

Counterproductive Work Behaviour among Academic and Administrative Staff and Its effect on the Organizational Effectiveness.

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Abstract

This article examines the impact of counterproductive work behaviours of academic and administrative staffs on the effectiveness of an educational institution. Results showed that the perpetrators of deviant acts were individual actors and groups who were influenced by personal and organizational factors. Employee behaviours were intentional and geared towards harming the institution for personal benefits and reprisal. These intentional behaviours were targeting specific victims such as the institution, students, other key stakeholders, and the community. The nature and execution of behaviours were divided into categories stemming from misuse of organization's time and resources, poor attendance and work quality, and unfair work practices. Consequences of these deviant acts led to organizational ineffectiveness in the form of poor students' services, quality control issues, low students' intake and retention, and bad institutional reputation - leading to the conclusion that the institution is toxic and not functioning according to its guiding principles and norms.

Keywords: Organizational effectiveness, counterproductive work behaviour, toxic institutions.

INTRODUCTION

In various educational institutions, workers exhibit behaviours that are contrary to how they should behave in a professional setting. Their behaviours violate organizational norms and are considered to be unethical. It is a growing practice for employees to become engaged in theft, organizational fraud and misdemeanor, high levels of absenteeism, verbal abuse and decrease in work-time because more time is spent on social networks. This practice has become popular in recent years because workers feel marginalized, unfairly treated by their supervisors, feel under compensated and unrecognized for their valuable contributions to the organization, or has an unhealthy psychological state.

Due to the behaviours exhibited, organizations suffer from decreased productivity, increased cost, inefficient work and organizations deteriorating status and reputation (Nasir & Bashir, 2012). These are common behaviours of negative workforce deviance, which is commonly characterized as voluntary behaviour aimed at violating organizational norms, coupled frequently with intent to harm the organization or those within it (Robinson & Bennett, 1995). None of the proposed definitions of production deviance were adequate for use in this study as they were limited in scope, and a broad range of such behaviours were never observed. In this article, production deviance is defined as:

“Any conscious counterproductive acts brought about by the intentional behavior of an organizational member which violates significant organizational norms of acceptable production levels in a manner which is contrary to the interest of the

organization; that harms or intend to harm the organization, delineating the minimal quality and quantity of work to be accomplished and by extension resulting in a decline in organizational performance and profitability."

In this article organizational norms are described as those formal and informal organizational policies, rules, and procedures against which appropriate individual behaviours are judged, and that guide all members of staff in exerting pressures of conformity and organizational control". Organizational norms exist when an individual's behaviour is judged against the standard behaviour of other members of staff and when that individual's behaviour is similar to those of the other members and is considered to be normal. It must be noted that every act of breaking the rules is not considered to be deviant, but only to the extent where these behaviours are outside of the norm and is enforceable by management.

So how do we link workforce deviance to organizational effectiveness? Organizational effectiveness is affected by the level and extent of negative workforce deviance of the employees, and according to Jensen & Raver, 2012 employees' behaviors are the core mechanisms through which organizations are able to pursue and accomplish their strategic goals; thus managers are rightfully concerned about ensuring that employees enact behaviors that will help the organization to succeed (Jensen & Raver, 2012). It is believed that counterproductive work behaviour affects organizational effectiveness which may be measured by low students intake and retention; poor student services and low organizational productivity and profitability.

In this article, the researcher will investigate the effects of counterproductive workforce behaviour of the academic and administrative staff on the effectiveness of the institution.

It will seek to answer the following questions:

1. What are the factors that contribute to counterproductive behaviour among administrative and academic staff at the institution?
2. How does counterproductive workforce behaviours affect the effectiveness of the institution?

This article only examines production workforce deviance and not other forms of deviances that would be relevant in explaining its effect on organizational effectiveness. In addition, this article will focus on deviance occurring at the organizational levels and not at the individual levels. Since it is qualitative in nature, the operationalization of production deviance and organizational effectiveness has been induced from the study and not deduced from the literature. In this study production deviance and counterproductive work behaviour are used interchangeably.

