

The Effect of HRM Practices Enhancing Employees' AMO Framework on Constructive Deviant Behaviors: The Pivotal Roles of Psychological Empowerment and Empowering Leadership¹

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ABSTRACT

This study aims at investigating the driving forces, mechanisms, and conditions upon which employees would engage in constructive deviant behaviors. Using the social exchange, the cognitive evaluation theories, and the norm of reciprocity, this study suggests that Human Resource Management (HRM) practices designed to enhance employees' Abilities, Motivation, and enable favorable Opportunities (AMO framework) would be a catalyst for raising up those employees' constructive deviant behaviors. Therefore, it focuses on determining how employees' perceptions regarding different HRM practices may play an important role in increasing their constructive deviant behaviors; both directly and indirectly through the mediating effect of Psychological Empowerment (PE). The study also aims to detect the moderating role of Empowering Leadership style (EL) on the psychological empowerment-constructive deviant behaviors relationship. Using multiple regression analysis, on a convenient sample of 282 employees working in several private and governmental organizations in Alexandria, most of the study's hypotheses were supported; where employees' perceptions regarding HRM practices designed to enhance their AMO have positive total effects on constructive deviant behaviors. Furthermore, the results showed that those perceptions regarding HRM practices devoted to enhancing employees' abilities have the most influencing impact on employees' constructive deviant behaviors, followed by favorable opportunities, through the partial mediating role of psychological empowerment. While, not supporting the PE mediating role on the perceived HRM practices enhancing employees' motivation-constructive deviant behaviors relationship. Importantly, it was also revealed that the empowering leadership style plays a moderating role in strengthening the psychological empowerment-constructive deviant behaviors relationship.

Keywords: HRM Practices Enhancing Employees' AMO Framework, Psychological Empowerment, Constructive Deviant Behaviors, Empowering Leadership, Social Exchange Theory, and Cognitive Evaluation Theory (CET).

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I. INTRODUCTION

Though organizations set up different rules and regulations for their employees; yet, some of them still come up with different kinds of deviant behaviors. Mainly, those deviances have been identified and conceptualized as destructive in the literature; though, this notion has been also enlarged to encompass employees' constructive deviances as well (Galperin, 2012; Voon, Othman and Leng, 2019). Noting also that human assets are seen as a crucial factor increasing competitiveness in rapid changing environments; therefore, organizations are giving more and more interest for their human capital's positive behaviors than ever before.

Nonetheless, and to some extent, most of the existing literature has mainly focused on its counterproductive forms, while in some ways have not given much attention to its constructive ones (e. g: Malik and Lenka, 2019a; b). Consequently, some urgent calls have been announced, to advance the constructive deviances research as well (e. g. Baur, 2022; Malik and Lenka, 2019b; Sharma and Chillakuri, 2023). Grounded on this line of thought, the current study tries to explore the main unattended organizational antecedents, processes and conditions pertaining to this significant positive side of employees' deviant behaviors (e. g. creative, innovative and voice behaviors; in addition to challenging, interpersonal and organizational deviant behaviors). In this regard, it has detected some interesting notes as follows:

Although previous studies have mainly focused on investigating the effect of individual level traits, such as big five types of personality (e. g. Moran and Aharon, 2009); self-esteem and self-efficacy (Kamil and Hina, 2020) on their constructive deviant behaviors; still, less attention has been given on the role of some crucial organizational antecedents (Malik and Lenka, 2019b). One of those effective organizational factors that has been recently introduced to enhance employees' positive behaviors (such as their constructive deviances), is the use of the "High-Performance Work System HPWS", which refers to the HRM practices that stimulate employees' abilities, motivation, and enable favorable work situations (Mat, Mohamed, Salleh, and Yusof, 2021; Malik and Lenka, 2019b).

Moreover, by referring to the social exchange theory (Blau, 1964), and the norm of reciprocity (Gouldner, 1960) to explain the relationship between organizations and individuals; it could be argued that when organizations work for enhancing employees' abilities, encouraging them, and offering opportunities to advance; they will then reciprocate with compensating their organization through exhibiting positive behaviors and attitudes (Susanti and Syahlani, 2021). This would be also achieved by exploring employees' perceptions regarding their actual experiences with HRM practices and policies in their organizations (Mat, et al., 2021; Rani, Abdul Rahman, and Yusak, 2021); moreover, examining the impact of those perceptions regarding HRM interdependent bundles on employee-level behaviors, attitudes and outcomes (Arthur, 2011; Malik and Linka, 2019b).

However, while reviewing the literature covering the above-suggested relationship, it could be noticed that despite the perceived HRM practices-employees' constructive deviant behaviors relationships seem to be straightforward ones; nevertheless, some contradicting results have been recorded; where positive relationships have been cleared (Arthur, 2011; Malik and Lenka, 2019 a; b; Zhao, Fan and Son, 2019). Whereas, on contrast, Caniëls and Veld (2019) indicated no significant HPWS-innovative work behavior relationship, additionally, a non-significant HRM practices-employees' innovative work behavior relationship has been found, this relationship will be validated when mediated by public service motivation (Susanti and Syahlani, 2021), and fully mediated by psychological empowerment and organizational climate for innovation (Phairat and Potipiroon, 2022). Thus, those results would shed some light to further investigate the relationship, through the inclusion of more explanatory factors.

In this context, exhibiting high psychological empowerment levels would be introduced by relying on the Cognitive Evaluation Theory (CET) (e. g. Javed, Khan, Bashir, and Arjoon, 2017; Javed, Abdullah, Zaffar, Haque, and Rubab, 2019; Muniandi, Richardson, and Salamzadeh, 2022); in which employees would evaluate external factors, therefore, exhibiting high PE levels, and consequently, would be more involved in some positive actions such as creativity and innovative work behavior (Javed, et al., 2017; 2019).

Moreover, other subsequent scholars have introduced psychological empowerment as an important mechanism to link HPWS with organizational performance (Abbasi, Shabbir, Abbas, and Tahir, 2021; Sondakh, Pangastuti, and Gunawan, 2021); and employees' behaviors and attitudes (e. g. employees' performance) (Rani, et al., 2021). Accordingly, the current research would equally claim that PE may be a critical mechanism that explains why perceived HRM practices devoted to enhancing employees' AMO framework may influence employees' constructive deviant behaviors.

Meanwhile, some contemporary researchers have also argued that some managers may resist such kinds of positive deviant behaviors (Baur, 2022), therefore, some other favorable circumstances should be available to increase employees' constructive deviant behaviors as well. In this regard, another urgent appeal has been made by Malik and Lenka (2019b), who have also introduced other crucial variables that need to be tested, such as the leadership's significant roles in implementing the HRM practices bundles. Thus, recognizing the effect of subordinates' perceptions about their leaders in setting an environment in which employees are empowered, perform more than expected, and have a willingness to stay in their organizations is a crucial point (Sonal, Sangeeta, and Vivek, 2019).

Consequently, it would be claimed that there is an urgent need for investigating the role of effective leaders in increasing employees' positive outcomes (such as positive deviant behaviors). This need has further led the current researcher to question whether EL as an important under-researched leadership type would play an interactive role in enabling favorable conditions for practicing constructive behaviors freely without resistance.

Accordingly, the current study aims to investigate the positive side of employees' constructive deviant behaviors, by testing the effect of employees' perceptions regarding HRM practices directed towards enhancing their AMO framework on constructive deviant behaviors; through the role of psychological empowerment as an intervening mechanism. It also contributes to detecting the main conditions affecting the psychological empowerment-constructive deviance relationship, by assessing the moderating role of the empowering leadership, among some governmental and business organizations in Alexandria.

The current study would also provide some practical value; as it would offer business practitioners novel tools for improving their employees' constructive behaviors. It further attempts to direct their attention towards the importance of enabling favorable situations for leveling up those positive behaviors inside their organizations. Moreover, the importance of the above-proposed factors was not only supported by the contemporary literature, but their importance was also elaborated by the qualitative interviews run in a pilot study designed for this research (the detailed pilot study will be presented later in a separate part).

The next sections include the proposed theoretical background, the literature review, and the suggested hypotheses. Following this section, the pilot study results, the population and the sampling technique, the data collection, and the measures of the study are presented. Next, reliability and validity tests, data analysis results, and the study findings are introduced, followed by results discussion, conclusion, study recommendations, and limitations. Finally, future research suggestions will be presented.

2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

This part of the study will provide a theoretical briefing, it will also address, explain, and clarify the details regarding the relationships between the study variables, as well as the hypotheses of the study.

2.1 PERCEIVED HRM PRACTICES ENHANCING EMPLOYEES' AMO

A recent dominating HRM topic, namely the “high-performance work system” (HPWS) has got increasing attention in past years (Malik and Lenka, 2019b). HPWS was mainly described to introduce three general HRM practices categories, namely: the abilities-motivation-opportunities (AMO) framework-enhancing HRM practices (Wright and Boswell, 2002). The term has been introduced to point to “the human resources strategies that jointly work to create a favorable working environment that stimulates employees' abilities, motivation, and their opportunities for advancement” (Phairat and Potipiroon, 2022). Those HRM practices are considered interdependent “bundles”, meaning that the implementation of an HRM practice often requires including other HRM practices (Malik and Lenka, 2019b); they also incorporate certain practices such as selection, training, and development, compensation, performance appraisal and career opportunities (Phairat and Potipiroon, 2022). Other scholars

have further shed light on the importance of the implementation of coherent HRM systems that support HRM configurations, therefore, reinforcing employees' positive outcomes; rather than implementing individual HRM practices (Jiang, Lepak, Han, Hong, Kim, and Winkler, 2012; Tian, Cordery, and Gamble, 2016).

The above-mentioned AMO framework depicts that employees are going to have better performance in case of being able to do their tasks (i.e. have high abilities, skills, and knowledge); being motivated to perform their tasks (i.e. having high motivation because they are well incentivized); additionally, when a good working environment is enabled, in which it provides employees with the required support for expressing themselves (i.e. offering employees the opportunities to participate) (Kinnie, Hutchinson, Purcell, and Swart, 2006, p. 41; Malik and Lenka, 2019 b; Tian, et al., 2016).

