organizational aggression). This relationship has been found to be mediated by affective reactions to frustration. In a related model, environmental conditions, as perceived by the worker, relate to positive emotion, which positively correlate with the OCB (Miles, Borman, Spector, & Fox, 2002). Conversely, negative perceptions of the work environment relate to negative emotion, which positively correlate with DWB.

Change is uncertain and may adversely affect people's positions, interests, worth and abilities, individuals generally do not support change unless compelling clear and positive reasons convince them. Any change result in responses from those that might be affected by it (Agboola & Salawu, 2011). Perceived positive effect of change promotes commitment while negative perception may generate resistance in form of deviant behaviors to truncate the process or prevent implementation (Agboola & Salawu, 2011). Common deviant behaviors manifested during change process include absenteeism, industrial action, sabotage, rumor mongering, gossip and physical violence. Similarly, regarding organizational antecedents of DWB, control environment may also have an influence on both fraudulent behaviors and general deviant behaviors in the workplace (Ahmad & Norhashim, 2008). For example, studies have established that employees' perceptions on both certainty and severity of organizational sanctions have significant effect on employee theft and related deviant behaviors (Hollinger & Clark, 1983). In addition, empirical evidence demonstrated that organizations with human resource (HR) systems characterized by greater use of internal labor markets and less team autonomy are associated with lower frequencies of interpersonal deviant behaviors than organizations that rely on external labor markets and self-managed teams (Arthur, 2011). HR systems refer to combinations of

HR principles, policies, practices, and perceptions that can affect organizational performance (Arthur, 2011).

Integrity, employee engagement and security control norms have significant main effects on DWBs, indicating that each may be an effective selection tool for reducing DWB (Fine et al., 2010). The interactive effects clearly showed that DWB is consistently low when integrity is high, irrespective of the strengths of employee engagement and security control norms, but that it is increased by these situational variables when integrity is low (Fine et al., 2010). This implies that these situational antecedents should be assessed and managed to help organizations identify and minimize the risk of DWB, especially when integrity is low. It also implies that high integrity seems to be strong enough a personal control to deter individuals from committing serious DWB. Conversely, when this important personal control (integrity) is low, situational variables will influence deviant behaviors. Employee engagement is an overall measure of job attitudes which taps affective commitment (e.g., pride, satisfaction), continuance commitment (e.g., intention to remain with the organization), and discretionary effort such as feeling inspired by the organization and willingness to go above and beyond formal requirements (Macey & Schneider, 2008). Security controls norms are overall measures of the perceived formal or informal means of deterring DWB. Typical security controls include monitoring of people's behavior through physical controls systems (e.g., guards, cameras and policies), which are designed to make employees aware of the likelihood of getting caught and sanctioning or punishing of such behaviors (Murphy, 1993).

In a different context, job insecurity has been found to have negative effects on employee deviant work behaviors through the mediating effect of job satisfaction (Reisel, Probst, Chia, Maloles & König, 2010). Job insecurity is defined as the perceived stability and continuance of one's employment with an organization (Probst 2003). In another context, organizational conditions precipitate workplace aggression and that individuals are more likely to predict the occurrence of aggression by paying attention to organizational conditions than by trying to predict which employee will misbehave (Folger & Skarlicki, 1998). In the same vein, insufficient salary, cynical behavior and work family conflict determine deviant behavior while supervisor support shows a very weak negative relationship (Bashir, 2009). More specifically, Greenberg (1990) has empirically demonstrated that employees whose pay was reduced had significantly higher theft rates. However, when the basis for the pay cuts was thoroughly and sensitively explained to employees, feelings of inequity were lessened, and the theft rate was reduced as well.

Ethical climates have also been found to significantly influence deviant behaviors (Peterson, 2007). Similarly, a strong correlation between employee engagement, ethical values and DWB were found (Johnson, 2011). Ethical climate of an organization refers to the shared perceptions of what is ethically correct behavior and how ethical issues should be handled in the organization (Victor, & Cullen, 1987). Psychological ownership significantly related to innovative constructive deviant behavior and interpersonal constructive deviant behavior (Chung, & Moon, 2011). In addition, collectivistic orientation moderated the relationships between psychological ownership and organizational constructive deviant behavior and interpersonal constructive deviant behavior. Organizational constructive deviant behavior refers to

employee behaviors that challenge the existing organizational norms and break organizational rules in order to help the organization for example, breaking and bending the rules to perform jobs and violating company procedures to solve organizational problems (Galperin, & Burke, 2006). Interpersonal constructive deviant behavior refers to employee behaviors including disobeying the orders given from a supervisor or reporting a wrong doing by coworkers in order to bring a positive organizational change (Galperin, & Burke, 2006).

2.4 Concepts and Significance of HR Practices

Generally, HR practices refer to activities conducted by an organization to manage its HR with the objective to fulfill both the organizational and employee goal (Noe, Hollenbeck, Gerhart, & Wright, 2009). HR practices is also defined as a set of approaches for acquiring, developing, managing, motivating and gaining the commitment of an organization's human resources (Ahmed, 1999). It was argued by Wright and Kehoe (2008) that HR practices were said to be relevant to organizations in three ways: (1) it improves the knowledge, skills and abilities of employees; (2) it provides opportunities to employees to participate in substantive decision-making regarding work and organizational outcomes; and (3) it motivates employee behavior. According to Wright and Kehoe (2008), different HR practices are meant for different functions. For instance, training and development programs are used to help employees improve their skills and abilities while compensation and job benefits have a motivational function. There appears to be overwhelming evidence that indicates a positive link between HR practices and employee outcomes such as employee performance, job satisfaction and organizational commitment (Gould-Williams, 2003; Wright, Gardner & Moynihan, 2003; Poon, 2004; Sirca, Babnik & Breznik, 2012).

Literature reveals links between HR practices and reduction of deviant behaviours such as absenteeism and turnover (Singh & Loncar, 2010; Wang & Yi, 2011). Because a set of HR practices reduces employees tendencies to engage in negative or counterproductive behavior, this study is concerned with testing how HR practices (orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal) could help to reduce DWBs.

HR practices have been labeled differently by different scholars. Some of the HR practices applied in organizations include staffing, training and development, performance appraisal, compensation and benefit management. This study is specifically concern with 6 HR practices including orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal. Thus, the following section discussed practices one after the other for better theoretical understanding.

2.4.1 Recruitment and selection

Recruitment and selection are activities of attracting and selecting people to serve in an organization. Dowling, Schuler and Welch (1994) define recruitment and selection process as acts of searching for and obtaining potential job candidates in sufficient numbers and quality so that the organization can select the most appropriate people to fill its job needs. Byars and Rue (1997) argued that recruitment and selection process is the top priority of organizations to select the right people for the right jobs as organizational performance always depends on its employees. The better recruitment and selection process, the better the performance of the organization. Conversely, bad

execution of this process will more likely result in 'loss of impaired image, competitive advantage, and reputation, and the loss of other key staff' (Dowling, 1988).

Studies showed that organizations perform better when the selection method is comprehensive (Terpstra & Rozell, 1993). Thus, comprehensive realistic job previews could help in deciding about the suitability of the candidates (Gardner, Foo, & Hesketh, 1995).

Karpin (1995) listed the following 9 strategies that qualify for the best practice in an academic recruitment and selection: (1) a detailed information package; (2) the salary package and appointment specifications; (3) the recruitment methods; (4) the composition of selection committee; (5) a detailed timetable for selection; (6) decisions on selection methods; (7) individuals' subsequent performance appraisal; (8) trained recruiters; and (9) the process review.

2.4.2 Orientation

Once the right people are selected for the job, the next step is to welcome and guide them towards the proper execution of their roles. This will help to make the new recruits feel at home. Orientation is defined as the process of informing new employees about what is expected of them on the job and helping them cope with the stresses of transition (Gomez-Mejia, Balkin, & Cardy, 2007). The orientation may take the form of brief informal introductions or lengthy formal courses to introduce the new recruits to the rules and regulations and policies of the organization, organizational hierarchical structure and expectations of the organization. According

to (DeCenzo & Robbins, 1999), the aim of employee orientation program is to: (1) acquaint the new employee with the organization's objectives, history, procedures, philosophy and rules; (2) inform the new staff his/her specific duties and responsibilities; (3) communicate relevant organizational human resource policies such as pay procedures, work hours, benefits and incentives; (4) take the new employee round the organization's physical facilities; (5) and introduce the new employee to his/her manager and other co-workers.

The importance of employee orientation cannot be overemphasized because it can eventually affect performance of the organization. Importantly, Ganzel (998) found that new employees who participate in a structured orientation program were largely more likely to remain on the job beyond than those who did not partake in any orientation program. Lack of employee orientation process or its improper implementation may create confusions in the minds of new employees and they may likely affect performance of their tasks. In addition, lack of it or its improper management may likely lead new employees to commit costly or dangerous mistakes. Dessler (2013) pointed out 4 outcomes of successful orientations as follows: (1) making life easy for new employees; (2) acquainting new employees with history and vision of the organization, its policies and procedures; (3) clarifying the expectations of the organization from the new employees and; (4) helping new employees to socialize and acculturate with behaviour of the organization.

2.4.3 Training and development

In order to transform the new recruits into effective and productive employees, they must be integrated into the organizations. Their abilities and skills need to be

expanded and polished through activities like training and development. Training refers to the methods that are applied to provide the employees with the required skills for effective performance of duties, while development refers to processes involved in broadening the horizon of the employees' knowledge, skills and competence (Dessler, 2013). Development activities assist employees make positive contributions to the organizations (Ivancevich, 2001). While the focus of training is the current job, the focus of development is expanding the employees' current knowledge and growth. Both training and development are considered important factors in maintaining as well as increasing the performance of employees in an organization.