LITERATURE REVIEW

Robinson and Bennett (1995) have identified interpersonal deviance that targets individual members of the organization and organizational deviance that affects the organization as a whole. They used multidimensional scaling analysis to capture the full domain of workplace deviance - the dimension of severity refers to the extent to which the deviant act violates important organizational norms and thus is perceived as more potentially harmful to the organization or its members (Lawrence & Robinson, 2007); whereas the target dimension reflects whether the deviance is directed at the organization or organizational members (Lawrence & Robinson, 2007).

Factors Contributing To Counterproductive Workforce Behaviour

According to Bryant & Higgins, (2010), a substantial body of literature focusing on the causes and consequences of organizational deviance exists. Chirasha (2010) stated that the causes of counterproductive work place behaviour have been summarized into organizational related factors and work related factors. The organizational related factors are summary of perception that people attach to particular features of the work setting (Ostroff & Schmitt, 1993; Lau, Au, Ho, 2003); such as organizational climate, organizational justice, perceived organizational support, and trust in organizations (Chirasha, 2010); while work stress and powerlessness are work related factors. Jelinek & Ahearne (2006) are of the view that bureaucracy has a very important role to play in workplace deviance stating that it creates communication gaps between employees and the management and lowers employee morale and commitment and encourages counterproductive behavior.

Organizations in which individuals protect their self-interests are most likely to put up with such deviance (Appelbaum, Iaconi & Matousek, 2007). Organizational factors that may contribute to employee deviance include “job stressors, organizational frustration, lack of control over the work environment, weak sanctions for rule violations and organizational changes such as downsizing” (Henle, 2005). Several studies have reported that some form of production deviance and property deviance are more likely to involve employees who are young, new to their job, work part-time, and have low paying positions (Baucus & Near, 1991).

Organizational Effectiveness

The term effectiveness focuses on successful performances to achieve organizational goals and objectives (Krapetch, Kanjanawasee & Prachyapruit, 2009); and may be defined as the degree to which an organization realizes its goals (Daft, 1995). Mott (1978) has observed three aspects of organizational effectiveness a) productivity b) adaptability c) flexibility. (Katara, Garg, & Rastogi, 2013). Deviating behaviors of employees are destructive and injurious to the health of an organization and these diverging behaviors have serious adverse affects on the overall productivity, efficiency, effectiveness, and profitability of an organization (Nasir & Bashir, 2012).

This research will look at organizational effectiveness in the context of a tertiary educational institution; therefore, the term school and institutional effectiveness is used interchangeably to describe organizational effectiveness. Dugan & Herson, (2002) stated that institutional effectiveness examines the extent to which institutions meet their stated mission, goals, and objectives. Naturally, the planning and evaluation process focuses on the effectiveness of student learning and the extent to which learning and the institution's contributions to society center on the research process.

Kleeman & Richardson (1985) classified effectiveness in organization at higher levels of education into ten categories: 1) programs and services for students, 2) attention to women and minorities, 3) quality of teaching and research, 4) publication of knowledge and research, 5) workshops and counseling to broaden access, 6) sports, 7) focus on cultural activities, 8) programs for graduates, 9) leasing facilities, and 10) enhancement of standards (Ashraf & Kadir, 2012).

METODOLOGY

Research Design

A qualitative case study approach was used in this study to determine the effects of counterproductive work behaviour of academic and administrative staff on the effectiveness of the institution, where the researcher conducted structured and unstructured interviews, participant observation, and focus group discussions with the academic and administrative staff holding substantive and subordinate positions within the institution.

Sampling

Eighteen participants were selected for three focus group discussions based on age; gender; tenure; job title; and socio-economic background. The sampling for the focus group was based on the homogeneity or similarity of group members. A Systematic participant observation approach was employed in observing thirty full-time employees of the institution, which were divided into fifteen administrative staff and fifteen academic staff. The Administrative staff participants consisted of six males and nine females who held supervisory and staff roles; while the academic staff participants consisted of five males and ten females across faculties.

Six participants were selected through a purposive sampling method to participate in a structured interview. These six participants consisted of three academic staff and three administrative staff who were not a part of the focus group discussions. These participants were selected from a population of two hundred staff members based on their perceived value system and were referred to the researcher by a key informant.

