

The Impact of Teachers' Deviance on Job Satisfaction in Public Boys' High Schools in Khyber Pakhtunkhwa (Pakistan)

Muhammad Ibrahim

PhD Scholar

Sarhad University of Science and Information Technology Peshawar
Pakistan

Prof. Dr. Mohammad Iqbal

Sarhad University of Science and Information Technology Peshawar
Pakistan

Abstract

The present study examined the impact of teachers' deviance on job satisfaction in Public Boys' High schools in Khyber Pakhtunkhwa, province of Pakistan. The objective of the study included identification of teachers' deviance and finding out the impact of deviant behaviour on the schools. A total number of 45 principals and 614 teachers were selected from both urban and rural areas of the three sampled districts, 44 principals (97.77%) and 609 teachers (99.18%) responded. The main questions consist of Job Satisfaction. It might be concluded that these attitudes of teachers are not in line with the requirements of the institution and showing deviant behaviours. It is recommended that Principals may try to solve the problems posed by deviant teachers by discussing and then in staff meetings in order to reform their behavior and There is an urgent need to frame Code of Ethics for teachers and principals of public schools.

Keywords: deviance, job satisfaction, teacher, school

Introduction

The behavioural deviancy and misconduct of teachers in institutional settings and their possible adverse effects have attracted considerable attention of researchers and educationalists. The term deviant was used in the past in a number of ways. Once, the deviant behaviour of teachers was described as unethical. Then it was termed as organizational misbehaviour of teachers. It was considered worthwhile to study and analyze the behaviour of deviant teachers in Government Boys' High Schools of Khyber Pakhtunkhwa province of Pakistan. Deviant teachers adversely affect the school climate as well as smooth functioning of schools. The quality of education largely depends on the commitment and collegiality of teachers, which is adversely affected by the deviant teachers and resultantly it becomes difficult to ensure school effectiveness. The current study is, therefore, significant and needed as research, in this area, is scarce. According to Bennett and Robinson (1995:556) deviant behaviour is caused by the voluntary behaviour of teachers in which they resort to violate noteworthy authoritative standards and, in doing as such; undermine the wellbeing of an association, its individuals, or both. Appelbaum et al (2005:43) defined deviant behaviour as infringement of professional ethics, rules, standards, codes, or standards, which give rules to ethically right conduct and truthfulness in particular circumstances. Spector and Fox (2002:29) defined deviant behaviour as any action performed by teachers that harms an educational institution directly or indirectly or its staff or both. Teachers' deviant behaviour can have a great negative impact on schools in terms of effectiveness.

Deviant teachers may change the environment of the institution through their deviant behaviour. Other staff members may follow their behaviour and quote them as an example. In a school, a principal usually faces numerous problems while handling the deviant teachers. The deviant teacher does not usually oppose the staff and principal's decisions apparently but his/her behaviour creates problems in the school. When the principals and supervisors ask for the explanation, they pretend that they are unaware of the referred problems.

Research Questions

The following key questions were examined in the study:

1. What are the different types and causes of deviant behaviour of teachers in Public Boys' High schools of the sampled three districts?
2. What is the impact of job satisfaction of deviant teachers on school climate?
3. What remedial measures the study can suggest to improve the deviant behaviour of teachers in Public Boys' High schools in Khyber Pakhtunkhwa province of Pakistan?

The scope of the study was delimited to Public Boys' High schools both in urban and rural areas in the three sampled districts of Khyber Pakhtunkhwa province of Pakistan. These districts are Charsadda, Mardan and Peshawar. The rationale for selection of three districts is to provide representation to two administrative divisions out of seven divisions in order to generalize the results of the study to the entire province. The Private Sector and Girls' Schools did not come under the purview of this study.

Literature Review

Higgins and Mackinem (2008:113) documented that deviance exists in the eye of the identifier or observer, not in any specific form of action or deed on the part of a deviant person. A normative definition describes deviance as a violation of a norm, values or attitudes. According to Iqbal (2012:114) teachers, more often, report discontentment and even those few dedicated to the profession feel unappreciated, overworked, and humiliated as professionals and educators. They have no professional contact with each other and feel powerless to bring about change even if they want to have it. Adler and Adler (2009:13) suggested that individuals are considered deviant due to their attitudes or behaviours. People are described as deviant by others when they violate norms, values concerning to appearance or actions, suggest unaccepted religious faiths and beliefs, or involve in illegal acts. Besides, certain situations lead people to describe others as deviant, including disobediences and violations of norms, values and regulations of the institutions.

Bennett and Robinson (1995:556) explained that the behaviour might be deviant when an "Institutional norms, policies, customs, rules and regulations are violated by an individual staff member or group of staff members that might make vulnerable the well-being of the institution or its teachers". Deviant behaviour is any behaviour considered deviant by society, which might range from the minimum to the maximum. Bryant and Higgins (2010:249) stated that when teachers do not conduct according to the institutional norms, values, and do not put themselves according to the expectations of the school principal, they are depicted as deviants. Deviant behaviour exists wherever teachers work collectively or in groups. Goldman (2008:235) stated deviating from institutional norms and expectations is internationally considered harmful for the person violating the rules as well as the institution he/she serves.