It would be also claimed that HRM practices designed to enhance employees' abilities and skills are made to guarantee that those employees are skilled in an appropriate way; these practices include recruitment, selection, and training. Further, the HRM practices designed to enhance employees' motivation seek to stimulate employees' discretionary efforts, behaviors, and persistence; those practices may include compensation, benefits, and appraising employees' performance, while the HRM practices designed to enhance employees' work environment opportunities are made for empowering employees to practice their abilities, skills, and motivation to achieve organizational goals; those practices may include working in teams, participating in decision making and sharing information (Gardner, Wright, and Moynihan, 2011; Tian, et al., 2016).

Susanti and Syahlani (2021) have further indicated that according to the AMO framework (in the form of high-commitment HR practices), organizations need to develop their HRM practices to increase performance, and stimulate employees' discretionary behaviors positively; consequently, depending on the social exchange theory, and the norm of reciprocity, employees will reciprocate with compensating their organization.

2.2 CONSTRUCTIVE DEVIANT BEHAVIORS

In (1985), Hanke and Saxberg were the first authors to present the constructive deviant behavioral term, followed by Dehler and Welsh (1998), who defined those deviances as the “breakdowns and discrepant behaviors that employees make in the organizational control system to foster the interests of the organization”. It was subsequently conceptualized as “the behaviors and actions that break down and violate organizational norms” (Galperin, 2002); “the employees’ behaviors that deviate from the reference group norms, but conform to hyper-norms” (Warren, 2003: p. 628), and “the intentional behaviors that depart from the norms of a referent group in honorable ways” (Spreitzer and Sonenshein, 2004).

Later on, in a slight adaptation of Warren’s (2003) definition; Vadera, Pratt, and Mishra (2013) introduced constructive deviances as “employees’ behaviors that deviate from the norms of the reference group, in such a way that those behaviors benefit the reference group, and conform to hyper norms”. Those deviances also encompass both deviations from productive and nonproductive group beliefs and values.

In this context, it would be claimed that constructive deviant behaviors may incorporate many employees’ behavioral types; that is to say, constructive deviance concept is considered as an umbrella which includes many types of behaviors, such as organizational dissensions from principles, counter-role behavior, whistle-blowing, exercising voice, pro-social behaviors, some organizational citizenship behaviors, and creative disagreement behaviors (Warren, 2003); exercising innovative behaviors, as employees break down rules and organizational formal systems (Kanter, 1988); encouraging different employees’ opinions (Hanke and Saxberg, 1985); introducing different points of view to solve problems (Dehler and Welsh, 1998); and employees’ innovative behaviors, violation of dysfunctional rules, instructions and regulations, criticizing managers, and whistle-blowing (Galperin, 2012). Later on, and based on their extensive review, Vadera and his colleagues (2013) extended the wide umbrella constructive behavior term to incorporate a larger range of deviant behaviors, namely: taking charge, creative performance, expressing voice, whistle-blowing, some extra-role behavioral forms, prosocial behaviors, prosocial rule-breaking counter-role behaviors, and issue selling.

Another classification, was developed by Galperin (2002), in which constructive deviant behaviors would include three main factors, namely innovative organizational deviances, meaning the beneficial innovative behaviors devoted towards the organization; challenging organizational deviances, in which employees challenge and break out organizational systems, rules, and procedures to make a benefit for their organizations; and finally, interpersonal deviances, such that employees behave and take some beneficial actions towards other individuals inside the organization.

Accordingly, to start from the point of getting employees' constructive deviant behaviors benefits, the current research would suggest that organizations need to implement effective HRM practices devoted specifically to enhancing their employees' AMO, which will in turn level up their PE, and consequently their constructive behaviors. Additionally, EL would be an important factor for strengthening the PE-constructive relationship. Therefore, those relationships will be elaborated as follows:

2.3 PERCEIVED HRM PRACTICES ENHANCING EMPLOYEES' AMO AND CONSTRUCTIVE DEVIANT BEHAVIORS

Studies examining the HRM practices enhancing employees' AMO framework-constructive deviant behaviors relationships have revealed positive results; such that when the organization supports its employees, they are then more likely to reciprocate this good treatment with constructive behaviors (Malik and Linka, 2019a). Similarly, significant perceived AMO framework-enhancing HRM practices-constructive deviance direct relationships were also detected; where abilities, motivation, and opportunities are positively related to constructive deviances (Malik and Lenka, 2019b). In the same vein of research, it was also revealed that HPWS also positively and strongly affects organizational innovation and creativity implementation (Zhao, et al., 2019). Arthur (2011) has also depicted that HR practices that enhance employees' AMO will positively influence those employees' deviant performance.

Yet, in another stream of research, scholars have revealed some inconsistent findings; that is Caniëls and Veld (2019) have reached an insignificant HPWS-IWB relationship. Moreover, Susanti and Syahlani (2021) have revealed no significant direct relationship between HRM practices (a high commitment HR

practices) and employees' innovative behavior, unless it was mediated by public service motivation (as an intrinsic motivation). Furthermore, Phairat and Potipiroon (2022) cleared that HPWS does not influence IWB directly; rather, the relationship proves significant only when fully mediated by organizational climate for innovation and psychological empowerment in a sequence mediating model.

To sum up, and seeking to address those inconsistent findings; the current study will rely on both the norms of reciprocity, the exchange theory, and Wright and Boswell's (2002) definition, to capture employees' views, and get a wide idea regarding their HRM practices. It will also follow the first line of research, and would claim that when employees perceive the effective implementation of HRM bundles which stimulates their AMO, they will then exhibit increased levels of constructive behaviors. Hence, hypothesis one and sub-hypotheses may be elaborated as follows:

H₁: Employees who perceive that HRM practices would enhance their AMO will be more involved in constructive deviant behaviors.

H₁ (a): Employees who perceive that HRM practices would enhance their abilities will be more involved in constructive deviant behaviors.

H₁ (b): Employees who perceive that HRM practices would enhance their motivation will be more involved in constructive deviant behaviors.

H₁ (c): Employees who perceive that HRM practices would enable favorable opportunities for work will be more involved in constructive deviant behaviors.

2.4 THE MEDIATING ROLE OF PSYCHOLOGICAL EMPOWERMENT

To further pursue, it would be observed from the previous section that some prior researchers have revealed some inconsistent findings (Arthur, 2011; Caniëls and Veld, 2019; Malik and Lenka, 2019a; b; Phairat and Potipiroon, 2022; Susanti and Syahlani, 2021). Thus, those opposed results would necessitate incorporating some explanatory factors (such as PE), to further investigate this relationship.

Psychological empowerment has always been recognized in the behavioral literature as a key construct, and a topic that still has to be investigated (e. g. Mubarak and Noor, 2018; Muniandi, et al., 2022). It is also considered an

influential tool, due to its positive consequences for both individuals and organizations; such as leveling up constructive behaviors (Galperin, 2002) increasing managerial effectiveness and innovation (Mubarak and Noor, 2018; Spreitzer, 1995), enhancing the organizational efficiency (Mubarak and Noor, 2018), fostering job satisfaction (Al-Ababneh, Al-Sabi, Al-Shakhsheer, and Masadeh, 2017; Shah, Khattak, Zolin, and Shah, 2019), in addition to increasing psychological capital, normative organizational commitment, and decreasing turnover intentions (Shah, et al., 2019).

In this context, empowerment has been covered in the literature in two main ways: namely, the structural and psychological forms (e. g. Aggarwal, Nobi, and Rastogi, 2022; Spreitzer, 1995). The former mainly focuses on the empowerment's structural component, such as opportunities, information, support, and resources provided to the employees (Aggarwal, et al., 2022); while the latter focuses on its psychological form (e. g. Mubarak and Noor, 2018; Muniandi, et al., 2022).

As Spreitzer (1995) stated, early attempts to define psychological empowerment were proposed by Conger and Kanungo (1988), who conceptualized empowerment as the motivational term for "self-efficacy". It was then expanded by Thomas and Velthouse (1990), who referred to as the "increased motivational intrinsic task, displayed in a group consisting of four cognitions, and reflecting the individuals' orientation towards their work roles". Those four cognitions represent meaning, competence (or self-efficacy), self-determination, and impact. Later on, Spreitzer (1995) emphasized that PE may also reflect the "motivational term manifested in the above-mentioned four cognitions, and stated that those dimensions in conjunction combine to reflect the overall PE construct, and display the active orientation of employees' work roles instead of the passive one. In other words, active orientation, reflects that employees wish and feel capable of determining their work contexts and roles (Mubarak and Noor, 2018).

Additionally, employees who are psychologically empowered would feel internally motivated for many reasons: they realize the value of their work, they also perceive that they have the capabilities to carry out their work; moreover, they feel that they can control their immediate workplace, and they have options to introduce and regulate their work activities performed by themselves. Consequently, all of these dimensions would encourage employees, and would

help them feel empowered (Mubarak and Noor, 2018; Spreitzer, 1995). Also, relying on the cognitive evaluation theory (CET) (Deci and Ryan, 1985), to explain employees' high levels of PE; Muniandi and his colleagues (2022) have stated that the essential idea lies in the notion that motivational extrinsic form would take part in stimulating intrinsic motivational form.

From this noted point, it has been observed that some previous researchers have been interested in studying the HRM practices-PE relationship; such that few empirical studies have reached a positive significant HPWS-PE relationship (Abbasi, et al., 2021; Rani, et al., 2021), a positive significant HPWS-self-efficacy relationship (Wattoo, Zhao, and Xi, 2020), and a positive HRM practices-PE relationship (Sondakh, et al., 2021).

Furthermore, several research have cleared that PE explains the variance in constructive behaviors; in other words, PE influences several types of constructive behaviors positively (ie: employees' innovative and creative behaviors and employees' voices). In this regard, Spreitzer (1995) has declared that both managerial effectiveness and innovation are the PE consequences; as empowered employees are more likely to be more efficient in accomplishing their tasks; so, they exhibit more innovation, creativity, and voice behaviors. Moreover, in a later study, Galperin (2002) indicated that employees who have high self-efficacy will be more engaged in constructive behaviors.

