

EMOTIONAL INTELLIGENCE AND WORKPLACE DEVIANT BEHAVIOR

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# EMOTIONAL INTELLIGENCE AND WORKPLACE DEVIANT BEHAVIOR

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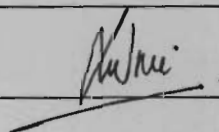
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## DEDICATION

I dedicate this amazing accomplishment to my wonderful husband and daughter;

*Ahmad Nizan bin Mat Noor*  
*Dania Nurfaghira binti Ahmad Nizan*

Thank you for your love, your strength and your support that helped me accomplish this goal.

And to my parent who always taught me to work hard and push further that I thought I could ever reach.

*Haji Abdul Azib bin Saad*  
*Hajjah Azizah binti Saad*

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## ABSTRAK

Pensyarah sering dikaitkan sebagai golongan cerdikpandai mempunyai latarbelakang pencapaian akademik yang cemerlang. Pensyarah merupakan tulangbelakang dan memainkan peranan yang amat penting di setiap universiti. Mereka mempunyai tanggungjawab yang begitu besar sebagai pendidik dan pemudahcara dan pada masa yang sama sebagai contoh ikutan kepada para pelajar. Tujuan penyelidikan ini dibuat adalah untuk mengkaji hubungan di antara kecerdasan emosi dan gelagat 'deviant' di tempat kerja, di samping menentukan perbezaan factor-faktor demografi dengan kecerdasan emosi dan gelagat 'deviant' di tempat kerja. Sebanyak 73 data telah dikumpul daripada pensyarah-pensyarah dengan menggunakan kaedah persampelan rawak mudah. Soalan kaji selidik yang mengandungi dua pengukuran telah diberikan kepada responden. Kajian telah menunjukkan para pensyarah di KUKUM mempunyai tahap kecerdasan emosi yang agak tinggi. Dapatan kajian juga telah membuktikan bahawa wujudnya hubungan secara negatif dikalangan pensyarah di KUKUM. Manakala factor demografi didapati tidak mempunyai sebarang perbezaan bagi kecerdasan emosi dan gelagat 'deviant' di organisasi.



## **ABSTRACT**

Lecturers are synonym with the group of people that have a good academic achievement background. Lecturers are the backbone and play the most important roles in every university. They have huge responsibilities as an educator and facilitator and at the same time being the role model for all the students. The purpose of this study was to explore the relationship of the emotional intelligence (EI) and workplace deviant behavior (WDB) besides identifying the differences of demographic factors with emotional intelligence and workplace deviant behavior. Data were collected from 73 lecturers by using simple random sampling. A questionnaire consisting of two measures was administered to the respondents. The study shows that lecturers in KUKUM do have a high level of emotional intelligence. The findings have proved that there is a negative significant relationship between EI and WDB among the lecturers in KUKUM. Demographic factors were not found to have any difference to EI and WDB.



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## ABBREVIATIONS

EI	Emotional Intelligence
WDB	Workplace Deviant Behavior
KUKUM	Kolej Universiti Kejuruteraan Utara Malaysia
UUM	Universiti Utara Malaysia
SDC	State Development Council



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**


This chapter consists of; the background of the study, problem statement, significance of the study, objectives of the study, research questions, scope of the study, limitation of the study and definition of terms.

#### **1.1 The Background Of The Study**

For every university, the lecturers are the main and major player as they become the most valuable element that very much important in running the core business in the university as an educators and facilitators for the students. They have the biggest responsibilities to determine the successful and in setting the good reputation and image of the university.

Kolej Universiti Kejuruteraan Utara Malaysia (KUKUM) is among the youngest university in Malaysia. It is located at the north region in Peninsular Malaysia, in state of Perlis and the development of the campus is still in the progress. This





University only cater for Engineering Courses and offered various Engineering Programs in Bachelor Degree, Master Degree and PhD.

For the time being, KUKUM has no main campus. Currently, KUKUM is located at all over the state of Perlis by renting a huge numbers of building regardless own by SDC of Perlis and many of private entity, at Arau, Kangar, Kuala Perlis and a few more places in Perlis. KUKUM has declared itself as a distributed campus.

This has lead to the freedom of movement among the employees, particularly the lecturers when they have to go from one place to another, for instance from their office to the lecture hall or to the laboratory or even to the library. The top management has found that it's quite hard to control and monitor the movement of every lecturer whether they are really at work or somewhere else during the working day. According to Aquino (1998), left out early without permission or lied about the numbers of working hours are among the behavior that is considered as workplace deviant that may give the negative impact to the organization.



## 1.2 Problem Statement

Emotional intelligence (EI) has become something that is very important in human life. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. This is because is the ability to perceive emotion in others and express one's emotions; use emotions to guide thinking in self and others; understand how emotions operate; and manage and regulate emotions in self and others (Mayer and Salovey, 1997; Salovey and Mayer, 1990). Emotionally intelligent individuals have the ability to regulate, or change, the emotions of the people they interact with at work. Emotions have important effects on the way people think. Pleasant emotions can make employees think more creatively (Fredrickson, 1998; Isen, 1999). In contrast, unpleasant emotions can help employees focus on specific problems or issues (Schwarz, 1990). Emotionally intelligent individuals use specific emotions to facilitate various cognitive activities. Perceiving emotion encompasses the abilities to identify emotions in oneself and in others.

Low trait EI may be a key ingredient in a variety of deviant behavior, many of which have been repeatedly linked to emotional deficits (Cohen & Strayer, 1996; Eisenberg, 2000; Roberts & Strayer, 1996). In prior study, it has demonstrated that can have useful purpose in explanation of workplace deviant behavior, but further exploration of the branches that make up this ability may augment our understanding of the relationship between emotional intelligent and deviant



behavior (Bora, 2003). So, in this study, I intend to explore the relationship between emotional intelligence and workplace deviant behavior as well as to see the differences of demographic factors between these two variables.

### **1.3 Significance of the study**

The significance of the study is to identify the relationship between emotional intelligence and workplace deviant behavior among lecturers at Kolej Universiti Kejuruteraan Utara Malaysia (KUKUM), Perlis. Furthermore, employees who realize about the importance of emotional intelligence are able to control themselves when facing any problem in the organization. Besides, they are capable to prevent a negative behaviors and this will surely reflect to the performance of the particular group of workers.

By conducting this study, I intend to give some idea to the top management of KUKUM that by emotional intelligent has a strong role in preventing any acts from the lecturers that can be categorized as deviance behavior. By that, hopefully KUKUM will become one of great public university that emphasize on the quality of the human capital particularly among the lecturers.



#### **1.4 Objectives of The Study**

- 1.3.1 To identify differences between demographic factors and emotional intelligence among lecturers in KUKUM.
- 1.3.2 To identify differences between demographic factors and workplace deviant behavior among lecturers in KUKUM.
- 1.3.3 To determine the relationship between emotional intelligence and workplace deviant behavior among lecturers in KUKUM.

#### **1.5 Research Questions**

Consequently with research questions, the purpose of this study are :

- 1.4.1 Is there any differences between demographic factors and emotional intelligence?
- 1.4.2 Is there any differences between demographic factors and workplace deviant behavior?
- 1.4.3 Is there any relationship between emotional intelligence and workplace deviant behavior?



