

**IMPACT OF ABUSIVE SUPERVISION ON TEACHERS'  
PERFORMANCE; MEDIATING ROLE OF DEVIANT  
BEHAVIOUR  
(A CASE OF PUBLIC SECTOR SCHOOLS)**



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BEHAVIOUR  
(A CASE OF PUBLIC SECTOR SCHOOLS)**



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## DEDICATION

*I dedicate my efforts to my loving Mother and supportive Father, who always guided me to choose a right path at every step of my life.*

*With their support my dream of getting M.Phil. Degree has become true.*

*I would like to dedicate my research work to my brother who always gave me advice, strength and support in every hard time of my life.*

*I would also like to dedicate this work to my sisters for their love and prayers.*

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**Nimra Khurshid**

## ABSTRACT

Present study has been designed to measure to impact of abusive supervision on teachers' performance; mediating role of deviant behaviour (public sector schools). Population of the study comprised of Population of this study comprised of Principals, Headmasters/ Headmistress and teachers at public sector schools located at Islamabad only. Data was being collected from Islamabad. Due to large size of population, data was from 100 principals and 500 teachers only. Major objectives were to study the effect of abusive supervision on the performance of teachers, to study the effect of abusive supervision on deviant behaviour of teachers, to examine the effect of deviant behaviour of teachers on their performance, to assess the mediating role of deviant behaviour on teachers' performance in public sector schools keeping abusive supervision as independent variable. Several hypotheses were formulated to achieve objectives of the study. Data was collected through following three standardized research questionnaires, Abusive Supervision Questionnaire (15 items), Teacher Performance Evaluation (Scale (34 items) and Workplace Deviance Questionnaire (28 items). After data collection, data was analyzed with the help of following statistical tools i.e., Mean, SD, ANOVA, Correlation and Regression Analysis. Finding of the study would increase understanding of the various supervisory practices of heads prevailing in public sector schools. It would have several useful repercussions, as abusive supervision is associated with employee's diminished performance, so struggles would be made to decrease the possibility of abusive supervision occurring in the public sectors school so that the performance of teachers may be improved. This study would help supervisors to alter their practices so that there can be more productive environment of schools leading to better results in teacher's performance and consequently student's growth.

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## List of Abbreviations

AS- Abusive supervision

TP- Teacher performance

WD- Work deviant behaviour

CWB- Counter productive work behaviour

SD - Standard deviation

ANOVA- Analysis of variance

LMX theory- Leader-member exchange theory

## Chapter 01

### INTRODUCTION

#### 1.1 Background of the Study

Education plays a dynamic role for oneself, the society as well as the country. The elementary objective to attain education is to motivate every individual and help each human being in recognizing their personal potential (Federation of Parents and Citizens' Associations of New South Wales, 2008). Moreover, education also contributes towards developing the desired standards, behaviour, and attitudes due to which individuals can live in the world peacefully (UNESCO, 1995). Education is vital in shaping the fate of any country. It has a significant role in the development of developed and developing countries. For respectful survival of a nation, education could become a vibrant tool and provides solid foundations for success and prosperous future. When observed closely, several factors are playing important role in success of education system of a country. Overall quality teacher, quality environment, adequate budget, motivated students are some of the vibrant factors which can give assurance of quality outcomes of successful education system (Tuckey & Neall, 2014). Glanz et al. (2007) stated in his research work that teachers are one of the key inputs for the smooth delivery of education; consequently, the quality of education being imparted by teachers moderately depends on the way teachers are being administered and trained.

Education system revolves around teachers and students. Trained, satisfied, well-adjusted and well-informed teacher can impart education in a more effective manner. No doubt that teacher is necessary for survival of educational systems and acquisition of education is not possible without a teacher. Teachers are valuable assets of any educational institution because teachers consciously or unconsciously transfer their characteristics to students. They are therefore, considered to be valuable assets who are responsible for creating successful students. Although, numerous scholars have claimed that supervision is directly related with the classroom environment and hence it

leads to successful students by improving teachers' work performance and proficient growth (Baffour-Awuah, 2011; Kholid & Rohmatika, 2019).

It has been observed that now a days, supervision is more inclined towards technical aspect rather than mere inspection or evaluation of the performance of teacher. The technical aspect emphasizes on continuous development and growth of teachers (Ahmad et al., 2013). Likewise, Glickman (1990) established the fact that supervision has been transformed to more of a school-based cooperative process and it has improved instruction. It is kind of direction for teachers which enables them to enrich their teaching abilities with the help of various approaches such as classroom visits, seminars, educational workshops, and training courses which help to meet teachers' needs. Supervision in educational institutes is of corresponding importance to students as well as teachers; by having a constant communication between the supervisor and the teacher to improve teaching and learning processes (Al-Saud, 2007). If teachers are being assisted continuously, they would become more efficacious. This could be accomplished through healthy supervision which is considered as a part of professional development (Hoque, Alam, & Abdullah, 2010).

It has been observed that when teachers' satisfaction, commitment, stress, or performance are being measured, it has been revealed that they are less satisfied, less committed, and more stressed due to formalization of procedures in educational institutes and faulty supervisory practices. Since educational institutions are the organizations where teachers have been employed for teaching and coaching of the future generations; if they would work under harsh supervisory pressure and destructive conditions, they would not be able to provide quality education to the students. Schools may be public or private in nature; it has been observed that teachers at the schools are adjoining abusive attitude in various forms. As public sector schools are schools owned by government of any area, so they tend to have relatively different kind of supervisory practices when compared with that of private sector schools. Since ever high-up of the organizational hierarchy intends to ensure maximum productivity from subordinates and so is the case in schools may it be public or private (Eyal et al., 2011; Cohen et al., 2009; Greenlee and Brown Jr, 2009).

Ariffin et al. (2015) stated that there is an ongoing decline of supervision in schools throughout the globe. B.M. Harris et al. (2007) stated that supervision in schools is directed towards both maintaining and improving the performance of the teacher. On the other hand, Blasé and Blasé (2002) stated that the teachers in schools

are exposed to longstanding mistreatment from school principals. The authors discussed descriptive, conceptual, and theoretical findings about principals' actions that teachers define as mistreatment. It was determined that there were extremely harmful effects of such mistreatment on teachers' psychological, emotional, and physical well-being due to which they indulge in deviant behavior and hence their performance declined.

Abusive supervision stimulates adverse effects. When an employee is undergoing an abusive supervision, there have been a strong feeling of stress at work and hence worker is unable to fulfill its tasks accordingly and the performance of the employee will decline (Tuckey & Neall, 2014).

Oluwakemi and Olanrewaju (2014) conducted a study and revealed that abusive supervision leads employees towards declined performance and hence it leads them towards deviant behavior. Demirkasımoğlu (2018) conducted a study on the theme of association of abusive supervision with withdrawal from work and revenge taking behavior of teachers. It was being established that as teachers' ability to teach decreased and their abilities of withdrawal and revenge increased with the increase in abusive supervision.

Heads in schools use damaging supervision to control their teachers which in turn leads to low performance. Furthermore, due to abusive supervision teachers tend to show deviant behavior (organizational or interpersonal) which can be in any form say for example a teacher can steal school's property or harm any fellow teacher or a student as well. A plentiful portion of work has been done on solid initiative and its effect on representatives' prosperity, expanded profitability and proficiency (Avolio et al., 2009; Tepper, 2007).

As oppressive supervision prompts serious negative outcomes; Past researchers have considered damaging supervision from the points of view of control Zellars et al., (2002), injury commencement Tepper et al., (2006) and social trade. A significant number of their discoveries have added to comprehension of the impacts of oppressive supervision. Analysts had considered different results of injurious supervision and found that a pioneer's oppressive practices influence business related results as well as may have overflow consequences for nonworking zones (for example work-family equalization or work-family clashes). Encountering supervisory maltreatment drives subordinates towards irregular practices grinding away and it will consequently lower their performance as well. The literature which is available on shady leadership practices prevalent in organizations emphasizes on leaders and their dysfunctional

practices that may have a negative impact on either the organization itself or employees working within those organizations (Tepper, 2007; Blas´e and Blas´e, 2002, 2003; Treviño and Brown, 2005).

One of the most renowned philosophies is of Machiavellian leadership, given its historicity Rego et al., (2017). Machiavellian leadership explains numerous types of leaderships that includes narcissistic leadership (Kets de Vries and Miller, 1997; Higgs, 2009; Rosenthal and Pittinsky, 2006); destructive leadership (Einarsen et al., 2007; Padilla et al., 2007); abusive supervision (Tepper, 2000, 2007); petty tyranny (Ashforth, 1994); toxic leadership (Watt et al., 2015); and extreme careerism (Whitaker, 2011).

Xu, Huang, Lam, & Miao (2012), conducted research and found out that abusive supervision has also adverse effects on job performance, citizenship behaviors (Zellars, Tepper, and Duffy, 2002), and employee deviance (Brees, Mackey, Martinko, & Harvey, 2014; Lian, Ferris, & Brown, 2012; Mitchell & Ambrose, 2007; Tepper, Henle, Lambert, Giacalone, & Duffy, 2008).

For a country like Pakistan, education is extremely important, to be at par with the other developed countries and be prosperous in future. Moreover, schools in Pakistan particularly public sector, are facing this dilemma of abusive supervision and hence declined performance of teachers which will resultantly affect the students mindset as a teacher who is not satisfied himself/herself will not be able to inculcate quality education in students so it is important to address this issue so that heads of schools can amend their practices accordingly ; consequently the performance of teachers would leads towards improvement and they will tend to exhibit work - friendly behavior and it will enhance organizational as well as student performance. Even though few of the studies mentioned above indicated that supervision helps to improves performance of the teachers while other studies reported teachers' diverse reaction toward supervision (James & Massiah, 2019; Khun-inkeeree et al., 2019). Studies also indicated that the supervision helps teachers to develop their teaching skill to the best level. Thus, this study has been designed to attempts to address the impact of abusive supervision on teachers' performance while keeping deviant behavior exhibited by teachers as a mediator.

## **1.2 Contextual Analysis**

In western countries a lot of research work has been done in the context of leadership in educational institutes, most of the research has been conducted from



managerial perspective. Education sector is one of the significant sectors which requires research to meet the challenges of the current scenario in Pakistan. The education system typically consists of all institutes that are involved in providing formal education; they may be public or private in nature, for-profit or not for profit, they may be onsite or virtual instruction programme for students. Furthermore, education systems also comprise of faculties, students, physical infrastructure, resources and rules of those educational institutes. In a broader view it can be said that the education system also consists of those institutes that are directly related to funding, dealing, operating, or regulating educational institutions (like government ministries and supervisory bodies, central testing administrations, textbook boards and certification boards). The regulations that pave a way for individual and institutional interactions within the educational context are too part of the education system. There has been an increasing emphasis in educational policies, practices and professional development on the capacity of educational leadership to exert a causal impact on teachers' commitment outcomes. According to research conducted by Islamabad policy research institute (IPRI), Pakistan has shown a keen interest and pledge to support education in the country by creating various policies for education at domestic level and getting involved into international pledges on education. In this context, policies for national education are the visions which would propose different strategies to upsurge literacy rate, capacity building among students as well as enhance facilities in educational institutes. Though there are some issues involved in this process some of those are lack of proper planning, gender gap, various approaches of supervision, social constraints, and funds for education etc.

Abusive supervision has been practiced in educational sector of Pakistan and it is one of the main reasons of decline in teachers' performance and resultantly teachers tend to deviate from organization friendly behavior and incline towards the destructive behavior towards organization and its employees. As Fosse et al., (2000) have identified that employees are more likely to react to destructive conduct with destructive reactions and misbehavior when they are confronted with faulty supervision. Furthermore, Mackey et al., (2017) stated that lack of managerial support may elicit similar deleterious sentiments by inducing humiliation, anger and rejection among. The affective reply can instigate from employees' perception of discrimination, instigated by strangeness between real and anticipated managerial behavior and a faith that manager should behave in a different manner Klaussner, (2014). The view of managers' injustice

can lead to extraction or retaliation among employees. According to (Jabbaret al., 2020), if employees at the workplace had to deal supervision which is abusive in nature, then they would tend to engage in revenge taking behavior and it would cause a hindrance towards knowledge and information or employee empowerment. This study explores the impact of abusive supervision on teachers' performance through the mediating effect of deviant behavior of employees.

### **1.3 Research Gap**

Sam. H (2020) stated the abusive supervision is one of the emerging areas of research in teaching. The researcher stated in his research that he studied the dark side of management only and the abuse faced by the teachers in educational institutes whereas what are consequences of this abusive attitude towards teachers has not been studied. Consequently, research is designed to investigate the impact of harsh supervisory practices and its impact on the performance of the teachers.

Tian, Huber (2019) in his research carried out content analysis of mapping educational leadership, administration and management research conducted during 2007–2016.

As a result, following thematic strands were emerged.

1. School leadership for enhancing students' academic achievement and teachers' effectiveness.
2. Leadership for educational change, accountability and promoting democratic values
3. Leadership for social justice, equal education and narrowing achievement gaps
4. Principals' instructional leadership for school improvement.
5. Distributed leadership and its impact on organizational climate and teachers 'attitude and stress.

Research concluded following limitations after thematic analysis, in terms of measuring the impact of large-scale national and local educational reforms, more diverse research instruments and empirical studies are required to study educational leadership.

Meng Yi et al, (2017) conducted a study in China and reached to the conclusion that abusive supervision and creativity have a negative relationship moreover abusive supervision also diminishes motivation of employees and hence work performance

declines. Abusive supervision leads to miscellaneous range of outcomes in organizational context such as aggression in employees Burton & Hoobler, (2011), workplace deviance shown by employees (Chu, 2014) (Mitchell & Ambrose, 2007), subordinate performance (Tepper, Moss, & Duffy, 2011), and organizational citizenship behavior (Rafferty & Restubog, 2011, Chu, 2014).

Furthermore, Blase and Blase (2002) stated that abusive practices adopted by principals and administrators of educational institutes with teachers have not been analyzed in detail therefore a study enlightening these relationships was meaningful. It is apparent from above discussion that abusive supervision results to serious behavioral and attitudinal issues. Though, research is required to understand the effect of abusive supervision on performance of employees and mediating role of employee deviant behavior. Thus, the present study attempts to contribute to the new discussion of abusive supervision, employee deviant behavior and employee performance in educational setting.

In addition to that in the Pakistani context, such study has not been conducted before so, a research study precisely focusing on relationship of abusive supervision and teachers' performance and the role of deviant behavior of teachers as a mediator in public sector schools is designed. Findings of the study would add value to the literature moreover, this study would also help principals of school to recover their supervisory practices so that teachers can carry out their tasks efficiently and effectively without being abused and subsequently if a teacher is performing well, students would also be able to learn well.