Comprehensive training and development programs have been found to be important factors responsible for efficient performance (Terpstra & Rozell, 1993). Similarly, a study conducted in Russia demonstrated that training gives an organization a competitive advantage (Jukova & Konstantin, 1988). Consequently, employee training and organizational performance have been found to have a strong relationship (Delaney & Huselid, 1996a; Koch & McGrath, 1996).

2.4.4   Performance appraisal

Performance appraisal is yet another important human resource management practice in organizations. It is important as it is an integral part of an organization's performance management process. Moser, Schuler and Funke (1999) include observation and judgment in the performance appraisal. Performance appraisal is aimed at evaluating the present and the past performance of the employees using agreed standards with the view to improve the employee's performance (Dessler, 2013). Performance appraisal may be used as a yardstick for reward performance. It

helps to evaluate the work of employees as well as motivates them to improve their future performance, thus ensuring employees 'stay focused on effective performance' (Bernadin & Russel, 2013). Performance appraisal help employees by affording them opportunity to identify the right skills they need to acquire in order to progress within the organization (Cleveland, Murphy, & Williams, 1989).

Modern performance appraisal technique provides for the participation of employees in the process. Employees' involvement in performance appraisal process could lead to favorable reactions from them and actually increase their trust on top management (R. C. Mayer & Davis, 1999). Involvement of subordinates in performance appraisal process further develops the satisfaction of the subordinates with the appraisal interview and the whole appraisal system, thus motivates them to improve their performance (Cawley, Keeping, & Levy, 1998).

2.4.5   Compensation and benefits

Compensation and benefits refer to all forms of pay or rewards that organizations give to employees in exchange for their services (Williams, 2005). Compensation is the activity of human resource management (HRM) function through which employees get every type of reward in return for performing the tasks assigned by the their organizations (Hackett & McDermott, 1999). A good compensation package must include the following three elements:

Employee compensation and benefits are divided into the following four categories: (1) Guaranteed pay, which is a fixed monetary reward paid by an employer to an employee. For example, basic salary or base salary is the most common form of

guaranteed pay; (2) Variable pay, which is a non-fixed monetary reward paid by an employer to an employee that is dependent on performance, results achieved or discretion of the management. The most common forms of variable pay are profit-sharing, bonuses and incentives; (3) Benefits, this consists of programs an employer uses to supplement employees' compensation, such as medical insurance, paid time off , company car, housing, etcetera; (4). Equity-based compensation, which is the stock or pseudo stock programs an employer uses to provide actual or perceived ownership in the company to employee. This ties an employee's compensation to the long-term success of the company. Stock option is the most common example.

Research demonstrated that compensation and benefits have direct effects on performance of the employees (Bateman & Snell, 2007), and eventually organizational performance (Appelbaum & MacKenzie, 1996). Other advantages of compensation and benefits include the desire to retain the employment by the employee and increased employee motivation (Bamberger & Meshoulam, 2000; Delery & Doty, 1996); and job satisfaction (Buchko, 1993). Important to note is that employees are likely to become dissatisfied and leave the organization if an organization pays them less than what is paid to comparison others in other organizations (Roberts, 1977). This is because employees tend to compare their remuneration with that of other people in the same or a similar situation (Adams, 1965).

For organizations to maximize the profits of compensation and benefits, fairness of the system is a pre-requisite. Four important HR practices are important are important for effective reward system: (1) Conducting surveys or interviews to know the opinion of the employees; (2) Communicating clearly to the employees the procedures for

rewarding and treating all employees consistently when seeking input; (3) Including the rewards that employees are really concerned about; (4) Explaining clearly the rules and logic of the rewards process.

2.4.6 Working environment

If the working conditions of an organization are conducive, employees' performance will improve dramatically. The working conditions are conducive when organization provides their employees safe and healthy environment (Ahmed & Akhtar, 2012). Safety is concerned with protecting employees from injuries caused by work-related accidents, while health is keeping employees free from physical or emotional illness (Mondy & Noe, 2005). Organizations have sole responsibility to provide safe and healthy working environment to the employees by protecting them from work hazards, smoking, alcoholism and drug/substance abuse, stress and burnout (Byars & Rue, 1997). Employment security, which is a subset of the working environment, is particularly important to the context of human resource management system of any organization (Delery & Doty, 1996; Levine, 1995; Pfeffer, 1995). If employees feel that their jobs are secured, they will cooperate and increase their efficiency otherwise, they will withdraw from their responsibilities. Thus, job or employment security plays a decisive role in harmonizing the interests of the employers and employees in a long-term mutual commitment relationship.

2.5 HR Practices and DWBs: Empirical Findings

Generally, the literature indicated limited studies about the relationship between HR practices and deviant workplace behaviours. However, attempt was made at this section to discuss the current findings in line with the existing literature.

2.5.1 Recruitment and Selection and DWBs

Recruitment and selection process are defined as acts of searching for and obtaining potential job candidates in sufficient numbers and quality so that the organization can select the most appropriate people to fill its job needs (Dowling, Schuler, & Welch, 1994). Various studies have examined the empirical relationship between recruitment and selection and DWBs (Arthur, 2011; Sun et al., 2007). For example, Sun et al. (2007) examined and found significant negative relationship between selective staffing and employee turnover among hotel employees in China. Moreover, Arthur (2011) investigated the relationship between recruitment method and interpersonal deviance and found negative relationship between recruitment method and interpersonal deviance including sexual harassment, verbal and written threats, bullying and incivility among managers from different industries in the United States.

2.5.2   Orientation and DWBs

Orientation is defined as the process of informing new employees about what is expected of them on the job and helping them cope with the stresses of transition (Gomez-Mejia et al., 2001). Actually, no one study was found in the literature that connected employee orientation and DWBs. However, a few studies have indicated that job description, which may be incorporated as part of employee orientation, is negatively related to DWBs (Sun et al., 2007). Specifically, their study which was conducted among the employees of hotels in China indicated that clear job description significantly reduces employee turnover. Similarly, studies on Malaysian manufacturing employees, established negative relationship between job description

and workplace deviance (Shamsudin et al., 2011) as well as between job description and interpersonal deviance (Alshuaibi et al., 2014).

2.5.3 Training and DWBs

Training refers to the methods that are applied to provide the employees with the required skills for effective performance of duties, while development refers to processes involved in broadening the horizon of the employees' knowledge, skills and competence (Dessler, 2013). A few studies have examined the relationship between training and DWBs (Arthur, 2011; Sun et al., 2007). Particularly, Sun's et al. (2007) demonstrated that extensive training reduces employee turnover among hotel employees in China. Additionally, Arthur (2011) investigated relationship between training and employee deviance. His findings showed significant negative relationship between formal training and sexual harassment, verbal and written threats, bullying and incivility.

2.5.4 Performance Appraisal and DWBs

Performance appraisal is defined as evaluating the present and the past performance of the employees with the view to improve the employee's performance (Dessler, 2013). Different number of studies investigated the relationship between performance appraisal and DWBs (Alshuaibi et al., 2013; Alshuaibi et al., 2014). Similarly, Alshuaibi et al. (2013) found that performance appraisal significantly reduced cyberloafing among employees in some selected Jordanian universities. Recently, Alshuaibi et al. (2014) established a negative relationship between result-oriented appraisal and interpersonal deviance among employees in the Malaysian manufacturing sector.

2.5.5 Working environment and DWBs

A few number of studies indicated that workplace deviance is a reaction to unfavorable working environment characterized by job insecurity (Al-Shuaibi et al., 2014; Markey, Ravenswood, & Webber, 2015; Shamsudin et al., 2011). Studies of 372 manufacturing employees from various occupational levels in manufacturing industry in Malaysia showed that job security have significant negative relationship with interpersonal deviance (Alshuaibi et al., 2014), and significant negative relationship with organizational deviance (Shamsudin et al., 2011). Importantly, Markey et al. (2015) examined the totality of the working environment as a determinant of quitting intention among New Zealand employees, and findings showed that the majority of employees intending to quit their jobs perceived their working environment as poor. Similarly, Bahri, Langrudi, and Hosseinian (2013) conducted a study aimed at finding the effects of work environment variables and job satisfaction on counterproductive work behaviors of employees working in non-governmental organizations in Iran. The findings showed that injustice in the workplace, interpersonal conflict and organizational constraints have significant positive effects on counterproductive work behaviors of the employees.

2.6   Theoretical Framework

This study will present a theoretical framework drawn from the literature based on social exchange theory (Blau, 1964). Social exchange theory is used in research on organizational behavior to explain the relationship between employees' perceptions and behavioral reactions (Robinson & Rousseau, 1994). Social exchange theory proposes that parties in any given relationship are reciprocal and always search for balance and fairness. Employees who feel cheated by actions of the organization are

likely to look for ways to retrieve the benefits they feel entitled to by whatever way including deviant behaviors.

Social exchange theory (Blau, 1964) presupposes that employees are likely to develop a positive feeling and attitude when the organization is perceived to implement favorable HR practices (Edgar & Geare, 2005; Širca, Babnik, & Breznik, 2012). HR practices that are perceived to be good are likely to create conducive work conditions and environment that make the employees feel satisfied and motivated toward the accomplishment of their job performance (Lee & Wu, 2011).

Consistent with social exchange theory (Blau, 1964), this study proposes that HR practices are part of the organizational inputs into the social exchange to which employees react. For example, when employees feel at ease with implemented HR practices, they may react by reducing lateness, or absence, or even intent to leave.