Other recent studies have also cleared same results; in which a psychological empowerment-employees' innovative behavior relationship has been revealed (Phairat and Potipiroon, 2022). Other researchers have also found that psychological empowerment positively affected employees' innovative work behavior in Indonesia (Kusumaputri and Gustia, 2022; Prabowo, Mustika, and Sjabadhyni, 2018), India (Garg, Attree, and Kumar, 2022), China (Liang, Lv, Yu, Li, and Liu, 2022), and Istanbul (Düger, 2021). In their recent study, Zhang, Liu, Li, Zhang, and Fa (2022) revealed that high PE levels were positively related to high innovation capacity. Additionally, it has been found that PE positively affects employee's creativity (Lee, Willis, and Tian, 2018; Mubarak and Noor, 2018). Moreover, positive and significant psychological empowerment-creativity and innovation relationships have been also cleared (Gelaidan, Houtgraaf, and Al-kwafi, 2022; Javed, et al., 2017; 2019). Furthermore, positive relationships between psychological empowerment and voice behavior have been also

presented in China (Hu, Zhu, Zhou, Li, Maguire, Sun, and Wang, 2018; Zhang, Bowers, and Mao, 2021); and in Pakistan (Ilyas, Abid, Ashfaq, Ali, and Ali, 2021).

Meanwhile, some different results were detected; such that employees' intrinsic motivation partially mediated the positive perceived supervisory support and innovative constructive deviances; whereas intrinsic motivation did not mediate the positive perceived supervisory support and both of challenging and interpersonal constructive deviances in Turkey (Tekmen and Kaptangil, 2022). Moreover, self-esteem negatively correlates with organizational deviance (Mackey, McAllister, Ellen, and Carson, 2019).

Obviously, from the above literature, it was observed that HRM practices-PE, and PE-constructive behavioral types' relationships have been validated in most research. Thus, according to those lines of thoughts, the current research would depend on Thomas and Velthouse's (1990) PE definition, the norm of reciprocity, the social exchange, and the cognitive evaluation theories; which propose that employees would act and behave according to their assessment of some external factors (such as HRM practices). It would equally claim that employees will exchange favorable psychological acts with their organization; consequently, they would respond by being more engaged in constructive deviant behaviors. Therefore, hypothesis two and sub-hypotheses are drawn upon the above suggestions:

H₂: Psychological empowerment mediates the relationship between perceived HRM practices directed to enhance employees' AMO, and employees' constructive deviant behaviors.

H₂(a): Psychological empowerment mediates the relationship between perceived HRM practices directed to enhance employees' abilities, and employees' constructive deviant behaviors.

H₂(b): Psychological empowerment mediates the relationship between perceived HRM practices directed to enhance employees' motivation, and employees' constructive deviant behaviors.

H₂(C): Psychological empowerment mediates the relationship between perceived HRM practices directed to enable favorable opportunities for work, and employees' constructive deviant behaviors.

2.5 THE MODERATING ROLE OF EMPOWERING LEADERSHIP

Empowering leadership has been continuously investigated in the managerial context starting the early 20th century. At that time, leadership in its traditional form, was a top-down structure, such that subordinates did not participate in decision-making. Later on, accelerative changes and advances in academic research have developed working operations; hence, giving subordinates more freedom to grow, besides increasing managerial opportunities (Na-Nan, Kanthong, and Khummueng, 2020).

Leadership Empowerment Behavior (LEB) is described as an enabling process, and not just a delegating one. Accordingly, it is conceptually defined as the capability of leaders to encourage accountability and self-directed decision-making, enhance subordinates' skills, provide training, and reinforce their creative thinking (Hakimi, Van Knippenberg, and Giessner, 2010; Konczak, Stelly, and Trusty, 2000; Sonal, et al., 2019). It is also defined as sharing power and authority with employees, via leveling up their autonomy and responsibility levels (Jada, Mukhopadhyay. and Titiyal, 2019).

LEB was also conceptualized as creating an encouraging environment that promotes subordinates' self-efficacy and control feelings, and removes factors that endorse their sense of powerlessness (Arnold, Arad, Rhoades, and Drasgow, 2000). Empowering leader also delegates power to his subordinates, through explaining work meaning, giving more autonomy, having trust in their subordinates' abilities and motivating subordinates to solve problems by themselves (Ahearne, Mathieu, and Rapp, 2005). Later on, Hakimi and his colleagues (2010) also declared that leaders will discover the right ways to empower subordinates, without losing their power over those subordinates' behaviors. Sawangsak and Thepsang, (2010) have further added that LEB includes actions and behaviors that develop subordinates' potentials to increase the quality of work, by releasing their creativity. This would be crucial for reinforcing self-development, maintaining good relationships between subordinates, in addition to encouraging inspirational development.

As a step forward, Baur (2002) has called for testing the EL moderating role on the organizational contexts and the employees' differences-constructive deviance relationship; in addition to Kusumaputri and Gustia (2022), whose results have

cleared that both transformational and transactional leadership types have played the interactive roles on the psychological empowerment-Indonesian employees' innovative behavior. Moreover, Vu and his colleagues (2021) found that the challenging intrinsic motivation dimension-employee creativity positive relationship is more robust when moderated by EL. This would urge the current researcher to equally propose investigating the EL moderating role on the PE-constructive behavior relationship.

By reviewing relevant research, it was also found that some recent studies have investigated EL as an independent factor, and revealed that EL positively affects PE (Ahearne, et al., 2005; Kundu, Kumar, S., and Gahlawat, 2019); as EL would be the most effective type in leveling up employees' PE feelings (Amundsen and Martinsen, 2014; 2015). Additionally, developing human capital would be the most effective practice in influencing organizational effectiveness; hence, the LEB would then increase employees' PE (Cameron, 2008). Moreover, EL would be an important proactive catalyst that enhances employees' constructive ideas, and that empowering leader needs to empower his subordinates, and makes sure that they are going to be psychologically empowered (Kundu, et al., 2019). The empowering leader would also motivate his subordinates to engage in constructive deviant behaviors, additionally, this relationship was mediated by organization-based self-esteem (Wang, 2022).

In the same context, other researchers have further reached positive EL-individual and team outcomes via PE; such as increasing employees' innovative behavior (Düger, 2021); Innovative Capacity (Zhang, et al., 2022); employees' job performance (Kundu, et al., 2019); performance, OCB, and creativity on both individual and team levels, and via PE at the individual level (Lee, et al., 2018), and in role and extra role subordinates' behaviors (Raub and Robert, 2010). In addition to innovative working behavior (Jada, et al., 2019; Mutonyi, Slatten and Lien, 2020); and team innovation (Tang, Chen, van Knippenberg, and Yu, 2020). Some other prior studies have tackled EL as an explanatory factor, in which EL mediates the emotional intelligence-PE relationship (Alotaibi, Amin, and Winterton, 2020).

A final important note has been also observed, that is supervisor undermining negatively affects employees' PE; which will in its turn decrease their satisfaction, their work engagement, and increase their intentions to leave (Sunm, Burkem,

Chen, Tan, Zhang, and Hou, 2022). Meanwhile, other scholars have pointed out some other effective leadership roles in leveling up their employees' behaviors, such that transformational leadership positively affects constructive deviant behaviors (namely: pro-social behavior, expressing voice, taking charge, whistleblowing) via felt obligation (Shabbir and Hassan, 2022).

Therefore, based on the above discussion, it could be concluded that some waves of research have studied EL as an independent variable (ie. Kundu, et al., 2019); or as a mediator (ie. Alotaibi, 2020); and investigated its positive consequences on PE (ie. Alotaibi, 2020; Kundu, et al., 2019), innovative working behavior (ie. Zhang, et al., 2022), and performance (ie. Kundu, et al., 2019), or studied EL as a moderator in other contexts (ie. Vu, et al., 2021); while there is some shortage in studying its moderating role in enabling favorable situations to increase employees' innovative, challenging and interpersonal constructive behavioral dimensions.

Accordingly, studying the EL role as a favorable condition in the work setting would be required to increase employees' positive outcomes; as it may be claimed that the interplay between EL and employees' PE would inspire employees to get involved in constructive deviant behaviors. For fulfilling the purposes of the current study, Arnold and his colleagues' definition (2000) will be employed, and hypothesis three will be drawn as follows:

H₃: Empowering Leadership moderates the psychological empowerment-employees' constructive behaviors relationship.

Hence, to conclude, it could be noticed that the previous section has exhibited the current study's suggested relationships, upon which the study's framework will be presented as follows.

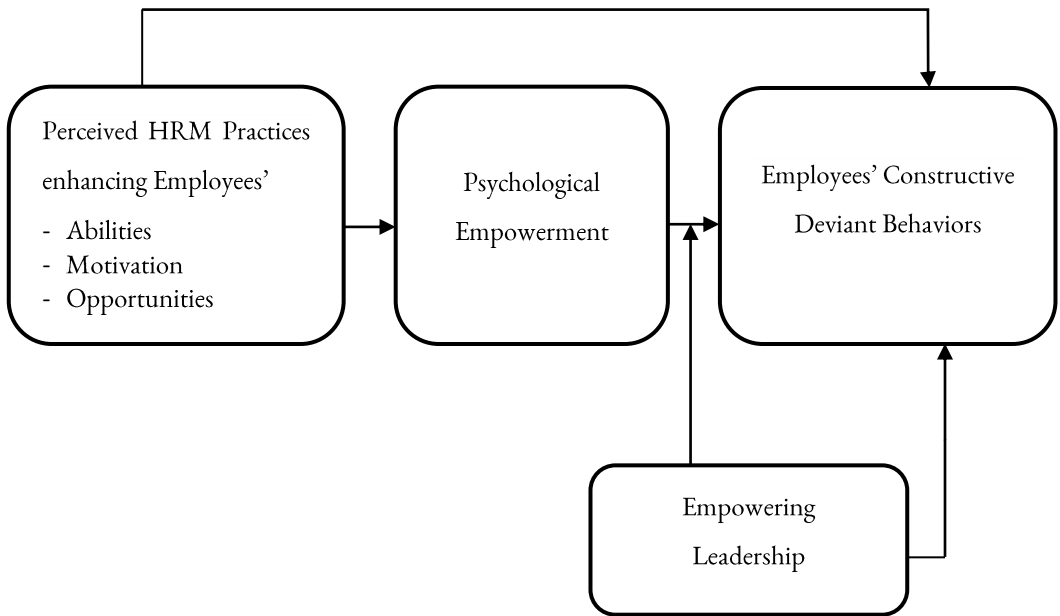


Figure 1: Research Model

3. RESEARCH METHODOLOGY

3.1 PILOT STUDY

Before conducting the research, a pilot study was employed to figure out the study variables and the population, and assess the factors related to the accessibility of the data gathered from the sampled population. The researcher has conducted semi-structured interviews, to capture the above purposes. Those interviews were applied on 19 respondents during attending an EMBA course in the faculty of Business-Alexandria University, in the fall semester 2023. Additionally, 22 respondents were approached during an EDBA course in the same semester.