#### **1.4 Problem Statement**

Schools are organizations where teachers are employed for the teaching and training to the future of nations, if teachers work under harsh supervisory pressure and destructive conditions, they may not have the option to do their business-related errands appropriately thus it will affect their performance and may worsen affect their behavior. Schools may be public or private in nature; it is being observed that teachers at the schools are going through abusive attitude in various forms. As public sector schools are schools owned by government of any area, so they tend to have relatively different kind of supervisory practices when compared with that of private sector schools. Since ever high-up of the organizational hierarchy intends to ensure maximum productivity from subordinates and so is the case in schools may it be public or private.

There has been an increasing emphasis in educational policies, practices, and professional development on the capacity of educational leadership to exert a causal impact on teachers' behavioral outcomes. If the strict criteria of counterfactual causality are adhered to no causal inference could be made about the effects of leadership. Statistical studies of leadership 'effects' need to operationalize the concept of leadership by collecting data from natural settings.

To study the nature of supervision in schools is one of the important aspects to study in Pakistan so this study has been designed to investigate the relationship of abusive supervision on performance of the teachers by considering deviant behavior as a mediator.

### **1.5 Research Questions**

Based on the above problem statement following research questions were being developed:

1. What is the impact of abusive supervision on teachers' performance?
2. What is the impact of abusive supervision on deviant behaviour of teachers?
3. What is the impact of deviant behaviour on teachers' performance?
4. Does deviant behaviour mediate the relationship between abusive supervision and teachers' performance?

### **1.6 Research Objectives**

Based on the above-mentioned problem statement and the research questions being formulated, this study aims to fulfil the following objectives:

1. To study the effect of abusive supervision on the performance of teachers.
2. To study the effect of abusive supervision on deviant behavior of teachers
3. To study the effect of deviant behavior of teachers on their performance.
4. To assess the mediating role of deviant behavior on teachers' performance in public sector schools keeping abusive supervision as independent variable.

### **1.7 Significance of Study**

This study would increase understanding of the various supervisory practices of heads prevailing in public sector schools. It would have a number of useful

repercussions, as abusive supervision is associated with employee's diminished performance, so struggles would be made to decrease the possibility of abusive supervision occurring in the public sectors school so that the performance of teachers may be improved. This study would help supervisors to alter their practices so that there can be more productive environment of schools leading to better results in teachers' performance and consequently student's growth.

Study would also be significant because it would measure performance and deviant work behavior of public sector schools' teachers due to supervisory practices of heads of public sector schools. This would help supervisors distinguish that their actions that may have a negative impact on teachers' performance and therefore they would try to improve their actions. This study would also add value to the literature as Sam H (2020) stated there is very less work done on supervisory practices and its impacts on teachers' performance prevailing in educational settings. Additionally, there is no such study already conducted in Pakistani context, so this study was meaningful in various ways. The study would help supervisors in formulating conducive work environment for the schools, so employees could be motivated towards imparting quality education in students. Furthermore, the study was significant for the employees (teachers) as well, because from this study teachers was able to identify their nonstandard workplace behavior and its effects, this would help them to modify their deviant behavior.

As private limited schools share a bunch of qualities with public limited schools; so, this study would also help public as well as private limited schools in devising their strategies for controlling harmful supervision. Moreover, this study would also be helpful for the administrators of other public educational institutes (like colleges and universities) as well because the internal operations of public sector educational institutes are same. This study would help them identify the malpractices adopted by heads and how they can improve to increase the performance of teachers and hence consequently teachers was able to impart quality education to the students.

### **1.8 Scope of Study**

The study entitled "Impact of Abusive Supervision on Teachers' Performance; mediating role of Deviant Behavior" was delimited to public sector schools of Islamabad. Data were collected from the sample against three variables i.e., abusive supervision, work performance of teachers and deviant behavior among teachers when

defied with damaging supervision. Moreover, the data was collected from heads as well as teachers working in public sector schools of Islamabad.

### **1.9 Organization of Dissertation**

This dissertation has been consisted of five chapters; detail of every chapter is mentioned below:

First chapter named as introduction consists of detailed background of the study consisting of contextual analysis, research gap of the study, problem under consideration, research question and objectives, significance, scope, and limitation of the study.

Second chapter is of literature review, this section of the dissertation provides the material on the variables of the study from already existing knowledge. This section of the study provides information on independent, dependent, and mediating variable and relationship among these variables and the theories which further justified the relationships among variables for better understanding. Furthermore, this section also consists of theoretical framework, hypothesis of the study and the model of the research.

Third chapter of the dissertation is based on research design and methodology, this section of the research study consisted of operational and conceptual definitions of the constructs of the study. Moreover, population of the study, sample size, data collection tools and techniques and analytical approaches for the analysis of the data being collected are mentioned in this chapter.

Fourth chapter consists of analysis and results of the data being collected. This chapter describes the analysis and interpret the results which were obtained by using SPSS software.

Fifth chapter of the study based on discussions grounded on the major findings of the study and a comparison with the past research being done. Furthermore, this section of the study also contained of findings, conclusions, recommendations, applied significance and recommendations for future research.

## Chapter 02

### LITERATURE REVIEW

#### 2.1 Overview of the Chapter

This chapter consists of an overview of the existing knowledge and theoretical work done by researchers associated with abusive supervision, teachers' performance, and deviant behavior among teachers. In this chapter, concept of each of the variable of this study are being discussed in detail and their relationship with each other are being investigated; in the light of previously done research work.

#### 2.2 Abusive Supervision

Supervision can be healthy as well as abusive in nature; a momentous amount of research had been conducted on healthy and abusive leadership practices and its outcomes. Abusive supervision is defined as any kind of personal mistreatment; abusive leaders tend to humiliate their subordinates. It has been stated that abusive supervision often involves dissatisfaction, hatred, rudeness and usage of injurious words towards employees. One of the well-known researchers, Tepper (2000) defined abusive supervision as destructive behavior such as threatening, yelling, not giving enough information and demeaning them in front of others. Subordinates might think that their supervisors have abusive attitude towards them tend to have a higher rate of turnover, emotional collapse, rising conflicts in their family lives and advanced levels of anxiety and stress (Wu & Hu, 2009). Hence it can be concluded that due to abusive supervision employees have been suffering personally as well as professionally. In the context of school abusive supervision would lead to lower performance of teachers and hence it would harm students as well. Abusive supervision would hamper the performance of employees no matter where they are working. Moreover, the deviant behavior of employees will act as a facilitator in their increasing destructive performance.

A study has been conducted by Tepper et al. (2011), the aim of this study was to identify the predictors of abusive supervision. Data was collected through supervisor-subordinate dyads at two different intervals of time. Path-analytic tests were used to

examine the data and it was concluded that supervisor perceptions of relationship conflict and subordinate performance mediate the relationship between perceived deep-level dissimilarity and abusive supervision and that relationship conflict mediates that between perceived deep-level dissimilarity and abusive supervision when supervisors perceive subordinates as having low performance. In educational institutes there are numerous models of educational supervision like clinical supervision, peer supervision, and developmental supervision.

- Clinical supervision- The founder of this model of educational supervision Gold hammer (1969), and Cogan (1973) have stated that supervision is a continuing process in which most skilled therapist will lead or guide their less skilled supervisees.
- Peer supervision-In peer supervision, two or more colleagues who cooperate with each other, in order to reflect their practices in classroom also try to solve the issues that arises by directing one another through sharing ideas and thoughts which would help in formulating innovative solutions and abilities (Robbins, 1991).
- Developmental supervision- Ambitions to provide support to teachers so that they could be more self-directed and self-sufficient in their educational practices. Though, this may not be valid for all teachers as they vary in their personal as well as professional skills. This approach to supervision should be adapted according to the requirements of a teacher (Brunelle et al., 1988).

**Table 2.1: Models of Educational Supervision by Hoque et al. (2020).**

Clinical Supervision	It is more of therapy which helps in improving professional skills among employees.
Peer Supervision	Cooperative coaching in which colleagues helps each other in devising new strategies and skills to solve classroom issues by reflecting their current practices.



Developmental Supervision	To support teachers to become autonomous in their dealings.
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Abusive supervision may include public disapproval, loud and annoyed outbursts, rudeness, egoistic actions, and coercion (Bies, 2000; Bies & Tripp, 1998). Furthermore, studies have revealed that abusive supervision is related with disappointment and raised levels of psychological distress among employees at various levels (Richman, Flaherty, Rospenda, & Christensen, 1992; Sheehan, Sheehan, White, Leibowitz, & Baldwin, 1990).

According to Tepper, (2007) when an employee is exposed to abusive supervision, he or she may exhibit a set of undesirable outcomes which are not favorable to the work environment such as subordinates' displeasure with the job, lack of commitment to the organization, emotional distress, and lower levels of involvement in the tasks of the organization and lower performance. Ashforth (1997) stated in his study that abusive supervisors are those who coldheartedly and subjectively use their influence and authority in the organization for mistreating employees. Furthermore, abusive managers may use offensive names, humiliate, and mock their employees for no reason (Keashly, 1998). Research work which is being conducted on abusive supervision has mostly taken either reactance theory approach or an organizational justice approach to recognize employee reactions in response to the abusive supervision. According to reactance theory as a basis to comprehend employee reactions; employees tend to focus on self-control when they are faced with abuse (Brehm & Brehm, 1981; Wright & Brehm, 1982). From the point of view of organizational justice theory, employees tend to counter react to the injustice of the supervisors. Likewise once employees' sense that they are being treated in dishonorable manner their attitude and behavior towards their respective jobs may deteriorate (Tepper, 2000; Tepper et al., 1998). When employees face derogatory attitude of supervisors, they normally feel helpless; and as a result, employees indulge in such a behavior in which they might think would restore their individual independence (Zellars et al., 2002).

It is evident from the above literature being reviewed that employee at their workplace have to deal with abusive supervisory practices and also when they are assaulted with abuse, they may react in a way which may not favorable to the organizational environment and overall goals and objectives of the organization.

### 2.3 Deviant Behavior

One of the ever-growing worries of most of the corporations operating in today's world is deviant behavior exhibited by employees or we can also call it as counterproductive work behavior which is considered as a burning issue that disrupts organizational peace and harmony moreover, it is also considered as a significant factor which threatens values, norms and beliefs of an organization and its employees. In addition to being harmful to the organization, one of the major concerns associated with deviant behavior of employees is the cost associated with it and it costs billions of dollars every year to organizations (Bennett & Robinson, 2000).

Deviance at workplace is a universal and costly issue for organizations all over the world. For instance, McGurn, (1988) stated that 75% of employees have been reported to steal from their workplace at least one time in their work tenure, in addition to that, it has also been reported that about 33% to 75% of all employees have been involved in such a behavior which is harmful towards their organizations for instance robbery, fraud, sabotage, disruption, and nonattendance (Harper, 1990).

Deviant behavior in the workplace incorporates any such controllable behavior in which workers either feel less motivated to obey to; or employees may feel an impulse to violate, normative prospects of the social context (Kaplan, 1975). Organizational standards or values comprises of basic moral values and also other traditional community values, which also consists of formal and informal rules, guidelines, and procedures prescribed by an organization (Feldman, 1984).

Robinson and Bennett (1995) provide facets of deviant behavior at work and have seen it as purposeful conduct that abuses hierarchical standards, rules and guidelines. They have identified two forms of workplace deviant behavior which includes interpersonal deviance and organizational deviance.

- Organizational deviance refers to abnormality towards the workplace for example harming organizations property, aiming to be late, and retaining data that is basic to the association, and
- Interpersonal deviance includes gossip, sexual harassment, blaming etc.

In a study Vardi and Weitz, (2003) investigated dysfunctional behavior and organizational misbehavior commonly characterized as deviant behavior as being committed by insiders (the employees) to potentially cause harm to individuals within the organization or to the organization itself by violating organizational or social norms.

For them organizational norms are said to the simple moral standards, traditional communal standards and formal and informal organizational rules and regulations (Bennett & Robinson, 1995). Results revealed two types of workplace deviance as acknowledged, organizational deviance (OD) which is non personal and is focused at damaging the organization as a whole; and interpersonal deviance (ID) which is social and damaging to individuals. Behavior within each of these types of deviances; range from relatively minor acts of deviance leading to more severe and serious acts.

Deviant workplace behavior is set of behaviors exhibited by workers of the organization which contradicts with the goals and objectives of an organization, and also the factor to be noted is that employees purposely choose themselves to engage themselves in such a behavior (Chang and Smithikrai, 2010). According to the views of Gruys and Sackett (2003), deviance shown by employees at work is any sort of deliberate work behavior which conflicts with the interests and benefits of the organization. Mitchell and Ambrose (2007) also commented on work deviance behavior and believe that people who hold more punished or faced antagonistic behavior at workplace are progressively inclined to take part in irrational activities like chattering, involving an inappropriate work behavior, avoiding hours or showing detachment in observing organizational norms.

According to the research work being conducted, it has been concluded that there may be an extensive range of details to why do employees at work indulge in work place deviance (Bennett, 1998a, 1998b; Robinson & Bennett, 1997; Robinson & Greenberg, 1999), deviant behavior in which employees may engage consists of the way they react to the wrong behavior, discontentment with the work, absenteeism from work, and damaging behavior with employees. However, it can be said that deviant behavior shown by employees in organizations is distinct because of the reason that their behavior is inhibited in the workplace and when employees are at work, in a particular environment and a restricted time slot they may be limited in terms of the work divergent behavior. So, it can be said that employees may tend to indulge in workplace deviance, but the behavior shown by employees was dependent on the restrictions of the situation they are in. Appelbaum, Iaconi, and Matousek (2007) stated that workplace deviance can be divided into two kinds, named as constructive.

Deviance and destructive deviance; as the name suggests constructive deviance is when workers tend to exhibit such behavior that are innovative in nature and are hence valuable to organizations, whereas on the other hand destructive deviance occur

(which normally exists in organizations) when employees indulge purposely in such kind of behaviors that are damaging to the organization as well as the employees working in those organizations.

Variety of terms are being used for deviant behavior such as counter productive work behavior, anti-social behavior (Ackroyd & Thomson, 1999), retaliation (Skarlicki & Folger, 1997), anger (Giacalone & Greenberg, 1997); (Martinko, Gundlach & Douglas, 2002) and hostility (Baron & Neuman, 1998). After the literature being reviewed by Abdul-Rahman, Shabudin, and Nasurdin (2012), Fox, Spector and Miles, (2001); and Robinson and Bennett (1995) it was revealed that no matter which term was being used for deviant behavior, there are set of characteristics which these all terms have in common, characteristics they share are as under:

- All these behaviors reflect violation of organizational or societal norms values and beliefs.
- These terms direct that employee are involved in such behavior on purpose which means that they are not forced to exhibit such attitude rather they act in such a way voluntarily; their sole intention is to hurt organization and its people.
- The result of such behavior is always destructive for the organization, and it leads to damaging consequences which an organization and its members or individuals who are associated with that organization.