Figure 2.1: Research Framework
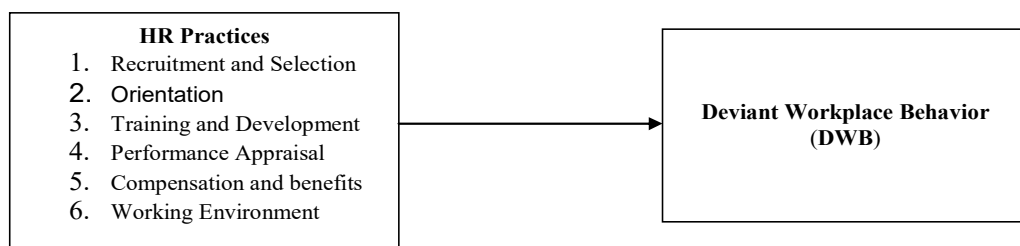
Furthermore, this study argues that given the implementation of good HR practices including orientation, compensation and benefits, training and development, working environment, recruitment and selection, as well s performance appraisal in universities (i.e. Bayero University, Kano, Police Academy, Wudil, Kano University of

Technology, Wudil and North-West University, Kano) the tendencies for both academic and non-academic staff to engage in DWBs would drastically be reduced. This is depicted in Figure 2.1 research framework.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The previous section has discussed related literature on HR practices and DWB. This section discusses research methodology and procedure to be undertaken by this study (i.e., the research design). This study is an explanatory study that is concerned with explaining the relationships between HR practices and DWB of all staff of universities located in Kano State, Nigeria. A cross-sectional study was employed in which questionnaire was used for data collection. Specifically, this section discussed aspects of research design including population of the study, sampling size, and measures to be used in developing the research instrument.

3.2 Population of the Study

Sekaran and Bougie (2010) defines population of the study as the entire group of people, events or things of interest that the researcher wishes to investigate. They further state that population of the study is the group of people, events or things of interest for which the researcher wants to make inferences based on the responses from an acceptable sample of the study. Therefore, this study focuses on all academic and non-academic staff of universities in Kano State, Nigeria as its population. There four universities in Kano State including Bayero University, Kano (BUK), Nigeria Police Academy, Wudil (NPAW), Kano University of Technology (KUT), and North-West University, Kano (NWU). Specifically, BUK has 4,300 staff, PAW has 380, and NWU has 420 and KUT 310 respectively. Bayero University, Kano (BUK) and Nigeria Police Academy, Wudil (NPAW) are federal owned universities, whereas

Kano University of Technology (KUT) and North-West University, Kano (NWU) are owned by Kano State. Thus, the population for this study is 5, 410 staff members.

Determination of sample size for this study is made by referring to the work of Krejcie and Morgan (1970). In their generalized scientific guideline for sample size decisions, they state that the sample size of 361 is appropriate for study population of not more than 6,000 elements. Therefore, using the Krejcie and Morgan's scientific guideline, this study has determined the sample size of 364. In addition, the sample size of 361 is considered appropriate using Roscoe (1975) and Hair, Black, Babin, and Anderson's (2010) suggestions for sample size determination. Roscoe states that for most researches, a sample bigger than 30 and less than 500 is appropriate. Hair, Black, Babin & Anderson (2010) reported that for multivariate research, the sample size should be several times (preferably 10 or more times) larger than the number of the research variables. In the present study, there are 8 variables and based on Hair et al. (2010) the required sample should therefore be 80 or more. Therefore, the sample size of 361 is appropriate for the current study because it exceeded the required number suggested for a good research.

3.3   Sampling Technique

To achieve equal representation of research participants from the 4 different universities involved in this study, quota sampling was employed in selecting the 361 determined sample sizes. Quota sampling involves selecting sample from different strata of a population (Ary, Jacobs, & Razavieh, 2002). Quota sampling is usually used when typical cases from each segment or stratum of population are needed and to fill the quota (Ary et al., 2002). Quota sampling is a form of proportionate stratified

sampling, in which a predetermined proportion of people are sampled from different groups, but on a convenience basis (Sekaran & Bougie, 2010).

Quota sampling was used in this study because sampling frame could not easily be accessed (Cooper & Schindler, 2008). Additionally, this sampling technique was used because it helps to insure some degree of representativeness of all strata in the population (Salkind, 2003). Considering that this study focuses on universities in Kano State, quota sampling appears to be most appropriate to reflect the difference of the elements in the population. Because this study focuses on 4 universities in Kano State, the elements were to be selected from each university based on the numbers of its staff.

Table 3.1: Proportionate Quota Sampling

	University	Population	Sample
1	Bayero University, Kano	4,300	287
2	Nigeria Police Academy, Wudil	380	25
3	Kano University of Technology	310	21
4	North-West University, Kano	420	28
	Total	**5,410**	**361**

Adoption of quota sampling technique involves a series of steps. First is to define the population. As indicated in Table 3.1, the population is 5,410. Second step is to define the stratum. The logical stratum in this study is university in Kano State of Nigeria. Next is to determine the number of subjects to be drawn from each stratum by dividing the number of elements in the population of each stratum by total the population multiplied by the determined sample size (for e.g. 4,300 / 5,410 x 361 = 287). Thus, this study adopts proportionate quota random sampling to ensure an equal distribution of the participants representing each university in Kano State.

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Having identified the sample size in each stratum, the subjects were conveniently selected from the population elements of each stratum.

3.4   Methods of Data Collection

This study employed field study design where the two research constructs were examined. Cross-sectional survey method was employed where a period of 3 months was used in collecting the data. Cross-sectional survey method was chosen for this study to avoid long time consumption that characterized the longitudinal research (Sekaran & Bougie, 2010). The researcher with the assistance of employed assistants distributed copies of the questionnaire to sample elements in various tertiary institutions within Nigeria and Malaysia. Follow-ups using personal contact, telephone and email were done to ensure timely completion and collection of distributed copies of the questionnaire.

This survey study was conducted using a structured questionnaire. The questionnaire was designed to obtain information from respondents regarding their perception of HR practices (i.e. orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal as independent variables) and deviant workplace behavior (interpersonal and organizational deviance as dependent variables) in universities operating in Kano State. Also, the questionnaire obtained information regarding to demography of the respondents. Particularly, questions were asked regarding to the respondents' gender, age, marital status, family responsibility, rank, work experience, highest educational qualification, name of university, state of origin and tribal background. Important to note is that the questionnaire instrument comprised of 66 items (i.e. questions). From

the total number of the questionnaire items a total 24 items measured deviant workplace behaviors, while a total of 34 items measured HR practices. Finally, a total of 8 items were used to assess the respondents' demographic variables. Responses to the questions regarding to the dependent and independent variables were measured using a 5 point Likert scale from 0= "completely false"; 1= "mostly false"; 2= "somewhat false"; 3= "somewhat true"; 4= "mostly true"; 5= "completely true"

3.5   Methods of Data Analysis

This study employed the quantitative approach in which statistical computations were used to explain the relationships between variables under investigation. The Statistical Package for the Social Sciences (SPSS) Version 16 was used in the analysis of relationships among variables of this study. Therefore, upon the completion of data collection, a combination of both descriptive and inferential statistics was employed to analyze and interpret the data. Dependent and independent variables were analyzed using the Pearson correlation matrix and multiple linear regressions. Response rate and demographic variables were analyzed using the descriptive statistics. Specifically, linear regressions analysis was employed to test the effects of the HR practices (i.e., orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal) on DWBs of universities' staff in Kano State. On the other hand, the descriptive statistics which include mean, standard deviation, frequencies and percentage were used to describe response rate and the main characteristics of the sample.

3.6 Model Specification

The present research used the deviant workplace behaviors as dependent variable and the HR practices as independent variables. As stated in the previous section, the present study used linear regression model to assess the level of effect the independent variables have on the dependent variable. The model was specified as follows:

$$Y_i = \alpha + \beta_i X_i + \ldots\ldots\ldots\ldots\ldots\ldots \beta_n X_n + e_i$$

Y_i denotes the dependent variable and X_i denotes number of the independent variables.

Where:

Y_i = deviant workplace behavior (DWB)

X_1 = orientation (O)

X_2 = compensation and benefits (CB)

X_3 = training and development (TD)

X_4 = working environment (WE)

X_5 = recruitment and selection (RS)

X_6 = performance appraisal (PA)

α = constant value

β_i = the coefficient of variables,

e_i = error term associated with variables.

Therefore, the regressions equation for this study is:

$$DWB = \alpha + \beta_i\,O + \beta_i\,CB + \beta_i\,TD + \beta_i\,WE + \beta_i\,RS + \beta_i\,PA + e_i$$

3.7 Constructs' Measurement

This section discusses how constructs of this study (i.e., HR practices and DWB) will be measured to determine the nature of their relationships. Measures (i.e., items of the questionnaire) their sources and previous internal consistencies were discussed.

3.7.1 HR Practices

The HR practices were assessed using items adopted from the Human Resource Practices-Assessment Scale (HRP-AS) for teachers developed by Ahmed and Akhtar (2012). Specifically, the HR practices scale (HRP-AS) has 6 dimensions comprising of orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal and 24 items. Example of items used to measure respondents' perception of how HR practices of universities are executed include: (1) I am fairly paid according to my qualification; (2) I was formally introduced to all colleagues of the department when I joined this university; and (3) Complaints of workplace violence are investigated by the university adequately.

Table 3.2: The HRP-AS Reliability Index

	HR Practices	Reliability (α)
1	Orientation	0.884
2	Compensation and Benefits	0.927
3	Training and Development	0.871
4	Working Environment	0.831
5	Recruitment and Selection	0.598
6	Performance Appraisal	0.807

Source: Ahmed and Akhtar (2012)

Previous study (Ahmed & Akhtar, 2012) indicated that the scale reliability index for the whole HR practices has a high Cronbach's coefficient alpha (α) of 0.937 (see

Table 3.2). In addition Table 3.2 indicated that the Cronbach's coefficient alpha (α) for each of the 6 dimensions ranged from 0.598 to 0.927. This shows that the overall HRP-AS scale for teachers is highly reliable and thus can sufficiently be adopted for the present study.