## **1.6 Scope of Study**

This study only focuses and access on the lecturers in Kolej Universiti Kejuruteraan Utara Malaysia (KUKUM), in Perlis. The reason in selecting this university is basically because it is among the youngest public university in the country and currently operating as a distributed campus throughout state of Perlis.

## **1.7 Limitation of The Study**

From this study, several limitations are observed and they are :

1.7.1 As the respondents are among the lecturers from KUKUM only, so it is not able to generalized the overall relationship between EI and WDB for all lecturers in public university in Malaysia.

1.7.2 As the respondents are only among the lecturers in KUKUM and not included any other positions in KUKUM, it is not able to generalized the relationship between EI and WDB for all positions in KUKUM.



## **1.8 Definition of Terms**

### **1.8.1 Emotional Intelligence**

Salovey and Mayer (1989-1990) defined emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Later on, they refined and defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1997).

### **1.8.2 Workplace Deviant Behavior**

Workplace deviance is defined as the voluntary behavior that goes against norms of an organization, and in the process threatens the well-being of the organization or its members (Robinson and Bennet, 1995).



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is consists of; the meaning of emotional intelligence, literature on emotional intelligence, history of emotional intelligence, emotional intelligence and demographic factors, the meaning of workplace deviant behavior, literature on workplace deviant behavior, workplace deviant behavior and demographic factors and emotional intelligent and workplace deviant behavior.

#### **2.1 The Meaning of Emotional Intelligence**

Emotional intelligence may be defined as the ability to use your awareness and sensitivity to discern the feelings underlying interpersonal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, authenticity and candor (Ryback, 1998). At its best, emotional intelligence is about influence without manipulation or abuse of authority. It is about perceiving, learning, relating, innovating, prioritizing and acting in ways that take into account and legitimize emotions, rather than relying on logic or intellect or technical analysis alone (Ryback, 1998). Emotional intelligence is the



intelligent use of your emotions: you intentionally make your emotions work for you by using them to guide your behavior and thinking in ways that enhance your results (Weisinger, 1988).

## **2.2 Literature on Emotional Intelligence**

The current widespread interest in the topic of emotional intelligence has undoubtedly been fuelled by Daniel Goleman's book (Goleman, 1996) and its associated publicity. The concept of emotional intelligence is stated to be based on extensive scientific and research evidence (Goleman, 1996; Cooper, 1997; Cooper and Sawaf, 1997). However, little research has been conducted in an organizational context and existing research has been largely drawn from physiological research developments, educational-based research and development in the therapy field (Goleman, 1996; Steiner, 1997; Damasio, 1994). The organizational applications of emotional intelligence tend to be based on derivative arguments and largely anecdotal case descriptions.

The concept of EI was firstly introduced by Salovey and Mayer (1990) as a type of social intelligence, separable from general intelligence, which involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions. In a later attempt, they expanded their model and defined EI as the ability of an individual to perceive accurately, appraise, and express emotion; the ability to , access and/or generate feelings when they facilitate thought; the ability to understand



emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer and Salovey, 1997).

On the other hand, Goleman (1998a, p. 317), who was responsible for the popularization of the concept, has defined EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". He formulated his model in terms of a theory of performance since, as he suggested, his model has direct applicability to the domain of work and organizational effectiveness, particularly in predicting excellence in jobs of all kinds, from sales to leadership (Goleman, 1998b).

Bar-On (1997) has placed EI in the context of personality theory. He defined EI as an umbrella concept of non-cognitive capabilities, competencies, and skills, which helps an individual to become more efficient in coping with environmental demands and pressures. He proposed a model of non-cognitive intelligences that includes five broad areas of skills or competencies from the personality domain, and within each, more specific skills that appear to contribute to success. These include intra-personal skills, inter-personal skills, adaptability, stress management, and general mood (optimism, happiness).

In recent years, there has been an increasing interest in the theoretical development of the concept of EI in an attempt to identify whether or not this newly introduced concept accounts for variance not already accounted for by intelligence and/or personality (Fox and Spector, 2000; Van der Zee et al, 2002)



in various areas of human transactions, such as life success (Bar-On, 2001; Goleman, 1995), life satisfaction and well-being (Dulewicz et al, 2003; Palmer et al, 2002), physical and mental health (Ciarrochi et al, 2002; Salovey et al, 2000; Taylor, 2001), interpersonal relationships (Fitness, 2001; Flury and Ickes, 2001), etc.

According to Dulewicz and Higgs (2000) existing literature on EI has been largely drawn for psychological research and educational based research while the limited organizational applications of EI tend to be based on derivative arguments and anecdotal case descriptions. However, during the last decade research within the organizational context has started to become a focus point and today has concentrated on how EI can predict work related behaviors, such as leadership potential, career development, team effectiveness, occupational stress, job performance, etc.

Research suggests that people with high levels of EI experience more career success (Dulewicz & Higgs, 1998; Weisinger, 1998), feel less job insecurity (Jordan et al, 2002) lead more effectively (Cooper & Sawaf, 1997; Palmer et al, 2000; Prati et al, 2003; Higgs & Rowland, 2002) are more effective in team leadership and team performance (Rice, 1999), are more adaptable to stressful events (Nikolaou & Tsaousis, 2002; Slaski & Cartwright, 2002), and with better coping strategies (Bar-On et al, 2000) than those with low EI. This growth of interest in EI is also associated with increasing organizational contextual volatility and change since the latter is frequently associated with emotional conflict



(Downing, 1997). Within a change management context, there is evidence suggesting that focusing on EI can contribute to competitive advantage (Cooper, 1997; Goleman, 1998b).

According to Walsh (1995), although we still know very little about the emotional bases of organizational change, we are able to recognize the important role of emotions and the way employees use or handle them on how they experience any modification of an organization's environment. Huy (1999) argues that emotional dynamics (i.e. emotional states that are expressed or evoked by certain organizational behaviors) are the key factors, which determine whether a change program will succeed or fail. He notes that "The degree of an organization's ability to execute effectively these various emotional dynamics determines its level of emotional capability and, therefore, its likelihood of realizing radical change. By and large, these emotional dynamics also mirror the behaviors of an 'emotional intelligent' individual" (Huy, 1999).

The term Emotional Intelligence appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993, 1995). Their first article presented the first model of emotional intelligence. However, the term "emotional intelligence" entered the mainstream only with Daniel Goleman in 1995. He argues in his book that IQ contributes only about 20 percent to success in life, and other forces contribute the remainder, such as emotional intelligence, luck, and social class. Goleman also states that emotional



intelligence is indeed a new concept, but the existing data imply that it can be as powerful as IQ and sometimes even more so. Further, unlike IQ, which does not improve much beyond the teen years, EQ can be learned continuously as one ages. People with high EQ are more likely to succeed than those with low EQ regardless of their level of IQ.

In 1995, Daniel Goleman's *Emotional Intelligence: Why It Can Matter More than IQ* generated an increased interest in the roles that emotional intelligence plays in our lives. This publication reevaluated the so-called soft skills that do so much to determine one's success. It prompted mainstream educators, business people and the media to seriously reconsider these issues.

The response was overwhelming and can be attributed to several reasons. First, people are excited and relieved to receive confirmation of what they have instinctively known all along- that IQ is not the sole predictor of career success, and there are other factors that are at least as important to success. In fact, one can make the argument that in order for us to take advantage of and use our intelligence to the maximum, we first need good emotional intelligence skills. Regardless of our intellectual intelligence, if we put-off others with our abrasive behavior no one will stick around long enough to notice our high IQ (Book, 2000).