Data Transformation And Coding

The general inductive approach was used to analyze the qualitative data of the focus group discussions to identify themes in the text data that were related to the evaluation objectives. Once the data files were cleaned and put into a common format, the analysis commenced with a close reading of the text, which was carried out by the researcher. During the analysis, specific themes were developed, which captured core messages reported by participants. The analysis revealed similar themes across the various groups that addressed both the factors affecting counterproductive workforce behaviours among academic and administrative staff at the institution, what those behaviours were, and how these counterproductive behaviours affected organizational effectiveness.

RESULT AND ANALYSIS

The general inductive approach was used to analyze the qualitative data to identify themes in the text data that were related to the evaluation objectives. The main idea garnered from the results was that although the behaviours of academic and administrative staffs were known to the management of the organization and considered to be normal, there were some behaviour that were unprecedented and deemed as overbearing and deviant in nature. These unprecedented behaviours, were believed to have impacted organization's effectiveness the most, however known deviant behaviours varied according to their intensity, had a lasting impact on the organization and lead to organizational ineffectiveness over time (See figure 1).

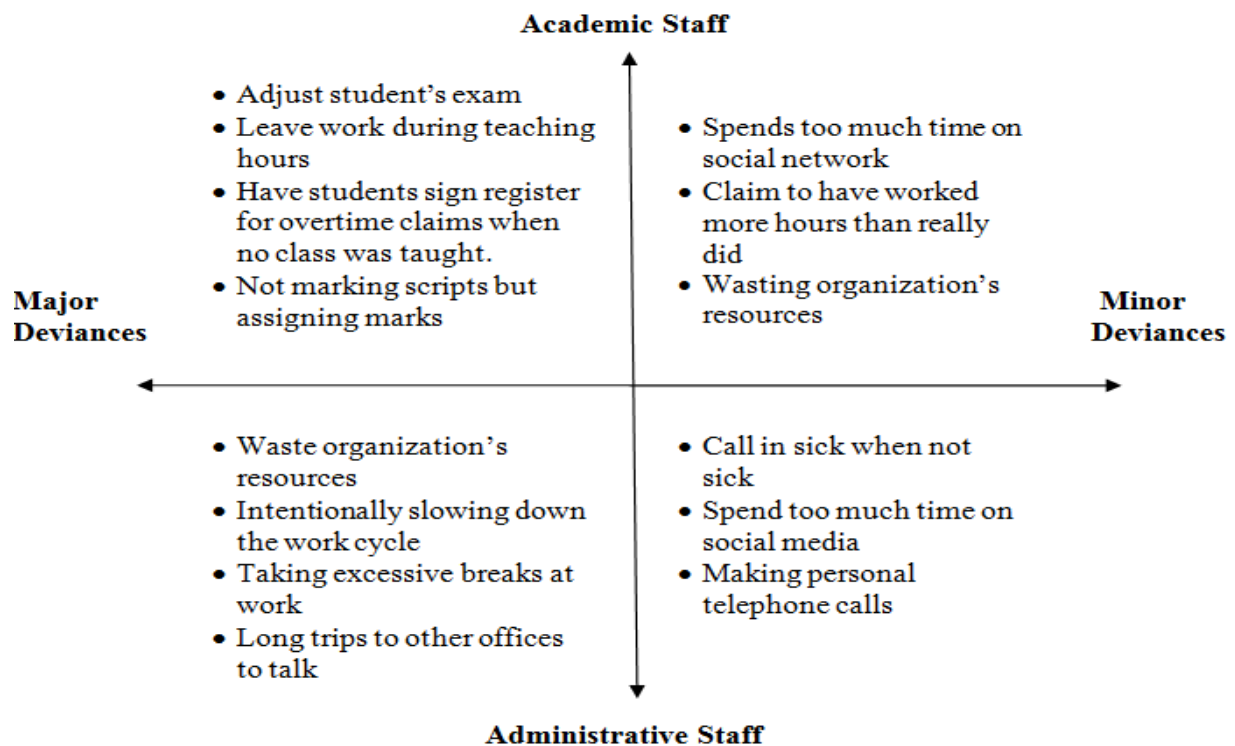


Figure 1: Typology of Production deviant behaviours of Administrative and Academic staff at the Institution. (Concept adopted from Robinson & Bennett, 1995).

Results showed that the perpetrators of the deviant acts were individual actors and groups who were influenced by personal and organizational factors. Employee behaviours were intentional and geared towards harming the institution for personal benefits, conflicts of interest, and reprisal/revenge (see figure 2).