3.7.2   Deviant Workplace Behaviors

We measured interpersonal workplace deviance by 5 items developed by Bennett and Robinson's (2000) deviant workplace behavior scale was chosen for the present study. The scale has 2 dimensions – interpersonal and organizational workplace deviance. The scale also has 23 items, 12 different items measured each of the dimensions. Example of items used to measure respondents' perception of interpersonal workplace deviance include: (1) some of my colleagues often lose temper easily while at work; (2) Some of my colleagues often ridicule and disgrace people in public when angry; and (3) Some of my colleagues often say bad things about other people when they are not around. Example of items used to measure respondents' perception of organizational workplace deviance include: (1) Some of my colleagues often use official hours for personal projects/benefit; (2) Some of my colleagues often use university's property for self-fish/private interest; and (3) Some of my colleagues often say damaging things against the university in public.

The 23-item scale was adopted for this study because of its wide acceptance and good psychometric properties in previous studies that investigated workplace deviance. The two scales, from the confirmatory analyses, have acceptable internal reliabilities and have also shown fit for two-factor structure (Bennett & Robinson, 2000; Mount, Ilies, & Johnson, 2006). For example, Mount et al. (2006) showed that coefficients alpha for

interpersonal and organizational workplace deviance were .74 and .84 respectively. Earlier evidence presented by Bennett and Robinson (2000) showed that interpersonal and organizational workplace deviance had high coefficients alpha of .86 and .72 respectively.

However, instead of using the usual self-reported measures where respondents were asked direct questions about their personal perception, this study asked the respondents to indicate if their colleagues engage in deviant workplace behaviors. This technique of asking questions is considered more appropriate for the current study because it can help to reduce biasing the results with fake answers (Alshuaibi et al., 2014). It was established that self-reported measures, especially of negative behaviour, are prone to criticisms centred on social desirability biases because respondents may attempt to avoid portraying self in bad light, thus distorting the actual results (Sackett, Burris, & Callahan, 1989; Sackett & Harris, 1984). It should be noted that using a third party to report workplace deviance is valid because victims tend not to report cases of harassment and bullying at work owing to potential intimidation and harassment (Langton, 2012) and tend to resort to friends or other family members for support (Cortina & Magley, 2003). In addition, research has shown using a third party (i.e. supervisors or co-workers) in data gathering is valid because the data are similar to those collected from self-reports (Arthur, 2011).

3.8   Summary of the Chapter

This chapter has discussed the research methodology for this study. It has outlined the research design, which is concerned with methods and strategy of data collection and the rationale for the research design. Specifically, this chapter has described the

population of the study, sample size, sampling technique, method of data collection, techniques of data analysis and model specification.

<div align="center">

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

</div>

4.1   Introduction

This chapter presented and analyzed results from the data collected for this study. Specifically, this chapter analyzed the goodness of measures through validity, reliability analysis of measures being used. In addition, using the data gathered from the questionnaire survey in the present study, this chapter analyzed the relationship between HR practices namely orientation, compensation and benefits, training and development, working environment, recruitment and selection, and performance appraisal and deviant workplace behaviors (DWBs) among employees of 4 universities operating in Kano State, Nigeria. This section was divided into 4 main sections. The first section explains the response rate and description of the study sample. The second section presents descriptive analyses of the study variables. The third section presents the goodness of measures, and the last section presents the use of multivariate analysis to test the study hypotheses.

4.2   Response Rate

The data for this study was collected from academic and non-academic staff of Bayero University, Kano, Police Academy, Wudil, Kano University of Technology, Wudil and North-West University, Kano. In this study, attempts were made to achieve large response rate by making follow-up visits to the respondents, making telephone calls and sending SMS text message. As a result of these efforts, 186 copies of the questionnaire were returned out of the 361 copies questionnaires distributed by hand delivery to the respondents, thus making a response rate of 52%. Out of these 186 responses collected, 181 copies were useable making a valid response rate of 50%. A

response rate of 30 per cent is acceptable for surveys (Sekaran, 2003; Hair et al., 2010). Similarly, Pallant (2001) suggested that for regression type of analysis to be conducted, the sample size could fall between five and ten times, the number of study variables. Given the number of variables in this study, which are eight (8), it suggests that a sample size of 80 respondents could be acceptable. Hence, 181 useable responses (50%) has satisfied the required sample size requirement for conducting the multiple regression analysis. Table 4.1 shows the distribution of the questionnaire, the total number of responses, excluded responses, and valid response rate.

Table 4.1: Questionnaires Distribution and Response

Descriptions	Statistics
No. of Copies Distributed	361
Returned Copies	186
Usable Copies	181
Excluded Copies	5
Valid Response Rate	50%

As indicated in Table 4.1, five (5) copies of the questionnaire were excluded from analysis. This is as a result of either incomplete answers or omissions in completing the questionnaire.

4.3   Descriptive Statistics

This section presents the statistical frequency distribution of the respondents regarding their characteristics as well as the statistical description of the variables used in this study.

4.3.1   Respondents' Characteristics

The statistical frequency distribution of the respondents was objectively classified and presented in logical categories to reflect the originality of the study. Specifically, this section provides background information of the respondents that participated in the

survey. The characteristics examined included gender, age, marital status, rank, work experience, highest educational qualification, place of work (i.e., university) and state of origin. All these demographic characteristics of the respondents are presented in Table 4.2.

The majority of the respondents in the universities were male (93%). In terms of marital status of the respondents, majority constituting 86% were married people. In terms of cadre and ranks of the respondents, 60% of those participated in this study were non-academic staff, who were mostly (46%) in the middle level of their careers. Regarding the participants' length of service, majority of them were experienced. For example participants with 4–6 years working experience constitutes 24%, 7–10 years constitutes 22% and those with 11–15 years constitutes 25% respectively. In addition, majority of the respondents (49%) had their master's degree as their highest qualification. However, among the four (4) universities that participated in this study, majority of the participants (60%) were from Bayero University, Kano

Table 4.2: Descriptive Statistics

Respondents Demography	N	%
Gender		
Male	168	93
Female	13	7
Marital Status		
Single	26	14
Married	155	86
Divorce		
Cadre		
Academic	72	40
Non-Academic	109	60
Rank		
High Rank	29	16
Middle Rank	84	46
Low Rank	68	38

Work Experience		
1–3 years	23	13
4 – 6 years	44	24
7 – 10 years	39	22
11–15 years	46	25
16 years and above	29	16
Level of Education		
PhD/Doctorate	19	10
Master's Degree	89	49
First Degree/HND	35	19
NCE/Diploma	38	21
Name of University		
Bayero University, Kano	109	60
Police Academy, Wudil	23	13
Kano University of Technology, Wudil	21	12
North-West University, Kano	28	15

4.3.2 Analysis of Variables

The general statistical description of the variables used in this study is examined by using the descriptive analysis. Statistical values of means, standard deviation, minimum and maximum were calculated using the SPSS for both the independent and dependent variables of this study. The results for the descriptive analyses were shown in table 4.3. All the variables were measured on a five point Likert interval scale.

Table 4.3: Analysis of Variables

Construct	N	Mean	Std. Dev	Minimum	Maximum
Orientation	181	2.72	0.71	1.00	5.00
Recruitment and Selection	181	3.20	0.80	1.00	5.00
Training and Development	181	3.77	0.90	1.00	5.00
Performance Appraisal	181	4.23	.997	1.00	5.00
Compensation and benefits	181	4.02	1.01	1.00	5.00
Working Environment	181	4.02	0.80	1.00	5.00
Workplace Deviant Behaviors	181	3.77	0.90	1.00	5.00

Source: Field Work

The descriptive statistics of HR practices (i.e., orientation, recruitment and selection, training and development, performance appraisal, compensation and benefits, and working environment) revealed that the mean value of 4.23 for performance appraisal was relatively higher than the mean of the remaining HR practices. The descriptive analysis also revealed that orientation has the lowest mean value of 2.72. Furthermore, as indicated in Table 4.3, mean value for workplace deviant behaviors is demonstrated to be 3.77, indicating that most of the respondents' answer to questions that asked about their colleagues' workplace deviant behaviours fell on the interval scale "3" (i.e., somewhat true).

Having presented the descriptive analysis of the respondents and the respective variables for this study, next section presents results of reliability test (i.e., goodness of measures).

4.4   Reliability of the Research Instrument

The reliability of any research questionnaire is best measured by the Cronbach's alpha statistic. It is designed as a measure of internal consistency of a research instrument. Reliability measures the extent to which results are consistent with time and acts as the best representation of the population under study (Joppe, 2000). Cronbach's alpha is a consistency test of whether all items within the instrument measure the same thing. It is simply a measure of reliability of the questionnaire items. It is measured on the same scale as the Pearson's product-moment correlation coefficient and typically varies between 0 and 1. Although a negative value is possible, such a value indicates a scale in which some items measure the opposite of what other items measure. The closer the alpha is to 1.00, the greater the internal consistency of items in the research

instrument. At a more conceptual level, the coefficient of Cronbach's alpha may be considered as the coefficient between a sincere response and all other sincere responses of the same item that are drawn randomly from the same population of interest. Cronbach's alpha is the approximate average correlation between all pairs of items. The formula that determines Cronbach's alpha is fairly simple and makes use of the number of variables or question items in the instrument (k) and the average correlation between pairs of items (r):

$$\propto = \frac{kr}{1 + (k-1)r}$$

The reliability test for each dimension emerged after factor analysis was conducted. Table 4.7 shows the results of the reliability test. (Flynn, Schroeder, & Sakakibara, 1994) argued that a Cronbach's alpha of 0.6 and above was considered an effective reliability for judging a scale. The generally agreed lower limit for Cronbach's alpha may decrease to 0.60 in exploratory research (Hair et al., 2010). Additionally, a Cronbach's alpha of 0.50 and higher is considered to be appropriate (Hulland, 1999) for two reasons. Therefore, this study adopts a of 0.50 Cronbach's alpha as suggested by Hulland (1999) for two reasons: (1) it is common when items of standard instruments, such as the one used in this study, did not show strong psychometric properties when used in a theoretical and research context distinct from those in which they were first developed; (2) this study also wanted to retain as many items (latent variables) as possible to allow comparisons with previous studies (Barclay, Higgins, & Thompson, 1995). Additionally, a research instrument can be considered to be reliable if the result of the study can be replicable under a similar methodology with stability of measurement over time (Golafshani, 2003).