During the interviews, some questions were asked in order to identify the antecedents, processes and conditions relevant to the study. The respondents concurred that among other variables, their perceptions regarding HRM practices devoted to increase abilities, motivation and work opportunities are essential engines affecting their positive attitudes and behaviors, especially, psychological empowerment, and constructive deviant behaviors. Moreover, effective leadership is considered a critical factor in forcing those positive behaviors and attitudes.

3.2 POPULATION AND SAMPLING

The targeted study population is defined as employees working in both governmental institutions and private organizations in the service and industrial sectors in Alexandria. Due to the difficulty of accessing to the sampling frames for those organizations and institutions, a convenient sampling technique was carried out. Therefore, the current research has approached the employees in different positions working in some governmental institutions and private organizations in service and industrial sectors (As shown in Table 1). Moreover, due to the help of some referent managers working in those different institutions and organizations, an access was approached to reach the targeted elements. The variety in the sampled organizations and institutions in both sectors would make it a suitable sampling population for conducting the current research, and a relevant context upon which the understudy factors would be tested in the Alexandrian region. A total amount of 500 questionnaires have been distributed, of which a total of valid and completed 282 questionnaires were returned, reporting a 56.4 % total response rate.

3.2.1 DESCRIPTIVE ANALYSIS FOR THE STUDY SAMPLE

Descriptive statistics is considered a technique used to offer a thorough clarification of the research data. Three main classifications are exhibited as follows: frequency, averages (considered as measures of the central tendency), and standard deviations (considered as measures of variability). The respondents' profiles and the research variables are both subject to the descriptive analyses. Accordingly, the sampling description is shown in the respondents' profiles as follows:

Table 1: Respondents' profile

| | Frequency | Percent | Total |
|-----------------------------|-----------|---------|-------|
| Age | | | |
| Less than 30 | 79 | 28.0 | 282 |
| 30 and less than 40 | 149 | 52.8 | |
| 40 and less than 50 | 43 | 15.2 | |
| 50 and more | 11 | 4 | |
| Organizational Level | | | |
| Top management | 64 | 22.6 | 282 |
| Middle management | 131 | 46.5 | |
| First line management | 87 | 30.9 | |

| | Frequency | Percent | Total |
|---------------|-----------|---------|-------|
| Gender | | | |
| Male | 166 | 58.9 | 282 |
| Female | 116 | 41.1 | |
| Sector | | | |
| Governmental | 109 | 38.6 | 282 |
| Private | 173 | 61.4 | |
| Type | | | |
| Industrial | 125 | 44.3 | 282 |
| Service | 157 | 55.7 | |

As noted in Table (1), the description of the sampled participants can be described, where male respondents totaled 58.9% of the total respondents (166 employees), as opposed to female respondents, who accounted for 41.1% (116 employees). The table also depicts that employees working at the middle management represent the greatest percentage of the total respondents (131 employees representing 46.5%); followed by employees at the first-line management level, and top management level, which accounted for 30.9% (87 employees) and 22.6% (64 employees) respectively. Additionally, it can be observed that about half of the sample (149 employees) lies in the 30 and less than 40 years category (52.8%); whereas 79 employees are below 30 years, which accounts for 28% of the sample. Moreover, 43 employees (whose 40 and less than 50 years old) and 11 employees (above 50 years), account for 15.2% and 4% of the sample respectively. 109 employees are working in governmental institutions, while 173 are working in private organizations; with percentages of 38.6 and 61.4 of the research sample consecutively. Finally, 125 and 157 employees are working in industrial and service sectors respectively; which account for 44.3 and 55.7 of the sample.

Additionally, a detailed research variables' descriptive analysis is described in the following table:

Table 2: The Research Variables' Descriptive Analysis

| Research Variable | Mean | Std. Deviation | Frequency | | | | |
|--|--------|----------------|-----------|----|-----|-----|----|
| | | | 1 | 2 | 3 | 4 | 5 |
| Perceived HRM Practices Enhancing Employees' Abilities | 3.6028 | 0.81690 | 3 | 11 | 121 | 107 | 40 |
| Perceived HRM Practices Enhancing Employees' Motivation | 3.6667 | 0.84925 | 0 | 14 | 122 | 90 | 56 |
| Perceived HRM Practices Enhancing Employees' Opportunities | 3.6206 | 0.76489 | 0 | 10 | 126 | 107 | 39 |
| Psychological Empowerment | 4.1277 | 0.76257 | 0 | 9 | 39 | 141 | 93 |
| Constructive Deviant Behaviors | 3.7411 | 0.63162 | 0 | 0 | 102 | 151 | 29 |
| Empowering Leadership | 3.9433 | 0.70356 | 0 | 9 | 51 | 169 | 53 |

As clarified in Table (2), means and standard deviations for the study variables are displayed, indicating that the average answers for the research variables are all above average. Furthermore, by looking closely at the results, it could be observed that motivation has the highest S.D (0.84925), whereas the constructive behaviors variable has the lowest S.D (0.63162).

3.3 DATA COLLECTION

The current research has conducted a cross-sectional survey design (Oppenheim, 2000), in which a quantitative self-administered questionnaire was developed to collect data related to the research variables. The questionnaire consists of five main parts. The first four parts are designed to measure the research variables (HRM practices enhancing employees' AMO framework, psychological empowerment, constructive behaviors, and empowering leadership respectively); whereas the fifth one is designed to collect respondents' demographic information (represented in age, managerial levels, and gender), in addition to the sector and type.

All the questionnaire's items were translated into Arabic language to facilitate gathering information from respondents. Furthermore, the questionnaire's content validity was assured by academic human resource management professors, at the Faculty of Business, Alexandria University. The next section will display in detail the explanations of the research variables, in addition to their related measures.

3-4 MEASURES

3.4.1 THE INDEPENDENT VARIABLES: PERCEIVED HRM PRACTICES ENHANCING EMPLOYEES' ABILITIES, MOTIVATION AND OPPORTUNITIES

The research independent variables were measured using the human resource management practices scale, established by Tian and his colleagues (2016) to assess perceptions of the employees about their organizations' human resource practices. Statement 20 is an inverse item; hence, its score has been reversed in the analysis. The measure has also been rated on a five-point scale, which ranges from 1 completely disagree to 5 completely agree. The measure consists of 20 items comprising three main domains devoted to evaluating HRM practices enhancing employees' abilities, motivation and opportunities as follows:

Perceived HRM practices enhancing employees' Abilities: the scale consists of 7 questions (1-7) for measuring employees' perceptions about HR practices directed to enhance employees' skills and knowledge. Those practices include the existence of formal training programs, selection and hiring process, and development feedback from supervisors about those employees' improvement.

Perceived HRM practices enhancing employees' Motivation: the measure consists of 5 questions (8-12), in which employees are asked to rate their perceptions about their wages compared to other organizations' wages in the same industry, the merit-based compensation, their participation in the formal performance appraisal, and the extra benefits provided by their organizations.

Perceived HRM practices enhancing employees' Opportunities: the scale consists of 8 questions (13-20), assessing HR practices most likely to enhance employees' involvement and importance feelings in their organizations, in addition to rating their perceptions concerning opportunities provided for increasing their valuable contributions and participation in work. Those questions evaluate employees' team works in their organizations, the extent of their participation in the decision-making processes, the decentralization of employees' participation process, communication and information sharing concerning the performance of the organization, in addition to employees' autonomy regarding their freedom of making modifications to their work activities (Tian, et al., 2016).

3.4.2 THE MEDIATING VARIABLE: PSYCHOLOGICAL EMPOWERMENT

The current research has used the PE measurement designed by Thomas and Velthouse (1990). It consists of 7 statements, and was measured using a five-point scale, ranging from 1 completely disagree to 5 completely agree. In this context, due to the nature of psychological empowerment, it is neither a generalized continued personality trait across different situations, nor a generalized global construct across different life circumstances and positions; instead, it would be a cognitive set determined by the work environment (Thomas and Velthouse, 1990).

Accordingly, PE comprises four dimensions to describe an adequate cognitive set for a better understanding of employees' psychological empowerment. Those dimensions are necessary to compose the whole PE concept: a sense of meaning, which refers to employees' perceptions regarding the value or worth of their tasks, objectives, or goals, this value would be judged according to their values and standards (Questions 21-22), sense of competence (in other words, self-efficacy), that reflects the degree in which employees believe that they have the necessary abilities required to perform their activities (Questions 23-24), sense of self-determination, which reflects the autonomy and choices offered to the employees to introduce, initiate and regulate their activities performed by themselves (Question 25), and finally, sense of impact (Questions 26-27), which refers to employees' perceptions regarding themselves, that they have some type of influence over their existing working environment (Mubarak and Noor, 2018; Spreitzer, 1995; Thomas and Velthouse, 1990).

3.4.3 THE DEPENDENT VARIABLE: EMPLOYEES' CONSTRUCTIVE DEVIANT BEHAVIORS

The variable was measured using the scale developed by Galperin (2002). The scale consists of 15 items, and was rated on a five-point scale ranging from 1 completely disagree to 5 completely agree.

The measure comprises three dimensions, namely innovative organizational deviances, which refer to the innovative and creative actions that are of benefit, and are directed towards the organization (questions: 28-32), while challenging organizational deviances indicate the actions that outwardly challenge the present rules and values, they are advantageous by their nature, and are directed

towards the organization (questions: 33-37), and interpersonal deviances, which refer to the actions that are of a benefit and directed towards the benefit of individuals (questions: 38-42).