Second, it is encouraging to discover that, thanks to the alternative framework provided by EQ-i, emotional intelligence can be reliably measured, and may eventually take its place alongside cognitive intelligence (Book, 2000).

Third, people enjoy the fact that emotional intelligence cuts across the gender gap. Both men and women have been found to have remarkably similar overall scores on the EQ-I (Book, 2000). Women tended to have higher scores in social responsibilities and empathy, while men scored higher on stress tolerance. For every area of emotional intelligence in which women appear to enjoy a natural advantage, men have a counterbalancing strength elsewhere (Cooper, 1996).

Fourth, emotional intelligence is not permanently fixed. The skills defined and measured by each of the EQ-i's component scales can be improved, no matter a person's age. The stronger one's emotional intelligence, the more likely one is to be successful as an employee, a manager, or parent (Book, 2000).

### **2.3 History of Emotional Intelligence**

In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet with much success. In 1968, Cattell and Butcher tried to predict both school achievement and creativity from ability, personality, and motivation. The




authors succeeded in showing the importance of personality in academic achievement however they could not link it with motivation (Barrier 1999).

Barton, Dielman and Cattell (1972) conducted a study to more fully assess the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor—which they called conscientiousness—predicted achievement in all areas. What was tested under personality was whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. All of these factors are included in the components of emotional intelligence (Goleman, 1998). In 1983, Howard Gardner introduced his theory of Multiple Intelligences, which opened doors to other theories like Emotional Intelligence (Book & Stein, 2000).

One of the most significant emotional intelligence breakthroughs took place in 1980, when the American-born Israeli psychologist Dr. Reuven Bar-On began his work in the field. He was perplexed by a number of basic questions. Why, he wondered, do some people possess greater emotional well being? Why are some better able to achieve success in life? And, most important, why do some people who are blessed with superior intellectual abilities seem to fail in life, while others





with more modest gifts succeed? By 1985, he thought he had found a partial answer in what he called a person's Emotional Quotient (EQ), an obvious parallel to the long-standing measures of cognitive or rational abilities that we know as IQ, or Intelligence Quotient (Book & Stein, 2000).

## **2.4 Emotional Intelligence and Demographic Factors**

Schutte et al. (1998), in their study did not find a significant gender difference in total measured trait EI. They did find, however, a significant difference on the "social skills" factor of the questionnaire with females scoring higher than males. This was in the opposite direction from the difference in self-estimated EI, where males' self-estimates were higher than females', which indicates that the process of self-estimation is biased. The nature (self-enhancement versus self-derogation) and source (male versus female) of this bias are unclear. It could be, for example, that males self-enhance and females self-derogate; that both genders self-enhance with males more so than females; or that males are accurate and females self-derogate. It may be argued that the bias is more likely to be self-derogatory and on the side of females since, on the whole, the correlations between measured and self-estimated EI were lower for females than for males.

However, Nordien (2001), in his study have found out that, there is a significant difference between emotional intelligence according to age group.




Base on Rahayu (2004), she has found out that there is no significant difference between emotional intelligence and marital status.

## **2.5 Meaning of Workplace Deviant Behavior**

Workplace deviance refers to voluntary behaviors by employees that violate significant company norms, policies, or rules and threaten the well-being of the organization and/or its members (Robinson & Bennett, 1995). Examples of workplace deviance include both behaviors directed at organizations (e.g., theft, sabotage, coming to work late, putting little effort into work) and individuals in the workplace, such as supervisors or coworkers (e.g., making fun of others, playing mean pranks, acting rudely, arguing). Until recently, workplace deviance has been a neglected topic in organizational research (Greenberg & Scott, 1996).

Bennett and Robinson (2000) suggested categorizing deviant behaviors into two primary families based on the target of the behavior: organizational deviance and interpersonal deviance. Organizational deviance refers to deviant behaviors directed toward the organization, examples of which include tardiness, wasting organizational resources, and stealing from the organization; interpersonal deviance refers to deviant behaviors that are directed toward other employees in the organization and examples include gossiping, verbal abuse, and stealing from coworkers (Robinson & Bennet, 1995). This target-based, two-






family perspective of deviance is consistent with past research of negative organizational behavior (Bennett & Robinson, 2000 for a review).

## **2.6 Literature on Workplace Deviant Behavior**

Researchers studying the deviance phenomenon have used various "distinct terms, with distinct definitions, to refer to essentially the same domain of behaviors" (Bennett & Robinson, 2003). Other popular terms for deviant and undesirable workplace activity include counterproductive behaviors (Ones, 2002), organizational misbehavior (Ackroyd & Thompson, 1999; Vardi & Weiner, 1996; Vardi & Weitz, 2004), dysfunctional behavior (Griffin, et al., 1998a, 1998b), and antisocial behavior (Giacalone & Greenberg, 1997). Behaviors labeled deviant include employee theft, withholding effort, violence, insubordination, sabotage, whistle-blowing, poor attendance, misuse of information, drug and alcohol use and abuse, gambling, and harassment.

Deviant behavior is assumed to be unethical behavior. Recent management texts have characterized workplace deviance as unethical behavior per se (Williams, 2000). A key, perhaps counterintuitive, emphasis is to identify and describe deviant behavior that may actually have positive consequences for the individual, organization, or society in terms of both outcomes and ethical considerations. In this way, we attempt to reconcile deviance with ethical conduct at work and to stress its potential ambiguity.






Deviant behavior as noted, any deviant conduct consists of voluntary behaviors that violate significant organizational norms and threaten the well-being of the organization, its members, or both (Robinson & Bennett, 1995). The Robinson and Bennett (1995) typology proposed the following elements: production deviance (damaging the quantity and the quality of work produced), property deviance (abusing company property through damage or theft), political deviance (badmouthing others, spreading rumors, displaying favoritism), and personal aggression (being hostile or violent, verbally or physically, toward others).

Other terms that also bring the same meaning of deviant behaviors, include dysfunctional behavior employees, organizational misbehavior, and antisocial behavior. Dysfunctional behavior Employees or groups of employees are engaging in dysfunctional behavior when they do things that have negative consequences for an individual within an organization, a group of individuals, or the organization itself. Griffin et al. (1998a, 1998b) divided this behavior into two general types: violent and deviant (e.g., aggression, physical and verbal assault, terrorism) and nonviolent dysfunctional (e.g., alcohol and drug use, revenge, absence, and theft). Organizational misbehavior Vardi and Wiener (1996) defined organizational misbehavior such as sabotage, theft, and harassment as any intentional action by members of organizations that violates core organizational or societal norms (p. 153). Their definition of misbehavior is classified in three ways: intending to benefit the self, intending to benefit the organization, and intending to inflict damage. Ackroyd and Thompson (1999) considered






misbehavior more broadly as time wasting, absence, turnover, crime, and sexual harassment. Vardi & Weitz (2004) defined organizational misbehavior as "acts in the workplace that are done intentionally and constitute a violation of rules pertaining to such behaviors" (p. 3). Antisocial behavior: Giacalone & Greenbeig (1997) identify antisocial behavior as actions that bring harm or that art intended to bring harm to an organization, to employees, or to the organization's stakeholders. Antisocial behaviors include aggression, discrimination, theft, interpersonal violence, sabotage, harassment, lying, revenge, and whistle-blowing. Antisocial behavior focuses primarily on personal and property interactions and less so on production with the exception of sabotage. Each of these activities is similar in that they violate significant organizational or societal norms and imply harmful effects on the organization and on its members.