Table 4.4: Test of Reliability

Variables	No. of items	Cronbach's Alpha
Dependent Variable (DWBs)		
Workplace Deviant Behaviours	4	0.83
Independent Variables (HR Practices)		
Orientation	4	0.81
Recruitment and Selection	3	0.75
Training and Development	2	0.67
Performance Appraisal	3	0.71
Compensation and benefits	3	0.82
Working Environment	3	0.73

Source: Researcher

From Table 4.4, the Cronbach's alpha ranges from 0.67 to 0.83, thus indicating that the instrument was reliable. The instrument had a good reliability for internal consistency of the items. Thus, the instrument could give consistent results on the effects of HR practices on deviant work behaviours of employees in the university.

4.5 Inter-Correlations

A correlation analysis was conducted to explain the relationships among all variables in the study. Pearson correlation was used to examine the correlation coefficient among the variables. Table 4.5 presents the inter-correlation between variables for this study.

The correlation analysis is conducted prior to hypothesis testing in order to determine the extent to which they were related. The correlation analysis was also used to inspect for multicollinearity. When two or more independent variables are highly correlated, the determination of important predictors becomes confused. Multicollinearity increases the variance of regression coefficients and threatens the validity of the regression equation.

Table 4.5: Inter-Correlations

Constructs	1	2	3	4	5	6	7	8
Orientation	1							
Recruitment and Selection	.247**	1						
Training and Development	.157*	.303**	1					
Performance Appraisal	0.147	.203**	.165*	1				
Compensation and benefits	.307**	0.052	.228**	.366**	1			
Working Environment	0.047	.203**	.165*	.228**	.203**	1		
Interpersonal Deviance	-.348**	-.319**	-214**	-.270	-114**	-.307**	1	
Organizational Deviance	-.288**	-.359**	-.194**	0.071	-0.09	-.288**	.217**	1

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

The values of Pearson correlations (as presented in Table 4.5) shows the relationships between independent variables (i.e. personality traits), and is a method for diagnosing multicollenearity (Allison, 1999; Meyers, Gamst, & Guarino, 2006). In addition, Cooper and Schindler (2003) noted that there is no definitive criterion for the level of correlation that constitutes a serious multicollinearity problem. The general rule of thumb is that it should not exceed .75. Similarly, Allison (1999), and Cooper and Schindler (2003) indicated that correlation of 0.8 or higher is problematic.

In this study, the highest correlation between the independent variables as shown in the correlation matrix was between performance appraisal and compensation and benefits, which was significant at .01 level (r=.366, $p < .01$). Despite the significance of this correlation, the coefficient was not large and would not cause a problem with collinearity (Allison, 1999; Cooper & Schindler, 2003). Therefore, all the correlations between the independent variables of this study were within the acceptable range and would not cause any problem of multicollinearity.

In the case of correlation between the independent variables and the dependent variables, all the 6 HR practices were demonstrated to have negative correlation with the deviant behaviors in organizations. However, among the 6 HR practices, recruitment and selection was shown to have highest negative correlation with organizational deviance -.359, which was significant at .01 level (r=.359, $p < .01$). This indicates that universities with good and ethical recruitment and selection are more likely to reduce deviant workplace behaviors targeted at the universities by the staff members.

In sum, as depicted in Table 4.5, the results of the correlation analysis between the independent variables and dependent variables have supported all the formulated hypotheses of this study. Even though correlation analysis is reliable, the statistical power is low. A correlation analysis of any magnitude or sign, regardless of its statistical significance, does not imply causation (Cooper & Schindler, 2008; Zikmund, 2003). In other words, correlation analysis provides no evidence of cause and effect. In addition Cooper and Schindler (2008) stated that even when a coefficient is statistically significant, it must be practically meaningful. In many relationships, other study variables combine to make the coefficient's meaning misleading. In order to investigate the actual effects of various combinations of and interactions between variables, multivariate statistical analyses must be used. This kind of analyses can be applied when testing a more complex theoretical model. Multiple regression techniques are widely used, versatile and helpful in sorting out confounding effects (Cooper & Schindler, 2003; Hair et al., 2010). Hence, a multivariate analysis was carried out to test the formulated hypotheses in this study.

4.6 Regression Analysis

To draw accurate conclusions about the regression analysis output and to be able to accurately apply the model of this study to another population of interest, assumptions of normality, collinearity, linearity, homoscedasticity, and independence of the residuals were examined and met (Hair et al., 2010; Pallant, 2001). These assumptions apply to the independent variables, dependent variable, and to the relationship as a whole (Hair et al., 2010). Having met the regression assumptions, next section presented the results of hypotheses testing.

4.6.1 Results of Multiple Regression (Hypotheses Testing)

This section presented results of hypotheses testing of this study. As shown previously, a bivariate correlation analysis was conducted to understand the relationship among orientation, recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, working environment (HR practices) and deviant workplace behaviors. However, to understand the actual effect of the HR practices on the deviant workplace behaviors (DWBs), multiple regression analysis was conducted. In testing the hypotheses developed for this study, the choice of the level of significance was set at $p<.05$ and $p<.01$ (Cooper & Schindler, 2003; Hair et al., 2010). The outcomes of the regression analysis gave answers to the research objectives and the hypotheses of this study. The multiple correlation (R), squared multiple correlation (R^2) and adjusted squared multiple correlation (R^2adj) indicate how well the combination of independent variables predicts the dependent variables.

The results (presented in the Appendix 3) showed that the regression equation with all the predictors (i.e., HR practices) was significant, $R = .62$, $R^2 = .57$, $R^2_{adj} = .53$, F (7, 185) = 12.237, p < .001. In other words, the multiple correlation coefficients between the predictors and the dependent variable is .47; all these predictors accounted for 48.3% of the variation in the interpersonal deviance. The generalizability of this model in another population was .53. The value of R^2 dropped to only 0.02 (2%) in the R^2_{adj} which indicates that the cross validity of this model was fine.

Table 4.6: Results of Regression Analysis

Independent variables	Beta (β) Values	t values	P value
Orientation	-.287*	-2.636	.003
Recruitment and Selection	-.340**	-5.164	.000
Training and Development	-.282*	-2.984	.002
Performance Appraisal	.245*	2.929	.005
Compensation and benefits	-.476**	-6.530	.000
Working Environment	-.296**	-5.168	.000
F value			11.437
R²			.57
Adjusted R²			.53
Durbin Watson			2.435

**p<0.01, *p<0.05

The significant F-test revealed that the relationship between the dependent variable and the independent variables was linear and the model significantly predicted the dependent variable. The F (7, 185) = 12.237, p < .001, indicates an overall significant prediction of independent variables on the dependent variable, but it lacks information about the importance of each independent variable. Table 4.6 shows the individual contribution of each predictor represented by the standardized regression weight for each predictor within a regression equation (Green, Salkind, & Akey, 2008).

Regarding the relationship between the variables analyzed, as expected, the results indicate that all the 6 HR practices were significantly related with deviant workplace

behaviors. Generally and individually, the results indicated that orientation, recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, working environment (HR practices) are negatively related to DWBs. Thus, the results demonstrated that the higher the of orientation, recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, working environment (HR practices) in a university set up, the lower would be the tendencies of the university workers to engage in deviant workplace behaviors (DWBs).

Among the 6 predictors, compensation and benefits (β= -.476, t=--6.530, p=. 01) had the highest and significant negative standardized beta coefficient, which indicates that it is the most important variable in predicting low performance of deviant behaviors among workers in the university system. The other important predictor that indicated negative effect was recruitment and selection (β= -.340, t= -5.164, p=.01), and working environment (β= -.296, t=--5.168, p=.01). Performance appraisal was the least among the HR practices that had significant negative effect on deviant workplace behaviors among university workers (β= .245, t= 2.929, p=.05).

Over all, the results show that low performance of deviant workplace behaviors can be achieved only when workers perceived that organizational HR practices are good to them and the organization.

Table 4.7: Summary of the Study Findings

No.	Statement of Hypothesis	Decision
H1	Recruitment and selection significantly influence deviant workplace behaviors among academic and non-academic staff of universities in Kano State.	Accepted
H2	Orientation significantly influences deviant workplace behaviors among academic and non-academic staff of universities in Kano State.	Accepted
H3	Training and development significantly influence deviant workplace behaviors among academic and non-academic staff of universities in Kano State.	Accepted
H4	Performance appraisal significantly influences deviant workplace behaviors among academic and non-academic staff of universities in Kano State.	Accepted
H5	Compensation and benefits significantly influence deviant workplace behaviors among academic and non-academic staff of universities in Kano State.	Accepted
H6	Working environment significantly influences deviant workplace behaviors among academic and non-academic staff of universities in Kano State.	Accepted

Source: Researcher

For the purpose of easy understanding of all the findings of this study, Table 4.7 presented the summarized results of the hypotheses testing and decision of the researcher there from.

Having presented the results of the hypotheses testing of this study, next section is focused on the overall discussion of findings of the study.