Lawrence and Robinson (2007:379) suggested that if teacher perceives that he is not receiving proper attention or not respected in the institution, he would not respond positively in fulfilling his responsibilities. He would show deviant behaviour in the school. Thau and Mitchell (2010:1009) reported that if teacher feels that he is not treated fairly, and norms and rules of the institution are not respected, he shows deviance in the institution. Litzky et al (2006:101) described that if a principal does not accomplish the expectations of the teacher, he is tempting deviant behaviour in that individual. A sense of injustice and unfair treatment also increases chances of deviance among teachers in school. Stewart et al (2009:212) stated that deviancy has gradually become a famous area of investigation by psychologists and educational researchers. Rossouw and Van Vuuren (2010:21) stated, "Deviant behaviour is used as a combined term for what is described by different investigators as deviance". Cowen and Marcel (2011:525) documented that deviance not only has harmful effects on the institution but also for the teachers who indulge in such deviant behaviour. According to Kidwell and Kochanowski (2005:139), all the inadmissible exercises are comparative in that they abuse critical institutional or societal standards and shed destructive impacts on the institution and its individuals. In literature, the research scholars called these behaviours with different names including school deviance, antisocial behaviour counterproductive behaviour. Teachers involve in counterproductive or dysfunctional behaviour when they deliberately perform an action that have the intent of destroying or harming institutions or teachers or students within the school. Sarwar et al (2010:99) described that compared with other school deviant behaviours; interpersonal deviant behaviour was the most often demonstrated by the teacher at schools.

Typology of Deviance

Bennett and Robinson (1995:568) stated that deviance, as voluntary behaviour, violates significant institutional norms and threatens the wellbeing of an institution, its staff members, or both. Earlier theorists classified deviant behaviours. Deviant behaviour ought to likewise comprise of social viewpoints to the institution-aimed forms of deviance. At long last, they presented a typology of deviant behaviour including the interpersonal gimmicks. This division comprises of the following two dimensions:

Interpersonal Versus Institutional Deviance

Interpersonal Deviance

Henle (2005:247) described interpersonal deviance behaviours as belittling others, playing pranks on others, acting rudely, arguing, and physical aggression. Interpersonal deviance comprises those behaviours, which are damaging to other individuals within the institution such as aggression, bullying, harassment, incivility etc.

Institutional Deviance

Anwar et al (2011:193) stated that institutional deviance is a grouping of behaviours between the individual and the institution that includes such things as sabotage, theft, lateness, or putting little effort into teaching. Institutional deviances consist of those behaviours, which are directly harmful to institution, such as fraud, sabotage, theft etc.

Minor vs. Serious

The second dimension of Bennett and Robinson (1995:568) typology described the severity of deviance ranging from minor to serious. The conclusions of their results produced a two-dimensional chart, which classifies deviant behaviour into four quadrants labeled:

1. Production deviance,
2. Property deviance,
3. Political deviance, and
4. Personal deviance

Figure-1 demonstrates the classification of the two-dimensional deviant behaviour.