3.4.4 THE MODERATING VARIABLE: EMPOWERING LEADERSHIP

Na-Nan and his colleagues (2020) have developed a 20-item scale, rated on a five-point Likert scale, named the Empowering Leadership Questionnaire (ELQ). In this context, Na-Nan and his colleagues declared that the empowering leadership scale was developed based on modifying and synthesizing the present concepts and scales of empowering leadership introduced by Arnold and his colleagues (2000), Konczak and his colleagues (2000), Polpanthin (2016), Sawangsak and Thepsang (2010) and Srivastava, Bartol and Locke (2006). The scale consists of five dimensions introduced to measure subordinates' perceptions of their leaders.

Those dimensions involve leading by example (questions: 43-45), which refers to setting goals for employees depending on their potential, in addition to performing behavioral models for achieving targets (Na-Nan, et al., 2020). In this same context, leading by example also involves leaders showing full devotion behaviors for their team members to attend and imitate, as well as setting standards of behaviors for their subordinates to comply with (Arnold, et al., 2000). Participative decision-making (questions: 46-49), refers to the behavior of the leader who provides opportunities for employees to express their opinions, he would also stimulate and supports his employees to introduce their ideas to solve problems, as well as apply their ideas and suggestions to make decisions (Srivastava et al., 2006). Coaching (questions: 50-53), which means the behavior of the leader directed towards developing and reinforcing effective employees, helping them to cooperate to solve problems at work with their colleagues, and increasing sharing of information among employees to help them perform their work effectively (Arnold et al., 2000; Srivastava et al., 2006). Informing (questions: 54-57), which means the leader's behaviors to provide information, rules, regulations and guidelines for organizational members to help them make decisions, and achieve goals. (Na-Nan, et al., 2020). Moreover, informing may also involve information diffusion applicable to making decisions (Arnold, et al., 2000). Finally, showing concern and developing strong relationships with staff members (questions: 58-62), refers to the behavior of the leader who equally pays

his attention to enhancing the success and solving problems of all employees, as well as allocating time for stimulating good relationships between them (Arnold et al., 2000; Srivastava et al., 2006). Sookaneknun (2017) further elaborated that showing concern means perceptions to value and enhance employees' creative thinking, in addition to giving them the authority to make decisions.

For the current study, some items in the above-mentioned scales have been omitted due to the redundancy in some questions, hence avoiding those repetitive items was a prerequisite step. All the above scales were rated on a five-point scale ranging from 1 completely disagree to 5 completely agree.

3.4.5 DEMOGRAPHIC VARIABLES

Five demographic variables have been incorporated into the questionnaire: respondents' age, gender, sector, type, and organizational level.

3.5 DATA ANALYSIS

To conduct the analysis of the research data, checking for the data's reliability and authenticity comes as a first step. In this context, convergent and discriminant validity are examined, and factor analysis was run to determine factor loadings and average variances of the research variables. Additionally, testing for reliability using Cronbach's Alpha formula was applied (Cronbach, 1951).

As a prerequisite for analyzing data, a second phase was applied by investigating the data normality. Inferential analysis was then employed as a third phase; in which regression analysis was applied for testing the research hypotheses, using the SPSS – version 26 statistical package.

3.5.1 VALIDITY AND RELIABILITY TESTS

Testing research data for its construct validity and reliability is considered as a preliminary phase for data analysis. In this context, reliability is defined as “the degree of consistency between items of one construct”, whereas validity is defined as “the degree of measuring items of a certain construct in the right way” (Sekaran and Bougie, 2016).

Using the principal component method, Kaiser-Meyer-Olkin (KMO), the normal community for each hidden component (cleared by the Average Variance Extracted AVE), and Factor Loadings (FL) were calculated to evaluate

the convergent validity of the research data. Moreover, Cronbach's alpha (Cronbach, 1951) was measured to verify for data's reliability. Table (3) clears the convergent validity and the reliability test findings as follows:

Table 3: Convergent Validity and Reliability Test

| Variables | KMO | AVE | Cronbach's Alpha | Items | Factor Loading |
|--|-------|--------|------------------|-------|----------------|
| Perceived HRM Practices Enhancing Employees' Abilities | 0.883 | 55.655 | 0.866 | 1 | 0.535 |
| | | | | 2 | 0.539 |
| | | | | 3 | 0.607 |
| | | | | 4 | 0.569 |
| | | | | 5 | 0.565 |
| | | | | 6 | 0.555 |
| | | | | 7 | 0.526 |
| Perceived HRM Practices Enhancing Employees' Motivation | 0.774 | 61.528 | 0.791 | 8 | 0.573 |
| | | | | 9 | 0.703 |
| | | | | 10 | 0.674 |
| | | | | 12 | 0.511 |
| Perceived HRM Practices Enhancing Employees' Opportunities | 0.862 | 50.452 | 0.835 | 13 | 0.411 |
| | | | | 14 | 0.493 |
| | | | | 15 | 0.570 |
| | | | | 16 | 0.562 |
| | | | | 17 | 0.571 |
| | | | | 18 | 0.470 |
| | | | | 19 | 0.456 |
| Psychological Empowerment | 0.873 | 66.274 | 0.871 | 21 | 0.701 |
| | | | | 22 | 0.702 |
| | | | | 23 | 0.680 |
| | | | | 24 | 0.670 |
| | | | | 25 | 0.561 |
| Constructive Deviant Behaviors | 0.871 | 54.332 | 0.859 | 28 | 0.580 |
| | | | | 29 | 0.614 |
| | | | | 30 | 0.514 |
| | | | | 31 | 0.505 |
| | | | | 32 | 0.511 |
| | | | | 33 | 0.475 |
| | | | | 34 | 0.606 |
| | | | | 44 | 0.577 |
| | | | | 45 | 0.488 |
| | | | | 46 | 0.518 |
| | | | | 47 | 0.514 |
| | | | | 48 | 0.502 |
| | | | | 49 | 0.445 |
| 50 | 0.489 | | | | |

| Variables | KMO | AVE | Cronbach's Alpha | Items | Factor Loading |
|-----------|-----|-----|------------------|-------|----------------|
| | | | | 51 | 0.500 |
| | | | | 53 | 0.514 |
| | | | | 54 | 0.476 |
| | | | | 55 | 0.585 |
| | | | | 56 | 0.550 |
| | | | | 57 | 0.465 |
| | | | | 58 | 0.489 |
| | | | | 59 | 0.501 |
| | | | | 60 | 0.524 |

As can be observed in Table (3), the findings show that the under-study research has proved appropriate convergent validity and reliability. All Cronbach alpha coefficients (>0.7), cleared acceptable reliability measures. In addition, all AVE percentages ($>50\%$), and all factor loading values (>0.4) were accepted for most of the questionnaire's statements (Sekaran and Bougie, 2016), except for some items which have been excluded, due to their low factor loadings. Moreover, All KMO values were accepted (>0.6), which determined the sampling adequacy for conducting the research analysis.

Accordingly, and to sum up, the AVE percentages, FL values, KMO values, and Cronbach's Alpha coefficients are all within the acceptable bounds, after omitting items with low factor loadings (less than 0.4).

To avoid the common method variance (CMV) problem, the discriminant validity of the research variables was also verified. In this context, discriminant validity is represented when the squared roots of the average value extracted (AVE) for each construct are greater than the correlations with other constructs (Fornell and Larcker, 1981). Table (4) shows squared AVEs and Pearson correlation coefficients of the study variables as follows:

Table 4: Discriminant Validity of the Research Data

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---------|---------|---------|---------|---------|---------|
| 1. Perceived HRM Practices Enhancing Employees' Abilities | (0.746) | | | | | |
| 2. Perceived HRM Practices Enhancing Employees' Motivation | 0.578** | (0.784) | | | | |
| 3. Perceived HRM Practices Enhancing Employees' Opportunities | 0.589** | 0.566** | (0.711) | | | |
| 4. Psychological Empowerment | 0.556** | 0.456** | 0.492** | (0.814) | | |
| 5. Constructive Deviant Behaviors | 0.573** | 0.509** | 0.540** | 0.534** | (0.737) | |
| 6. Empowering Leadership | 0.493** | 0.343** | 0.462** | 0.524** | 0.487** | (0.713) |

N=282; ** Correlation is significant at 0.01 level (2-tailed); Squared roots for AVEs appear on the diagonal.

The results presented in table (4) implied that all the squared roots for AVE values for all constructs are greater than their correlations between the corresponding construct and other constructs, indicating an adequate discriminant validity for all the research variables.

3.5.2 TESTING NORMALITY FOR RESEARCH VARIABLES

Finding out whether a data set is normal requires establishing a normality test. It is claimed that confirming the data normalcy is crucial for inferential analysis, since it dictates whether the researcher can react to the study hypotheses using parametric or non-parametric tests. Accordingly, parametric analyses, such as regression analysis may be used by the researcher if the data is uniformly distributed.

The skewness and kurtosis normality tests are the most frequent techniques used to verify the normality of the research data. Table (5) displays the normality test results as follows:

Table 5: Normality Testing

| | Skewness | | Kurtosis | |
|--|-----------|------------|-----------|------------|
| | Statistic | Std. Error | Statistic | Std. Error |
| Perceived HRM Practices Enhancing Employees' Abilities | -0.059 | 0.145 | 0.081 | 0.289 |
| Perceived HRM Practices Enhancing Employees' Motivation | 0.205 | 0.145 | -0.864 | 0.289 |
| Perceived HRM Practices Enhancing Employees' Opportunities | 0.285 | 0.145 | -0.578 | 0.289 |
| Psychological Empowerment | -0.656 | 0.145 | 0.208 | 0.289 |
| Constructive Deviant Behaviors | 0.270 | 0.145 | -0.650 | 0.289 |
| Empowering Leadership | -0.476 | 0.145 | 0.452 | 0.289 |

As observed in the previous table, the results revealed that numerous skewness and kurtosis values are within the allowable limit of ± 1 , demonstrating that the research data is typically normally distributed. Therefore, data analysis could be run and described using parametric testing.