4.7 Discussion of Findings

In whatever way or form, deviant workplace behaviors are costly to organizations and detrimental to employees' quality of work life and therefore continuous need to understand its antecedents (Shamsuddin et al., 2014). Studies about the relationship between HR practices and deviant workplace behaviors are very few. Thus, not all HR practices were explored in the previous studies. Among the few HR practices

considered are job description, employment security, result-oriented appraisal, compensation practices, and internal career opportunities (Al-Shuaibi et al., 2013; Arthur, 2011; Shamsudin et al., 2011; Alshuaibi et al., 2014). These studies have provided insights into the role of HR practices in reducing the level of DWBs in organizations. Importantly, the studies have laid the foundation for the present study to investigate the effects of a HRP bundle comprising of tested (i.e., compensation practices, and result-oriented appraisal) and untested (recruitment and selection, orientation, training and development and working environment) HRPs in reducing DWBs.

The results of the present study were presented in previous sections. All the 6 research hypotheses formulated for the study were found to be true and hence accepted. In this section attempts were made to discuss the results found in the context of the existing literature. HR practices, defined in this study, as the use of recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and working environment have proven to be good tools to prevent workplace deviant behaviors from occurring in the university set up. All the findings are in line with social exchange theory. The theory postulated that when an organization implements HR practices effectively, it would create a sense of obligation for employees to reciprocate in a good way (Gouldner, 1960; Wright & Kehoe, 2008). Contrarily, when HR practices are perceived to be exploitative and unfavorable, employees will return such by engaging in deviant and counterproductive workplace behaviours.

Towards this end, this section presented discussions of the findings using the six (6) formulated objectives and hypotheses of the study. In this study, deviant workplace behavior is a voluntary behavior that goes against significant organizational norms and therefore threatens the well-being of the organization itself or its members or both (Robinson & Bennett, 1995).

4.7.1 Relationship between Recruitment and Selection and DWBs

Firstly, this study was to examine the extent to which recruitment and selection influence deviant work behaviors among academic and non-academic staff of universities in Kano State. Accordingly, hypothesis H1 states that recruitment and selection are negatively related to deviant work behaviors among lecturers of tertiary institutions in North-western part of Nigeria. As expected the present study has supported the formulated hypothesis. This finding is expected because recruitment and selection aspects of HR practices of an organization are intended to help source and obtain quality manpower for positive behaviors and effective organizational performance.

The current result has corroborated with the few previous studies conducted in different context and settings (Arthur, 2011; Sun et al., 2007). Current finding supported Sun's et al. (2007) study that found significant negative relationship between selective staffing and employee turnover among hotel employees in China. The finding also supported the work of Arthur (2011) who found negative relationship between recruitment method and interpersonal deviance in the United States.

4.7.2 Relationship between Orientation and DWBs

The second objective of this study was to examine the extent to which orientation negatively influence deviant work behaviours among academic and non-academic staff of universities in Kano State. Orientation is a learning process in which employees learn of essential information and behaviours to become effective members of the organization (Anderson, Born, & Cunningham-Snell, 2003). Hypothesis 2 states that orientation negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State. Expectedly, the formulated hypothesis was supported by the collected data. Supposedly, the hypothesis was supported because at the beginning organization uses orientation to introduce new recruits to the rules, regulations and policies of the organization, and therefore helps to make them develop a strong sense of organizational commitment (Klein & Weaver, 2000). No doubt that orientation is potentially indicative of positive behaviours that can help achievement of organizational goals. Thus, it is not surprising that the current finding has supported hypothesis two. Important to note is that studies on relationship between orientation and DWBs have not been found in the literature; hence comparative analysis with previous findings is completely not feasible.

4.7.3 Relationship between Training and DWBs

Thirdly, this study was to examine the extent to which training negatively influence deviant work behaviors among academic and non-academic staff of universities in Kano State. Similarly, Hypothesis three states that training negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State. Expectedly, the formulated hypothesis was supported by the collected data.

Training refers to the methods that are applied to provide the employees with the required skills for effective performance of duties (Dessler, 2013). Therefore, it would not be surprising that the hypothesis was supported by the collected data.

The current finding is similar with some previous studies (Arthur, 2011; Sun et al., 2007). Particularly, Sun's et al. (2007) demonstrated that extensive training could reduce one of the counterproductive behaviors of quitting employment by employee working in hotels in China. Additionally, Arthur's (2011) findings showed significant negative relationship between formal training and sexual harassment, verbal and written threats, bullying and incivility.

4.7.4 Relationship between Performance Appraisal and DWBs

Fourthly, this study tried to examine the extent to which performance appraisal reduces deviant workplace behaviors among academic and non-academic staff of universities in Kano State. Accordingly, Hypothesis 4 states that performance appraisal negatively affects deviant workplace behaviors among academic and non-academic staff of universities in Kano State.. Expectedly, the finding confirmed the hypothesis (H4), indicating a negative significant effect of performance appraisal on deviant workplace behaviors among both academic and non-academic staff of universities in Kano State. The finding is expected because performance appraisal is known to assess employee behaviors in organizations and thus help to influence employee positive behaviors not deviant behaviors. More important is that perception of favourable performance appraisal by employees is highly likely to reduce the employee's tendency to engage in deviant workplace behaviors.

The current finding is consistent with some past findings (Alshuaibi et al., 2013; Alshuaibi et al., 2014). Particularly, Alshuaibi et al. (2013) found that performance appraisal significantly reduced cyberloafing among employees in some selected Jordanian universities. Similarly, Alshuaibi et al. (2014) established a negative relationship between result-oriented appraisal and interpersonal deviance among employees in the Malaysian manufacturing sector. The current finding also corroborated with other findings from different researchers that performance appraisal when used inappropriately is likely to results into negative behavioural responses including employee turnover and intention to quit (Alnaqbi, 2011; Werbel & Balkin, 2010).

4.7.5 Relationship between Working Environment and DWBs

Fifthly, this study tried to examine the extent to which working environment reduces deviant workplace behaviors among academic and non-academic staff of universities in Kano State. Consistent with the objective, Hypothesis 5 states that working environment negatively affects deviant workplace behaviours among academic and non-academic staff of universities in Kano State.

A few number of studies indicated that workplace deviance is a reaction to unfavorable working environment characterized by job insecurity (Al-Shuaibi et al., 2014; Markey et al., 2015; Shamsudin et al., 2011). Studies of 372 manufacturing employees from various occupational levels in manufacturing industry in Malaysia showed that job security have significant negative relationship with interpersonal deviance (Alshuaibi et al., 2014), and significant negative relationship with organizational deviance (Shamsudin et al., 2011). Importantly, Markey et al. (2015)

examined the totality of the working environment as a determinant of quitting intention among New Zealand employees, and findings showed that the majority of employees intending to quit their jobs perceived their working environment as poor. Recently, Bahri et al. (2013) conducted a study aimed at finding the effects of work environment variables and job satisfaction on counterproductive work behaviors of employees working in non-governmental organizations in Iran. The findings showed that injustice in the workplace, interpersonal conflict and organizational constraints have significant positive effects on counterproductive work behaviors of the employees.

4.8 Summary of the Chapter

This chapter presented analysis and discussion of findings for this study. First, this chapter described the general characteristics of the sample and descriptive statistics of the main variables involved in the study. More importantly, this chapter presented the empirical results and hypotheses testing of the study. The findings from self-reported data collected using hand delivery have shown strong support for most of the hypotheses of the study. Hypotheses 1 through 5 related to the five HR practices and deviant workplace behaviours of academic and non-academic staff of universities in Kano State were empirically supported. All the five HR practices including recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and working environment considered in this study were found have strong significant negative relationship with DWB. Importantly, discussions of findings revealed agreement between the current findings and previous findings.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study has examined the relationship between five HR practices (i.e. recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and working environment) and deviant workplace behaviors. This chapter is about presenting the summary, conclusion and recommendations regarding to this study. Generally, this thesis was presented in five chapters. Chapter one generally introduced the variables of the study and issues behind the whole work. Specifically, the chapter was comprised of the background to the study, problem statement, research questions, research objectives, significance of the study, scope of the study, hypotheses of the research, and finally, the outline of the study.

Chapter two basically discussed the conceptual definitions and analyses of the research variables comprising of recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and working environment as independent variables and deviant workplace behavior as dependent variable. Furthermore, the chapter discussed the previous studies regarding the relationship between the six HR practices and deviant workplace behavior (DWB). Also, the chapter discussed the theoretical framework of the study, which arises from a review from the literature.

Chapter three discussed the research methodology employed for the study. The chapter explained the research settings, sample of the study, sampling technique, strategy and methods adopted for data collection and analysis. Importantly, the chapter discussed the research instrument development and procedures for data collection.

Chapter four presented data analysis of the study. First, the chapter discussed the validity and reliability of the instrument used for this study. The chapter also contained discussions on the descriptive and inferential statistics. Importantly, the chapter presented the empirical results or key findings of the study, and discussions of the findings based on the six (6) formulated objectives and hypotheses of the study.

Chapter five presented summary, conclusion and recommendations of the study. The chapter present summary of the thesis based on the chapters of the study. Under the conclusion, this chapter briefly discussed the major findings of the study. Finally, the chapter presented recommendations based on the findings for both the industry and practice.

5.2   Conclusion

This study has empirically found significant negative relationship between the five HR practices (i.e. recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and working environment) and deviant workplace behaviors.

In essence, the present study has found that deviant workplace behaviors performed by academic and non-academic staff in all the four universities operating in Kano State could be reduced through effective application of six HR practices. Specifically, the

study found all the six HR practices including recruitment and selection, orientation, training and development, performance appraisal, compensation and benefits, and quality working environment to have significant negative effect on the workers' deviant workplace behaviors.