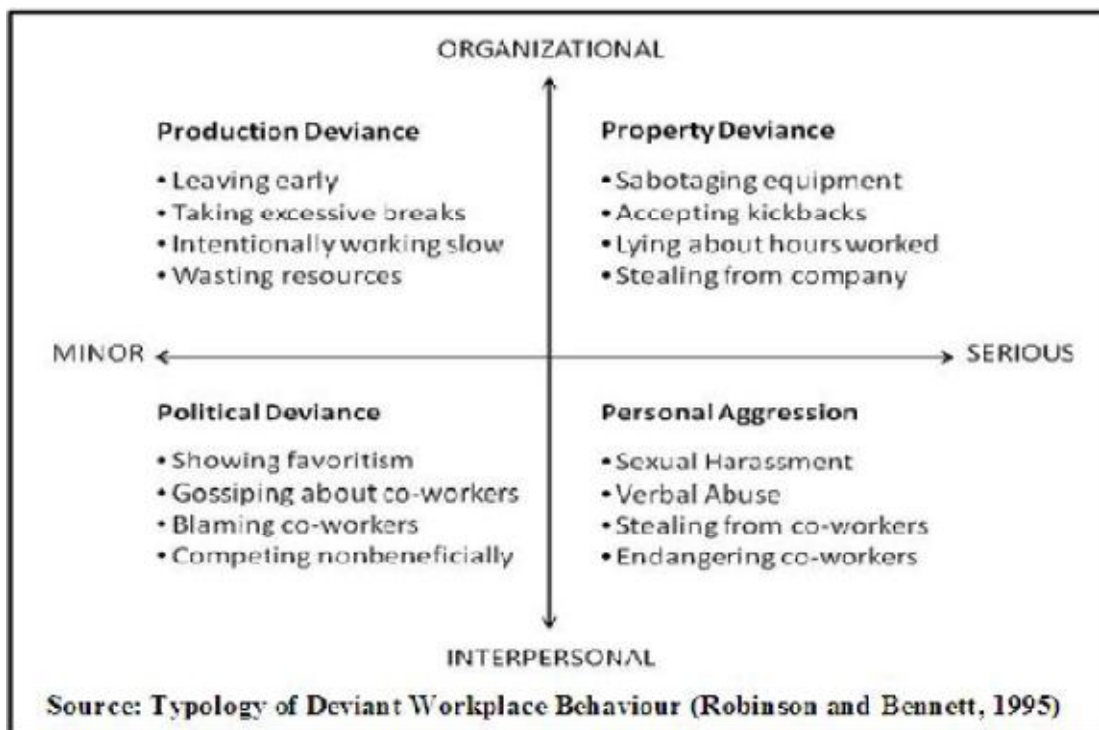


Figure – 1: Typology of Deviant Workplace Behaviour

Everton et al (2007:129) described that the four quadrants of the above chart proposed that practices are different from one quadrant to those in an alternate. It was shown that deviant behaviours start little yet grow into distinctive and more extreme sets of conduct. Negligible events of incivility may prompt forceful conduct and in the end nonattendance and activities against the institution can be the result.

Production Deviance

Kidwell and Martin (2008:213) explained that teaching slowly and withholding exertion outlines the rate where a teacher gives not as much as full exertion in teaching and other job-related tasks. A teacher might withhold effort in teaching because he has negative vision about the institution or colleagues. Everton et al (2007:129) described that these practices have an effect on the effectiveness of institutions. Those teachers who are truant frequently also have a tendency to be unpunctual in their duty, Moreover, leaving school early, taking excessive long breaks, deliberately teaching and working slow and wasting time and institutional resources are instances of deviance.

Property Deviance

Bennett and Robinson (1995:569) defined property deviance as those occasions where workers gain or harm the unmistakable property or resources of the work organization without power. Everton et al (2007:129) noted that property deviance damages the institutions and is quite rigorous. Destroying school desks and chairs, dishonestly keeping himself busy in work sitting for hours without working and taking or going to class, misusing institutional confidential information, performing intentional mistakes and errors, misusing money of school and fraudulent in records, and taking from the school, are manifestations of property deviance.

Political Deviance

Bennett and Robinson (1995:569) defined political deviance as the behaviour of engagement in social connection that puts different people at an individual or political drawback. Institutional incivility, tattling about partners, demonstrating favouritism and opposing colleagues and principal, non-constructively, are types of political deviance. Everton et al (2007:129) described that incivility is prevalent in institution and existed. They found that more than 55 per cent of teachers admitted having said something spiteful and hurtful to colleagues. The outcomes of such behaviour are threatening and taken seriously. Sarwar et al (2010:100) stated that political interference in schools and political transfers promote negative attitude among teachers. Appelbaum et al (2005:52) suggested that obstruction and verbal aggression usually take place in the schools.

Job Satisfaction and Teacher Deviance

A number of factors might influence Job satisfaction. These factors directly or indirectly affect the quality of teacher's relationship with their principals. It also depends on the quality of the physical climate in which they do their job and the measure of culmination toward oneself in their employment and so on. Chandler (2008:97) documented that unfavorable school environment would add to misery, disappointment and would lower people prosperity. Researchers have brought up that teachers with this undesirable feeling would include in deviant exercises and strike back against the institution. Mount et al (2006:620) proposed that Job satisfaction is the intermediating variable among the three planned groups of deciding element and the criterion variable. Crede et al (2007:535) described that research on job satisfaction have brought about a sound comprehension of how institutional -related components, individual-related variables, and employment related elements influence teacher's level of job satisfaction and, subsequently, impacts various school practices, for example, school deviance. Therefore, we consolidated job satisfaction as a mediator of the relationship between teachers' associated constituents, institutional related variables and job related elements and school deviance behaviours.

Koh and Boo (2001:322) noted, "A higher level of job satisfaction is associated with a higher level of top management support for ethical behaviour, a more favourable ethical climate in the institution, and a stronger association between ethical behaviour and career success". Job satisfaction of teachers may be measured regarding promotion, pay, colleagues, supervision and obligation execution in school. More often than not, those teachers who perceive that their institution is moral likewise recognize that their organization is sensible to them. This most likely would enhance teachers' job satisfaction. Penney and Spector (2008:184) stated that job satisfaction has been examined from several viewpoints. They examined that interpersonal engagement are related with lowering job satisfaction on the grounds that contemplations of social communications and other social angles normally contain judgments about one's level of satisfaction in the job performance. Ubom and Joshua

(2004:57) stated that teachers are anticipated to render high job performance, and the management of education department is always interested concerning the job performance of its teachers.