These intentional behaviours were targeting specific victims such as the institution, students, internal customers, other key stakeholders, and the community. The nature and execution of behaviour were divided into categories stemming from misuse of organization's time, misuse of organization's resources, poor attendance, poor quality work, and unfair work practices. The model then went on to show that consequences of the behaviours lead to organizational ineffectiveness in the form of poor students' services, quality control issues, low students' intake, low students' retention, low productivity, low profitability and bad institutional reputation. These consequences will lead principals towards implementing institutional actions such as increase motivation, improve work environment and improve job training and enrichment.

Results of the study show that the institution is faced with a myriad of production deviances that have an impact on its effectiveness. Organizational effectiveness here is the extent to which the organization is able to attract and retain its students; graduate students to enter the job market on a yearly basis; provide services that will satisfy the internal and external customers; and do everything that is possible to achieve the organizational goals in conformity to the mission and vision of the institution. Effectiveness has been compromised because the results show that students' degrees have not been ratified on time because of the ineffectiveness and tardiness of members of the academic and administrative staff; monies have been wasted on training programmes not full attended by members of staff; monies been

paid out for overtime not earned; and there have been claims of poor customer services among members of staff.

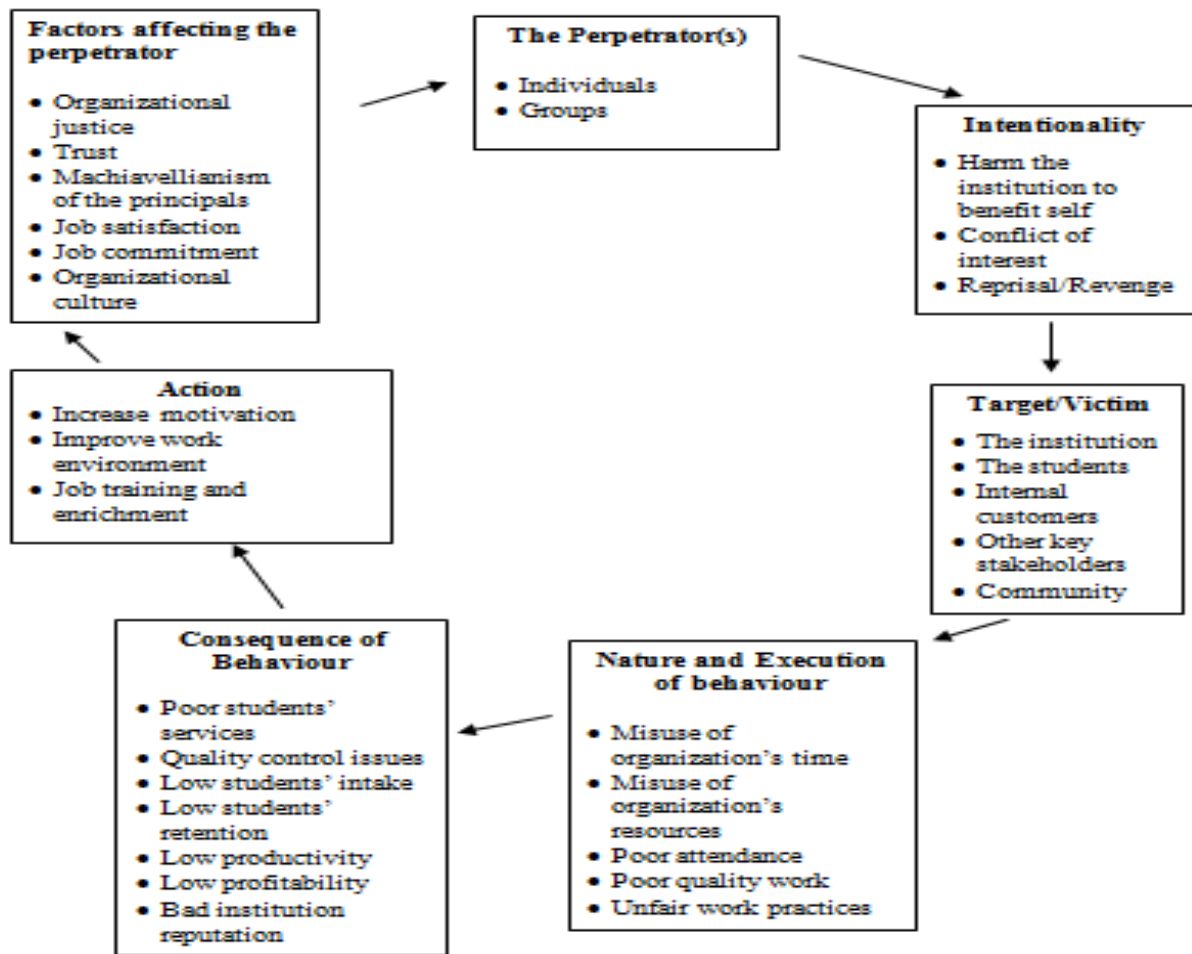


Figure 2: Model of production deviance and its effect on the effectiveness of the organization.

RESULTS OF FOCUS GROUP DISCUSSIONS

From the focus group discussions there seems to be an atmosphere of chaos and widespread disloyalty among the members of staff; and counterproductivity among the workers was being blamed on the inefficiencies of management, unfair work practices, lack of sound leadership, strong bureaucracies of the system, lack of promotional opportunities which were at times unfair, and unfair handling of part-time (overtime) benefits. Part-time deprivation was a major problem within the institution as most members of staff believed that they were 'black listed' from receiving such benefits and that it was not evenly distributed among members of staff.

The second problem relates to the lack of promotional benefits to staff and the unfair work practices of the Human Resource Manager. The Human Resource Manager was being accused of unfair work practices and treating the employees in an unjust manner; not following protocol in employing and promoting employees; and not representing the employees in cases of dire need. Most employees believed that those in leadership and management positions were selected because they shared similar characteristics to those in power and were relatives, friends and or acquaintances to those in managerial positions. Based on a rough estimate, more than thirty per cent of the employees working at the institution were either related to or had close ties with someone in management and leadership position.