There is an on growing interest among scholars in observing workplace deviant behavior because its prevalence is increasing among organizations furthermore it has been observed that deviant behavior exhibited by employees have a negative impact on individuals in those organizations as well as on the organizations (Salin, 2003). Researchers have stated that there are a number of harmful outcomes associated with workplace deviant behavior such as stress-related problems among employees (Appelbaum & Matousek, 2007), diminished employee commitment to the organization and decline in employee productivity, as well an increased turnover rate and non-appearance at work (Hoel & Salin, 2003; Keashly & Jagatic, 2003). Moreover despite the social cost related with the deviant behavior, the dominance of such behavior also increases the financial cost for an organization. For instance, theft of organizational assets and fraud in organizational dealings is the most common form deviant behavior in the U.S.A. According to research these destructive actions taken

by employees have been estimated to cost around \$50 billion on an annual basis (Coffin, 2003).

A study has been conducted across 32 countries on the topic of employee theft and the results revealed that employee theft has affected more than one-third of retail decline (Bamfield, 2007). Adverse and negative feelings in employees are associated with the deviant behavior of employees to counterproductive work behavior because employees who create problem in others' work and not help others usually have negative emotions (Khan, Afzal & Zia, 2010).

## **2.4 Teachers' Performance**

Roots of our educational system lies in school's education, where teachers of various demographics are working and imparting their talents into the students. Educational leadership can play a vital role in motivating teachers towards greater organizational performance and commitment and vice versa. Unfortunately, in Pakistan despite of constant efforts education system fails to provide 100% literacy rate, in Pakistan literacy has been reduced to 58% from 60%. (Literacy rate, 2020) It has been observed that attainment of quality education is declining due to various factors that may include various types of curriculums, low motivation among students, inexperienced teachers, stress among teachers etc. Educational enterprises (Schools) are forms of the organizations with three major components, Head of the institutions (supervisor), Teachers (employees) and students. These three components are not mutually exclusive. All of them are equally important and have roles and responsibilities in developing balanced and positive personality development of students. Since supervisors (Heads) are expecting quality in the productivity of teachers on the other hand they do not pay attention self-respect of the teachers.

Employees want to do well at work, for achieving this; one must have clear understanding of employers' expectations. Throughout work span one must support to meet those expectations. Work performance or Job performance of employees evaluates whether an employee performs his/her job-related tasks according to requirements or not. Employees' job performance is interesting research topic of human resources management and organizational psychology. Since employee's performance is significant criterion for organizational outcomes and success it can be considered as individual-level variable, that contribute a lot in accomplishing organizational goals. Organizations can hire workforce with excellent academic record, but only excellent

academic record cannot predict excellent work performance. In this study employees are teachers, and their performance was measured when they are working under harsh supervisory practices.

Teaching notably is one of the noteworthy professions of the world. In a society, all the professions have its base in this honorable profession; it is visible that development of a society depends significantly on the quality of teaching staff. If we investigate the description of job performance of the teachers, it has been elaborated by several scholars. Usually, performance of the teachers is perceived as the way he/she carryout daily tasks and duties allocated to them so that the affairs of the school can run smoothly, and it can achieve its goals and objectives. Nayyar (1994) described performance at the job as the extent to which a staff member performs specified tasks and roles as prescribed to them by the specific organization.

Olaniyan (1999) has stated that job performance is the aptitude of an individual employee to competently combine the right behavior towards the attainment of right task so that the organizational goals and objectives could be achieved. Contrary on the other hand, (Meindl, 1995) claimed that performance of an employee at the job is predicted by the extent to which an employee takes part in daily tasks of the organization in order to assist an organization in achieving its goals. If we talk particularly about the school system, a teachers' job performance might be defined as the tasks accomplished by the teacher at any prescribed time in the school aiming to attain classroom as well as school's objectives respectively in order to impart standardized education among students (Duze, 2012). Moreover, performance of a teacher could also be determined by his/her behavior which has to be in accordance with the designated responsibilities and likewise it has to be noted that the behavior of a teacher should be altered in accordance with the changing circumstances of the environment such that if a specified work is allocated to them how efficiently they perform that particular task (Cheng & Tsui, 1998; Marsh, 1987; Medley, 1982).

Like other corporation's operating in an industry, in a school, performance of the teacher could be regarded as high, moderate, or low as according to their commitment with their respective jobs and the extent to which they are contributing towards attainment of organizational goals and objectives (Adeyemi, 2004; Blase and Blase, 2000; Olaniyan, 1999; Baskett and Mikios, 1992; Bernd, 1992; Okunola, 1990). Researchers like Adepoju (1996) and Duze (2012) stated that some of the measures that are related with job performance of a teacher includes:

- Effective teaching skills
- Efficient scheme of work
- Lesson planning
- Supervision of students
- Monitoring students' work and
- Ability to maintain discipline in a class

These are some of the measures against which performance of the teacher could be tracked in a school system, furthermore, a teacher should effectively carry out these tasks to fulfill their responsibilities. Teachers' performance as defined by Duze (2012) states that if a teacher performs his/her duties efficiently as described by the management of school in the relevant timings and the obligations performed by the teacher are contributing towards achieving the goals of the education and as well as overall objective of the school.

Hanif, (2010) has claimed that a capable teachers not only teaches appropriately to the students such that he/she is able to fulfil the class related tasks rather a good teacher should also fulfil tasks that are delegated to them apart from teaching, for instance discipline management at the time of teaching, to ensure that students interact with each other, to motivate students towards learning, and also a teacher should make sure that they have a connection with the parents of the students in order to provide them with the feedback of student learning process furthermore a teacher should also maintain a link with the admin of educational institute.

The performance of a teacher can be classified into three sub-groups:

- The **task performance** means; set of actions by which an employee identifies goals of an institution explore them (Cai & Lin, 2006).

Task performance can basically be regarded as the set of behavior and actions that are mentioned in an employee's job description and is a part of employee's job i.e., he/she must fulfill those tasks (Griffin, Neal, & Neale, 2000). From the perspective of a teacher task performance may consists of conventional job-related behaviors which are expected of a teacher. Task performance of a teacher may include effective teaching skills, teaching values and the interaction between student and a teacher interaction, Cai & Lin, 2006).

- The **contextual performance** means the set of activities or actions which are not part of the basic task an employee must do but instead contextual performance of

an employee refers to the supporting responsibilities and tasks in terms of organizational, social, and psychological environment in which the organizational goals are followed (Borman & Brush, 1993). It comprises of the dedication with which an employee works in an organization, ethics, and morals which an employee exercises during his/her work hours and collaborative support among teachers (Cai & Lin, 2006).

- The **adaptive performance** is more of a novel performance concept in which learning is categorized to be one of the main performance dimensions (Pulakos, Arad, Donovan, & Plamondon, 2000). Adaptive performance is basically the extent to which an employee learns and develops its attributes while working in an organization. It may include skills such as dealing with emergencies, to manage the stress at work and related to work, to think out of the box and solve complex problems, the extent to which an employee has adapted itself to the changing work environment.

## 2.5 Abusive Supervision and Teachers Performance

Teachers' can be more effective and efficient when they are learning continuously, and teachers can learn appropriately when they are supervised suitably. This process of supervision and learning of teachers comes under the umbrella of professional development of teachers (Hoque, Alam, & Abdullah, 2010).

Brunelle et al. (1988) identified that teachers can be divided into four types:

1. Teachers who are only able to work when they are being directed about the desired behavior.
2. Teachers who tend to collaborate with their respective supervisor in solving the problem.
3. Teachers who take their administrators as hypothetical resources to resolve the issue.
4. Lastly are the teachers who boost up their teaching skills and abilities themselves based on their own experiences.

The above literature suggests that the needs of teachers vary from each other furthermore, these differences are dependent upon the experience of each teacher and the extent of their professional development (Glickman et al., 2001). In the developmental supervision, the supervisor tend to use directive mode of supervision when the teachers under assistance have a lower level of proficiency, assurance and



development in this type of supervision a supervisor is accountable for solving the issues of the teachers. Collaborative supervision is used for the teachers who are at adequate level of proficiency, assurance, and development. In this kind of approach, supervisors along with the teachers work jointly as a team in solving the issues faced by the teachers. The teachers who are working at a higher level of proficiency, development, and assurance to teaching, non- directive approach for supervision is being used for them. Teachers who are self-sufficient and help themselves discover the solutions to the problems that they may face during teaching will experience this type of supervisory assistance. From the above-mentioned literature, it can be suggested that the goal of supervisory practices should be to enhance the skills and abilities of teachers which would in turn help teachers to level up their thought process (Glickman, 1990). When the supervisory practices are developmental in nature, they would help teachers to improve themselves (Glickman, 1981, 1990). Likewise, Glickman et al. (2001) stated that the developmental model for supervision uses various approaches at a time which depends upon the requirement of each individual teacher the approaches are said to be directive, non-directive, and collaborative respectively.

A study has been carried out by Coralia et al; (2013) to investigate how various methodologies of relational abuse in the working environment (i.e., oppressive supervision, exclusion, undermining, incivility, and undesirable sexual consideration) are interrelated to measurements of burnout among teachers (i.e., weariness, negativity, and expert inefficacy). A sample of 93 Romanian teachers took part in the study. Questionnaires were being developed to collect the data. Hypotheses were tested by using hierarchical multiple regression analyses variables of age, gender, and personality factors were controlled in the study. It has been concluded that interpersonal workplace mistreatment was positively related with the burnout dimensions. In addition, relational work environment abuse was connected to one-of-a-kind fluctuation in burnout measurements, well beyond character factors.

Shin and Hur (2020) have conducted a study based on transactional model of stress and self-determination theory, it has been this that job insecurity of employees and motivation were the mediating mechanisms between supervisor rudeness and employee job performance. Data has been collected from the teachers and principals of kindergarten through survey method (collected two times from a difference of three months) Data collected through surveys was tested through a multilevel analysis The analysis of the results concluded that lack of respect executed by principals exercised a

negative effect on job performance of the teachers. The positive relationship exists between a leader's distress and abusive supervision and this relationship is stronger when the performance of is lower. Moreover, the results revealed that the positive relationship exists between abusive supervision and subordinates' psychological distress and this relationship is stronger when the psychological capital of the subordinates' is lower.

A study has been conducted by Harris et al. (2007), this study had observed the abusive supervision and its relationship with job performance. Job performance was being measured by means of formal performance assessment rankings, supervisor rankings, and self-ratings. Moreover, it was predicted that this relationship was moderated by the meaning one associate with his/her work. Data has been collected through dyads of supervisor-subordinate dyads from an automotive organization to investigate the hypotheses. It has been concluded that the abusive supervision is negatively associated with the two of the three performance ratings in total (i.e., formal rankings and supervisor rankings) and the meaning of the work (one associates with his/her work) moderated all these three relations. . Curiously, relative loads examinations demonstrated exclusion as the abuse type which represented the most elevated measure of fluctuation in all burnout measurements. So, it can be concluded from this study that interpersonal mistreatment with the teachers leads to exhaustion among them and hence it will lower their performance.

## **2.6 Abusive Supervision and Deviant Behavior**

Liu et al. (2018) have conducted a study to investigate the effect of abusive supervision on deviant behavior of employees. Researchers had explored the roles of organizational and moral identification in the relationship between abusive supervision and subordinates' organizational deviance. Data had been collected from 182 subordinates (dependents) and supervisors, analyses revealed that the organizational identification partly mediated the relationship between abusive supervision and subordinates' (dependents) organizational deviance after observing for apparent leader social support as an additional mediator. Researchers suggested that further research should be conducted in order to identify the impact of characteristics in derogatory supervision practices. When an employee is undergoing an abusive supervision, there have been a strong feeling of stress at work and hence worker is unable to fulfill its tasks accordingly (Tuckey & Neall, 2014). It can be said that abusive leadership is

correlated with the rude and offensive behavior of supervisor with the subordinates which in turn have terminating effects on employees' personal as well as professional lives.

Tepper et al. (2009) coordinated a review of relations between injurious supervision and subordinates' work environment deviation. He collected data from three different organizations and used the techniques of regression and correlation to analyze the data. He determined that the oppressive supervision have related to the deviant behavior of employees and deviance is even higher when an employee is having an intention to quit the position on which he/she is entitled. The focus of abusive work communication is to certify that employees will carry out their work-related activities in accordance with the rules and regulations defined by the organization by demoralizing them (Keashly, Trott, & MacLean, 1994).

It has been observed that when the employees imparted with rude behavior, they tend to deviate instead to do work efficiently. Some of behavior that portrays abusive supervision comprises of rude behavior, discouragement in front of others, privacy invasion, public mockery, taking unjustifiable praise, blaming others, rudeness and explosive outbursts (Tepper et al., 2006). Moreover, abusive supervision also includes undue favoritism, yelling, harassment, rumors and gossiping, calling each other by derogatory names. According to social exchange theory, individuals are persuaded towards trading benefits they receive in the workplace, Moreover, this theory also proposes that if employees were not treated properly, they decide to take revenge and react based upon circumstances they are facing (Cropanzano & Mitchell, 2005).

A study has been conducted by Lian et al. (2012) in Hong Kong, to examine the relationship between offensive supervision and organizational deviance displayed by the employees. Investigators intended to examine the fact that who to put blame on of deviant practices of employees? Is supervisor accountable or the subordinate itself is accountable for the deviant behavior? He had designed the cross-lagged panel model to collect and analyze data from same group of people over a period. Empirical findings of this study exhibited that abusive supervision leads to organizational deviance and the deviant behavior of workers were moderated by self-discipline of employees and intention to leave the job such that the effects of rude supervision were substantial when the self-discipline of subordinates was low, and they have a great aim to resign from a particular job.

Research has been conducted by Eissa et al. (2019) to measure the relationship between aversive behavior of employees and negative supervisory practices. A moderated-mediation model has been developed and tested. It enlightened the process of abusive supervision founded on the stressor-emotion model of counterproductive behavior. It was concluded that interpersonal deviant behavior of employees stimulates damaging emotions in supervisors, which in turn leads administrators to involve in abusive supervision. It was also examined that organizational citizenship behavior of workers was probably producing a critical role in foreseeing abusive supervision.