## **2.7 Workplace Deviant Behavior and Demographic Factors**

Demographic variables are measured because of their potential influence on workplace deviance and to ensure that the relationship between the predictors and deviance is not confounded. First, gender will be controlled because males tend to engage in more aggressive behavior at work (e.g., Baron et al., 1999), absenteeism (e.g., Johns, 1997), theft (e.g., Hollinger & Clark, 1983), substance abuse (e.g., Hollinger, 1988), and vandalism (e.g., DeMore et al., 1988). Age will also be controlled for because empirical evidence indicates that older employees tend to be more honest than younger employees





(e.g., Lewicki et al., 1997). Further, older workers are less likely to abuse alcohol and controlled substances (e.g., Lehman & Bennett, 2002), steal (e.g., Hollinger and Clark, 1983), engage in production deviance (Hollinger, 1986), or commit altruistic property deviance (give away company property at no charge or at a substantial discount; Hollinger et al., 1992). Finally, tenure will be controlled because research by Hollinger and colleagues (1992) demonstrates that employees with less tenure are more likely to commit property deviance (e.g., theft). Conversely, some research has found that longer-tenured employees are more likely to commit minor theft (e.g., using company phones and copiers for personal use, taking office supplies home; Lewicki et al., 1997), production deviance (Hollinger, 1986), and workplace deviance (Robinson & O'Leary-Kelly, 1998).

## **2.8 Emotional Intelligence and Workplace Deviant Behavior**

Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it. People identify their own emotions accurately when they, for example, know that they are angry with another person or ashamed. Low trait of emotional intelligence may be a key ingredient in a variety of deviant behavior, many of which have been repeatedly linked to emotional deficits (Cohen & Strayer, 1996; Eisenberg, 2000; Roberts & Strayer, 1996). A low level of emotional self-efficacy, in combination with




increased impulsivity and poor social skills, are likely to be implicated in various forms of antisocial behavior.

Some studies have looked at the relationship emotional intelligence and academic ability (Parker et al, 2002 and 2004; Mayer et al, 2001; Sutarso, 1996, deviant behavior (Petrides et al, 2004). Other than that, a low level of emotional self-efficacy, in combination with increased impulsivity and poor social skills, are likely to be implicated in various forms of antisocial behavior (Petrides, Frederickson & Furnham, 2004).

In the year of 2003, four researchers has conducted a research to examine the influence of emotional intelligence on problem behaviors in Malaysia secondary school students. This study found emotional intelligence was linked to internalizing and externalizing problem behaviors. In addition, emotional literacy also served as a moderating factor between parenting monitoring and externalizing problems behaviors (Liau, Liau, Teoh & Liau, 2003).

There were many logical connections concerning the constructs of emotional intelligence and workplace deviant behaviors, yet there has been little research that has connected these two areas systematically. The literature has demonstrated the importance of flexible control and appropriate expression of emotion (Bar-On, 2000) as well as awareness and acceptance of emotions and ability to integrate feelings and emotions with responsible and appropriate action (Chickering & Reisser, 1993). So, here this does show that those with high level





of emotional intelligence are able to control and avoid themselves from doing such deviant or misbehaviors in the workplace that will harm the organization they work with. The literature review also reported on the need to understand and manage emotions as an educator (Delworth & Hanson, 1989; Chickering & Reisser, 1993; Dannells, 1997).

Emotional intelligence to the workplace identified five core areas; self-awareness, self-regulation, self-motivation, social aware ness, and social skills. These core areas were based on previous research that has identified a number of social and emotional abilities associated with successful performance in the workplace (Cherniss, Goleman, Emmerling, Cowan, and Adler (1998). Self-awareness reflects the ability of a high emotional intelligence person to accurately identify how he/she projects him self/herself to others (Thomas, 2004). This allows the high emotional intelligence person to ensure that he/she projects the appropriate image to fit the situation. Self-regulation involves the employees' ability to reject impulsive urges, propensity to reflect, and the ability to adapt to changes. Self-motivated employees are intrinsically motivated and enjoy challenges. A person high on social aware ness thought fully considers others' feelings when taking an action. These people are compassionate while dealing with employees and can put themselves in others shoes.

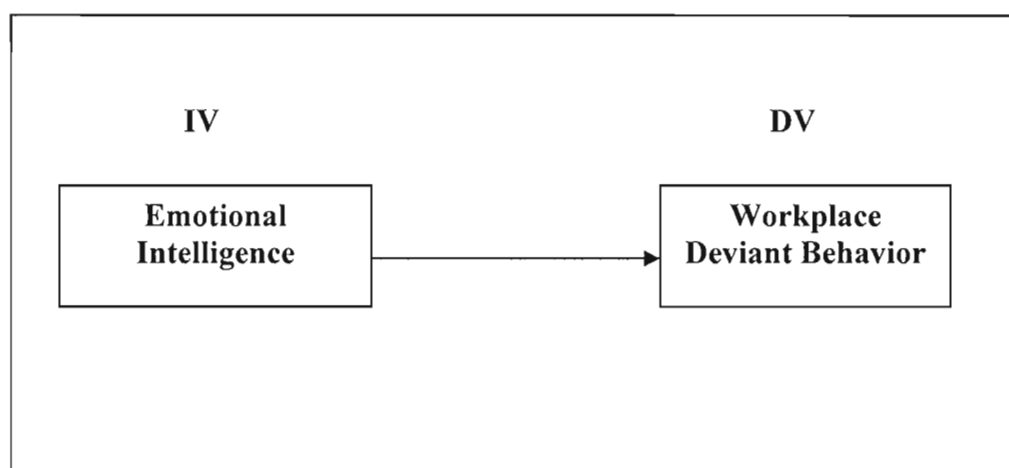
According to (Deshpande, Joseph & Shu, 2005) in their study have found out that people with low level of emotional intelligence have lower moral standards whereas people with high emotional intelligence perceive counterproductive



behaviors to be more unethical than those with low level of emotional intelligence. This suggests that people with high emotional intelligence tend to be better corporate citizens and that better ethical attitudes towards their firm and work. In addition, there is enough evidence to show that emotional intelligence is a valuable predictor of performance on the job (Van Rooy & Viswesvaran, 2004).

## 2.9 Theoretical Framework of the Study

Figure 1 : Theoretical Framework of the Study





## 2.10 Hypothesis Development

In this study, there are seven hypothesis have been developed as follows.

**H1a :** There is significant differences between gender and emotional intelligence.

**H1b :** There is significant differences between age and emotional intelligence.

**H1c :** There is significant differences between marital status and emotional intelligence.

**H2a :** There is significant differences between gender and workplace deviant behavior.

**H2b :** There is significant differences between age and workplace deviant behavior.

**H2c :** There is significant differences between marital status and workplace deviant behavior.

**H3 :** There is negative relationship between emotional intelligence and workplace deviant behavior.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter consists of; population and sample, sampling, data collection method, research instrument, and appropriateness tests

#### **3.1 Population and Sample**

The respondent of this research is among the lecturers in Kolej Universiti Kejuruteraan Utara Malaysia (KUKUM) which has the major function as an educators and facilitators for the students. The total population of the respondents are 117 person from all six schools, School of Microelectronic Engineering, School of Computer Engineering, School of Mechatronic Engineering, School of Material Engineering, School of Electrical Systems Engineering and School of Manufacturing Engineering.