3.5.3 REGRESSION ANALYSIS

3.5.3.1 TESTING MULTI-COLLINEARITY AMONG INDEPENDENT VARIABLES

This part investigates the multi-collinearity for the under-study research independent variables. In this context, avoiding information redundancy in the under-study model is considered as a crucial premise; thus, more information about the criterion is given in the following table, to verify the Variance Inflation Factor (VIF) values for the independent variables.

Table 6: VIF values for the Research Independent Variables

| Independent Variables | VIF |
|--|-------|
| Perceived HRM Practices Enhancing Employees' Abilities | 1.771 |
| Perceived HRM Practices Enhancing Employees' Motivation | 1.700 |
| Perceived HRM Practices Enhancing Employees' Opportunities | 1.736 |

As presented in table (6), the results for testing the VIFs for the research independent variables, indicated that they are all less than 5. This means that multi-collinearity between the research independent variables does not exist as a problem, therefore conducting regression analysis could be done.

3.5.3.2 TESTING AUTOCORRELATION

The Durbin-Watson test has been applied to the model, as it is one of the statistic tests examining the null hypothesis that the residuals are not auto-correlated, against the alternative that the residuals follow an autocorrelation process. By observing the Durbin-Watson test values, they are close to 2, indicating that the null hypothesis of no autocorrelation is supported; which implies that there is not an autocorrelation problem.

Durbin-Watson values for Psychological Empowerment = 1.814

Durbin-Watson values for Constructive Behaviors = 1.798

To sum up, from the previous tests, and by looking deeply at the results, it could be claimed that the tests proved no multi-collinearity and no autocorrelation problems. Accordingly, multiple regression analysis was conducted to test for the research hypotheses, as cleared in the next section.

3-6 REGRESSION ANALYSIS RESULTS

This section represents the regression analysis results for the research hypotheses. H1 results are presented in table (7) as follows:

Table 7: Regression Model of Independent Variables on Constructive Deviant Behaviors

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | P value | R ² |
|--|-----------------------------|------------|---------------------------|----------|---------|----------------|
| | B | Std. Error | Beta | | | |
| (Constant) | 1.609 | 0.157 | | 10.229** | 0.001 | 0.410 |
| Perceived HRM Practices Enhancing Employees' Abilities | 0.248 | 0.047 | 0.321 | 5.238** | 0.001 | |
| Perceived HRM Practices Enhancing Employees' Motivation | 0.136 | 0.045 | 0.183 | 3.053** | 0.002 | |
| Perceived HRM Practices Enhancing Employees' Opportunities | 0.204 | 0.050 | 0.247 | 4.070** | 0.001 | |
| a. Dependent Variable: Constructive Deviant Behaviors | | | | | | |

** Coefficient is significant at 0.01 level (2-tailed)

The first hypothesis proposed positive total relationships between perceived HRM practices devoted to enhancing employees' AMO framework and their constructive deviant behaviors. The results came to support H1. In this regard, table 7 results show positive significant total effects of perceived HRM practices enhancing employees' abilities (H1a), motivation (H1b), and opportunities (H1c)

on their constructive deviant behaviors, with regression beta coefficients equal to 0.321, 0.183 and 0.247 units respectively. All the values are accepted at a significant level=0.01 (p value= 0.001, 0.002, 0.001). The findings also indicate that for one standard unit increase in perceived HRM practices directed to enhance employees' AMO framework, there is a corresponding increase in their constructive deviant behaviors by 0.321, 0.183, and 0.247 units respectively. Additionally, by referring to the standardized beta coefficients, it could be observed that the perceived HRM practices devoted to enhancing employees' abilities have the most influencing effect on constructive behaviors, followed by opportunities and then motivation.

Also, by looking at the R squared (R^2) value in the table, it could be noticed that independent variables have explained 41% ($R^2 = 0.410$) of the total variance in the employees' constructive deviant behaviors. Hence, to sum up, the above results indicate that the three independent variables are significantly affecting employees' constructive deviant behaviors; thereby, accepting the first research hypothesis.

The second hypothesis aimed at detecting the mediating effect of PE on the perceived HRM practices enhancing AMO framework-constructive deviant behaviors relationships. The findings of the analyses came to partially support H₂, where PE was found to partially mediate perceived HRM practices enhancing abilities, and opportunities-constructive deviant behaviors relationships (H_{2a} and H_{2c}). While, PE did not play the mediating role on the perceived HRM practices enhancing motivation-constructive deviant behaviors relationship (H_{2b}), as will be presented:

Before analyses were run, three main steps in conditioning the PE mediation testing were confirmed (Baron and Kenny, 1986). First, the total effects between independent and dependent variables were supported (as cleared earlier in H₁).

Second, the independent variables-the mediator relationships were also cleared, as observed in Table (8):

Table 8: Regression Model of Independent Variables on Psychological Empowerment

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | P value | R ² |
|--|-----------------------------|------------|---------------------------|---------|---------|----------------|
| | B | Std. Error | Beta | | | |
| (Constant) | 1.744 | 0.198 | | 8.820** | 0.001 | 0.361 |
| Perceived HRM Practices Enhancing Employees' Abilities | 0.334 | 0.060 | 0.358 | 5.604** | 0.001 | |
| Perceived HRM Practices Enhancing Employees' Motivation | 0.119 | 0.056 | 0.133 | 2.122* | 0.035 | |
| Perceived HRM Practices Enhancing Employees' Opportunities | 0.206 | 0.063 | 0.206 | 3.264** | 0.001 | |
| a. Dependent Variable: Psychological Empowerment | | | | | | |

* Coefficient is significant at 0.05 level (2-tailed)

** Coefficient is significant at 0.01 level (2-tailed)

The above findings stated that perceived HRM practices directed to enhance employees' AMO framework positively affected PE, where perceived HRM practices enhancing abilities-PE relationship was supported (beta=0.358, T=5.604), perceived HRM practices enhancing motivation-PE relationship was recorded (beta=0.133, T=2.122), and perceived HRM practices enhancing opportunities-PE relationship was also cleared (beta=0.206, T=3.264). The effects of perceived HRM Practices enhancing employees' abilities and opportunities on PE are accepted at a significant level of 0.01 (P=0.001, 0.001), while the effect of perceived HRM practices enhancing employees' motivation on PE is accepted at a significant level of 0.05 (p=0.035).

By noticing the R squared (R²) value in the above-mentioned table, it could be stated that the independent variables have explained 36.1% (R²= 0.361) of the total variance in the employees' psychological empowerment. The findings additionally reflect that for each standard unit increase in perceived HRM practices enhancing abilities, motivation, and opportunities, there is an increase of 0.358, 0.133, and 0.206 units respectively in those employees' psychological empowerment. Moreover, the standardized beta coefficient results reflect an important note; in which perceived HRM practices directed towards enhancing employees' abilities have the most influencing impact on their PE, followed by enabling favorable opportunities for work, and then motivation.

Finally, as a third step, the mediating effect test was run using Sobel test. The results presented in Table (9) have revealed significant positive direct effects on constructive deviant behaviors as follows:

Table 9: Mediating Role of Psychological Empowerment

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | P value | R ² |
|--|-----------------------------|------------|---------------------------|---------|---------|----------------|
| | B | Std. Error | Beta | | | |
| (Constant) | 1.268 | 0.173 | | 7.339** | 0.001 | 0.446 |
| Perceived HRM Practices Enhancing Employees' Abilities | 0.183 | 0.049 | 0.237 | 3.769** | 0.001 | |
| Perceived HRM Practices Enhancing Employees' Motivation | 0.113 | 0.044 | 0.152 | 2.586** | 0.010 | |
| Perceived HRM Practices Enhancing Employees' Opportunities | 0.164 | 0.050 | 0.198 | 3.303** | 0.001 | |
| Psychological Empowerment | 0.195 | 0.046 | 0.236 | 4.216** | 0.001 | |
| a. Dependent Variable: Constructive Deviant Behaviors | | | | | | |

** Coefficient is significant at 0.01 level (2-tailed)

The results revealed in table (9) show the regression analysis findings for the mediating role of PE on each of the perceived HRM practices enhancing abilities-constructive behaviors relationship (H2a), where (beta=0.237, sig=0.01, p=0.001), the perceived HRM practices enhancing motivation-constructive behaviors relationship (H2b), where (beta=0.152, sig=0.01, p=0.010), as well as the perceived HRM practices enhancing opportunities-constructive behaviors relationship (H2c), where (beta=0.198, sig=0.01, p=0.001). The results also cleared a significant PE-constructive deviant behaviors positive relationship, where (beta=0.236, sig=0.01, p=0.001). Additionally, an R² value of 0.446 was scored.

In this regard, the Hayes process for testing the PE's mediating effect on the perceived HRM practices enhancing employees' abilities-constructive deviant behaviors relationship was furtherly applied (H2a); such that there is a significant positive total effect of perceived HRM practices enhancing employees' abilities on constructive deviant behaviors at a significant level 0.01, p=0.001 (as illustrated in table 7). Moreover, table 9 shows a significant positive direct effect of perceived HRM practices enhancing employees' abilities on constructive deviant behaviors (Beta= 0.237, Unstandardized Coefficient=0.183, S.E.=0.049).

Additionally, Table 8 illustrates a significant positive indirect effect of perceived HRM practices enhancing employees' abilities on PE (Beta=0.358, Unstandardized Coefficient=0.334, S.E.=0.060). Lastly, a significant positive indirect effect of PE on constructive deviant behaviors was also revealed in table 9 (Beta= 0.236, Unstandardized Coefficient=0.195, S.E.= 0.046). Using Sobel test, it could be observed that there is a significant mediating effect of PE on the perceived HRM practices enhancing employees' abilities-constructive deviant behaviors relationship (point effect=0.065, Sobel Test Statistic=3.373, P=0.001, P<0.01).