The management of education department stresses high degree of patriotism, devotion, loyalty, faithfulness, dedication, hard work, diligence and commitment from its teachers. Ololube (2005:35) described that the principles and perspectives of educations' motivational tools and methods might not be underemphasized because high enthusiasm improves efficiency, which is certainly in the welfare of all educational systems.

Methodology

The present study is an attempt to highlight the existing conditions and prevalent practices of the teachers in Government schools of Khyber Pakhtunkhwa. The qualitative data were obtained through were collected through Opinionnaires and analyzed. Standards were identified through intensive and extensive study of the relevant literature so that existing-conditions in the sampled population could be compared with these standards analytically.

Tools and Sources of Data Collection

The primary source of data collection were Opinionnaires, and study of relevant documents. Two Opinionnaires were developed one each for principals and teachers. The Opinionnaires were distributed personally to respondents in order to receive quick and correct responses. These were collected back, on the same day. Job Satisfaction scale was developed by Spector (1994:385), which is consisted of 35 items. Descriptive statistics, of the teachers as well as the principals were calculated.

Job Satisfaction Teachers' Self Response

Cases of items that were negatively skewed are: "I feel I am being paid a decent wages for the work I do." (Skewness value = -3.979), "My principal is truly able in doing his profession." (Skewness value = -4.030), "When I performed a good job, I get the appreciation for it that I ought to get." (Skewness value = -3.868) etc. This suggests that respondents had a tendency to concur with these announcements. Cases of items that were positively skewed are: "There is truly very minimal chance for promotion in my profession." (Skewness value = 5.232), "I am not satisfied with the benefits I receive." (Skewness value = 5.040), "A hefty portion of our principles and procedures performing a decent work difficult." (Skewness value = 4.464), "Increases in wages are excessively few and far between." (Skewness value = 6.252) etc. This suggests that respondents had a tendency to not concur with these items.

Table 1: Means, Standard Deviations (SD) and Skewness Values of Job Satisfaction Items of Teachers' Self Response (N=609)

Item	Means	SD	Skewness
1. I feel I am being paid a decent wages for the work I do.	4.58	2.323	-3.979
2. There is truly very minimal chance for promotion in my profession.	3.36	2.121	5.232
3. My principal is truly able in doing his profession.	4.69	2.255	-4.030
4. I am not pleased with the assistance I get.	3.12	2.076	5.040
5. When I performed a good job, I get the appreciation for it that I ought to get.	4.48	2.174	-3.868
6. A hefty portion of our principles and procedures performing a decent work difficult.	3.52	2.253	4.464
7. I like the teachers I work with in this institution.	4.72	2.215	-3.353
8. I sometimes feel that my job is insignificant.	4.35	2.451	-1.565
9. Communication appears to be great inside this institution.	4.95	2.165	-6.191
10. Increases in wages are excessively few and far between.	3.18	2.296	6.252
11. Those teachers who perform well at work stand a reasonable possibility of being promoted.	4.71	2.379	-5.191
12. My principal is unfair to me.	3.38	2.188	4.595
13. The benefits we get are tantamount to most different departments offer.	4.03	2.463	-0.373
14. I don't feel that the work I do is respected in value.	3.62	2.171	3.080
15. My endeavors to perform well in job are rarely blocked by red tape.	4.09	2.411	-1.383
16. I discover I need to work harder at my occupation due to the ineptitude of individuals I work with.	4.27	2.481	-1.101
17. I like doing the things I do at work.	4.12	2.263	-0.050
18. The objectives of this department are not clear to me.	3.43	1.987	1.565
19. I feel undervalued by the department when I consider what they pay me.	4.38	2.481	-2.797
20. Teachers excel as quick here, as they do in different departments.	3.13	2.227	5.717
21. My principal shows very minimal enthusiasm for the emotions of his subordinates.	4.73	2.351	-4.484
22. There are few advantages for those, who teach in this department.	4.19	2.146	-2.404
23. I have too much to do at work.	3.57	2.356	3.232
24. I appreciate my colleagues.	4.48	2.103	-2.858
25. I regularly feel that I don't understand what is going ahead with the institution.	4.01	2.445	0.494
26. I sense a feeling of pride in doing my service.	4.02	2.281	1.141
27. I feel fulfilled by my chances for wages increments.	4.36	2.275	-2.676
28. There are advantages we don't have, which we ought to have.	3.54	2.177	1.969
29. I like my principal.	4.31	2.174	-1.151
30. I have an excess amount of paperwork.	3.94	2.392	1.111
31. I don't feel my endeavors are compensated the way, they ought to be.	3.51	2.183	4.020
32. I am fulfilled by my chances for promotion.	4.28	2.537	-2.171
33. There is a lot of fighting and bickering at work.	4.94	2.450	-6.484
34. My job is enjoyable.	4.60	2.239	-3.191
35. Work assignments are not fully explained.	4.03	2.239	0.515

As indicated in table 1, the items related to the Job Satisfaction of teachers' self response were, in general portrayed by being negatively skewed and leptokurtic showing departures from the ordinariness presumption. The Skewness values s range from a low of -6.484 ("There is a lot of fighting and bickering at work.") to a high of 6.252 ("Increases in wages are excessively few and far between.") indicating that respondents tended to engaging in these kinds of behaviour.