According to Uma Sekaran (2000), 92 samples are needed to represent the total population of 17 lecturers. The total of 90 questionnaires were distributed and only 73 questionnaires were returned (81% return rate).

### **3.2 Sampling**

In this study, probability sampling was used because the elements in the population have some known chance or probability of being selected as sample subjects. The sampling method used in this study was a simple random sampling.

### **3.3 Data Collection Method**

Data can be collected in many ways, in different setting, such as interviews, telephone interviews, questionnaires and many more. In this study, questionnaires was used as primary data collection method. The questionnaires were constructed in fully English version, since all the respondents are educated and good in that particular language.



### **3.4 Research Instruments**

#### **3.4.1 Independent Variables**

##### **3.4.1.1 Demographic Factors**

Consisted of 5 items; gender, age, marital status, level of highest academic qualification and working experience.

##### **3.4.1.2 Emotional Intelligence**

This variable was measured using Self-Report Emotional Intelligence Test (SREIT) by Schutte, et. Al (1998) comprises of 33 items, where item no 5, 28 and 33 were reversed items. 5 likert-scale ranging from (1) strongly disagree to (5) strongly agree was used.

#### **3.4.2 Dependent Variables**

##### **3.4.2.1 Workplace Deviant Behavior**

As to measure employees workplace deviant behavior, 14 items or statement on deviant behavior developed by Aquino, Lewis and Bradfield (1999) was used. This measurement comprises of two categories or dimensions, where item 1 to 6 were measured on interpersonal deviance



and item 7 to 14 were measured on organizational deviance. All items for workplace deviant behaviors were positive items. 5 likert-scale ranging from (1) never to (5) more than twenty times a year was used.

Table 3.1 : Distribution of Questionnaire Items

<b>Variables</b>	<b>No. of Items</b>
<b>Demographic</b>	<b>5</b>
i . gender	1
ii. age	1
iii. marital status	1
iv. highest academic qualification	1
v. working experience	1
<b>Emotional Intelligence (EI)</b>	<b>33</b> (item number 5, 28 & 33 are negative items)
<b>Workplace Deviant Behavior (WDB)</b>	<b>14</b>
Interpersonal Deviance	1-6 (all positive items)
Organizational Deviance	7-14 (all positive items)
<b>Total items</b>	<b>52</b>



### 3.5 Appropriateness Test

#### 3.5.1 Descriptive Analysis

In this study, descriptive analysis was carried out to describe demographic factors of the respondents. Furthermore, as data captured from the questionnaires were nominal and ordinal data, only descriptive analysis was considered necessary.

#### 3.5.2 Reliability Testing

Reliability test was conducted to test the appropriateness of questionnaire used in this study. The reliability test employed the use of Cronbach's Alpha testing as it is the most frequently used reliability test tool by social researchers. The alpha values for each instrument were illustrated in Table 3.2 and Table 3.3.

Table 3.2 : Reliability Test For EI

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.822	33



Table 3.3 : Reliability Test For WDB

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.659	.659	14

### 3.5.3 Hypothesis Testing

#### 3.5.3.1 T-Test

In this study, t-test was used to clarify if there are any variances on answer by two clearly identified samples. The hypotheses were;

$H_{1a}$  = There is significant differences between emotional intelligence and gender;

$H_{1c}$  = There is significant differences between emotional intelligence and marital status;

$H_{2a}$  = There is significant differences between workplace deviant behavior and gender;



$H_{2c}$  = There is significant differences between workplace deviant behavior and marital status

Fell into this category and thus should employed the used of t-test to answer what have been hypothesized.

### 3.5.3.2 One Way ANOVA

This analysis was used to determine the difference between demographic factor and EI practices. The hypothesis was;

$H_{1b}$  = There is significant differences between emotional intelligence and age;

$H_{2b}$  = There is significant differences between workplace deviant behavior and age

The used of One Way ANOVA was appropriate as it was testing more than two clearly identified samples. Moreover, data used in this test were ratios, derived from summation of variables score.



### 3.5.3.3 Pearson Correlation

For this study, Pearson Correlation test was used to inspect whether emotional intelligence (EI) has a significant relationship workplace deviant behavior (WDB). Thus, the hypothesis was;

$H_3$  = There is negative relationship between emotional intelligence and workplace deviant behavior



## **CHAPTER FOUR**

### **FINDINGS**

#### **4.0 Introduction**

In this chapter, results on descriptive and hypothesis testing are summarized and explained. Descriptive analysis was used to describe the profile of respondents, and their overall EI and WDB practices. Inferential statistic such as One way ANOVA, Pearson Correlation and Regression analysis are use to test what have been hypothesized.

#### **4.1 Findings**

##### **4.1.1 Analysis of the Respondents**

In this study, a total of 90 questionnaires were distributed, where 73 questionnaires were collected and used for analysis. In the other words, 81% of the respondents have been returned their questionnaires.



In table 4.1, it was found that from the total of 73 (100%) respondents, 46 (63%) of them were male and 27 (37%) of female the respondents were female.

Table 4.1 : Respondents by Gender

Gender	Frequency	Percent (%)
male	46	63.0
female	27	37.0
Total	73	100.0

As shown in the table 4.2 below, from the overall respondents, the majority of them were in the group of 21 – 30 years old (49.3%). Followed by group of 31 – 40 years old with 43.8% and 6.8% were representing the group of 41 – 50 years old.

Table 4.2 : Respondents by Age

Age	Frequency	Percent (%)
21 - 30 years old	36	49.3
31 - 40 years old	32	43.8
41 - 50 years old	5	6.8
Total	73	100.0



By referring to table 4.3, for marital status, out of 73 (100%) of respondents, most of them were still single with the frequency of 53 (72.6%) and the remaining of 20 person or 27.4% were married.

Table 4.3 : Respondents by Marital Status

Marital Status	Frequency	Percent (%)
married	20	27.4
single	53	72.6
Total	73	100.0

As shown in table 4.4 below, from the total of 73 or 100% respondents, it obviously shown that most of them were among master degree holders with 84.9% or 62 person. While, those with PhD were 10 person or 13.75 and only 1 or 1.4% was a bachelor degree holder.

Table 4.4 : Respondents by Highest Academic Qualification

Highest Academic Qualification	Frequency	Percent (%)
bachelor degree	1	1.4
master degree	62	84.9
phd	10	13.7
Total	73	100.0



By referring to the table 4.5, for working experience, the majority of the respondents have been working between 4 - 6 years or 53.4%. Followed by those who only worked for less than 3 years represent 26% from the total of respondents. While 15.1% have been working between 7 – 9 years and only 5.5% of the respondents have been working for more than 10 years.

Table 4.5 : Respondents by Working Experience

Working Experience	Frequency	Percent (%)
less than 3 years	19	26.0
3 - 6 years	39	53.4
7 - 9 years	11	15.1
more than 10 years	4	5.5
Total	73	100.0



## 4.2 Hypothesis Testing

The following are test results based on hypothesis that have been developed for this study.

### 4.2.1 Demographic factors and EI

Independent samples, t-test was used to examine the difference between EI practices and gender and also it was used to examine the difference between EI practices and marital status. While, One way ANOVA Analysis was used to test whether there was any significant difference between EI and age.