5.3   Recommendations

Having discussed the various findings associated with this study in chapter four, this section presented recommendations based on the findings. Specifically, this section provided recommendations to the university regarding how DWBs among both academic and non-academic staff could be reduced.

i.   **Recruitment and Selection:** Findings demonstrated that recruitment and selection have significant negative effect on DWB. Universities as a formal organization should generally avoid recruitment through the use of personal connections and informal methods. Thus, universities should try to make their recruitment and selection exercise very formal, transparent and fair, otherwise the applicants and possibly other members of the organization may perceive injustice and discrimination. Thus, the applicant and perhaps some employees of the organization may possibly engage in counterproductive or deviant behaviors that may hinder effective functioning of the organization. A number of studies have found that feeling of injustice or unfairness by employees could stir counterproductive behaviors (Cohen-Charash & Spector, 2001).

ii.   **Orientation:** Secondly, research findings shown that employee orientation has a direct negative effect on DWB among academic and non-academic staff universities in Kano State. This appears to be a new finding and contribution to

body of knowledge on strategies for curbing DWBs. In view of this all the universities in Kano should make it mandatory that at beginning of employee career proper and adequate orientation is given. Universities should include orientation to be part of the human resource policies and ensure its effective implementation. When effectively incorporated and implemented, employee orientation would not only deter DWBs but may also promote organizational effectiveness from the employee's first day (Roderer & Hickman, 2000).

iii. **Training and Development:** Additionally**,** current findings revealed that training and development have significant negative effect on DWB of university staff. Supposedly, university as a citadel of knowledge is supposed to be serious with staff training and development. Universities should be more serious with training of their staff both academic and non-academic in order to reduce occurrence of DWBs. In fact, staff training and development do not only reduce employee deviant behaviors but have been found to be important factors responsible for efficient employee performance (Terpstra & Rozell, 1993), and overall organizational performance (Delaney & Huselid, 1996).

iv. **Performance Appraisal:** Furthermore, current findings showed that performance appraisal has significant negative effect on DWB. Against this background, universities should periodically conduct performance appraisal for the staff members. The procedures and general conduct of such appraisal must be seen, as much as possible, to be transparent and just so that negative feelings are not generated. This is so because performance appraisal system is one of the most contentious HR practices as it commonly associated with

issues of unfairness due to inherent human subjectivity and discretion (Shamsudin et al., 2011). It was established that inappropriate application of performance appraisal system usually elicit negative behavioural responses from those who perceived to be short changed (Werbel & Balkin, 2010).

v. **Compensation and Benefits:** Moreover, the current findings demonstrated that compensation and benefits have significant negative effect on DWB. Thus, study suggests that universities should always ensure employees are paid equitably for the time, efforts and resources invested in their jobs. Universities should ensure that employees understand the connection between their performance and the outcome they receive.

vi. **Working Environment:** Finally, the current findings demonstrated that quality working environment has significant negative effect on DWB. Therefore, universities should improve the conditions of work by making the universities to more secured from physical assaults by unruly students and safe from students' violence, smoking, alcoholism and drug/substance abuse. Also university management should try to reduce work overload on lecturers and some administrative staff, so as reduce stress and burnout among staff members.

5.4   Suggestions for Further Research

Owing to some limitations regarding to this study, some recommendations for future studies to take care of the limitations were made.

First, because of time and financial constraints faced by researcher, a generalized form of workplace deviance measure is used in the analysis of this study. Detailed dimensions of DWB such as deviant workplace behaviors toward students (DWB-S), deviant workplace behaviors toward colleagues (DWB-C), deviant workplace behaviors toward management (DWB-M), and the deviant workplace behaviors toward organization (DWB-O) were not used in this study. These details were not used in this study because of parsimony and need to avoid complications regarding to analysis of findings. In view of this limitation, future research should examine the relationship of HR practices and the different forms of DWB that characterized the teaching profession in tertiary institutions.

Secondly, this study although has captured six HR practices, a lot more remain unexplored. Thus, suggesting that there are many HR practices that may have significant effects on the dependent variable (DWB). The variance of the dependent variable (DWB) could therefore better be explained if more HR practices were included in the model. Specifically, results of the study indicated an R-squared (R^2) of 20%, which demonstrated that the model variance was not sufficiently explained by the tested HR practices. Therefore, future research should consider more HR practices to explain how DWBs could be reduced in universities. Moreover, future research may need to investigate mediational and moderating roles job satisfaction, job stress, organizational citizenship behaviors and social support on the relationship between HR practices and DWB among staff of universities.

Thirdly, this study is limited to only universities operating in Kano State, while there over 50 universities in Nigeria. Therefore, similar research should be replicated in

other universities located in different States of the Federation. Because of the high cost of deviant behaviors, which are counterproductive to the university system and the society at large, future research extended to other parts of Africa and the world in general.

Fourthly, self-report approach was used in collecting responses from the sample of this study, thus, the possibility of response bias. Respondents might likely "fake good" under the influence of social desirability. Despite this limitation, the current results remain valid because there is considerable number of studies supporting the validity of self-report measure of deviance (for e.g. Bennett & Robinson, 2000). Additionally, meta-analytic studies have shown that self-reported criteria have higher validity than other-reports of deviance (Ones et al., 1993; McDaniel & Jones, 1999). The reasons might be that many deviant behaviors are undetected by others (Bennett & Robinson, 2000; Ones et al., 1993; Sackett & Devore, 2001), thus constraining the validity of other-reports. Therefore, the current self-report measure of deviance is considered to be much appropriate. However, in order get rid of suspicion of inadequacy of self-report, future research should employ multiple sources of information on employee deviance within the university set up. A multi-method approach that include the use of peer rating, student rating, and supervisor rating may be used to assess the impact of HR practices on performance of DWB university employees. Self-report and possibly the other methods may prove particularly useful in providing a more comprehensive understanding of the effects of HR practices on DWBs perpetrated by university employees.

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APPENDIX A: Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	168	93	93	93
	Female	13	7	7	7
	Total	181	100.0	100.0	100.0

Cadre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic	72	40	40	40
	Non-Academic	109	60	60	60
	Total	181	100.0	100.0	100.0

Work Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1–3 years	23	13	13	13
	4 – 6 years	44	24	24	24
	7 – 10 years	39	22	22	22
	11–15 years	46	25	25	25
	16 years and above	29	16	16	16
	Total	181	100.0	100.0	100.0

Rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Rank	29	16	16	16
	Middle Rank	84	46	46	46
	Low Rank	68	38	38	38
	Total	181	100.0	100.0	100.0

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PhD/Doctorate	19	10	19	10
	Master's Degree	89	49	89	49
	First Degree/HND	35	19	35	19
	NCE/Diploma	38	21	38	21
	Tribe	19	10	19	10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PhD/Doctorate	19	10	19	10
	Master's Degree	89	49	89	49
	First Degree/HND	35	19	35	19
	NCE/Diploma	38	21	38	21
		181	100.0	100.0	100.0

Name of University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Police Academy, Wudil	23	13	23	13
	Kano University of Technology, Wudil	21	12	21	12
	North-West University, Kano	28	15	28	15
	Bayero University, Kano	109	60	109	60
		181	100.0	100.0	100.0

APPENDIX B: RELIABILITY

RS- Rec&Sel

Reliability Statistics

Cronbach's Alpha	N of Items
.809	4

OR – Orientation

Reliability Statistics

Cronbach's Alpha	N of Items
.709	3

Training&Dev.

Reliability Statistics

Cronbach's Alpha	N of Items
.746	3

PerfAppraisal

Reliability Statistics

Cronbach's Alpha	N of Items
.574	2

Comp&Benefits

Reliability Statistics

Cronbach's Alpha	N of Items
.626	3

DWBs

Reliability Statistics

Cronbach's Alpha	N of Items
.879	3

APPENDIX C: CORRELATION MATRIX

Correlations

		Recr&selMean	ORMean	Training&Dev.Mean	PerfAppraisalMean	Comp&BenefitsMean	WorkEnvMean	DWBsMean
Recr&selMean	Pearson Correlation	.047	.203**	.165*	.071	1	.165*	.165*
	Sig. (2-tailed)	.502	.003	.018	.314		.018	.018
	N	205	205	205	205	205	205	205
ORMean	Pearson Correlation	1	.247**	.157*	-.288**	.047	.157*	.157*
	Sig. (2-tailed)		.000	.025	.000	.502	.025	.025
	N	205	205	205	205	205	205	205
Training&Dev.Mean	Pearson Correlation	.247**	1	.053	-.359**	.203**	.053	.053
	Sig. (2-tailed)	.000		.448	.000	.003	.448	.448
	N	205	205	205	205	205	205	205

PerfAppraisal Mean	Pearson Correlation	.157*	.053	1	-.194**	.165*	1	1
	Sig. (2-tailed)	.025	.448		.005	.018		
	N	205	205	205	205	205	205	205
Comp&Benefits Mean	Pearson Correlation	-.288**	-.359**	-.194**	1	.071	-.194**	-.194**
	Sig. (2-tailed)	.000	.000	.005		.314	.005	.005
	N	205	205	205	205	205	205	205
WorkEnvMean	Pearson Correlation	.047	.203**	.165*	.071	1	.165*	.165*
	Sig. (2-tailed)	.502	.003	.018	.314		.018	.018
	N	205	205	205	205	205	205	205
DWBsMean	Pearson Correlation	.307**	.052	.228**	-.090	.006	.228**	.228**
	Sig. (2-tailed)	.000	.458	.001	.197	.937	.001	.001
	N	205	205	205	205	205	205	205

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

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

APPENDIX D: REGRESSION ANALYSIS OUTPUT

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Recr&selMean, ORMean, Training&Dev.Mean, PerfAppraisalMean, Comp&BenefitsMean, WorkEnvMean[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: DWBsMean