Job Satisfaction Principals' Response about Teachers

Cases of items that were negatively skewed are: "I feel teachers are being paid a decent wages for the work they do." (Skewness value = -1.882), "There is truly very minimal chance for promotion on their (teachers) profession." (Skewness value = -0.893), etc. This suggests that respondents had a tendency to concur with these announcements.

Cases of items that were positively skewed are: "Teachers are not pleased with the assistance they get." (Skewness value = 1.330), "A hefty portion of our principles and procedures performing a decent work difficult." (Skewness value = 1.358) etc. This suggests that respondents had a tendency to not concur with these items.

Table 2: Means, Standard Deviations (SD) and Skewness Values of Job Satisfaction Items of Principals' Response about Teachers (N=44)

Item	Means	SD	Skewness
1. I feel teachers are being paid a decent wages for the work they do.	4.95	2.011	-1.882
2. There is truly very minimal chance for promotion on their (teachers) profession.	4.45	2.162	-0.893
3. I am very equipped in doing my job.	4.14	1.912	-0.630
4. Teachers are not pleased with the assistance they get.	3.43	1.993	1.330
5. When teachers performed a good job, they get the appreciation for it that they ought to get.	4.80	2.108	-1.692
6. A hefty portion of our principles and procedures performing a decent work difficult.	3.50	2.162	1.358
7. I (principal) like the teachers I work with in this institution.	4.55	1.922	-1.240
8. Teachers sometimes feel that their job is meaningless.	4.23	1.641	-0.610
9. Communication appears to be great inside this institution.	4.66	2.068	-1.613
10. Increases in wages are excessively few and far between.	4.57	2.172	-1.271
11. Those teachers who perform well at work stand a reasonable possibility of being promoted.	4.34	2.022	-0.731
12. I (principal) am unfair to teachers.	4.25	1.449	-0.613
13. The benefits teachers get are tantamount to most different departments offer.	4.84	1.842	-1.607
14. Teachers don't feel that the work they do is respected in value.	3.59	1.921	0.921
15. Teacher's endeavors to perform well in job are rarely blocked by red tape.	4.68	2.009	-1.184
16. I (principals) discover I need to work harder at my occupation due to the ineptitude of individuals I work with	3.89	1.919	-0.801
17. Teachers like doing the things they do at work.	4.64	1.906	-0.526
18. The objectives of this department are not clear to teachers.	4.43	2.016	-1.156
19. Teachers feel undervalued by the department when they consider what they pay me.	4.30	1.720	-0.226
20. Teachers excel as quick here, as they do in different departments.	4.32	2.043	-0.549
21. I (principal) show very minimal enthusiasm for the emotions of subordinates.	2.77	1.612	3.238
22. There are few advantages for those, who teach in this department.	4.41	2.038	-1.016
23. Teachers have too much to do at work.	3.93	1.860	-0.089
24. Teachers appreciate their colleagues.	5.23	1.951	-2.369
25. Teachers regularly feel that they don't understand what is going ahead with the institution.	4.39	2.413	-1.221
26. Teachers sense a feeling of pride in doing his service.	4.61	1.932	-0.705
27. Teachers feel fulfilled with their chances for wages increments.	3.98	1.935	0.036
28. There are benefits teachers do not have which they should have.	4.55	2.096	-1.722
29. I like my subordinates (teachers).	5.25	1.918	-2.845
30. Teachers have an excess amount of paperwork.	4.02	1.470	-0.243
31. Teachers don't feel his endeavors are compensated the way, they ought to be.	4.98	2.074	-2.159
32. Teachers are fulfilled with their chances for promotion.	5.11	2.037	-2.680
33. There is a lot of fighting and bickering at work.	4.20	2.226	-0.977
34. Teachers' job is enjoyable.	4.45	1.848	-1.019
35. Work assignments are not fully explained.	4.16	1.964	-0.218

As indicated in Table 2, the items related to the Job Satisfaction of principals' response about teachers were, in general portrayed by being negatively skewed and leptokurtic showing departures from the ordinariness presumption.

The Skewness values range from a low of -2.845 (“I like my subordinates (teachers).”) to a high of 3.238 (“I (principal) show very minimal enthusiasm for the emotions of subordinates.”), indicating that respondents tended to engaging in these kinds of behaviour.