Moreover, the Hayes process was conducted for testing the mediating effect of PE on the perceived HRM practices enhancing employees' motivation-constructive deviant behaviors relationship (H2b). In this context, a significant positive total effect of perceived HRM practices enhancing employees' motivation on constructive deviant behaviors was detected at a significant level of 0.01 (p=0.002), as shown in table 7. Table 9 also shows that there is a significant positive direct effect of perceived HRM practices enhancing employees' motivation on constructive deviant behaviors (Beta= 0.152, Unstandardized Coefficient=0.113, S.E.= 0.044). In addition, table 8 illustrates that there is a significant positive indirect effect of perceived HRM practices enhancing employees' motivation on PE (Beta=0.133, Unstandardized Coefficient=0.119, S.E.=0.056). Also, there is a significant positive indirect effect of PE on constructive deviant behaviors as shown in table 9 (Beta=0.236, Unstandardized Coefficient=0.195, S.E.= 0.046). While, using Sobel Test, it could be observed that there is an insignificant mediating effect of PE on the perceived HRM practices enhancing employees' motivation-constructive deviant behaviors relationship (point effect=0.023, Sobel Test Statistic=1.900, P=0.057, P>0.05).

Lastly, Hayes process was also used for testing the mediating effect of PE between perceived HRM practices enhancing employee's opportunities and constructive deviant behaviors (H2c). In this regard, table 7 illustrates that there is a significant positive total effect of perceived HRM practices enhancing employees' opportunities on constructive deviant behaviors at a significant level=0.01 (p=0.001). Table 9 also shows that there is a significant positive direct effect of perceived HRM practices enhancing employees' opportunities on

constructive deviant behaviors (Beta=0.198, Unstandardized Coefficient=0.164, S.E.=0.050). moreover, Table 8 illustrates that there is a significant positive indirect effect of perceived HRM practices enhancing employees' opportunities on PE (Beta=0.206, Unstandardized Coefficient=0.206, S.E.=0.063). Also, there is a significant positive indirect effect of PE on constructive deviant behaviors (Beta=0.236, Unstandardized Coefficient=0.195, S.E.=0.046) as shown in table 9. Using Sobel Test, it could be observed that there is a significant mediating effect of PE on perceived HRM practices enhancing employees' opportunities-constructive deviant behaviors relationship (point effect=0.040, Sobel Test Statistic=2.590, $P=0.010$, $P<0.05$).

In this context, an important note could be noticed that the above presented findings reflect partial mediating effects of the PE on each of the perceived HRM practices enhancing employees' abilities (Sobel Test Statistic=3.373, $P=0.001$, $P<0.01$), and employees' opportunities (Sobel Test Statistic=2.590, $P=0.010$, $P<0.05$)-constructive deviant behaviors relationships; whereas an insignificant mediating effect of the PE on the perceived HRM practices enhancing employees' motivation-constructive deviant behaviors relationship was scored (Sobel Test Statistic=1.900, $P=0.057$, $P>0.05$). The Partial mediation occurs when a significant total effect stands in the presence of the direct mediation effect (Baron and Kenny, 1986); meaning that each of the perceived HRM practices enhancing abilities, and opportunities have their individual effects, moreover, PE may play the explanatory role in the above-proposed relationships. In other words, the effect of the perceived HRM practices directed towards enhancing abilities and opportunities on employees' constructive behaviors will go through the partial intervention of PE. Another important note would be also detected by looking at the standardized beta coefficients; such that perceived HRM practices devoted to enhancing employees' abilities would have the most influencing impact on constructive deviant behaviors, followed by favorable opportunities, through the PE mediating role.

To conclude, it could be claimed that the above results support the role of PE as an important mechanism, through which perceived HRM practices directed towards enhancing employees' abilities (H2a) and opportunities (H2c) positively and significantly affect employees' constructive deviant behaviors, while rejecting H2b. Hence, partially supporting H2.

The third hypothesis proposed that EL could play the moderating role to the PE-employees' constructive deviant behaviors relationship. Therefore, the interaction effect of PE and EL on employees' constructive deviant behaviors was assessed. As a first step of the analysis, table (10) will show the regression model of psychological empowerment and empowering leadership as independent variables on constructive behaviors as follows:

Table 10: Regression Model of PE and EL on Constructive Deviant Behaviors

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | P value | R ² |
|---|-----------------------------|------------|---------------------------|---------|---------|----------------|
| | B | Std. Error | Beta | | | |
| (Constant) | 1.415 | 0.196 | | 7.232** | 0.001 | 0.345 |
| Empowering Leadership | 0.257 | 0.051 | 0.286 | 5.021** | 0.001 | |
| Psychological Empowerment | 0.318 | 0.047 | 0.385 | 6.756** | 0.001 | |
| a. Dependent Variable: Constructive Deviant Behaviors | | | | | | |

** Coefficient is significant at 0.01 level (2-tailed)

From the above-presented table (10), it could be observed that there are significant positive effects of EL and PE on constructive deviant behaviors, as the P-value is less than 0.01, and the regression coefficients are 0.286, and 0.385 respectively. Moreover, the R² is 0.345, which means that 34.5% of the variation of the constructive deviant behaviors can be explained by EL and PE.

Additionally, as a second step of the analysis, table (11) presents the regression analysis for the moderating role of empowering leadership as follows:

Table 11: Moderating Role of Empowering Leadership

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | P value | R ² |
|---|-----------------------------|------------|---------------------------|---------|---------|----------------|
| | B | Std. Error | Beta | | | |
| (Constant) | 3.027 | 0.706 | | 4.287** | 0.001 | 0.358 |
| Empowering Leadership | 0.252 | 0.051 | 0.281 | 4.976** | 0.001 | |
| Psychological Empowerment | -0.075 | 0.172 | -0.091 | -0.436 | 0.663 | |
| PE*EL | 0.027 | 0.011 | 0.491 | 2.375* | 0.018 | |
| a. Dependent Variable: Constructive Deviant Behaviors | | | | | | |

* Coefficient is significant at 0.05 level (2-tailed)

** Coefficient is significant at 0.01 level (2-tailed)

Table (11) shows that there is a significant positive moderating role of EL on constructive deviant behaviors (P -value < 0.05 ; beta Coefficient= 0.491). Moreover, the R Square is 0.358 ; meaning that 35.8% of the variation of the constructive behaviors can be explained by the moderating role of empowering leadership.

Obviously, from the last tables (10) and (11), it could be noticed that when the regression analysis was run on the PE-constructive deviant behaviors relationship, and the EL-constructive deviant behaviors relationship there was a significant positive effect with $R^2 = 0.345$, at a significant level equal to 0.01 , $p=0.001$. However, after the interaction between EL and PE, it can be observed that the effect of PE on constructive deviant behaviors has turned out to be insignificant ($p=0.663$). Furthermore, EL as an interactive variable has an influential effect on constructive deviant behaviors; as a higher R^2 of 0.358 was recorded, indicating an increase of 1.3% in the variance explained in constructive deviant behaviors. Hence, the above findings came to support the moderating role of EL on the above-mentioned relationship, and thus H_3 was accepted.

4. DISCUSSION

From the perspective of the AMO framework, the social exchange theory, and the norm of reciprocity, the aim of the current study was to investigate employees' perceptions regarding the implementation of effective HRM bundles in helping them performing innovative, challenging and interpersonal constructive deviant behaviors. Hypothesis one was essentially drawn to achieve this objective, and the results came to support the hypothesis.

The essential implication of both of the social exchange theory, and the norm of reciprocity entails that the relationships between employees and their organizations depend on exchanging positive behaviors and outcomes for organizational benefits (Blau, 1964; Gouldner, 1960). Therefore, drawing on both theories, the current study findings came to agree with those of Malik and Lenka (2019b), who declared that when employees perceive that their organizations implement bundles of effective human resource practices and programs to enhance their abilities, motivation and conditions of work, they would be then more engaged in constructive deviant behaviors. The results also supported the wave of research which proved HRM practices positive effects on employees' constructive behaviors; in which HPWS has positive effects on

organizational innovation and creativity implementation (Zhao, et al., 2019); moreover, HR practices enhancing employees' AMO positively affect their deviant performance (Arthur, 2011). It also came to collaborate with Mat and his colleagues (2021); in which HRM practices are considered as necessary tools for managers to enhance their employees' positive behaviors and attitudes. Results would additionally agree with those of Susanti and Syahlani (2021); where organizations must level up their employees' abilities and skills, encourage them, and offer them the opportunities to perform their tasks, which will in its turn stimulate employees to give their organizations back by engaging in positive behaviors.

Though a growing interest in studying deviant behaviors has evolved, still there is a need for clarifying the processes through which those reciprocated relationships are exhibited (e. g. Phairat and Potipiroon, 2022). Thus, the above positive relationships were also challenged by the current researcher to detect the role of PE as a pivotal mechanism; in other words, the current researcher needed to answer the query of why in some cases those reciprocated relationships are perfectly performed, while in some other cases they do not; therefore, hypothesis two was proposed. The remedy for this question was revealed via the interrelated theories of the social exchange, the norm of reciprocity, and the cognitive evaluation; such that the current research would argue that employees' cognitive evaluation will start when they positively perceive the effective HRM policies implemented to stimulate their AMO framework. Consequently, they will exchange favorable internal psychological cognitions, moreover, they will be intrinsically motivated and will also feel included in their organizations (in other words, they will be psychologically empowered); which will in turn have clear manifestations on their constructive deviant behaviors.

Interestingly, the current study results came to support the above argument partially, therefore accepting H2a and H2c, while rejecting H2b. In this regard, the results demonstrated that employees are going to exhibit high levels of positive behaviors, in terms of psychological empowerment as an intervening mechanism, and consequently high levels of constructive deviant behaviors; as a way of exchanging favorable relationships with their organizations in case of perceiving their organization's HRM practices as effective and directed towards

increasing their abilities, and enabling favorable working environments; rather than being more motivated.

The results have further proved significance, in which they have emphasized on the most influential impact of the perceived HRM practices enhancing employees' abilities on their constructive deviant behaviors, followed by working opportunities, through the PE mediating role. Meaning that perceived HRM practices enhancing employees' abilities, then working environment would enhance employees' PE, and therefore increase their positive outcomes (in the form of constructive deviant behaviors). Those results would entail that recruitment, selection, and training HR practices devoted to enhance employees' abilities, skills and competencies would have the most positive effect on stimulating employees' psychological empowerment, which would be translated into more indulgence in constructive behaviors; followed by encouraging employees in exercising teamwork, and be involved in making decisions and sharing information to enable favorable working environment and opportunities. Therefore, it could be claimed that the perfect reciprocation has been completed through sending signals to employees, who will pay back by displaying more innovative, challenging, and interpersonal positive constructive deviant behaviors.