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.472[a]	.223	.204	.55705	1.907

a. Predictors: (Constant), PEMMean, PEXMean, PAMean, POMean, PCMean

b. Dependent Variable: DWBsMean

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.745	5	3.549	11.437	.000[a]
	Residual	61.751	199	.310		
	Total	79.495	204			

a. Predictors: (Constant), PEMMean, PEXMean, PAMean, POMean, PCMean

b. Dependent Variable: DWBsMean

Collinearity Diagnosticsa

Model	Dimension	Eigenvalue	Condition Index	(Constant)	PCMean	PAMean	POMean	PEXMean	PEMMean
							Variance Proportions		
1	1	5.752	1.000	.00	.00	.00	.00	.00	.00
	2	.108	7.283	.00	.01	.00	.00	.69	.21
	3	.060	9.770	.02	.02	.11	.02	.29	.67
	4	.045	11.303	.00	.02	.14	.82	.00	.04
	5	.022	16.128	.03	.51	.63	.07	.01	.08
	6	.012	22.045	.95	.45	.12	.09	.01	.00

a. Dependent Variable: DWBsMean

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.147	.309		10.175	.000					
	PCMean	-.169	.060	-.193	-2.836	.005	-.288	-.197	-.177	.846	1.182
	PAMean	-.266	.052	-.340	-5.164	.000	-.359	-.344	-.323	.902	1.109
	POMean	-.126	.045	-.182	-2.784	.006	-.194	-.194	-.174	.914	1.094
	PEXMean	.112	.041	.179	2.764	.006	.071	.192	.173	.933	1.072

PEMMean	.016	.041	.027	.401	.689	-.090	.028	.025	.871	1.149

a. Dependent Variable: DWBsMean

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.5610	2.2826	1.2451	.29493	205
Residual	-.94981	2.73230	.00000	.55018	205
Std. Predicted Value	-2.320	3.518	.000	1.000	205
Std. Residual	-1.705	4.905	.000	.988	205

a. Dependent Variable: DWBs Mean

SURVEY QUESTIONNAIRE

Dear Respondent,
We would like to ask you some questions about some issues regarding your university as part of our research efforts toward understanding some issues that could be related to deviant behaviors of sectional, unit, or departmental heads in your university. Your cooperation in completing this questionnaire is highly appreciated. Please, answer all the questions as honestly as possible. Remember, all your responses will remain strictly anonymous and confidential. Your personal identity is not required. Thank you so much in advance for your time and willingness to participate in the research.

SECTION A: DEVIANT WORKPLACE BEHAVIORS
How would you describe the deviant behaviors of your sectional, unit, or departmental head in this university? Please answer the following questions by indicating your answer with a tick ( ) in the relevant box.

	Response Choices: 0= completely false; 1= mostly false; 2=somewhat false; 3=somewhat true; 4=mostly true; 5=completely true	
DID-1	Some of my colleagues often ridicule and disgrace people in public when angry.	0 1 2 3 4 5
DID-2	Some of my colleagues often say something that hurt feelings of other people.	0 1 2 3 4 5
DID-3	Some of my colleagues often say bad things about other people when they are not around.	0 1 2 3 4 5
DID-4	Some of my colleagues often treat people unequally because of my bias/sentiments (e.g. religion or tribe).	0 1 2 3 4 5
DID-5	Some of my colleagues often embarrass people publicly.	0 1 2 3 4 5
DID-6	Some of my colleagues often lose temper easily while at work.	0 1 2 3 4 5
DID-7	Some of my colleagues often behave responsibly toward other people. **(R-C)**	0 1 2 3 4 5
DID-8	Some of my colleagues often go too far in joking with people while at work.	0 1 2 3 4 5
DID-9	Some of my colleagues often sexually harass or intimidate people in the course of my work.	0 1 2 3 4 5
DID-10	Some of my colleagues often do not care to treat people with respect.	0 1 2 3 4 5
DID-11	Some of my colleagues often reject material gifts while doing my work. **(R-C)**	0 1 2 3 4 5
DID-12	Some of my colleagues often favor people because of possible benefits.	0 1 2 3 4 5
DOD-1	Some of my colleagues often use official hours for personal projects/benefit.	0 1 2 3 4 5
DOD-2	Some of my colleagues often use university's property for self-fish/private interest.	0 1 2 3 4 5
DOD-3	Some of my colleagues often falsify receipts to get extra benefits.	0 1 2 3 4 5
DOD-4	Some of my colleagues often report to office late without giving prior notice.	0 1 2 3 4 5
DOD-5	Some of my colleagues often say damaging things against the university in public.	0 1 2 3 4 5
DOD-6	Some of my colleagues often work very hard when discharging my official duties. **(R-C)**	0 1 2 3 4 5
DOD-7	Some of my colleagues often tell my university's secrets to unauthorized persons.	0 1 2 3 4 5
DOD-8	Some of my colleagues often do not care about correcting the misconduct of people.	0 1 2 3 4 5

DOD-9	Some of my colleagues often try to save costs and achieve goals while discharging my official duties. (R-C)	0 1 2 3 4 5
DOD-10	Some of my colleagues often do not attend meetings when needed.	0 1 2 3 4 5
DOD-11	Some of my colleagues often tell lies to gain undue advantage from the university.	0 1 2 3 4 5
DOD-12	Some of my colleagues often tactfully discourage people from hard work.	0 1 2 3 4 5

SECTION B: HUMAN RESOURCE MANAGEMENT PRACTICES

How would you describe the human resource management practices of this university? Please answer the following questions by indicating your answer with a tick ( ) in the relevant box.

	Response Choices: 0= completely false; 1= mostly false; 2=somewhat false; 3=somewhat true; 4=mostly true; 5=completely true	0 1 2 3 4 5
HOR-1	After joining this university, I was informed about the rules and regulations related to my job.	0 1 2 3 4 5
HOR-2	The university mission statement was not clearly communicated to me at the time of joining. (R-C)	0 1 2 3 4 5
HOR-3	I was comprehensively briefed about all university goals and objectives during the orientation session.	0 1 2 3 4 5
HOR-4	I was formally introduced to all colleagues of the department when I joined this university.	0 1 2 3 4 5
HOR-5	I was comprehensively briefed about the university structure (administrative hierarchy) after joining.	0 1 2 3 4 5
HOR-6	After joining this university, I was clearly communicated the criteria on which my performance would be evaluated.	0 1 2 3 4 5
HCB-1	I am fairly paid according to my qualification.	0 1 2 3 4 5
HCB-2	I am appropriately compensated according to my experience.	0 1 2 3 4 5
HCB-3	I am paid appropriate salary according to my responsibilities.	0 1 2 3 4 5
HCB-4	I am reasonably remunerated for the amount of effort I put in.	0 1 2 3 4 5
HCB-5	I am not fairly rewarded for the stresses and strains of my job. (R-C)	0 1 2 3 4 5
HTD-1	The university encourages me to undertake relevant professional training courses.	0 1 2 3 4 5
HTD-2	The university provides me opportunities to undertake relevant educational courses.	0 1 2 3 4 5
HTD-3	The staff development activities organized by the university are linked with my professional needs. (R-C)	0 1 2 3 4 5
HTD-4	The staff development activities organized by the university improved my teaching or work performance.	0 1 2 3 4 5
HTD-5	Staff training and workshop courses organized by the university are directly linked to the university goals and objectives.	0 1 2 3 4 5
HTD-6	After staff workshop or training course, the university demands to know about the effectiveness of the course.	0 1 2 3 4 5
HWE-1	Working environment is very pleasant in my university.	0 1 2 3 4 5
HWE-2	My employment is completely secured with this university.	0 1 2 3 4 5
HWE-3	My health has not suffered due to my job at this university.	0 1 2 3 4 5
HWE-4	I feel difficulty in balancing my work and personal life at this university. (R-C)	0 1 2 3 4 5
HWE-5	The university is actively involved in handling my safety complaints.	0 1 2 3 4 5
HWE-6	Complaints of workplace violence are investigated by the university adequately.	0 1 2 3 4 5
HRS-1	Vacancies for the staff are properly advertised in my university.	0 1 2 3 4 5
HRS-2	The interview panel adequately tested my skills for the required post before the selection.	0 1 2 3 4 5

HRS-3	Before the selection, interview panel assessed my knowledge thoroughly for the required post.	0 1 2 3 4 5
HRS-4	Discrimination is practiced in the selection process in my university. **(R-C)**	0 1 2 3 4 5
HRS-5	Before the selection of my present post, I knew complete job requirements.	0 1 2 3 4 5
HRS-6	In my university, internal politics plays an important role in staff selection process.	0 1 2 3 4 5
HPA-1	My performance is regularly evaluated by the university after each session/semester.	0 1 2 3 4 5
HPA-2	The university gives me formal feedback after appraising my performance.**(R-C)**	0 1 2 3 4 5
HPA-3	Appraisal is completed by the persons who are completely familiar with my work performance.	0 1 2 3 4 5
HPA-4	The university adopts standardized procedures for appraising my work performance.	0 1 2 3 4 5
HPA-5	I feel that staff appraisal is just a formality in my university.	0 1 2 3 4 5

SECTION D: DEMOGRAPHIC INFORMATION

Please complete all the following questions by indicating your answer with a tick (✓) in the relevant box.

	Demographic Questions	1	2	3	4	5
1	Age	21 – 29	30 – 39	40 – 49	50 – 59	60 +
2	Gender	Female	Male			
3	Marital Status	Single	Married	Divorce	Widow	
4	Years Service	1–3 years	4 – 6 years	7 – 10 years	11–15 years	16 years & above
5	Nature of Work	Academic	Non-Academic			
6	Highest Qualification	NCE/Diploma	B.A/B.Sc/ HND	Masters	PhD	
7	Position in the university	Senior	Junior			
	Kindly state the name of your University _____					

Thank you so much for your time.

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