Based on the results of the focus group, it is believed that organizational factors played a greater role in organizational deviance than personal factors. This is because the employees had personal grievances with management and therefore tried to harm the organization in the process, believing that members of the organization tried to harm them first. These acts of reprisal were carried out in the form of working slowly spending more time on lunch breaks, spending more time on social network; and leaving work before or at the end of the workday without engaging themselves in extra work activities. Most employees within the institution did not have any comradeship or loyalty to the institution because of how they were being treated currently or have been treated in the past and thus only act in a manner to benefit them and not necessarily the institution.

RESULTS OF OBSERVATION

The observations conducted shows that the institution is one where the employees do not like to follow rules and regulations, the "anything goes" behaviour and mentality were present because the employees believed that no action would be taken to correct bad behaviour or reprimand those who were counterproductive. The institution lacks accountability and transparency as there should be a system of checks and balances on employee's attendance; matching lecturers mark books to grades being placed on the database system; and matching overtime claim to ensure that work was actually done before payments are being made. Management needs to ensure that the student's signatures on the register are coherent, because persons have been caught forging students signatures in order to be paid in instance where they did not attend classes. The workers seems to be motivated when they 'meet and greet' in their small groups and cliques; and works best when they are working alongside close friends – this is when they are most productive on the job.

The teaching time for the lecturers varied and as such all were never present at work at once during any given day. There is an attendance register where the lecturers would sign 'in' but not 'out' and this register was never monitored or checked against the class rosters to determine if a teacher was early or late for class. Management knows of lecturers being late by virtue of student's complaint or passing the classrooms by chance, but rarely does anything to prevent the reoccurrence of such actions.

Group Having The Greater Impact On Organizational Effectiveness

It is difficult to determine from the results which group had the greater impact on organizational ineffectiveness since this is a qualitative study, however much evidence points to the lecturers. The lecturers were frequently absent from work; present at work but absent from classes; changed students grades to allow them to pass their examinations; and refrained from carrying out certain job functions that are apart of their job description. The administrative staff have been involved in counterproductivity but to a lesser extent because their activities and functions were more closely monitored compared to those of the lecturers. Even though these members of staff would converge in the lunch room for prolonged periods of time; spend more time on social network when they should be working; and fail to deal with customers in an amicable manner, they had a greater propensity to become involved in production deviance because of their positions and roles within the institution. However they seemed to be more motivated, gain greater recognition by management, and are more involved in institutional planning and operation than the lecturers and thus are less counterproductive.