Curiously, in any case, the writing that investigates the event of retaliation in associations proposes that subordinates cease from reacting to apparent abuse with demonstrations of deviation when they hold lower power positions comparative with the offender (e.g., when the offender is the supervisor of the one holding lower position; Aquino, Tripp, & Bies, 2001). As we expand beneath, this profession prompts the forecast that casualties of various leveled abuse, for example, damaging supervision would shun work environment deviance since they have less force than the offender and, subsequently, performing demonstrations of deviance may welcome disciplinary responses or inspire further sinking antagonistic vibe. Be that as it may, whenever subordinates come up short on the ability to communicate their disdain through working environment deviation what represents the proof from search recommending that oppressive supervision was related with subordinates' performing distorted behavior.

## **2.7 Teachers Performance and Deviant Behavior**

Deviant work behavior is supposed to be associated with the reduced performance of employees and it has also been linked with the lower efficiency, effectiveness, dissatisfied employees, and a major cause of stress among employees of an organization (Dunlop & Lee, 2004; Tepper, 2000). When an employee at work behaves in a destructive manner it affects negatively on other employees as well which in turn reduces the efficiency and effectiveness of other employees working in an organization, in addition to that it would lead to a conflicting situation in an organization which would also cause a hindrance in achieving overall organizational goals (Folger & Skarlicki, 2005).

A number of studies have reported that states; when employees at work tend to indulge in negative behaviors such as reaching late to work, or being absent from work, escaping the tasks and duties that are related to work, being mischievous with the other

workers or to hide essential information related to work etc., at their work place could be due to the reason that they may have to face harsh behavior at their work environment at (Giacalone & Greenberg, 1997; Skarlicki & Folger, 1997).

## **2.8 Mediating role of Deviant behavior on the relationship between Abusive supervision and Teacher's performance**

Hornstein et al. (1995) have stated that supervisory disrespect allures on figurative interface, organizational justice, and stress. It has been argued that employees' feelings of self-worth and security are affected by how respectfully others treat them; and feelings of self-worth and security, in turn, upset mental health and psychological well-being. He further narrated that discourteous behavior on the part of managers is continuously unsuitable, irrespective of plausible conditions that occur in organizations, because it disrupts employees' self-esteem and creates defeat of self-esteem which led them towards general anguish and hence lowers their productivity.

External factors that affect behaviors through cognitive practices as been focused by social psychologist Bandura, (2001) ; he has highlighted that specific management style observed by employees are imperative peripheral factor that affect employees' underlying cognitive process and behavior According to him, employees perceived psychological safety can be defined as personal observation that enable employees towards self-displacement without being distressed of destructive consequences to profession (Kahn,1990).

He further narrated in that employees were threatened when they are abused by their managers Tepper, (2009), thereby promoting deviant behavior and reducing productivity (Carmeli et al., 2010). Facing such situation threats psychologically and leading employees towards deviant behavior and low performance. It was revealed that better managerial practices could increase employee's productivity at larger. Satisfied employees at work are more likely to produce quality work.

Folger and Skarlicki, (2005) stated that damaging behavior shown by the employees is related to conduct of employees with other fellow members and it lowers performance of employee (who face negative behavior) and is a source of conflict. Teachers are playing vital role in the character-building and career building of students, often teachers are working effectively and efficiently to achieve this goal, but still not performing according to the expectation of their supervisors. Teachers are often rated not satisfactorily due to several factors and abusive supervision is the most

dominant one. Teachers work under pressures to show optimal performance, sometime despite showing optimal performance they must face several constraints from administration. They are undermined and harshly treated to do more. This type of management sometime indoctrinates deviant behavior which consequently steered to poor work performance. Present research helps to investigate the relationship of such abusive practices on the performance public sector schools' teachers. Deviant work behavior of the teachers will be taken as mediating variable in this study.

Oluwakemi and Olanrewaju (2014) conducted a study to determine the relationship between counterproductive work behavior (CWB) and job performance of teachers and mediating effect of school climate on the relationship. Data was collected from the secondary schools of Nigeria in Ogun State. Multi-stage stratified random sampling technique was used to collect the data. Data was collected from three hundred and teachers. Data was being analyzed using hierarchical multiple regression and Pearson Product Moment Correlation Coefficient. Results of the study indicated that there exists a negative relationship between CWB and job and negative school climate enhances this relationship. On the foundation of these results, it was concluded that there is strong impact of school climate on the relationship between CWB and job performance.

A study has been conducted by Demirkasımoğlu, (2018) on the theme of association of abusive supervision with withdrawal from work and revenge taking behavior of teachers. A sample of 330 teachers was being collected. All teachers were employed in public primary and secondary schools of Turkey. In spite of its low percentage, abusive supervision has a significant amount of impact on revenge and withdrawal of teachers at public schools. It has been established that as teachers' ability to teach decreased and their abilities of withdrawal and revenge increased. Male teachers would in general react with withdrawal and retaliation more than females when they were injuriously administered. It was concluded that elementary teachers were bound to react with withdrawal and retribution than auxiliary teachers during oppressive supervision.

Blase and Blase (2002) carried out research to study the teachers' viewpoints of their mistreatments by principals. It was qualitative study; grounded theory method was being used to examine the sample of 50 teachers of USA. The teachers believed they were exposed to longstanding mistreatment from school principals. The authors discussed descriptive, conceptual, and theoretical findings about principals' actions that

teachers define as mistreatment. It was determined that there were extremely harmful effects of such mistreatment on teachers' psychological, emotional, and physical well-being due to which they were indulged in deviant behavior and hence their performance declined. He stated that abusive practices adopted by heads of educational institutes with the teachers are not being analyzed in detail therefore a study explaining these relationships was meaningful.

In addition to this in the Pakistani context, such study is not conducted before so, research study precisely focusing on relationship of abusive supervision and deviant behavior of teachers in public sector schools. Findings of the study added value to the literature moreover, this study would help supervisors to improve their supervisory practices so that teachers can carry out their tasks efficiently and effectively. Moreover, private schools can also get evidence from this research about the deviant behavior s adopted by the teachers if they are imparted with negative supervision; and hence the supervisors can improve their practices.

It can be concluded from above paragraphs that supervision indeed plays a very vital role in the behavior of employees of every organization may it be school or any other. Healthy supervision will yield different results and abusive supervision will tend to have different results. Furthermore, by reviewing the literature it can be said that abusive supervision leads to declining performance of the employees whereas in this case declining performance of teachers was explored in a setting of public sector schools. By reviewing the literature, it has also been concluded that teachers or employees tend to indulge in deviant behavior (which may harm the organization or the employees working in the organization) when they are imparted with derogatory supervision. It has been concluded from the literature that deviant behavior tends to decrease the performance of employees rapidly. This study explored the impact of abusive supervision on performance of teachers and deviant behavior of teachers was taken as a mediator.

## **2.9 Underpinning theory**

Relationship of abusive supervision and performance can be traced better in the context of social exchange theory, focused on principle of reciprocity; employees are tending to reciprocate the assistances they obtain at work (Cropanzano & Mitchell 2005). Theory advocates that employee may decide to indorse retaliation depending on how they are treated. If an employee is suffering from abusive environment, it can

cultivate deviant behaviors. Mitchell and Ambrose (2007) stated that when employees embrace robust destructive reciprocity views, they are more apt to engross in organizational deviance and interpersonal deviance. Managerial behavior elicits affective response in employees, influencing performance. Abusive supervision and supervisor' mocking and humiliating attitude towards employees will unsurprisingly destabilize the relationship between the managers and employees. Abusive supervision correspondingly diminishes employees' trust towards their organization and inculcates deviance and hence reducing their performance (Li & Yan, 2007). Social exchange theory is supporting this framework because in this research behavior of employees based on how they are treated is being observed.

Furthermore, leader-member exchange also explains this kind of framework. Leader-member exchange theory also known as LMX theory discovers how leaders tend to develop relationship with the sub-ordinates or the team members. LMX theory explains that the growth or down fall of the members depends upon the way they are treated. LMX theory supports this framework because in this research work leader behavior is being studied and the employee behavior in return is being monitored. Pelletier (2012) stated that LMX is applicable in explaining the behavior of the supervisors be it toxic or friendly in nature. By reviewing the literature, it has been established that there are two kinds of relationships between a leader and a follower or a sub-ordinate; the relationship between the two may be called as a high and low-quality exchange relationship respectfully (Graen & Uhl-Bien, 1995; Yukl, 2012). Furthermore, these relationships are being developed by the leader's perception of his or her follower. Researchers like Lian et al. (2012); Naseer et al. (2016); Pelletier (2012); Valle et al. (2019) Bellou & Dimou (2021); Vriend et al. (2020); Meng et al. (2017); and Xu et al. (2015) have inspected the association of LMX theory with abusive supervisory practices and how it impacted employees and their performance. In addition to that Lian et al. (2012) explored the moderating effect of LMX among abusive supervision and employee's needs, contentment with the workplace and their deviant behavior.

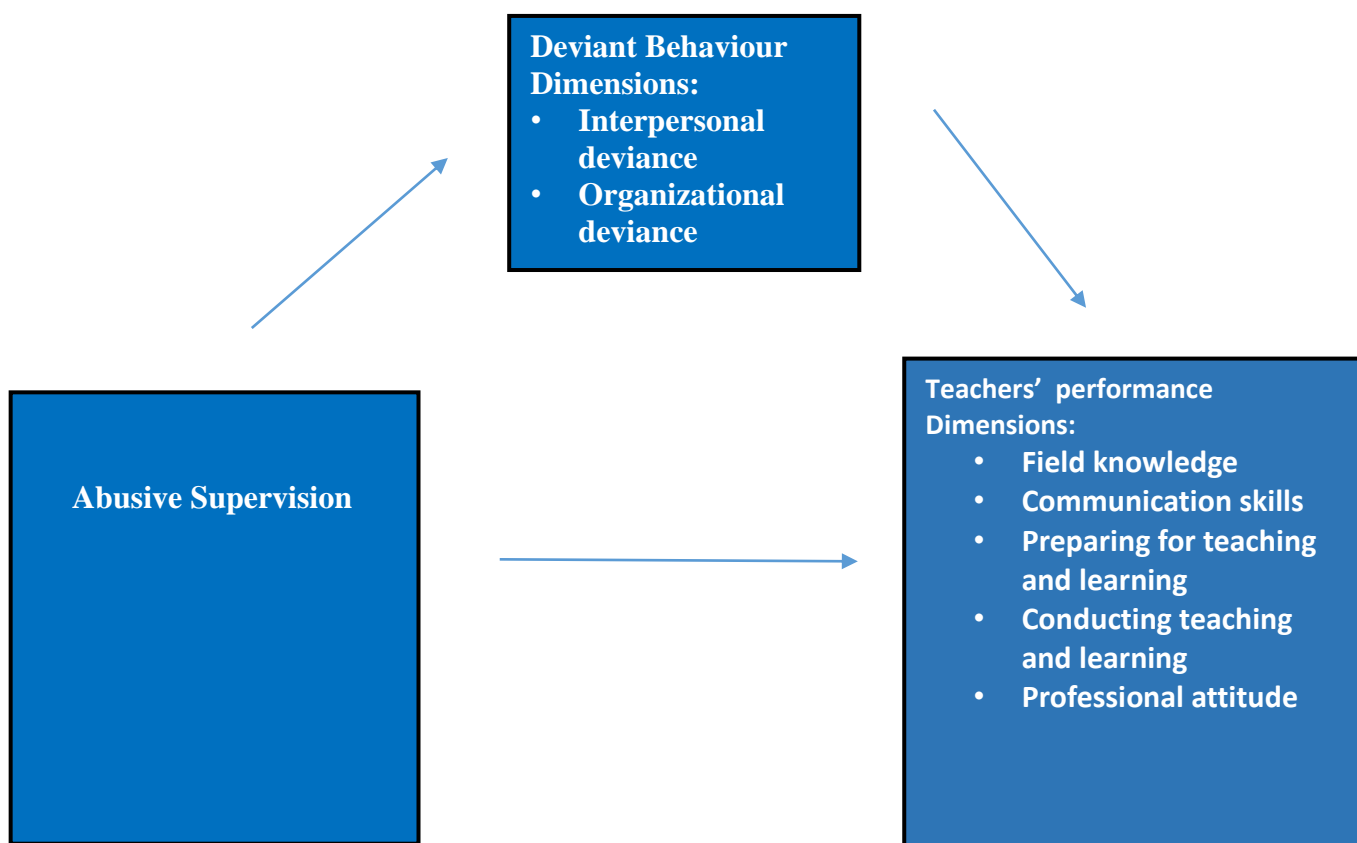
Based on the existing literature this study has been designed to evaluate the relationship among abusive supervision, teachers' performance keeping deviant behavior as a moderator.



## 2.10 Theoretical Framework

Based on the existing literature and the literature being reviewed for this study, present study suggests a model which explains the effects of supervision on the performance of the teachers and the effects of these variables on each other keeping deviant behavior as a mediator. In this research several hypotheses were formulated to empirically test the variables included in research model being suggested. In this model three major variables are included named as: Abusive supervision being independent variable, teacher performance as dependent variable and deviant behavior of teachers taken as mediator. This study hypothesized that teachers tend to engage in deviant behavior when faced with harsh and derogatory supervision.

## 2.11 Research Model



**Figure 1:** Pathways for the mediating effect of deviant behavior of teachers; Abusive supervision and Teacher's performance.

## **2.12 Research Hypotheses**

Based on above framework and relationship identified among variables and following hypotheses have been formulated.

1. Abusive supervision negatively relates with teachers' performance.
2. Abusive supervision positively relates with organizational deviance.
3. Abusive supervision positively relates with interpersonal deviance.
4. Organizational deviance negatively relates with teachers' performance.
5. Interpersonal deviance negatively relates with teachers' performance
6. Organizational deviance mediates the relationship between abusive supervision and teachers' performance.
7. Interpersonal deviance mediates the relationship between abusive supervision and teachers' performance.

## **Chapter 03**

### **RESEARCH METHODOLOGY**

This chapter consists of procedural details of the study which was carried out to test the hypotheses of the study. It includes Research design, population, sample size, sampling technique, mode of data collection, tools and techniques to measure the data being collected and statistical tools used for analysis.

#### **3.1 Research Design**

Present research study has been designed to investigate the impact of abusive supervision on teachers' performance in relation with the mediating role of deviant behavior. Present research study research follows positivists research paradigm and is quantitative in nature. Data would be collected from individuals working in public sector schools through questionnaires. The study would be deductive in nature as the hypothesis are being developed based upon the existing literature and knowledge in this area. Moreover, cross-sectional design has been employed to gather data from diverse population.

#### **3.2 Population**

Sekaran (2003) stated that the population of the study is said to be the group of people with common characteristics. The population of this study comprises of principals, headmasters/ headmistress and teachers working in public sector schools located at Islamabad only who are 425 heads and 2500 teachers respectively.