The overall values of scale of Job Satisfaction (Teachers) and Job Satisfaction (Principals) are given in Table 3.

Table 3: Descriptive Statistics of the Job Satisfaction Number of Respondents (N), Minimum, Maximum, Mean, Standard Deviation (SD) and Skewness of Teachers and Principals Response

Item	Number of respondents per item	Min	Max	Means	SD	Skewness
Job Satisfaction (Teachers)	609	77.00	206.00	142.5944	21.2258	0.5151
Job Satisfaction (Principals)	44	116.00	192.00	151.8636	17.4510	0.9383

Description of Cronbach Alpha Values of Job Satisfaction

The inner consistency of the items extricated from the Job Satisfaction items (Teachers) were resolved to the relating items identified with the Job Satisfaction items (Principals). This revealed that the Cronbach Alpha values for the teachers were <0.6 (0.613) and for principals were <0.5(0.559) indicating good internal consistencies for teachers and principals as noted by Pallant (2007:98). A portrayal of these variables for the teachers and principals and the interior consistency of each of these are in Table 4.

Table 4: Description of Cronbach Alpha values Job Satisfaction of Teachers and Principals Responses

Factor name	Factor number	Number of items	(N=609) Cronbach Alpha value for Teachers	(N=44) Cronbach Alpha value for Principals
Job Satisfaction	2	35	0.613	0.559

t-test of Scales and Subscales of Teachers’ Deviance, (of Teachers Self-Response) and Principals’ Response about Teachers

In independent samples, t-test assesses the difference between the means of two independent or unrelated groups. The t-test examines that whether the mean value of the test variable of teachers (self-Report) disagrees significantly from the mean value of the test variable of principal’s response about teachers. In order to meet the objective of the study for each of the sub-scales and their effect on teachers deviance in schools, independent samples t-test were conducted. Descriptive statistics for each of the sub scales and the consequences of the t-tests were displayed in Table 5.

Table 5: t-tests of Scales and Subscales of Teacher Deviance of Teachers Self Response and Principals Response about Teachers

Paired samples	Sub scales	Mean	Std. Deviation	Std. Error Mean	t	df	p
Pair 1	Job Satisfaction (Teachers)	142.594	21.22587	0.86012	165.785	608	.000
	Job Satisfaction (Principals)	151.863	17.45105	2.63084	57.724	43	.000

In each of the above sub scale the value of ($p < 0.001$) in all cases, there exists a significant effect in each of the above sub-scale. From Table 5, it is obvious that all things considered teachers’ (self response) depict their own particular character values to be stronger than their principals’ point of view. Teachers self-report measures are on average higher than the principals’ response about teachers. The opposite, however, is true for the teachers’ deviance in school. On average the teachers see themselves as (self) as more averse to have vulnerable to include in deviance in school, while the principals discern their subordinates to have a stronger propensity to show deviance in school (the method for the teachers self-report are lower than the means for their principals). Job Satisfaction (Teachers) is 142.594 whereas the mean of their principals’ Job Satisfaction (Principals) is 151.863 for their subordinates.

Regression analysis of Scales and Subscales of Teachers' Deviance (of Teachers' Self-Response), and Principals' Response about Teachers

The Regression analysis was carried out to study the factors contributing towards teachers' deviance in school. The Regression analysis was carried out of teachers' self response and principals' report about teachers. The results of this analysis are presented as below:

Regression Analysis of Scales and Subscales of Teachers' Deviance (of Teachers' Self Response)

The summary of regression analysis of teachers self – Report responses are shown in Table 6.

Table 6: Summary of Regression Analysis of Scales and Subscales of Teacher Deviance of Teachers' Self Response (N=609)

Scales	R	R square	Adj. R sq.	t	sig.
Job Satisfaction	0.241	0.058	0.056	07.889	0.000

Table 6, shows the scales of teachers deviance self response of Job Satisfaction. These are showing percentage (%) variance of teachers' self responses in terms of Job Satisfaction accounted 5.8% variability.

Regression Analysis of Scales and Subscales of Teachers' Deviance (of Principals' Response about Teachers)

The summary of regression analysis of Principals' response about Teachers is shown in Table 7.

Table 7: Summary of regression analysis of Scales and Subscales of Teacher Deviance of Principals' Response about Teachers (N=44)

Scales	R	R square	Adj. R sq.	t	sig.
Job Satisfaction	0.184	0.034	0.011	2.352	0.000

Table 7, shows the scales Job Satisfaction. These are showing % variance of principals' report about teachers in terms of Job Satisfaction accounted 3.4% variability. The change in R for all scales is significant at 0.000. It was found that teachers' deviance has been confirmed by teachers' self responses and principals' responses about teachers. These output confirmed teachers' deviance in schools by denoting teachers, self responses accounted for Job Satisfaction accounted 5.8%. This value is predicting very low responses but the reverse is true. It is evident from principals' response about teachers that they are indulged in deviance attitude in schools. The construct validity of principals responses about teachers, confirmed that Job Satisfaction accounted 3.4%. These low values for Job Satisfaction denoting teachers' deviance in school. These confirmed the deviant attitude of teachers. These responses are alarming about teachers' deviance in schools.