Administrative staff members seemed to take part in most of the institutions activities and are also involved in its planning and execution. The academic staff members at the junior levels

were more involved in the students' lives and seem to be interested only in planning their academic related activities that satisfied their immediate functions as they were the ones who felt marginalized. The senior members of the academic staff have administrative functions and feel less marginalized and are less likely to be involved in counterproductive work behaviours, their roles and functions are to keep the institution functioning to the best of their abilities.

The types of academic staff members who were more likely to be counterproductive were the junior staff members with tenure of over two years; staff members with tenure over three years and have not been made "permanently employed" by the Ministry or the institution; members of staff who have been at the institution for over five years and have not been given senior lecturer status with special responsibilities; and lecturers who have not been give adequate overtime benefits, if at all. Another concern is those lecturers who have been given the same work load but have been considered to be Assistant lecturers by virtue of the pay scale. These lecturers were more likely to become counterproductive because for most, they have a masters degree, are teacher trained, but may not have five years teaching experience; Similarly they may have the number of years teaching experience (five years), have a masters degree but no teacher training. These lecturers have become disgruntled with the organization and management, especially if they were deceived in the initial stages to believe they would be employed as lecturers, as they are all called, only to be told upon accepting the contract that they are on the assistant lecturer's pay scale.

Evidence also pointed to lecturers within the institution who have been working there for over ten years but are considered to be assistant lecturers and are counterproductive. These lecturers are the holders of bachelor's degrees with no teacher training. They are often disgruntled because they make constant comparisons to persons in seniority roles who are in the same positions as themselves. Because they do not see themselves benefitting in the way they would like within the intuition, they have become counterproductive.

In conclusion, production deviances are exhumed by all workers within the institution but the extent of these behaviours and the intensity determines the level of effectiveness of the institution. The academic staff members were found to be more counterproductive than the administrative staff members based on the extent and intensity of their counterproductive behaviours. It is believed that lecturers who were deceived by management in accepting the job believing to be "lecturers" but only to be told that they were "assistant lecturers" were highly involved in counterproductive behaviours as they had grouses with management. Lectures working for the institution for over three years but were not made permanently employed were also greatly involved in counterproductivity.

DISCUSSIONS

This article represents a minute step in gaining a better understanding of organizational effectiveness, though it is such a difficult concept to measure. Organizational effectiveness here represent the extent to which the organization is able to achieve its goals and in so doing, is able to retain and satisfy its internal and external customers; aligning the processes and work task to the strategies of the institution; and facilitating output by ensuring that quality graduates are presented to the job market every year. These, however, are daunting tasks if employees are not properly aligned to the mission and vision of the institution.

To achieve effectiveness, the workers must be comfortable; highly motivated compensated for a fair day's work; be provided with opportunities to grow; be given some amount of autonomy; and be empowered. Management however has an important role to play in ensuring that these

employees stay on track and not become deviant or counterproductive. With that said, an organization can achieve effectiveness and reduce production deviance by implementing radical changes to the structure of the organization. It is said that management are to be blamed for the counterproductivity within the organization and as such these radical changes should be eminent where acts of deviance have rendered the organization toxic. In order to reduce production deviance among employees, Applebaum (2006) suggested that the organization in seeking to repair the damages must adapt to a specific organizational culture; and that newly devised culture must be centered on extremely important ethical core values (Sinclair, 1993). A new organizational culture must be created to reflect a culture of fairness, justice, honesty, transparency, and accountability.

Based on the results presented, it is evident that the institution is operating as a toxic institution and not functioning according to its guiding principles and norms. The mission and vision of the institution has not been upheld and thus compromised by the various acts of deviance that have plagued the institution through the corrupted actions of members of staff at all levels especially the academic and administrative staffs. The quality of the degrees provided by the institution may be compromised tremendously by the callus and deviant behaviours of its members of staff. This of course happens when the institution constantly receives bad reviews; customers (students) are treated unfavorably; and the words of 'devious acts' are divulged to the general public thus discouraging others from becoming a part of the institution as a student or otherwise.