#### **3.3 Sample**

Since sample is a subsection of the population that denotes the whole population, inferences produced from the sample are applied to the whole study. Sample

size has been selected intuitively because population of this study is very large, in the Islamabad city 405 FG schools and 20 IMCB/IMCS schools are functioning under Federal Directorate of Education where more than 425 heads and 2500 teachers are performing their duties. Due to large size of population, data was from 100 principals and 500 teachers only, furthermore this sample size is sufficient for a population of 2500 according to Sekaran (2003). Sampling has been done from 20 FG schools and 20 Model schools working under federal directorate.

### **3.4 Sampling Technique**

Since population of the study comprised of two distinct groups: Headmasters/mistress and teachers therefore, data was collected through stratified random sample technique by dividing schools in two distinct groups. One of model schools and other is of FG schools. After dividing population into two strata, probability sampling technique applied and data were collected randomly from each segment of the population since in probability sampling, each element of the entire population has a known non-zero chance of being selection using a random selection procedure by dividing population into two strata.

### **3.5 Unit of Analysis**

In this study data were collected from principals, headmasters/ headmistress and teachers at public sector schools therefore, unit of analysis were principals, and teachers (male and female both).

### **3.6 Measures**

In this study data were collected from the principals and teachers against three variables i.e., abusive supervision, work performance of teachers and deviant behavior among teachers. Standardized questionnaires designed by Tepper (2003) was being used for abusive supervision. For measurement of teachers' performance, a technique developed by Zadeh (2005) was being used. For the measurement of the organizational deviance and interpersonal deviance among teachers, scale developed by Robinson & Bennett (1995) was used.

### **3.7 Data Collection**

Data was collected through following three standardized research questionnaires.

1. Abusive Supervision Questionnaire (15 items, see Appendix-A)
2. Teacher Performance Evaluation Scale (34 items, see Appendix-B)
3. Workplace Deviance Questionnaire (28 items, see Appendix-C)

### 3.8 Data Analysis

After data collection, data was analyzed with the help of following statistical tools

Mean, Standard deviation, ANOVA, Correlation and Regression Analysis using SPSS.

### 3.9 Determination of Reliability of Questionnaires

Reliability of research questionnaires were established through split half method, detail of results pertaining to reliability estimation are as under:

**Table 3.1: Split half Reliability of the Abusive Supervision Questionnaire**

Part 1	8 items	.87
Part 2	7 items	.82
Between forms		.85

Above table shows the split half reliability of Abusive Supervision Questionnaire, this questionnaire consisted of 15 items, first part consisted of 8 items, whereas part II consisted of 7 items. Reliability of part I is .87 and reliability part II is .82. Furthermore, between form reliability index is .85.

**Table 3.2: Split half Reliability of the Teacher Performance Evaluation Scale**

Part 1	17 items	.85
Part 2	17 items	.83
Between forms		.85

Above table shows the split half reliability of teachers' performance evaluation scale, this scale consisted of 34 items, each part consisted of 17 items. Reliability of part I is .85 and reliability part II is .83, between form reliability index is .85.

**Table 3.3: Split half reliability of Workplace Deviance Questionnaire**

Part 1	14 items	.79
Part 2	14 items	.81
Between forms		.83

Above table shows the split half reliability of workplace deviance questionnaire, this questionnaire consisted of 28 items, each part consisted of 14 items. Reliability of part I is .79 and reliability part II is .81. Between form reliability index is .83.

### 3.9.1 Content Validity

For establishing content validity all three tools were presented to two professionals in the field of management sciences, they were requested to examine each item in terms to its insertion in the questionnaire keeping in view the local context. Professionals also requested to appraise tools in relation with their coverage of behavioral purview under consideration. Since these were standardized tool, no weak or vague items reported by them therefore, it was assumed that all of them possessed enough content validation and can be used in research.

### 3.9.2 Construct Validity

For the determination of construct validity items total correlations were calculated for research questionnaires, details of results pertaining to three questionnaires are as under:

**Table 3.4: Items Total Correlation of Abusive Supervision Questionnaire (N=500)**

Item no	Correlation	Items no	Correlation
1	.56	9	.43
2	.67	10	.45
3	.79	11	.61
4	.63	12	.76
5	.35	13	.49
6	.65	14	.77
7	.39	15	.44

8

.61

\*p&lt;0.05\*\*p&lt;0.01

Above table portrayed the items total correlations of 34 items teachers' performance evaluation scale. Correlation ranges from .35 to .79. Correlation of items no 5 is .35 correlation of items 3 is .79.

**Table 3.5: Items Total Correlation of Respondents' Scores on Teacher Performance Evaluation Scale (N=500)**

Item no	Correlation	Item no	Correlation
1	.34	18	.76
2	.44	19	.31
3	.56	20	.51
4	.62	21	.65
5	.76	22	.44
6	.50	23	.51
7	.46	24	.34
8	.32	25	.39
9	.67	26	.54
10	.61	27	.88
11	.52	28	.54
12	.87	29	.49
13	.58	30	.81
14	.59	31	.79
15	.33	32	.87
16	.46	33	.32
17	.76	34	.51

\*p&lt;0.05\*\*p&lt;0.01

Table 3.5 portrayed the items total correlations of 34 items teachers' performance evaluation scale. Correlation ranges from .31 to .88. Correlation of items no 19 has lower correlation.31, whereas item no 27 has higher correlation items .88 with total scale of abusive supervision.

**Table 3.6: Inter-Scales Correlation of Respondents' Scores on Teacher Performance Evaluation Scale (N=500)**

Scales	1	2	3	4	5
Field knowledge	.1				
Communication	.44	.1			
Preparing the Learning-teaching	.83	.48	.1		
Conducting the Learning-teaching	.53	.34	.67	.1	
Professional attitudes and values	.44	.52	.71	.66	.1
Total	.79	.68	.45	.69	.32

\* $p < 0.05$  \*\* $p < 0.01$

Above table describes the inter-scales correlations of respondents' scores on teachers' performance scale. This scale consisted of five subscales higher inter scale exists between field knowledge and preparing the learning-teaching is .83, whereas communication and conducting the learning-teaching has lower correlation of .34 while on the other hand field knowledge has higher correlation with the total scale and professional attitude and values has lower correlation with the total scale.

**Table 3.7: Items Total Correlation of Respondents' Scores on Workplace Deviance Questionnaire (N=100)**

Item no	Correlation	Item no	Correlation
1	.33	15	.36
2	.84	16	.39



3	.44	17	.45
4	.65	18	.71
5	.80	19	.54
6	.54	20	.57
7	.55	21	.69
8	.64	22	.77
9	.52	23	.78
10	.63	24	.55
11	.77	25	.88
12	.46	26	.59
13	.34	27	.82
14	.30		

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\*p<0.05\*\*p<0.01

Above table portrayed the items total correlations of 27 items questionnaire of workplace deviance. Item total correlation basically explain correlation of each item in the questionnaire with the total. Correlation values ranges from .30 to .88. Correlation of items no 14 is .30 correlation of items 25 is .88.

**Table 3.8: Inter- Scales Correlation of Respondents' Scores on Workplace Deviance Questionnaire (N=100)**

<b>Sub Scales</b>	<b>1</b>	<b>2</b>
Interpersonal Deviance	.1	
Organizational Deviance	.83	
Total	.85	.81

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\*p<0.05\*\*p<0.01

Above table describes the respondents' scores on workplace deviance questionnaire, from table it appears that between scales correlation index is .83, interpersonal deviance has index of .85 with total scale.

### 3.9.3 Norms Establishment

Norms were established through percentile analysis; detail of norms establishment is as under:

**Table 3.9: Percentile analysis of Teachers' Scores on Abusive Supervisions Questionnaire (N=500)**

Percentile	Scores
5	15
10	16
15	21
20	22
25	29
30	31
35	31
40	32
45	33
50	37
55	38
60	43
65	46
70	48
75	53
80	54
85	59
90	60
95	61

Above table demonstrates the percentile ranks of school teachers' scores on abusive supervisions questionnaire. Scores ranged from 15 to 61, score of 29 tumbles

on the 25<sup>th</sup> percentile screening less abusive supervisor; score of 37 falls on the 50<sup>th</sup> percentile demonstrating moderate level of abusive supervision whereas, score of 53 drops on the 75<sup>th</sup> percentile screening higher level of abusive supervision perceived/experienced by school teachers.

**Table 3.10: Level and percentages of Teachers' Scores on Abusive Supervisions Questionnaire (N=500)**

Level	n	Percentage
Mild	114	22.8%
Moderate	275	55.0%
Higher	111	22.2%
Total	500	100%

Above table revealed teachers scores on abusive supervision questionnaire, from this table it appears that 22.8 % teachers reported mild abusive supervision, whereas 55 % reported moderate abusive supervision and rest of 22.2 reported to experienced higher abusive supervision at their workplace.

**Table 3.11: Percentile Analysis of Teachers' Performance Evaluations Scores Scale (N=500)**

Percentile	Scores
5	30
10	32
15	39
20	41
25	45
30	54
35	55
40	69

45	75
50	80
55	81
60	83
65	87
70	89
75	95
80	99
85	107
90	111
95	119

Above table exhibits the percentile ranks of school's teachers' scores on teachers' evaluation scale. Scores ranged from 30 to 119, score of 45 tumbles on the 25<sup>th</sup> percentile screening low performance on the part of teachers; score of 80 falls on the 50<sup>th</sup> percentile demonstrating moderate level of teachers' performance whereas, score of 95 drops on the 75<sup>th</sup> percentile screening higher performing school teachers.

**Table 3.12: Level and percentages of Percentile Analysis of Teachers' Performance Evaluations Scores Scale (N=500)**

Level	n	Percentage
Mild	140	28.0%
Moderate	254	50.8%
Higher	106	21.2%
Total	500	100%

Above table revealed teachers scores on teachers 'performance evaluation scale, from this table it appears that 28 % teachers reported mild performance, whereas 50.8 % reported moderate performance and rest of 21.2 reported to perform higher at their workplace.

**Table 3.13: Percentile Analysis of Heads' Scores on Workplace Deviance Questionnaire (N=100)**

Percentile	Scores
5	40
10	42
15	51
20	59
25	69
30	70
35	72
40	72
45	73
50	75
55	78
60	79
65	80
70	83
75	84
80	84
85	87
90	90
95	92

Above table demonstrates the percentile ranks of schools' heads' scores on workplace deviance questionnaire. Scores ranged from 40 to 92, score of 69 tumbles on the 25<sup>th</sup> percentile screening least deviant behavior as perceived by supervisors, score of 75 falls on the 50<sup>th</sup> percentile demonstrating moderate level of work deviance as perceived by heads whereas, score of 84 drops on the 75<sup>th</sup> percentile screening higher level of deviance behavior on the part of teachers as perceived by school heads.

**Table 3.14: Level and percentages of Percentile Analysis of Scores on Workplace Deviance Questionnaire (N=100)**

<b>Level</b>	<b>n</b>	<b>Percentage</b>
Mild	21	21%
Moderate	61	61%
Higher	18	18%
Total	100	100%

Above table revealed scores of supervisors on workplace deviance questionnaire, from this table it appears that 21 % teachers reported mild workplace deviance on the part of teachers, whereas 61 % reported moderate workplace deviance and rest of 18 % reported higher workplace deviance behavior on the part of the teachers.

## Chapter 04

### RESULTS

Chapter 4 consists of results of the study; data was being collected from school heads (supervisors) and schools' teachers. In this research study three tools were used to collect data from sample of targeted population. Psychometric properties of research tools were determined to ascertain their reliability and validity on main sample collected from head of the institutions and teachers at various schools located at Islamabad. After determining reliability and validity of the data results were being gathered using SPSS for analysis.

#### 4.1 Descriptive Statistics

##### 4.1.2 Frequency Distribution of Schools' Teachers

Collected data was analyzed in terms of demographics variables of the respondents, since in this research data was collected from Headmasters /headmistress and teachers. Data was collected through random sampling technique. In this research schools' teachers were taken as separate unit of analysis, two research questionnaire were being filled by them. Following demographics were taken from teachers, gender, age, experience, qualification, professional qualification, training received and income.

Frequency distribution and statistical analysis in relation with demographics are presented below in tabular form:

**Table 4.1: Gender wise frequency distribution of school teachers(N=500)**

Gender	Frequency	Percentage	Valid Percentage	Cumulative
Male	180	36%	36%	36%
Female	320	74%	74%	100%

Total	100%
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Table 4.1 describes the gender wise frequency distribution of school teachers. Data was being collected from 180 male teachers and 320 female schools' teachers.

**Table 4.2: Teachers perceived Abusive Supervisions in relation with variable Gender(N=500)**

	Male (N=180)		Female (N=320)		t	df	P
	M	SD	M	SD			
Abusive supervision Scale	29.5	4.5	24.7	4.1	5.3	499	.000

\*p<0.05\*\*p<0.01

Above table entitled as teachers perceived abusive supervision in relation with variable gender depicts that male school teachers experienced higher abusive supervision than female teachers. t -test yield a significant difference between the scores of male and female teachers.

**Table 4.3: Mean and Standard Deviation of teachers' scores on performance Evaluation scale in relation with variable Gender (N=500)**

	Male Teachers (N=180)		Female Teachers (N=320)		t	df	P
	M	SD	M	SD			
Field knowledge	8.7	2.3	9.2	2.4			
Communication	7.5	2.1	10.2	2.6			
Preparing the learning-teaching	8.3	1.8	10.4	2.7			
Conducting the learning-teaching	15.3	3.4	16.4	3.5			
Professional attitudes							



and values	11.4	2.6	10.3	3.4	9.5	499	.000
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Total	51.2	12.2	56.5	14.6
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\*p<0.05\*\*p<0.01

Above table described the mean and SD of school teachers scores on teachers performance evaluation scale. Scale consisted of 34 items and 5 subscales; from table it appears that female teachers rated their performance higher as compared with male teachers. Female teachers perceived they are doing well on all subscales of teacher's performance evaluation scale. Gender wise t-test yielded a significant difference between scores of respondents of teachers' performance evaluation scale.

**Table 4.4: Teachers' perception of Abusive Supervisions in Relation with Variable Age (N=500)**

	25-30 years (N=103)		31-40 years (N=207)		41 and above years (N=190)	
	M	SD	M	SD	M	SD
Abusive supervision	29.4	4.2	27.6	4.6	26.3	3.8

Above table entitled as teacher's perceived abusive supervision in relation with variable age portrays that teacher belongs to 25-30 years age range experience higher abusive supervision than teachers belong to 41 and above age ranges.

**Table 4.5: One way ANOVA of Teachers perceives Abusive Supervisions in Relation with Variable Age (N=500)**

Variable	df	F	P
Age	499	5.79	.000

\*p<0.05\*\*p<0.01

Above table describes analysis of variance of teachers scores on abusive supervision, result indicates a significant difference between scores of teachers of various ages on abusive supervision ( $F=5.79$  at  $P< 0.00$ ).