#### 4.2.1.1 Gender and EI

H1a = There is significant differences between EI and gender

As illustrated in Table 4.6, it indicates that mean score for male lecturers were slightly higher than female with 4.2181 and 4.1627 respectively. From Table 4.7, t value is 0.940 at the significant level of 0.351. Since the value of  $p > 0.05$ , therefore the difference between gender and EI is not significantly tested, and H1a cannot be accepted.



Table 4.6 : Mean EI by Gender

	gender	N	Mean	Std. Deviation	Std. Error Mean
EI	male	46	4.2181	.25132	.03706
	female	27	4.1627	.22726	.04374

Table 4.7 : T-test Result on EI by Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	Sig. (2-tailed)
EI	.112	.738	.940	.351

#### 4.2.1.2 Age and EI

H1b = There is significant differences between EI and age

As referred to table 4.8, it shows that lecturers between the age of 21- 30 years old has the highest mean score with 4.2071. From table 4.9, F value for EI was 0.198 at the significant level of 0.820. This is clearly shown that H1b cannot be accepted and there is no significant differences between age and EI, since the value is greater than 0.05.



Table 4.8 : Mean EI by Age

	N	Mean	Std. Deviation	Std. Error
21 - 30 years old	36	4.2071	.30307	.05051
31 - 40 years old	32	4.1970	.16669	.02947
41 - 50 years old	5	4.1333	.18507	.08277
Total	73	4.1976	.24259	.02839

Table 4.9 : ANOVA by Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.024	2	.012	.198	.820
Within Groups	4.213	70	.060		
Total	4.237	72			

#### 4.2.1.3 Marital Status and EI

H1c = There is significant differences between EI and marital status

As shown in table 4.10, the mean score for married lecturers was 4.2833 and 4.1652 for single lecturers. From table 4.11, t value is 1.888 at significant level of 0.063. Since the value of  $p > 0.05$ , therefore H1c is also rejected since the differentiation is insignificantly tested.



Table 4.10 : Mean EI and Marital Status

	marital status	N	Mean	Std. Deviation	Std. Error Mean
EI	married	20	4.2833	.26257	.05871
	single	53	4.1652	.22890	.03144

Table 4.11 : T-test Result on EI by Marital Status

	Levene's Test for Equality of Variances		t-test for equality of means	
	F	Sig.	t	Sig. (2-tailed)
EI	.446	.506	1.888	.063

#### 4.2.1.4 Gender and WDB

H2a = There is significant differences between WDB and gender

As illustrated in Table 4.12, it indicates that mean score for female lecturers were slightly higher than male with 1.7196 and 1.7003 respectively. From Table 4.13, t value is -0.344 at the significant level of 0.732. Since the value of  $p > 0.05$ , therefore the difference between gender and WDB is not significantly tested, and H2a cannot be accepted.



Table 4.12 : Mean WDB by Gender

	gender	N	Mean	Std. Deviation	Std. Error Mean
WDB	male	46	1.7003	.23504	.03465
	female	27	1.7196	.22319	.04295

Table 4.13 : T-test Result on WDB by Gender

	Levene's Test for Equality of Variances		t-test for equality of means	
	F	Sig.	t	Sig. (2-tailed)
WDB	.348	.557	-.344	.732

#### 4.2.1.5 Age and WDB

H2b = There is significant differences between WDB and age

As referred to table 4.14, it shows that lecturers between the age of 41- 50 years old has the highest mean score with 1.7857. From table 4.15, F value for WDB was 1.435 at the significant level of 0.245. This is clearly shown that H2b cannot be accepted and there is no significant differences between age and WDB, since the value is greater than 0.05.



Table 4.14 : Mean WDB by Age

	N	Mean	Std. Deviation	Std. Error
21 - 30 years old	36	1.6627	.25188	.04198
31 - 40 years old	32	1.7455	.20441	.03613
41 - 50 years old	5	1.7857	.17496	.07825
Total	73	1.7074	.22935	.02684

Table 4.15 : ANOVA by Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.149	2	.075	1.435	.245
Within Groups	3.638	70	.052		
Total	3.787	72			

#### 4.2.1.6 Marital Status and WDB

H2c = There is significant differences between WDB and marital status

As shown in table 4.16, the difference of mean score for married lecturers is 4.2833 and 4.1652 for single lecturers. From table 4.17, t value is -0.553 at significant level of 0.585. Since the value of  $p > 0.05$ , therefore H2c is also rejected since the differentiation is insignificantly tested.



Table 4.16 : Mean WDB and Marital Status

	marital status	N	Mean	Std. Deviation	Std. Error Mean
WDB	married	20	1.6786	.29723	.06646
	single	53	1.7183	.20028	.02751

Table 4.17 : T-test Result on WDB and Marital Status

	Levene's Test for Equality of Variances		t-test for equality of means	
	F	Sig.	t	Sig. (2-tailed)
WDB	8.461	.005	-.553	.585

#### 4.2.1.5 EI and WDB

H3 = There is negative significant relationship between EI and WDB

As shown in table 4.18, it indicates that there was a negative relationship between EI and WDB with the value of -0.563. This was proved with the relationship between these two variables where the correlations was significant at the level of 0.01.



Table 4.18 : Correlations between EI and WDB

		EI	WDB
EI	Pearson Correlation	1	-.563(**)
	Sig. (2-tailed)	.	.000
	N	73	73

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

### 4.3 Overall Result

In table 4.19 below is the overall result for the hypothesis testing that has been conducted.

Table 4.19 : Overall Result For Every Hypothesis Testing

Hypothesis			Result
H1a	=	There is significant differences between EI and gender	rejected
H1b	=	There is significant differences between EI and age	rejected
H1c	=	There is significant differences between EI and marital status	rejected



H2a	=	There is significant differences between WDB and gender	rejected
H2b	=	There is significant differences between WDB and age	rejected
H2c	=	There is significant differences between WDB and marital status	rejected
H3	=	There is significant relationship between EI and WDB	accepted





## **CHAPTER FIVE**

### **DISCUSSION AND CONCLUSION**

#### **5.0 Introduction**

This chapter consists of discussions on test result of this study with those of prior studies, contribution from the study, conclusion and recommendations for future research.

#### **5.1 Discussion on Findings**

##### **5.1.1 Reliability**

In general, the value of Cronbach Alpha for Emotional Intelligence instrument and Workplace Deviant Behavior instrument was considerably high. The value for Cronbach Alpha for EI was 0.839 and 0.659 for WDB. According to Hair, Anderson, Tatham and Black (1998), an acceptable minimum value for internal consistency reliability should be more than  $\alpha = 0.60$ . So due to that, both



instrument that has been used in the study were considered as reliable since the value of each instruments were above than  $\alpha = 0.60$ .

### 5.1.2 Hypothesis Testing

#### 5.1.2.1 Demographic Factors and Emotional Intelligent

Base on the result, it shows that there was no significant difference between demographic factors and emotional intelligence.

This result was in line with Simmons (2001), where according to him, men and women are both have their own quality of emotional intelligence in their very own different ways. Rahayu (2004) in her study also have found out that, there was no significant difference between emotional intelligence and marital status.

However, the result was contradict with the study conducted by Nordien (2001), where he found out that there is a significant difference of emotional intelligence according to age groups.



#### 5.1.2.2 Demographic Factors and Workplace Deviant Behavior

Base on the result from this study, it has been proven that, there was no significant difference between demographic factors and workplace deviant behavior.