Toxic organizations will find it difficult to maintain an effective organization. Since the common reasons for toxic organizations are organizations having insufficient funding, unending conflicts, widespread personal agendas, poor management practices, and the inevitability of people bringing their unresolved emotional issues to work, (Coccia, 1998), it is likely that the institution will be ineffective. To support this claim, findings of the study shows that deviant behaviours have escalated because of the breakdown in communication among the members of the executive, the senior members of staff with special responsibilities, and the junior members of staff; breakdown in the yearly appraisal and frequent evaluation system; break down in honing and retaining talents among members of staff; lack of compliance; leadership woes; and process and strategic inefficiencies.

Measure Of Production Deviance Against Organizational Effectiveness

Production deviance can be measured against organizational effectiveness; however a more empirical study is needed to tests various hypothesis and correlation for a much clearer picture of the association between variables. Notwithstanding, it is important to note that an employee who is involved in production deviance may contribute more to organizational effectiveness than those who are not considered deviant. For example Adler & Golan (1994) said that coming to work early and leaving late is a factor affecting production deviance as employees may be on the job constantly loafing, daydreaming or may be on social networks instead of conducting the organizations duties, however employees who are deviant in other ways may be more productive all because they have not violated significant organizational norms – that are accepted and considered to be normal among groups within the organization.

The activities of management have created a ripple effect within the institution and have contributed somewhat to the production deviance among administrative and academic staff. For management, production deviance is not only about coming to work on time and leaving late, but having long meetings outside of the designated meeting hours; thus resulting in loss of

productive time. Bad management practices have also lead to organizational ineffectiveness which is offset by production deviance among the academic and administrative staff. The issue of inequality, inequity, and the fact that the organization might not be enforcing norms by punishing those persons who violated these norms, have resulted in organizational ineffectiveness.

Norms may be different for the academic and administrative staff within the institution, but are the same for similar categories of workers. For the academic staff, the rules and conduct as it relates to performance are standard. For example, each lecturer is expected to come to work on time for classes, prepare course-works and exam papers within a prescribed time period, mark exam papers on time and provide timely feedback of students' grades to both students and the department – all these are criteria for departmental and organizational effectiveness. However, as it relates to the administrative staff, the set of guiding norms would include coming to work by 8 am, taking an hour lunch break, provide support to all members of staff, and provide administrative duties to internal and external customers. Therefore, most of the norms relating to production that applies to the administrative staff do not apply to the academic staff. A violation of all these rules and policies results in production deviance, thus affecting the institution's ability to achieve its goals.

PROPOSITION/RECOMMENDATIONS

A number of propositions may be put forward in addressing the problem of production deviance within the institution. The question on everyone's lips is 'how do we make organizations more effective given the prevailing circumstances and situations? The answer to this, taking into consideration the findings of the study is to properly align employees to the strategies of the institution. Findings of the study revealed that the employee's deviant behaviours were in part attributed to improper job description, inadequate job functions, and not properly aligning administrative and academic staff to their levels of qualification and skill competencies. The institution has its own limitations in measuring strategy and the effectiveness of the workers because it lacks a proper functioning appraisal or measurement tool. The organization can only measure the extent to which the organization or department is effectively functioning through financial indicators such as revenues from tuition and other miscellaneous services, ignoring nonfinancial indicators which provide the institution with the bulk of knowledge on performance and effectiveness.

Borrowing from the Balanced Scorecard perspectives from Kaplan and Norton, nonfinancial indicators of effectiveness include results gathered relating to the customer's perspectives, learning and growth perspectives, and internal business process perspectives. Therefore it is important to measure the effectiveness of the institution by looking at the satisfaction, honing and retention of internal and external customers; the impacts of training and development on the output of the employees; and what business processes and innovation the institution could employ to maintain competitive advantage. By adopting the Balance scorecard perspectives, the employees may be involved in less deviant acts because their goals and objectives will be clearer and organizational effectiveness will be heightened in the long run.

In order to align the employees to the organization's strategies to reduce organizational ineffectiveness there must be an organizational "fit for purpose" structure where employees understand expectations and accountabilities within the institution. This works in conjunction with a positive work environment; capable and credible leadership that not only requires results, but on who has the workers interest at heart; and there must be a people-systems and processes that drive the right behaviors among workers within the institution. This is just one

of the many recipes to reduce the toxicity of the institution thus allowing it to operate more as a learning organization.