**Table 4.6: Mean and Standard Deviation of Schools teachers' scores on Performance Evaluation scale in relation with variable Age (N=500)**

	25-30 years (N=103)		31-40 years (N=207)		41- and above (N=190)	
	M	SD	M	SD	M	SD
Field knowledge	9.1	2.7	10.3	2.9	12.3	3.9
Communication	11.1	2.5	10.7	2.5	9.2	2.6
Preparing the learning- Teaching	6.7	2.0	9.2	3.4	11.8	2.1
Conducting the learning -teaching	9.5	2.7	13.7	2.8	14.3	3.1
Professional attitudes and values	9.9	3.5	9.9	2.9	10.9	2.5
Total	47.3	13.7	53.8	14.5	58.5	14.2

Above table described the Mean and SD of school teachers' scores on teachers performance evaluation scale in relation with variable age. From this table it appears that teachers whose ages ranged from 41 to 59 rated their performance higher as compared with younger teachers (25-30 years). Younger teachers' communication skills higher than teachers of other age groups.

**Table 4.7: One way ANOVA of Schools teachers' scores on performance Evaluation scale in relation with variable Age (N=500)**

Variable	df	F	P
Age	499	5.24	.001

\* $p<0.05$ \*\* $p<0.01$

Above table presented the one-way analysis of variance of respondents scores in relation with variable age, table revealed a significant difference between scores of the respondents,  $F=5.25$  at .001 p level.

**Table 4.8: Experience wise Frequency Distribution of School Teachers (N=500)**

Experience	Frequency	Percentage	Valid Percentage	Cumulative
1-8 years	148	29.6%	26.6%	26.6%
9-15 years	230	46.0%	46.0%	72.6%
15 years & above	132	26.4%	26.4%	100%
Total				100%

Above table describes the experience wise frequency distribution of school teachers. It has been shown that teachers whose experience is from 9 to 15 years has the highest percentage that is 46%.

**Table 4.9: Teachers perceived Abusive Supervisions in relation with variable Experience (N=500)**

	1-8 years		9 to 15 years		15 years &above	
	M	SD	M	SD	M	SD
Abusive Supervision	30.4	4.6	27.3	3.7	25.8	3.8

Above table entitled as teachers perceived abusive supervision in relation with variable experience represents that teachers with less work experience are facing higher abusive supervision than teachers with more work experience.

**Table 4.10: One way ANOVA of Teachers perceived Abusive Supervisions in Relation with Experience (N=500)**

Variable	F	df	P
Experience	3.24	499	.002

\*p<0.05\*\*p<0.01

Table presented the one-way analysis of variance of respondents scores in relation with variable experience, table revealed a significant difference between scores of the respondents, F=3.24 at .002 p level.

**Table 4.11: Mean and Standard Deviation of schools' teachers' scores on performance Evaluation scale in relation with variable Work Experience (N=500)**

	1-8 years		9 to 15 years		16 years and above	
	M	SD	M	SD	M	SD
Field knowledge	7.8	2.8	9.8	3.2	11.9	3.2
Communication	8.8	2.6	11.1	3.7	10.5	2.7
Preparing the learning						
-teaching	9.4	2.8	13.5	3.6	12.3	2.3
Conducting the learning						
-teaching	12.2	3.8	14.3	3.2	14.4	3.2
Professional attitudes						
and values	10.4	2.9	12.3	3.9	14.5	3.8
Total	48.6	14.9	61.0	17.6	63.6	15.2

Table 4.11 revealed the Mean and SD of school teachers scores on teachers performance evaluation scale in relation with variable work experience. From this table it appears that teachers with more work experience score higher on all subscales of scale as compared with teachers with less work experience (1-8, 9-15 years).

**Table 4.12: One way ANOVA of Schools teachers' scores on performance Evaluation scale in relation with variable Work Experience (N=500)**

Variable	F	df	P
Work Experience	4.85	499	.003

\* $p < 0.05$  \*\* $p < 0.01$

The above presented the one-way analysis of variance of respondents scores in relation with variable work experience, table revealed a significant difference between scores of the respondents,  $F=4.85$  at .003 p level.

**Table 4.13: Qualification wise Frequency Distribution of School Teachers (N=500)**

Qualification	Frequency	Percentage	Valid Percentage	Cumulative
B.A/B.Sc.	213	42.6%	20.6%	20.6%
MA/M.Sc.	277	55.4	55.4%	76%
M.Phil. / PhD	10	2%	2%	100%
Total				100%

Above table described the qualification wise frequency distribution of school teachers in the sample. Teachers' qualification ranges from B.A/B.Sc. to PhD. However, magnitude of PhD is about 2 percent. The highest percentage was of teachers who had done M.A/M.Sc.

**Table 4.14: Teachers perceives Abusive Supervisions in relation with variable Professional Qualification**

		B.Ed. (N=233)		M.ED (N=167)			
	M	SD	M	SD	t	df	p

Abusive supervision	32.3	3.2	30.2	4.5	4.23	499	.001
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Above table entitled as teachers' perceived abusive supervision in relation with variable professional qualification represents that school teachers having M. ED degrees are experiencing less abusive supervision than teachers having degrees of B.ED. Scores on t-test displayed a significant difference in the scores of teachers on abusive supervision questionnaire.

**Table 4.15: Mean and Standard Deviation of schools teachers' scores on Teachers' Performance Evaluation Scale in relation with variable qualification (N=500)**

	BA/B.SC (N=213)		MA/M.sc (N=250)		M.Phil. /Ph.D. (N=37)	
	M	SD	M	SD	M	SD
Field knowledge	7.4	2.1	9.4	2.9	12.6	3.0
Communication	8.3	2.2	9.4	2.5	10.9	2.7
Preparing the learning -teaching	5.9	2.7	10.4	3.4	13.7	3.9
Conducting the learning -teaching	10.4	2.8	12.9	2.8	15.8	3.5
Professional attitudes And values	7.3	2.6	10.4	2.9	12.2	3.3
Total	39.3	12.4	52.59	14.5	65.2	16.4

Above table described the Mean and SD of school teachers' scores on teachers performance evaluation scale in relation with variable qualification. From this table it appears that teachers whose has MPhil / PhD qualification their performance is higher as compared with teachers whose have BA/B.SC, MA/M.sc degrees. Teachers with higher qualification score higher on nearly all subscales of the teachers' performance evaluation scale.

**Table 4.16: One way ANOVA of Schools teachers' scores on Teachers' Performance Evaluation Scale in Relation with Variable Qualification (N=500)**

Variable	F	df	P
Qualification	4.87	499	.000

\*p<0.05\*\*p<0.01

Table presented the one-way analysis of variance of respondents scores in relation with variable qualification, table revealed a significant difference between scores of the respondents, F=4.87 at .000 p level.

**Table 4.17: Professional Qualification wise Frequency Distribution of School Teachers (N=500)**

Professional Qualification	Frequency	Percentage	Valid Percentage	Cumulative
B.Ed.	233	46.6%	46.6%	46.6%
M.Ed.	167	53.4%	53.4%	100%
Total				100%

Above table described the professional qualification wise frequency distribution of school teachers. In sample 46.6 percent teachers possessed B.Ed. qualification whereas 53.4 % teachers have M.Ed. degrees.

**Table 4.18: Training wise frequency distribution of school teachers (N=500)**

Professional Training	Frequency	Percentage	Valid Percentage	Cumulative
Not Received	186	37.2%	37.2%	37.2%
Received	314	62.8%	62.8%	100%

Total	100%
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Above table described the information of teachers who have not received professional training. 37.2 % teachers received teachers training, whereas 62.8% teachers are with formal teachers training.

**Table 4.19: Teachers perceives Abusive Supervisions in relation with variable training Received (N=500)**

	Not Received (N=186)		Received(N=314)		t	df	p
	M	SD	M	SD			
Abusive supervision	35.4	3.8	27.7	3.5	5.13	499	.000

Above table described the mean and SD of respondents scores on abusive supervision in relation with the training they have received from this table it can be seen that teachers who have not received training, experienced more abusive supervision as compared to those who have received teachers training. As the teachers who received training has mean value less than that of the teachers who received no training.

**Table 4.20: Mean, Standard Deviation and t-test of schools teachers' performance Evaluation in relation with variable Training Received (N=500)**

	Not Received(N=186)		Received(N=314)		t	df	p
	M	SD	M	SD			
Field knowledge	8.0	2.1	10.8	2.7			
Communication	8.1	1.9	12.5	2.3			
Preparing the learning-teaching	9.1	2.2	12.2	2.1			
Conducting the learning-teaching	13.2	2.8	15.7	3.1			
Professional attitudes and values	10.2	2.7	13.6	2.8			
Total	48.7	11.7	64.8	13.0	4.25	499	.000

\*p<0.05\*\*p<0.01



Above table described the mean and SD of school teachers scores on teachers performance evaluation scale in relation with variable training received. Since this scale was consisted of 34 items and 5 subscales, from table it appears that teachers who have received teachers training rated their performance higher as compared with teachers who have not received any training. Score of t test also shows a significant difference in the scores of respondents.

**Table 4.21: Income wise Frequency Distribution of School Teachers (N=500)**

Income Range	Frequency	Percentage	Valid Percentage	Cumulative
Less than 50,000	76	15.2%	15.2%	15.2
50,000-100000	189	37.8%	37.8	53%
100000 and above	235	47%	47%	100%
Total				100%

Above table described the income wise frequency distribution of school teachers. In sample only 15.2 percent teachers received salaries less than Rs. 50,000 whereas 37.8 % teachers received up to 10,0000 and rest 47 received more than Rs. 10,0000 salaries.

**Table 4.22: Teachers' Perceives Abusive Supervisions in Relation with Variable Income**

	Less than 50000 (N=76)		51000-100000 (N=189)		100001 and above (N=235)	
	M	SD	M	SD	M	SD
Abusive supervision Scale	34.2	3.7	30.6	3.6	29.5	3.3

Above table entitled as teachers' perceived abusive supervision in relation with variable income demonstrates that school teachers receiving less income, experienced higher abusive supervision than teachers receiving higher income.

**Table 4.23: One way ANOVA of Teachers perceives Abusive Supervisions in relation with variable Income (N=500)**

Variable	F	df	P
Income	.542	499	.00

\*p<0.05\*\*p<0.01

Table presented analysis of variance of respondents' scores on the variable income from this a significant difference can be seen in the scores of the respondents, F is yielded 5.42 on .000 p level

**Table 4.24: Mean and Standard Deviation of schools teachers' performance Evaluation in relation with variable Income level (N=500)**

	Less than 500000 (N=76)		500000-100000 (N=189)		100000 & above (N=235)	
	M	SD	M	SD	M	SD
Field knowledge	7.1	2.4	10.2	3.2	11.3	3.2
Communication	7.7	3.3	9.7	3.2	11.4	3.5
Preparing the learning -teaching	7.1	2.9	9.6	2.1	12.3	2.8
Conducting the learning -teaching	9.1	3.4	11.2	3.2	14.5	3.3
Professional attitudes and values	6.9	1.8	8.6	2.1	13.6	3.8
Total	37.9	13.8	49.3	13.8	51.8	16.7

Above table described the mean and SD of school teachers scores on teachers performance evaluation scale in relation with variable income level. 34 items and 5 subscales based highlighted that teachers who are getting higher income, rated their performance higher as compared with teachers getting less salaries.



Interpersonal deviance	17.4	3.5	20.9	3.8
Organizational deviance	20.4	3.1	18.7	4.5

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<b>Total</b>	<b>37.8</b>	<b>6.6</b>	<b>39.6</b>	<b>8.3</b>	<b>4.23</b>	<b>99 .005</b>
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\*p<0.05\*\*p<0.01

Above table highlighted the Mean and SD of school heads scores on teachers' workplace deviance questionnaire in relation with variables gender. It has been observed from the table that female heads reported to have fewer deviant teachers in their schools as compared to male heads. Interpersonal deviance is reported less in the schools of male heads. Scores of t-tests revealed a significant difference in the scores of male and female head on workplace deviance questionnaire.

**Table 4.28: Age wise Frequency Distribution of Headmaster/ Headmistress  
(N=100)**

Age	Frequency	Percentage	Valid Percentage	Cumulative
35-45 years	19	19%	19%	19%
46-55 years	36	36%	36%	55%
55 years & above	45	45%	45	100%
Total				100%

Table 4.28 described the age wise frequency distribution of headmasters/ headmistress. The results revealed that respondents' age ranged from 35 to 59 years.

**Table 4.29: Mean & SD of Head Scores on Teachers Workplace Deviance in relation with variable age**

Workplace deviance	35-45years		46-55years		55 years and above	
	M	SD	M	SD	M	SD
Interpersonal Deviance	24.8	4.7	20.7	3.7	15.2	3.7
Organizational Deviance	29.4	4.9	29.1	3.5	23.5	3.4
Total	54.2	9.6	49.8	7.2	38.2	7.1

Above table contains information about Mean and SD of school heads scores on teachers' workplace deviance questionnaire in relation with variables age. It can be seen from the table that older heads reported fewer deviant teachers in their schools as compared to younger heads.

**Table 4.30: Qualification wise Frequency Distribution of Headmaster/ Headmistress (N=100)**

Qualification	Frequency	Percentage	Valid Percentage	Cumulative
Masters	43	43%	43%	43%
M.Phil./PhD	57	57%	57%	100%
Total				100%

Table 4.30 described the qualification wise frequency distribution of headmasters/ headmistress. Sample was collected from 43 Master's` degree holders heads and 57 M.Phil. /PhD heads degrees holders.

**Table 4.31: Mean & SD of Head Scores on Teachers Workplace Deviance in relation with Variable Qualification**

Workplace deviance	Masters		M. Phil/ PhD		t	df	p
	M	SD	M	SD			
Interpersonal deviance	22.7	4.2	19.2	3.2			
Organizational deviance	23.4	4.5	20.7	3.6			
Total	46.1	8.7	39.9	6.8	3.84	499	.000

Above table describes Mean and SD of school heads scores on teachers' workplace deviance questionnaire in relation with variable qualification, it can be seen from the table that heads who possess higher qualification have fewer deviant teachers in their schools as compared to heads having Master level qualification. Scores on t – test presented a significant difference in the scores of respondents on variable qualification. So it can be claimed from the results that the heads who possess higher education tends to indulge in less supervisory practices and hence their teachers would indulge in less deviant behaviour. On the other hand, heads with less professional qualification are more inclined towards abusive supervisory practices and hence more deviant teachers.