This result was contradict from the previous findings where, one of the most empirical findings is that rates among males are higher than rates among females for most types of crime and deviance behavior (Daly and Chesney-Lind, 1998).

Another contradict findings from previous study was regarding age is routinely included as a control variable in research on criminal, delinquent and deviant behavior. But the theoretical significance of Gottfredson and Hirschi, 1990; Sampson and Laub, 1993; Warr, 1993; Jang and Krohn, 1995; Akers and Lee, 1999).

#### 5.1.2.3 Emotional Intelligence and Workplace Deviant Behavior

Base on the result for this study, it proved that there was a significant negative relationship between emotional intelligence and workplace deviant behavior. In the other words, when emotional intelligence is high, the tendency of workplace deviant behavior to happen is low.





This result was in line with the previous finding from Cohen and Strayer, 1996; Eisenberg, 2000; Roberts and Strayer, 1996) mentioned that low trait of emotional intelligent may have a key ingredient in a variety of deviant behavior, many of which have been repeatedly linked to emotional deficits.


Other than that, a low level of emotional self-efficacy, in combination with increased impulsivity and poor social skills, are likely to be implicated in various forms of antisocial behavior (Petrides, Frederickson and Furnham, 2004).

## **5.2 Contribution From The Study**

This study has documented that as whole, lecturers in KUKUM do have a high level of emotional intelligence. This is suitable to the perception for most of people which believe that educated person have a lot of other qualities that brings a positive impact to their behavior and their way of thinking. Other than that, the influences of culture also have a strong influence that shapes the behavior of Malaysian which invisibly has drawn a line what we can do and what we cannot do.

Through this study also has figure out that by having a high level of emotional intelligence, the tendency of the lecturers to get involve in any kind of workplace





deviant behavior can also be avoided. This will surely lead to the success of their career and also to the organization they work with, where the productivity of their work will definitely increase.

On top of that, previous research has showed that people with high level of emotional intelligence have greater career success, foster stronger personal relation, have more effective leadership skills and are healthier than those with low level of emotional intelligence (Cooper, 1997).

### **5.3 Conclusion**

From the findings generated by the study, it can be concluded that the level of emotional intelligence among lecturers at KUKUM are considered as high. However the result of all demographic factors both for emotional intelligence and workplace deviant behavior were not significantly tested. This may due to the group of respondents that all are well educated and also may influence by the Malaysian culture that really emphasize on politeness and courtesy in every way of our life.

From the result has also indicated that there is a significant negative relationship between emotional intelligence and workplace deviant behavior. In other words this shows that when emotional intelligence is high, the probability



for employees to involve in workplace deviant behavior is low. Our emotions have developed as humans have evolved and advanced and our culture influences how we interpret and react with various emotions (Mayer, Salovey, Caruso and Sitarenious, 2003).

Due to that, top management has to ensure that the organizational climate rewards, supports, and nurtures high emotional intelligence people otherwise they will just leave the organization. Not only will emotionally intelligent employees be better employees, they will also have a positive impact on the whole workgroup. Such employees better understand others' emotions and typically find ways to better work with others.

#### **5.4 Recommendation For Future Research**

5.4.1 The inclusion of more participants (a larger N) is suggested. Gall et. Al (1996) stated, 'It is a fact that statistical power increases automatically with sample size'. One factor that may have resulted in the absence of statistically significant findings in the study was relatively low sample size (N=73). Research conducted in the future may yield significant findings if a larger sample is used may be the population will cover all public university lecturers in northern region of Malaysia.



5.4.2 For future research, I will recommend to use another instrument of emotional intelligence and workplace deviant behavior as to examine is there any difference in answering pattern from the same group of respondents.

5.4.3 A future study might explore the relationship between emotional intelligence with other interesting independent variables for instance like stress management, conflict, job satisfaction, personality influence or even with performance. Other than that the comparison study can also be carried out to compare the emotional intelligence between gender, age, marital status, academic achievement and many more.

5.4.4 Emotional Intelligence is an area that will undoubtedly continue to be explored. The components of EI are likely to be core requirements for success in other area for example in politics, leadership, religion and counseling.



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# APPENDIX





**UNIVERSITI UTARA MALAYSIA  
FAKULTI PENGURUSAN PERNIAGAAN**

---

**EMOTIONAL INTELLIGENCE AND WORKPLACE DEVIANT BEHAVIOR**

---

**Dear Sir/Madam,**

You have been chosen to be a respondent of this research project. This research conducted as a partial fulfillment of the requirements for the degree Master of Science (Management), Universiti Utara Malaysia.

For your information, this research attempts to gather information concerning the emotional intelligence and workplace deviant behavior among lecturers in KUKUM.

Your honesty and sincerely are highly required in attempting this questionnaire. All information given will keep **CONFIDENTIAL** and will be used for academic purpose only.

Thank you for your time and cooperation.

Yours sincerely,

**Aznira Abdul Azib**

Office : 04-9798313

H/phone: 019-4418171



## ~ QUESTIONNAIRE ~

### EMOTIONAL INTELLIGENCE AND WORKPLACE DEVIANT BEHAVIOR

This questionnaire consists of 52 questions and divided into 3 sections. Please answer all questions sincerely and according to the instruction.

---

#### Part A: Personal Profile

Please answer all questions. Please tick (✓) whichever is applicable.

1. Gender: ☐ Male ☐ Female
  
2. Age: ☐ 21– 30 years ☐ 41 – 50 years  
☐ 31 – 40 years ☐ 51 years and above
  
3. Marital Status:  
☐ Single ☐ Divorced  
☐ Married ☐ Widowed
  
4. Level Of The Highest Academic Qualification :  
☐ Bachelor Degree ☐ Phd  
☐ Master Degree ☐ Others \_\_\_\_\_ (please indicate)
  
5. Working Experience:  
☐ Less than 3 years ☐ 7 – 9 years  
☐ 4 – 6 years ☐ More than 10 years



Part B: Emotional Intelligence		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
No.	Statement					
1	I know when to speak about my personal problems to others	1	2	3	4	5
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcome them	1	2	3	4	5
3	I expect that I will do well on most things I try	1	2	3	4	5
4	Other people find it easy to confide in me	1	2	3	4	5
5	I found it hard to understand the non verbal message of other people	1	2	3	4	5
6	Some of the major events of my life have led me to re-evaluate what is important and what is not	1	2	3	4	5
7	When my mood changes, I see new possibilities	1	2	3	4	5
8	Emotions are one of the things that make my life worth living	1	2	3	4	5
9	I am aware with my emotions as I experience them	1	2	3	4	5
10	I expect good things to happen	1	2	3	4	5
11	I like to share my emotions with others	1	2	3	4	5
12	When I experience a positive emotion, I know how to make it last	1	2	3	4	5
13	I arrange events others enjoy	1	2	3	4	5
14	I seek out activities that make me happy	1	2	3	4	5
15	I am aware of the non verbal message I send to others	1	2	3	4	5
16	I present my self in a way that makes a good impression on others	1	2	3	4	5