Improving organizational effectiveness may take myriad of work starting at the helm of management. The first step is the developmental process of management skills and capabilities since this was the number one problem obtained from the findings. Management, in order to reduce organizational ineffectiveness should be able to foster communication, trust, confidence and loyalty between themselves and their employees. This is at an all time low, as the results indicates that there were inadequacies in the communication system and that managers need to introduce a more family-like structure in how they communicate.

The institution is consumed by greed, selfishness, manipulation, secrecy, and maliciousness; which are the contributing variables to the institution's ineffectiveness. To alleviate this problem, the organization should focus on an area of positive organizational scholarship, examining the positive behaviours and practices of the organization so that the employees can flourish, have a better psychological state of mind and function better on the job. When fairness, justice and positivity are instilled within the organization, observed and practiced by many, the level of counterproductivity will decrease. As Koyuncu et. al., (2006) stated this is why recent efforts to improve organizational performance have begun to inculcate positive organizational concepts like optimism, trust, and engagement – because it yields positive results and reduce counterproductivity among staff.

To solve the issues of counterproductivity among staff and the organizational ineffectiveness a multiple approach must be adopted by the institution in order for it to operate at maximum capacity and reduce toxicity. Such approach should encompass combining approaches or knowledge of theories to better deal with management processes, organizational development, organizational structure and functionality. To create effective organizations, management must adequately identify the practices within the current organizational capabilities that are hindering its ability to fulfill its mission. Since a great deal of counterproductive work behavior in organizations comes from having too many or too few levels of work, employees must be given sufficient authority to undertake their responsibilities. Other ways to improve organizational effectiveness within the organization are by creating opportunities for employee feedback and participation; make managers accountable for the performance of their subordinates; design and maintain fair pay systems in the organization; equitable distribution of overtime (part-time); and most importantly to develop the skills and competencies of the employees and create a succession plan.

CONCLUSION

It is apparent that there were acts of deviant workforce behaviour within the organization which prevented the organization from achieving its goals and objectives. Results showed that the academic staff members were more prone to deviant acts than administrative staff members, and these deviant acts ranged from simple to unprecedented behaviours. Across departments supervisors faced significant challenges in their efforts to align and engage their employees to their strategy; however effectiveness of the organizations which is measured by the congruence between the goals of the organization and the observed outcome was achieved.

CONTRIBUTIONS

The organizational behaviour literature is heavily equipped with materials on production deviance which have acted as the dependent variable as researchers examines factors affecting

such a construct as well as its causes. This has led to a tremendous gap in the organizational studies literature. To fill this gap, this study has sought to use the construct as an independent variable and organizational effectiveness as a dependent variable. The study of organizational effectiveness is not new but the concept has been ignored for a period by researchers and has been outrun by the study of organizational performance. While the literature is weak and draws on the same models and theories of organizational effectiveness across discipline, this current research provides a fresh view of organizational effectiveness and looks at how production deviance from the individual level affects organizational effectiveness.

This study contributes to the literature on education institutional studies looking at the role that the academic and administrative staffs plays in organizational ineffectiveness through their deviant acts. While many organizational studies literature looks at effectiveness as the extent to which the organization is able to meet their goals; gain and efficiently use resources; as the ability to connect with network of interrelated systems; problem-solving and renewal capabilities, perform effective management functions; and as the ability for the organization to maintain itself and grow; the literature failed to look at effectiveness from the perspective of individuals and group connectedness and value systems, individuals' wellbeing, organizational and individual characteristics. In essence these theories of explaining organizational effectiveness ignored the human factors.

FUTURE RESEARCH

The effective of production deviance on organizational effectiveness is a topic that is not widely studied. For future qualitative research, a grounded theory approach may be used to develop a concise model or theory since this is a topical issue and one that is experienced by all organizations throughout the country, the region and the world. A 'one size fits all' theory is not possible and a theory designed to fit the Caribbean context is necessary. For generalization and replicability a mixed approach may also be considered for future research to attain a more theoretically sound research paper that could be extended to the population.

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