**Table 4.32: Professional Qualification wise Frequency Distribution of Headmaster/ Headmistress (N=100)**

<b>Professional</b>				
<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid %</b>	<b>Cumulative %</b>
B.Ed.	24	24%	24%	24%
M.Ed.	76	76%	76%	100%
<b>Total</b>				<b>100%</b>

Above table described the professional qualification wise frequency distribution of headmasters/ headmistress. Data were collected from 24 B.Ed. 'degree holders heads and 76 M. Ed degrees holders. Results revealed that percentage of M.Ed teachers is more than that of B.Ed teachers.

**Table 4.33: Mean & SD of Head Scores on Teachers Workplace Deviance in relation with Professional Qualification**

<b>Workplace Deviance</b>	<b>B.ED</b>		<b>M.ED</b>		<b>t</b>	<b>df</b>	<b>p</b>
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>			
Interpersonal Deviance	28.2	3.8	26.4	3.2			
Organizational Deviance	31.7	3.5	27.3	3.0			
<b>Total</b>	<b>59.9</b>	<b>9.6</b>	<b>53.7</b>	<b>6.2</b>	<b>2.37</b>	<b>499</b>	<b>.000</b>

Above table highlighted the Mean and SD of school heads scores on teachers' workplace deviance questionnaire. It has been vivid from the table that heads who possessed B.ED staff of their school indulged in interpersonal deviance and organizational deviance more as compared to heads who possessed M.ED degrees. Scores on t –test offered a significant difference in the scores of respondents on variable

professional qualification.so it can be said that heads with less qualification seems to be more abusive with their employees than the ones with less qualification.

**Table 4.34: Income wise Frequency Distribution of Headmaster/ Headmistress (N=100)**

<b>Income</b>	<b>Frequency</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
Up to 100000	22	22%	22%	22%
Above 100000	88	88%	88%	100%
<b>Total</b>				<b>100%</b>

Above table described the income wise frequency distribution of headmasters/ headmistress. Income of 22 respondents was up to 100000 whereas 88% school heads earn more than 88%.

**Table 4.35: Mean & SD of Head Scores on Teachers Workplace Deviance in relation with Variable Income level**

<b>Workplace deviance</b>	<b>Up to 100000</b>		<b>100000-200000</b>		<b>200000&amp;&lt;</b>	
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
Interpersonal deviance	27.6	4.1	26.3	3.7	22.8	3.5
Organizational deviance	32.2	4.6	28.4	2.5	24.5	3.8
<b>Total</b>	<b>59.8</b>	<b>8.7</b>	<b>54.7</b>	<b>5.2</b>	<b>47.3</b>	<b>7.2</b>

Table 4.45 highlighted the Mean and SD of school heads scores on teachers' workplace deviance questionnaire in relation with variables income level. It has been observed from the table that heads whose income ranged from 200000 reported to have



less deviant teachers in their schools as compared to heads getting salaries up to 100000.

**Table 4.36: ANOVA of Head Scores on Teachers Workplace Deviance in relation with Variable Income level (N=100)**

Variable	F	df	p
Income	3.29	499	.021

\* $p < 0.05$  \*\* $p < 0.01$

Above table indicates a significant difference in the scores of respondents on variable income, significant difference has been seen with a F value of 3.29, at p value at of .021.

**Table 4.37: Relationship of Deviant behavior and Teachers Performance**

Variables	Correlation
Deviant Behavior	
Teachers' Performance	-.27

Above table described that coefficient of correlations between teachers' workplace deviance and teachers' performance scales. A negative relationship exists between these two variables namely deviant behaviour of teachers and performance of the teachers with value of -.27. Hence it can be said that the results of the correlation are in accordance with the literature being reviewed.

**Table 4.38: Relationship of Interpersonal Deviance and Teachers Performance**

Variables	Correlation
Interpersonal Deviance	
Teachers' performance	-.16

Above table described that coefficient of correlations between interpersonal deviance and teachers' performance scales. It can be seen from table that a negative relationship exists between these two variables with value of -.16.

**Table 4.39: Two Ways Analysis of Variance of Interpersonal Workplace Deviance and Teachers 'Performance**

Variables	df	F	p
Interpersonal deviance			
Teachers' performance	499	6.19	.000

\*p<0.05\*\*p<0.01

Above table describes the two ways analysis of various for interpersonal deviance and teachers' performance. Results revealed a significant difference at .000 level between these two variables.

**Table 4.40: Relationship of Organizational deviance and Teachers' performance**

Variables	Correlation
Organizational deviance	
Teachers Performance	-.11

\*p<0.05\*\*p<0.01

Relationship of organizational deviance and teachers' performance explored in the research, result revealed that there exists a negative relation exists between organizational deviance and teachers' performance. A negative relationship exists between these two variables with value of -.11.

**Table 4.41: Relationship of Abusive Supervision and Teachers' Performance  
(N=500)**

<b>Variables</b>	<b>Correlation</b>
Abusive Supervision	
Teachers' performance	- .18

Coefficient of correlation calculated to test the hypothesis, results make it clear that there is negative relationship between abusive supervision and teachers' performance". Meaning thereby that if abusive supervision increases it will lead teachers towards decrease in performance, correlation index is -.18. Hence the results are in accordance with the literature being reviewed.

**Table 4.42: Relationship of Abusive Supervision and organization deviant behaviour**

<b>Variables</b>	<b>Correlation</b>
Abusive supervision	
Organizational Deviant Behavior	.56

For exploration of relationship between abusive supervision and teachers' workplace deviance coefficient of correlation was calculated, result yielded a positive relationship between these two variables with value of .56. If abusive supervision increases deviant behaviour of teachers will also increase.

**Table 4.43: Relationship of Abusive Supervision and Interpersonal deviance**

<b>Variables</b>	<b>Correlation</b>
Abusive supervision	
Interpersonal Deviance	.41

For exploration of relationship between abusive supervision and teachers' interpersonal deviance coefficient of correlation was calculated, result yielded a positive relationship between these two variables with value of .41. It means that if abusive supervision increases interpersonal deviance of teachers will increase i.e., employees will tend to indulge in deviance if imparted with abusive supervisory practices.

**Table 4.44: Two Ways Analysis of Variance of Abusive Supervision and Teachers' Performance**

<b>Variables</b>	<b>df</b>	<b>F</b>	<b>p</b>
Abusive Supervision			
Interpersonal Workplace			
Deviance	499	5.82	.000
Teachers' Performance			

\*p<0.05\*\*p<0.01

Above table contain analysis of variance of respondents' scores on abusive supervision and teachers' performance. Result depicted a significant difference in the score of respondents on abusive supervision and teachers work performance.

**Table 4.45: Mediation effects of WD between AS and TP**

	<b>IV</b>	<b>DV</b>	<b>B</b>	<b>SE</b>	<b>t-value</b>	<b>P-Value</b>	<b>LLCI</b>	<b>ULCI</b>
1	AS	WD	0.403	0.0535	7.539	0.000	-0.508	-0.298
2	WD	TP	-0.424	0.0722	5.884	0.002	0.282	0.566
3	AS	TP	-0.0038	0.0630	-0.094	0.001	-0.130	-0.118
			<b>Effect</b>	<b>SE</b>	<b>T-value</b>	<b>P-Value</b>	<b>LLCI</b>	<b>ULCI</b>
Total Effect			-0.421	0.060	-2.94	0.000	-0.295	-0.058
Direct Effect			-0.0038	0.063	-0.094	0.001	-0.130	-0.118
Indirect Effect					<b>Effect</b>	<b>Boot SE</b>	<b>Boot LLCI</b>	<b>Boot ULCI</b>
					-0.421	0.0402	-0.255	-0.098
					<b>1</b>	<b>2</b>	<b>3</b>	
R <sup>2</sup>					0.213	0.176	0.039	
F-Statistics					56.84	22.35	8.686	
P-Value					0.000	0.000	0.001	

Above table describes the mediation effects of work deviant behaviour between abusive supervision and teacher performance. Regression analysis was employed to check the mediation effects between abusive supervision and teacher performance with the help of Hayee process macro v4.0., model 4. the results revealed that direct effect of abusive supervision and teacher performance is -0.0038 and the total effect of all variables is -0.421 which shows clearly that deviant behaviour of employees acts as a mediator between abusive supervision and teacher performance as the total effect is higher as compared to direct effect of the two variables namely abusive supervision and teachers performance. The indirect effect of mediation has a b= -0.421, S.E 0.060, LLCI and ULCI of -0.255 and -0.098 respectively hence confirming the mediation of work deviant behaviour.

## **Chapter 05**

### **DISCUSSION, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND APPLIED SIGNIFICANCE**

#### **5.1 Discussion**

Educational enterprises are the organizations who are constantly supplying human resource to various organizations of society; if taught by deviants, what result one can accept. Nowadays producing successful, motivating human resource is utmost important to meet the challenges of this demanding world. Therefore, having good and enthusiastic, committed teachers in educational systems are inevitable.

Answers to the research objectives of this research work were seek through descriptive and inferential statistical analysis. As far as head of institutions demographics are concerned data were collected from 41 male heads and 59 female headmistresses. Results revealed that in the schools of female heads less deviant behavior were seen among teachers in their schools as compared to male heads. Scores of t-test revealed a significant difference in the scores of male and female head on workplace deviance questionnaire. Older heads reported less deviant teachers in their schools as compared to younger heads.

Education wise analysis revealed that in sample was 43 were Master's` degree holders heads and 57 M.Phil. /PhD heads degrees holders. Results revealed that heads who possess higher qualification have less deviant teachers in their schools as compared to heads having Master level qualification. Scores on t –test presented a significant difference in the scores of respondents on variable qualification.

Professional qualification analysis revealed that in collected data 24 heads were having B.Ed. `degree and 76 got M. Ed degrees holders. Heads who possessed B.ED staff of their school indulged in interpersonal deviance and organizational deviance more as compared to heads who possessed M.ED degrees. Scores on t –test offered a significant difference in the scores of respondents on variable professional qualification.

Income wise frequency distribution of headmasters/ headmistress. Income of 22% respondents was up to 100000 whereas 88% schools` heads earn more than 88%.

Heads whose income ranged from 200,000 reported to have fewer deviant teachers in their schools as compared to heads getting salaries up to 100,000. Above table indicates a significant difference in the scores of respondents on variable income, significant difference has been seen,  $F = 3.29$ , at .021 level. Results show that only 28% head monitoring less than 10 teachers. Heads who were monitoring less than 10 teachers reported less workplace deviation in their schools as compared to who are having more than 15 teachers under their command in control.

In this research data collected from 500 school teachers among them 180 male and 320 were female schools' teachers. Teachers perceived abusive supervision in relation with variable gender depicts that male school teacher experienced higher abusive supervision than female teachers. T-test yield a significant difference between the scores of male and female teachers. Female teachers rated their performance higher as compared with male teachers. Female teachers perceived they are doing well on all subscales of teachers' performance evaluation scale. Gender wise t-test yielded a significant difference between scores of respondents of teachers' performance evaluation scale.

Teachers' age ranges from 25-59 years. Results portrays that teacher belongs to 25-30 years age range experience higher abusive supervision than teachers belong to 41 and above age ranges. Analysis of variance of teachers scores on abusive supervision, result indicates a significant difference between scores of teachers of various ages on abusive supervision ( $F=5.79$  at  $P < 0.00$ ). Teachers whose ages ranged from 41 to 59 rated their performance higher as compared with younger teachers (25-30 years). Younger teachers' communication skills higher than teachers of other age groups.

Teachers' experience ranged from 1 to 29 years. Teachers with less work experience are facing higher abusive supervision than teachers with more work experience. A significant difference between scores of the respondents,  $F=3.24$  at .002 p level. On this variable when analyzed school teachers' scores on teachers' performance evaluation scale found that teachers with more work experience score higher as compared with teachers with less work experience (1-8, 9-15 years). Significant difference between scores of the respondents,  $F=4.85$  at .003 p level.

Teachers' qualification ranges from B.A/B.Sc. to PhD. However, magnitude of PhD is about 2 percent, teachers whose have MPhil / PhD qualification their performance is higher as compared with teachers whose have BA/B.SC, MA/M.sc degrees. Teachers with higher qualification score higher on nearly all subscales of the

teachers' performance evaluation scale. *One-way* analysis of variance of respondents scores in relation with variable qualification, also revealed a significant difference between scores of the respondents,  $F=4.87$  at .000 p level.

In sample 46.6 percent teachers possessed B.Ed. qualification whereas 53.4 % teachers have M.Ed. degrees. *On* variable professional qualification *analyses* represents that school teachers having M. ED degrees are experiencing less abusive supervision than teachers having degrees of B.ED. Scores on t-test displayed a significant difference in the scores of teachers on abusive supervision questionnaire.

Results revealed that 15.2 percent teachers received salaries less than Rs. 50,000 whereas 37.8 % teachers received up to 10, 0000 and rest 47 received more than Rs. 10, 0000 salaries. School teachers receiving less income, experienced higher abusive supervision than teachers receiving higher income. On the variable income from this a significant difference can be seen in the scores of the respondents, F is yielded 5.42 on .000 p level. Teachers who are getting higher income, rated their performance higher as compared with teachers getting less salaries. Analysis of variance of respondents' scores on the variable income from this a significant difference can be seen in the scores of respondents, F is yielded 4.39 on .002 p level. In sample only 15.2 percent teachers received salaries less than Rs. 50,000 whereas 37.8 % teachers received up to 10,0000 and rest 47% received more than Rs. 10,0000 salaries. Teachers receiving less income, experienced higher abusive supervision than teachers receiving higher income and a significant difference found in the scores of the respondents, F is yielded 5.42 on .000 p level.

For this accomplishments role of supervisor is determinable therefore, for the investigation of the impact of abusive supervision on employee's performance by considering deviant behavior of employees as a mediator following research objectives were formulated.

1. To study the effect of abusive supervision on the performance of teachers.
2. To study the effect of abusive supervision on deviant behavior of teachers
3. To examine the effect of deviant behavior of teachers on their performance.
4. To assess the mediating role of deviant behavior on teachers' performance in public sector schools keeping abusive supervision as independent variable.

For the exploration of objective 1 'effects of abusive supervision and on performance of teachers, coefficient of correlation was calculated, finding revealed a negative correlation between these two variables. As far as the relationship of abusive



supervision and deviant behavior of teachers is concerned a positive relationship has been seen between these two variables. For the exploration of second objective to study the effect of abusive supervision on deviant behavior of teachers, coefficient of correlation was calculated finding revealed a positive correlation between these two variables, meaning thereby that if supervisor used abusive practices to manage the behavior of teachers it would eventually lead towards abusive supervision.