Results

Job Satisfaction

Job Satisfaction scale (teachers) is consisted of 35 items. 20 items are negatively skewed, indicating, that the respondents do not agree with these items, while 15 items are positively skewed, indicating that the respondents do not agree with these items. (Table 1) Job Satisfaction scale (principals) is consisted of 35 items. 30 items are negatively skewed, indicating, that the respondents do not agree with these items, while five items are positively skewed, indicating that the respondents do not agree with these items. (Table 2) The Job Satisfaction scale (teachers) Cronbach Alpha value for Teachers 0.613 and the Job Satisfaction scale (principals) Cronbach Alpha value for Principals 0.559, are indicating acceptable internal consistencies for both teachers and principals.

Correlation Coefficients and Independent Samples t-test Teachers' Self-Report and Principals' Report about Teachers

In independent samples t-test assess the difference between the means of two independent or unrelated groups. The t-test examines that whether the mean value of the test variable of teacher (self-Report) disagrees significantly from the mean value of the test variable of principals. In order to meet the objective of the study for each of the sub-scales and their effect on teachers deviance in schools, independent samples t-tests were conducted. In each of the sub scale the value of ($p < 0.001$) in all cases, there exists a significant effect in each of the above sub-scale. (Table 5)

The subscales in which teachers self-report measures means are lower than the principals' report about teachers. These are:-

Job Satisfaction (Teachers) is 142.594 whereas the mean of their principals' Job Satisfaction (Principals) is 151.863 for their subordinates. The teachers consider themselves (self) as less deviant in school, while the principals identify teachers as deviant and have a stronger tendency to demonstrate deviance in school (means of the teachers self-report are lower than the means of their principals). The t-values point out that there is a significant difference in average results of teachers and principals in all the sub-scales. The p value is 0.000 for all the sub-scales, so the correlation is highly significant, showing that the teachers are highly inclined to deviance in Public Boys' High schools of Khyber Pakhtunkhwa, Pakistan. Hence the causes of deviant behaviour of teachers in Public Boys' High schools were investigated and indicated. Furthermore, the average results of teachers are significantly higher than the principals; indicated the impact of this deviant behaviour on school climate.

Discussion

Job Satisfaction (teachers) scale having the mean values of principals' response about teachers, are higher than the teachers' self response of job satisfaction. The contradictory Mean scores indicate the dissimilarities of attitudes in response of Job Satisfaction. It might be concluded that low Means of teachers' self response denote that teachers are dissatisfied from the rewards and privileges they receive from the department. Teachers think that principals are unfair to them. Teachers consider that principals show little concern for them and do not like their subordinates. It might be concluded that teachers are not satisfied and there is a communication gap between teachers and principals. Conversely, the principals' responses about teachers are against the teachers' self response. It might be concluded from principals' responses about teachers that teachers are satisfied of their privileges and rewards. Principals confess that teachers are not fulfilling their job requirements and nor feeling any pride while performing their duties in the school. These low score denote that teachers in the school are not satisfied with their job activities and not satisfied with the benefits or rewards they receive. The calculations of the Cronbach Alpha indicated acceptable internal consistencies for teachers and low internal consistencies for the principals. These conclusions are supported by Iranzadeh and Chakherlouy (2011:806) and Bowling (2010:125). The findings of the present study are in-line with earlier study of Crede et al (2007:535) and also supported by Knights and Kennedy (2005:57).

Conclusions

It might be concluded that these attitudes of teachers are not in line with the requirements of the institution and showing deviant behaviours. It might be concluded that the principals are endeavoring to play an influential role in schools to keep check on deviant teachers in schools; but unfortunately the present results are not favouring them. Practical measures may be taken to decrease deviancy and improve the performance teachers and efficiency. This can be only achieved by satisfying the working teacher in school.

Recommendations

On the basis of findings and conclusions of the study, the following recommendations are made:

1. Necessary steps may be taken to improve the performance of teachers in government schools through motivational techniques and by monitoring the behaviour and conduct of teachers continuously. Teachers may be motivated by intrinsic and extrinsic incentives, such as cash rewards and issuance of good performance certificates etc.
2. Principals may try to solve the problems posed by deviant teachers by discussing and taunting them about their attitudes first individually and then in staff meetings in order to reform their behaviour.
3. There is an urgent need to frame Code of Ethics for teachers and principals.
4. Teachers must be involved in school matters, and his suggestion may be weighed.