17	When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
18	By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
19	I know why my emotions change	1	2	3	4	5
20	When I am in a positive mood, I am able to come out with new ideas	1	2	3	4	5
21	I have control over my emotions	1	2	3	4	5
22	I easily recognize my emotions as I experience them	1	2	3	4	5
23	I motivate myself by imagining a good outcome to the tasks I take on	1	2	3	4	5
24	I compliment others when they have done something well	1	2	3	4	5
25	I am aware of non verbal message other people send	1	2	3	4	5
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	1	2	3	4	5
27	When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5
28	When I am faced with a challenge, I give up because I believe I will fail	1	2	3	4	5
29	I know what other people are feeling just by looking at them	1	2	3	4	5
30	I help other people feel better when they are down	1	2	3	4	5
31	I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5
32	I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
33	It is difficult for me to understand why people feel they way they do	1	2	3	4	5



<b>Part C: Workplace Deviant Behavior</b>  Indicate your responses with each item by using the 5-point Likert-type scale below. Please circle the number which is the best for you. Please be open and honest in your responding.		Never	One to three times	Four to ten times	Eleven to twenty times	More than twenty times
No	Statement					
1	Made an ethnic, racial, or religious slur against a co worker	1	2	3	4	5
2	Swore at a co-worker	1	2	3	4	5
3	Refused to talk to a co-worker	1	2	3	4	5
4	Gossiped about my supervisor	1	2	3	4	5
5	Made an obscene comment or gesture at a co-worker	1	2	3	4	5
6	Teased a co-worker in front of other employees	1	2	3	4	5
7	Intentionally arrived late for work	1	2	3	4	5
8	Called in sick when I was not really ill	1	2	3	4	5
9	Took undeserved breaks to avoid work	1	2	3	4	5
10	Made unauthorized use of organizational property	1	2	3	4	5
11	Left work early without permission	1	2	3	4	5
12	Lied about the number of hours I worked	1	2	3	4	5
13	Worked on a personal matter on the job instead of working for my employer	1	2	3	4	5
14	Purposely ignored my supervisor's instruction	1	2	3	4	5

**- Thank you for your corporation -**



# T-Test

## Group Statistics

	marital status	N	Mean	Std. Deviation	Std. Error Mean
overall workplace deviant behavior	married	20	1.6786	.29723	.06646
	single	53	1.7183	.20028	.02751

## Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.							Lower	Upper
overall workplace deviant behavior	8.461	.005		-.658	71	.513	-.03976	.06043	-.16025	.08073
				-.553	25.792	.585	-.03976	.07193	-.18767	.10816



# T-Test

Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
overall ei				
married	20	4.0803	.18056	.04037
single	53	4.0029	.17940	.02464

Independent Samples Test

		t-test for Equality of Means					
		Levene's Test for Equality of Variances					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference Std. Error Difference
overall ei	Equal variances assumed	.002	.965	1.642	71	.105	.07744 .04716
	Equal variances not assumed			1.637	34.066	.111	.07744 .04730
						95% Confidence Interval of the Difference	
						Lower	Upper
						-.01659	.17148
						-.01867	.17356



T-Test

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
overall workplace deviant behavior	male	46	1.7003	.23504	.03465
	female	27	1.7196	.22319	.04295

Independent Samples Test

		t-test for Equality of Means								
		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
overall workplace deviant behavior	Equal variances assumed	.348	.557	-.344	71	.732	-.01927	.05595	-.13082	.09229
	Equal variances not assumed			-.349	56.928	.728	-.01927	.05519	-.12978	.09125



# T-Test

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
overall workplace deviant behavior	male	46	1.7003	.23504	.03465
	female	27	1.7196	.22319	.04295

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
overall workplace deviant behavior	Equal variances assumed	.348	.557	-.344	71	.732	-.01927	.05595	Lower -.13082 Upper .09229
	Equal variances not assumed			-.349	56.928	.728	-.01927	.05519	Lower -.12978 Upper .09125



# T-Test

## Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
overall ei	male	46	4.0428	.18389	.02711
	female	27	3.9921	.17701	.03407

## Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
overall ei	Equal variances assumed	.079	.780	1.152	71	.253	.05068	.04398	-.03702	.13837
	Equal variances not assumed			1.164	56.316	.249	.05068	.04354	-.03653	.13788



## Reliability

### Case Processing Summary

		N	%
Cases	Valid	73	100.0
	Excluded <sup>a</sup>	0	.0
	Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.822	33

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
138.5205	64.086	8.00540	33

## Reliability

### Case Processing Summary

		N	%
Cases	Valid	73	100.0
	Excluded <sup>a</sup>	0	.0
	Total	73	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.659	.659	14

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.9041	10.310	3.21094	14



# Frequencies

## Statistics

working experience

N	Valid	73
	Missing	0
Mean		2,0000

## working experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3 years	19	26,0	26,0	26,0
	3 - 6 years	39	53,4	53,4	79,5
	7 - 9 years	11	15,1	15,1	94,5
	more than 10 years	4	5,5	5,5	100,0
	Total	73	100,0	100,0	



## Frequencies

### Statistics

marital status

N	Valid	73
	Missing	0

### marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	married	20	27.4	27.4	27.4
	single	53	72.6	72.6	100.0
	Total	73	100.0	100.0	



# Frequencies

## Statistics

highest academic qualification

N	Valid	73
	Missing	0

## highest academic qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid bachelor degree	1	1.4	1.4	1.4
master degree	62	84.9	84.9	86.3
phd	10	13.7	13.7	100.0
Total	73	100.0	100.0	



# Frequencies

## Statistics

gender

N	Valid	73
	Missing	0

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	46	63.0	63.0	63.0
	female	27	37.0	37.0	100.0
	Total	73	100.0	100.0	



## Frequencies

### Statistics

age

N	Valid	73
	Missing	0

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 30 years old	36	49.3	49.3	49.3
	31 - 40 years old	32	43.8	43.8	93.2
	41 - 50 years old	5	6.8	6.8	100.0
	Total	73	100.0	100.0	



## Correlations

### Descriptive Statistics

	Mean	Std. Deviation	N
overall ei	4.1976	.24259	73
overall workplace deviant behavior	1.7074	.22935	73

### Correlations

		overall ei	overall workplace deviant behavior
overall ei	Pearson Correlation	1	-.563**
	Sig. (2-tailed)	.	.000
	N	73	73
overall workplace deviant behavior	Pearson Correlation	-.563**	1
	Sig. (2-tailed)	.000	.
	N	73	73

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



Oneway

Descriptives

overall workplace deviant behavior

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
21 - 30 years old	36	1.6627	.25188	.04198	1.5775	1.7479	1.14	2.14
31 - 40 years old	32	1.7455	.20441	.03613	1.6718	1.8192	1.21	2.00
41 - 50 years old	5	1.7857	.17496	.07825	1.5685	2.0030	1.50	1.93
Total	73	1.7074	.22935	.02684	1.6539	1.7609	1.14	2.14

ANOVA

overall workplace deviant behavior

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.149	2	.075	1.435	.245
Within Groups	3.638	70	.052		
Total	3.787	72			



Oneway

Descriptives

overall ei

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
21 - 30 years old	36	4.0370	.22163	.03694	3.9620	4.1120	3.70	4.42
31 - 40 years old	32	4.0152	.13220	.02337	3.9675	4.0628	3.76	4.27
41 - 50 years old	5	3.9879	.16121	.07209	3.7877	4.1880	3.88	4.27
Total	73	4.0241	.18182	.02128	3.9817	4.0665	3.70	4.42

ANOVA

overall ei

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.015	2	.008	.224	.800
Within Groups	2.365	70	.034		
Total	2.380	72			