Third objective was to examine the effect of deviant behavior of teachers on their performance, coefficient of correlation was calculated, and a negative relationship was found between these two variables. Since teachers are playing significant role in the personality development and educational pursuits of students, if teachers displaced deviant behavior at work, then they are unable to develop personality of students in positive manner therefore, it was meaningful to effect of deviant behavior of teachers on their performance. For analysis mean, SD, t-test were calculated, analyses revealed that teachers who possessed higher scores on deviant behavior, scores lower on performance evaluation scale. Correlation coefficient calculated and a negative relation explored between these two variables.

Fourth and final objective was to assess the mediating role of deviant behavior on teachers' performance in public sector schools keeping abusive supervision as independent variable. Boot-strapping process macro model 4 was performed to estimate the mediating role of deviant behavior in determining the impact of abusive supervision on teachers' performance, statistical analysis was performed through SPSS. Results revealed that deviant behavior significantly predicts the hypothesized mediating variable of deviant behavior significant predict abusive supervision and low performance evaluation, so it can concluded be that mediating variable "deviant behavior predict teachers' performance significantly. As when a mediator is being added in the model it has been observed that total effect of abusive supervision on teachers performance has been increased ; testing the mediating power, level of workplace deviance on other variables i.e., abusive supervision and teachers' performance. Specifically, deviance moderates' teachers' performance and pave the way of abusive supervision.

## **5.2 Findings**

The findings of the study provide empirical evidence of abusive supervisory practices prevailing in public sector schools. Furthermore, it provides a basis on the fact

that there are negative consequences associated with the abusive supervision in relation to the performance of teachers. Testing the mediating power level of workplace deviance on other variables i.e., abusive supervision and teachers' performance. Specifically, deviance moderates' teachers' performance and abusive supervision. A positive relationship has been seen between abusive supervision and work deviant behavior with value of  $r=.56$ . Negative relation exists between abusive supervision and teachers' performance evaluation. Testing the mediating role of workplace deviance, revealed that deviance moderates' teachers' performance and abusive supervision. Teachers' workplace deviant behavior negatively relates with teachers' performance. Interpersonal deviance negatively relates with teachers' performance. Organizational deviance negatively relates with teachers' performance. Abusive supervision leads to deviant behavior at work. These findings are coherent with the previous research works done by the renowned researchers in this field as Jabbaret al., (2020) stated that the perception of supervisors' prejudice can lead to extraction or retaliation among employees.

### **5.3 Implications of the study**

#### **5.3.1 Practical Implications**

This is obvious that effective monitoring and control is important for managing people at workplace but there is a difference in managing people effectively on through abusive supervision. Abusive supervisors can have negative effects on employees' enactments. Findings of the present research depicted that subordinates' (teachers) work deviance and subsequently lower job performance will increase by abusive supervision. Stern arrangements like monitoring, internal corrective and legal system can be functional to eliminate the contrary effects of abusive supervision. Further, organizations should carefully discern activities of supervisors those are convoluted in abusive acts, such behavior may be rated negatively at the time of promotion of administrative places. According to this notion, it is important for employer and employees to learn how to cope up with such abuse and their level of thoroughness can be influential factors as to just how profound these negative effects are for organization in general.

Organizational culture of schools ought to be interactive; based on mutual respect, supervisors can talk to their subordinated respectfully so (instead of scolding

them) culture of mutual respect can be created which would ultimately outrival performance of teachers and minimized workplace deviance on their part. Keeping in view the role of self-respect and dignity in productivity of employees' teaching learning organizations where abusive supervision is predominant would surely anticipate minimizing the negative effects of abusive supervision on school teachers' performance outcomes.

According to the findings of this study, after induction of teaching staff, if training provided to teachers, it may be helped to perform better and reduce workplace deviance, after inducting staff, orientations and training must be provided to staff and while induction and selection an assessment of conscientiousness can be added in hiring process. Supervisors can play a positive role for the enrichment of the performance of teachers and reduction of workplace deviance. For instance, reducing school teachers' inclination to rely on dodging coping strategies / deviance can be incorporated into orientation processes for fresh teachers. This may provide information that behavior associated with deviance work avoidance are likely to have involuntary negative effects on their performance.

Supervisors could play proactive role in detecting signs of deviant behavior in teachers, at interpersonal or organizational level. School head / supervisors act like an ethics officer and help employees in becoming a specific individual with whom they can voice concerns about their work experiences in the larger interest of students and learning outcomes.

Since findings of the research provided interesting information about abusive supervision, its effects on teachers' performance in relation with moderating role of workplace deviance. Relations among various variables were selected to peep inside the phenomena in depth.

1. Hypotheses testing was made to determine the mediating role of workplace deviance, findings revealed that deviance moderates' teachers' performance and abusive supervision. Since teachers' workplace deviant behavior negatively relates with teachers' performance, interpersonal deviance negatively relates with teachers' performance and organizational deviance negatively relates with teachers' performance, therefore, efforts may accelerate to minimize workplace deviance by restricting abusive supervision into effective supervision.

2. Additionally, training session may be conducted at the administrative level to train supervisors of altering their behavior and attitudes towards employees in order to reduce deviant workplace behavior and provision of healthy work environment.
3. Governing bodies/Directorate general of education/ related organizations must provide appropriate guidelines to heads (supervisors) for truthful employee. Related literature reported that relationship between abusive supervision and deviance behavior is bidirectional. So, to deal with employee workplace deviance organization may ascertain operative ways. For instance, ethical supervisors' behavior may facilitate organization to teach ethical code of conduct to manage teachers work behavior.
4. Findings leads to conclusion that there is a negative relation exists between abusive supervision and teachers' performance evaluation. So, there is a need to modify responses of teachers for better coping. This is fact that teachers who are reacting to abusive supervision with deviance in fact using avoidance strategies that would ultimately decline their job performance/ productivity; conversely, if teachers react with active coping strategies that would not affect their job performance.
5. Findings indicates that abusive supervision leads to work deviant behavior on the part of teachers. Instead of using harsh management practices heads needs to understand the ways through which they can respectfully control the organization. They can be role model for their organization, by following their footprints teachers can perform best and deliver best work outputs.
6. Feedback from teachers about supervision may be asked so abusive supervision may be detected and address.
7. Efforts may be made to turn abusive supervision into effective supervision.
8. Training session may be conducted at the administrative level to train supervisors of altering their behavior and attitudes.
9. Assistance programs for those teachers may be initiated who had faced abusive supervision for the sake of their emotional well-being.
10. A phycologist may also be hired for the interview panel so that nature of heads as well as teachers could be assessed at the time of hiring also so that a better decision about hiring can be made.

### **5.3.2 Theoretical Implications**

The study would add value to the literature regarding social exchange theory and leader-member exchange theory. Furthermore, this study would enhance the literature regarding abusive supervision, deviant behaviour of teachers and their performance. This study also contributed to the construct of abusive supervision.

### **5.4 Significance of Study**

This study would increase understanding of the various supervisory practices of heads prevailing in public sector schools. It would have a number of useful repercussions, as abusive supervision is associated with employee's diminished performance, so struggles may be made to decrease the possibility of abusive supervision occurring in the public sectors school so that the performance of teachers may be improved. This study would help supervisors to alter their practices so that there can be more productive environment of schools leading to better results in teachers' performance and consequently student's growth.

Study would also be significant because it would measure performance and deviant work behavior of public sector schools' teachers due to supervisory practices of heads of public sector schools. This would help supervisors distinguish that their actions that may have a negative impact on teachers' performance and therefore they would try to improve their actions. This study would also add value to the literature as Sam (2020) stated there is very less work done on supervisory practices and its impacts on teachers' performance prevailing in educational settings. Additionally, there is no such study already conducted in Pakistani context, so this study was meaningful in various ways. The study would help supervisors in formulating conducive work environment for the schools, so employees could be motivated towards imparting quality education in students. Furthermore, the study would be significant for the employees (teachers) as well, because from this study teachers was able to identify their nonstandard workplace behavior and its effects, this would help them to modify their deviant behavior.

As private limited schools share a bunch of qualities with public limited schools; so, this study would also help public as well as private limited schools in devising their strategies for controlling harmful supervision. Moreover, this study would also be helpful for the administrators of other public educational institutes (like colleges and universities) as well because the internal operations of public sector educational

institutes are more or less same. This study would help them identify the malpractices adopted by heads and how they can improve in order to increase the performance of teachers and hence consequently teachers was able to impart quality education to the students.

### **5.5 Future Research Recommendations**

Present research has numerous precincts, sample size was small due to time and resources available for the research. In future research can perform research on wider jurisdiction to get maximum representations of the private and the public sector. Besides this, future research can be done by applying longitudinal research design with a similar tool.

Data were collected from the schools located at Islamabad, only from public sector. Results may be different if data collected to another sector, private sector. Private, public and school managed under Army may be taken into deliberation for future research.

Since data were collected from schools located at Islamabad therefore, finding cannot be generalized to private sector or schools located at other cities. The cross-sectors study may be recommended for future researchers for better understanding of the phenomena under considerations.

Finally, applying abusive supervision, and an independent variable finding produced that it leads to low performance and work deviance is a strongest mediator in relationship with abusive supervision. Henceforward, other theoretical framework can be used to explain the significant processes of abusive supervision.

### **5.6 Limitations**

Present study contributes to the existing literature available in the field of abusive supervision, performance of the teachers and deviant behavior. On the other hand this study has some limitations as well, the research is cross-sectional in nature as data has been collected at a single point in time. Furthermore. The data has been collected from the territory of Islamabad only. Data was gathered using questionnaire from public sector schools. In future data could be collected on these variables through qualitative approach by adding private sector schools as well.

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## Appendix-A

### ABUSIVE SUPERVISION SCALE

Respected Headmaster/ Headmistress / Coordinator

Assalamu' Alaikum

I am doing M.Phil from a public sector university. I am conducting research for completion of my degree on teachers in order to learn their professional behavior. A questionnaire has been developed for this purpose which contains few statements about various aspects of behavior at work (No statement is wrong or negative). You are requested to read each statement carefully and rate teacher Name as: on each statement according to your own agreement and disagreement with each statement.

Since there is no negative or wrong statement therefore, you are requested to filling this questionnaire help to make a strategy for the improvement of work environment keeping in view your agreement with each statement, your responses will be kept confidential and only used for research purpose.

Rating is requested on 5- point Likert (Strongly disagree=1, Disagree 2, Neutral =3, Agree =4 and strongly Agree=5).

**Good luck**

**Nimra Khurshid**

<b>1</b>	My officer in--charge ridicules me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	My officer in -charge tells that my thought and feelings are irrelevant.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	My officer in -charge gives me silent treatment.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



<b>4</b>	My officer in -charge puts me down in front of others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	My officer in -charge invades my privacy.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	My officer in -charge reminds me my past mistakes and failures.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	My officer in charge does not give me credit of for job requiring a lot of efforts.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b>	My officer in- charge blames me to save himself /herself from embarrassment.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b>	My officer in -charge expresses anger on me when he/she is made with another reason.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10</b>	My officer in -charge break promises he/she makes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11</b>	My officer in- charge is rude with me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12</b>	My officer in -charge lies to me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13</b>	My officer in- charge tells me that I am incompetent.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>14</b>	My officer in -charge does not allow me to interact with my colleagues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15</b>	My officer in -charge makes negative comments about me in front of others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## **Appendix-B**

### **TEACHER PERFORMANCE EVALUATION SCALE**

Dear Teacher

Assalamu' Alaikum

I am doing M.Phil from a public sector university. I am conducting research for completion of my degree on teachers in order to learn their professional behaviour. Two questionnaires have been developed for this purpose which contains statements about various aspects of teachers' behaviour at work (No statement is wrong or negative). You are requested to read each statement carefully and fill questionnaire on each statement according to your own agreement and disagreement with each statement. Since there is no negative or wrong statement therefore, you are requested to filling this questionnaire keeping in view your agreement with each statement, your responses will be kept confidential and only used for research purpose.

Rating is requested on 5- point Likert (Strongly disagree=1, Disagree 2, Neutral =3, Agree =4 and strongly Agree=5).

**Good luck**

**Nimra Khurshid**

Name	
Gender	
Age	
Experience	
Qualification	
Professional qualification	
Training received	
Marital status	
No of children	
Teaching to class	
Income level	



1.	I am proficient in the subjects and concepts related to my field.	1	2			5
						89
2.	I know the curriculum of my field with all its elements.	1	2			5
3.	I have knowledge of the legislation concerning the teaching profession.	1	2			5
4.	My plans are in line with the curriculum of my field in all Its dimensions.	1	2			5
5.	I prepare the plans according to the individual differences and needs of the students.	1	2			5
6.	I prepare a learning environment suitable for the individual differences of the students.	1	2			5
7.	I take safety precautions in learning environments.	1	2			5
8.	I organize the learning environments according to the characteristics of the learning outcomes.	1	2			5
9.	I organize learning environments in a way that appeals to different senses.	1	2			5
10	I speak Urdu fluently and clearly in accordance with the rules.	1	2			5
11	I use body language and tone of voice correctly.	1	2			5
12	I communicate effectively with my manager and colleagues.	1	2			5
13	I support learning environments with appropriate teaching materials that support learning.	1	2			5
14	I am used to of communicating effectively with parents.	1	2			5
15	I am used to of communicating effectively	1	2			5

## Appendix-C

### WORKPLACE DEVIANT BEHAVIOUR SCALE

Assalamu' Alaikum

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Rating is requested on 5- point Likert (Strongly disagree=1, Disagree 2, Neutral =3, Agree =4 and strongly Agree=5).

**Good luck**

**Nimra Khurshid**

Name	
Gender	
Age	
Experience	
Qualification	
Professional qualification	
Training received	
Marital status	
No of children	
Teaching to class	
Income level	

1	Made fun of colleagues at work.	1	2	3	4	
2	Worked on a personal matter instead of work for employer.	1	2	3	4	91
3	Often, passes in considerate remarks towards colleagues at work.	1	2	3	4	
4	Often made racial remarks towards coworkers at workplace.	1	2	3	4	
5	Often pass religious remarks at workplace.	1	2	3	4	
6	Often pass negative comments about workplace.	1	2	3	4	
7	Often cruses coworkers at workplace.	1	2	3	4	
8	Good in prank colleagues at work.	1	2	3	4	
9	Acted impolitely toward others at my workplace.	1	2	3	4	
0	Openly put down colleagues at work.	1	2	3	4	
1	At work, use belongings of others without Their permission.	1	2	3	4	
2	Spent much time in daydreaming Instead of working.	1	2	3	4	
3	produce false receipts to reimburse money than spent On official expenses	1	2	3	4	
4	produce false receipts to reimburse money than spent On official expenses	1	2	3	4	
5	get longer break than is acceptable at Workplace.	1	2	3	4	
6	Often left work for someone else to finish.	1	2	3	4	
7	Often come up late to	1	2	3	4	