Bibliography

- Adler, P. A., & Adler, P. E. (2009). *Constructions of Deviance : Social Power, Context, and Interaction*. (5th Edition). Australia: Belmont, CA: Wadsworth, Australia.
- Anwar, M.N., Sarwar, M., Awan, R.N., & Arif, M.I. (2011). Gender differences in workplace deviant behaviour of university teachers and modification techniques. *International Education Studies*, Published by Canadian Center for Science Education, Vol. 4(1), pp. 193-197.
- Appelbaum, S.H, Deguire, K.J. & Lay, M. (2005). The relationship of ethical climate to deviant workplace behavior, *Corporate Governance*, Vol. 5(4), pp. 43-55
- Aube, C., Rousseau, V., Mama, C., & Morin, E. M. (2009). Counterproductive behaviours and psychological well-being: The moderating effect of task interdependence. *Journal of Business and Psychology*, Vol.24 (3), pp.351-361.
- Bennett, R.J., & Robinson, S.L. (1995). A typology of deviant workplace behaviours: A multidimensional scaling study. *Academy of Management Journal*, Vol.38 (2), pp.555–572.
- Bowling, N. A. (2010). Effects of Job Satisfaction and Conscientiousness on Extra-Role Behaviors. *Journal of Business and Psychology*, Vol. 25(1), pp.119-130.
- Cowen, A. P., & Marcel, J. J. (2011). Damaged goods: Board decisions to dismiss reputationally compromised directors. *Academy of Management Journal*, Vol. 54(3), pp. 509–527.
- Everton, W.J., Jolton, J.A., & Mastrangelo, P.M. (2007). Be nice and fair or else: understanding reasons for employees' deviant behaviors, *Journal of Management Development*, Vol. 26(2), pp. 117-131.
- Galperin, B.L. (2002). *Determinants of deviance in the workplace: an empirical examination of Canada and Mexico*. Doctoral dissertation, Concordia University, Montreal, Canada.
- Galperin, B.L., & Burke, J. R. (2006). Uncovering the Relationship Between Workaholism and Workplace Destructive and Constructive Deviance : an Exploratory Study, *International Journal of Human Resource Management*. Vol.17 (2), pp.331-347.
- Goldman, A. (2008). Company on the Couch: Unveiling Toxic Behaviour in Dysfunctional Organizations, *Journal of Management Inquiry*, Vol. 17(3), pp. 226-238.
- Henle, C. A. (2005). Predicting WD from the interaction between organizational justice and personality. *Journal of Managerial Issues*, Vol. 17, pp.247-63.
- Higgins, P. C., & Mackinem, M. B. (2008). *Thinking about deviance : A realistic perspective* (2nd Edition.). Lanham: Rowman & Littlefield Publishers, 4501 Forbes Blvd., Suite 200 Lanham, MD 20706, UK.
- Iqbal, M. (2012). *Essentials of Educational Administration*. Unpublished Book, Peshawar, Pakistan: Sarhad University of Science and Information Technology, Peshawar, Pakistan.
- Iranzadeh, S., & Chakherlouy, F. (2011). A study on the relationship between citizenship behavior and organizational justice with Job Satisfaction among the employees. *World Applied Sciences Journal*, Vol.13, pp.806-818.
- Knights. J. A., & Kennedy. B. J. (2005). Psychological Contract Violation: Impact on Job Satisfaction and Organizational Commitment among Australian Senior Public Servant. *Applied HRM Research*, Vol. 10(2), pp. 57-72.
- Lawrence, T.B., & Robinson. S.L. (2007). Workplace Deviance as Organizational Resistance, *Journal of Management*, 2007, Vol. 33(3), pp. 378-394.
- Penney, M. L. & Spector, E. P. (2002). Job Stress, incivility and counterproductive work behaviour: the moderating role of negative affectivity. *Journal of Organizational Behaviour*, Vol. 26, pp. 777-796.
- Rossouw, D., & Van Vuuren, L. (2010). *Business ethics*. (4th Edition). Cape Town, SA: Oxford University Press Southern Africa, South Africa.
- Sarwar, M., Awan, R., Alam, M., & Anwar, M. N. (2010). Location and gender differences in deviant behaviour among primary school teachers. *International Journal of Business and Management*, Vol. 5(12), pp.97-101.
- Spector, E., & Fox, S. (2002). Emotions, Violence and Counterproductive Work Behaviour. *Kellowa, Journal of Organizational Behaviour and Management*, pp: 29.
- Stewart, S.M., Bing, M.N., Davison, H.K., Woehr, D.J., & McIntyre, M.D. (2009). In the eye of the beholder: A non-self-report measure of workplace deviance . *Journal of Applied Psychology*, Vol.94, pp. 207-215.
- Thau, S., & Mitchell, M. S. (2010). Self-gain or self-regulation impairment? Tests of competing explanations of the supervisor Abuse and employee deviance relationship through perceptions of distributive justice. *The Journal of Applied Psychology*, Vol.95 (6), pp. 1009-1031.