Those findings would be explained by Kusumaputri and Gustia (2022), as high levels of psychological empowerment may be described in employees' behaviors at work; where those employees develop their potential, benefit from their abilities and skills, and have control over their work, which would then increase their innovation, and vice versa. The current study findings came additionally to collaborate with those of Malik and Lenka (2019b), and Snape and Redman (2010) who declared that when HRM practices were directed towards demonstrating commitment and developing the welfare of their employees, they will then feel support and be more engaged in their work, and consequently, would be more actively engaged in constructive behaviors. Moreover, employees who have high intrinsic motivation feelings (e. g: psychological empowerment feelings), would be more motivated to increase their innovative and creative work behaviors (Javed, et al., 2017; 2019).

Furthermore, the results also proved evidence with relevant literature veins that detected positive HRM practices-PE relationships (Abbasi, et al., 2021; Rani, et

al., 2021; Sondakh, et al., 2021; Wattoo, et al., 2020). Further, the study findings could be also supported by some evidence clear in the relevant literature; as psychologically empowered employees would exhibit high levels of different constructive behavioral types (Düger, 2021; Galperin, 2002; Garg, et al., 2022; Gelaidan, et al., 2022; Hu, et al., 2018; Ilyas, et al., 2021; Lee, et al., 2018; Liang, et al., 2022; Mubarak and Noor, 2018; Phairat and Potipiroon, 2022; Prabowo, et al., 2018; Spreitzer, 1995; Zhang, et al., 2021; 2022).

Whereas, on the other hand, results have not proved the PE mediating effect on the HRM practices devoted to enhance employees' motivation-constructive deviant behaviors relationship. This may be explained as a consequence of employees' perceptions that their organizations have not given much interest for motivating them through benefits and compensation programs, in addition to performance appraisal systems; thus, not exhibiting high PE levels and constructive deviant behaviors. Nonetheless, it is also remarked that the PE mediating effects proved in both H2a and H2c had only a partial mediating role. This observation would entail two important notes: that is perceived HRM practices enhancing employees' abilities and providing favorable opportunities have their individual effects on constructive deviant behaviors. However, the second one still indicates that the proceeded HRM practices-constructive deviant behaviors relationships were made through the PE explanatory role; which would translate the significant perceived HRM positive effects into higher PE levels, which will in turn drive employees to reciprocate with higher positive constructive deviant behaviors.

To further pursue, it could be argued that some managers may resist such kinds of positive deviant behaviors; therefore, the current researcher has also asked for favorable situations, in which the empowering leader would make a difference in his employees' positive behaviors to raise their constructive deviant behaviors. To test this argument, H₃ was introduced.

The findings indicated that empowering leadership has a significant moderating role on the psychological empowerment-employees' constructive deviant behaviors relationship; and came to collaborate with some previous research, such as those of Kundu and his colleagues (2019); who detected that EL would be an important proactive catalyst that enhances employees' constructive ideas, where the empowering leader needs to empower his subordinates, and makes

sure that they are psychologically empowered. The findings came also to support the above notion, and demonstrate that high employees' PE levels and EL have on their own explained and justified 34.5% of the variation in employees' constructive deviant behaviors; yet, when the relationship has been moderated by EL, the explained variance has been increased by 1.3%, to reach 35.8%.

Interestingly, it could be also remarked that although the PE-constructive deviant behaviors relationship was a positive one, the inclusion of EL as a moderating factor has changed this significant relationship into a non-significant one. However, an increase of 1.3% has been recorded, indicating that the EL role as an interactive variable in the proposed relationship is a pivotal one, and embraces the PE direct role in explaining the variation in employees' constructive deviant behaviors. It would be also claimed that the EL interactive role would have a greater effect in leveling up those constructive deviant behaviors, rather than the PE role. Therefore, to sum up, the PE-constructive deviant behaviors relationship is conditioned on the crucial role of the empowering leader who sets goals and behavioral standards for his subordinates according to their abilities and potentials; enables favorable opportunities to express opinions and ideas and cooperation for solving problems; shares information and provides authority for his subordinates for decision making; and encourages creative and innovative suggestions and ideas.

Furthermore, other final interesting remarks could be noted, such that all the study variables' records are above the mean; additionally, PE marked for the highest mean (4.1277). Those findings also shed some light on the importance of employees' high perceptions of HRM configurations in stimulating them to demonstrate higher levels of positive deviant behaviors. They have also justified the PE's crucial explanatory role as a mechanism for the above-mentioned relationships. It has been also remarked that when combined with employees' high PE levels, EL would play an increasing role in raising their positive behaviors.

5. CONCLUSION

As a challenging issue for different organizations, employees' constructive deviant behaviors need to be carefully addressed (Sharma and Chillakuri, 2023); consequently, both organizations and researchers are striving more than ever before for effective and novel solutions to achieve this difficult goal. Hence, based on the research findings, it could be concluded that perceived HRM bundles enhancing employees' AMO framework have total positive influential effects on their constructive deviant behaviors, despite deviating from formal organizational rules and procedures. Moreover, it seems that high PE levels draw some positive effects as an explanatory factor in increasing employees' constructive deviant behaviors, when those employees perceive that HRM practices are devoted towards enhancing their abilities, skills, and providing favorable working opportunities. Finally, the empowering leader may play an effective interactive role in boosting innovative, challenging, and interpersonal constructive deviant behaviors.

6. RECOMMENDATIONS OF THE STUDY

Due to the desirable organizational outcomes resulting from employees' constructive deviant behaviors, such as enhancing competitive advantage, well-being, and facilitating the attainment of organizational goals (Galperin, 2002); fostering competitiveness, and accelerating organizational changes (Galperin, 2012); leveling up organizational performance (Voon, et al., 2019), and organizational sustainability (Sharma and Chillakuri, 2023). Therefore, it would be recommended for organizations to give more interest in the following:

- Taking into account the norm of reciprocity, the social exchange, and the cognitive evaluation approaches to justify employees' reciprocated processes with their organizations; meaning that PE could play the pivotal mechanism through which those exchanged relationships would be perfectly completed. Hence, directing managers' attention that when employees receive some organizational benefits such as HRM practices enhancing their abilities, and favorable opportunities for work, they would then feel some obligation to exhibit high PE levels, and consequently, reciprocate some positive deviant responses with their organization. Therefore, organizations need to apply effective bundles of HRM practices as essential catalysts for raising their

employees' PE, which will in turn generate innovative, challenging, and interpersonal constructive behaviors.

- Further, it would be clear that effective HRM practices directed towards enhancing employees' abilities have the most influential effect on their constructive behaviors, followed by favorable working situations. In other words, the current study would also arouse managers' attention that employees' abilities, skills and knowledge would be reinforced through HRM recruitment, selection and training practices; then, come HRM practices enabling favorable opportunities for work in the form of advancing employees, promoting empowerment and keeping them more involved in decision-making processes, sharing information, self-managed teams and job autonomy, and involvement activities; as essential drivers for leveling up employees' PE, and therefore their constructive behaviors. While, HRM practices promoting employees' motivation have not cleared the same effects; therefore, it would be also recommended for organizations to give more interest for HRM practices devoted to increase motivation, in the form of compensating employees, offering them benefits and fair appraisals, and career development.
- Collaborating with Baur (2022), who declared that while some organizations may set policies and rules to punish their employees who engage in positive deviant behaviors and violate those policies; yet, those organizations have to revise these actions, and search for their employees' intentions behind those behaviors, especially when evaluating their performances. Therefore, the current study could recommend managers take more interest in enabling favorable situations and conditions, which strengthen employees' PE-constructive deviant behaviors. This would be done via the effective role of empowering leaders, who will work to enable and accept different constructive types.

7. LIMITATIONS OF THE STUDY

The current study has also some limitations, due to the difficulties in getting a complete sampling frame; therefore, the researcher has conducted a convenient sample to gather data from respondents, which may in turn affect the findings' generalizability. Nonetheless, data has been collected from both governmental

and private sectors, trying to reduce the generalizability matter. Another limitation was due to the low response rate, which reached 56.4%; this relatively low rate has been affected by the incomplete and the non-returned questionnaires.

8. SUGGESTIONS FOR FUTURE RESEARCH

So far, it has been proved that among several factors that organizations can make to ensure employees' positive outcomes (such as leveling up their psychological empowerment and their constructive deviant behaviors), would be to guarantee effective human resource bundles that work for enhancing employees' abilities and favorable opportunities. It has been also confirmed that EL would play the moderating role in raising those constructive deviant behaviors; hence, some suggestions may be introduced as follows:

- The current study has tested constructive deviant behaviors as a unified construct comprising challenging, innovative, and interpersonal deviances; therefore, it would recommend other studies to test the effect of the research variables on each of the constructive behavioral dimensions.
- The current study has also tested the psychological empowerment construct as a unified construct; which entails a sense of meaning, a sense of competence, a sense of self-determination, and a sense of impact dimensions. It has additionally examined empowering leadership as a construct comprising leading by example, participative decision-making, coaching, informing, showing concern, and developing strong relationships with staff members dimensions; thus, it would recommend future studies to detect the PE's dimensions mediating effects on the HRM configurations-constructive behaviors, in addition to put the research model in application using the EL five dimensions.
- Introducing other pivotal organizational antecedents such as organizational culture, and perceived organizational support to test their effects on enhancing employees' constructive deviant behaviors.
- Incorporating other moderating leadership types to raise employees' constructive deviant behaviors such as transformational, authentic, inclusive, and ethical leadership types.

- The PE partial mediating findings declared in H₂ would suggest incorporating some other mediating factors to further explain and convey the perceived HRM practices-employees' constructive deviant behaviors relationships, such as other positive attitudes (e.g. job satisfaction, job involvement, organizational commitment, trust in the organization, and organizational identification).
- It would be also recommended to use random sample techniques, to address the generalizability matter; moreover, applying the study model to different private sectors, and different governmental institutions, and compare between findings to detect the main differences in employees' constructive behaviors in both sectors. Finally, applying the study model to small and medium enterprises, in addition to large organizations, and compare the findings between those different organizational sizes.

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أثر ممارسات إدارة الموارد البشرية الهادفة لزيادة قدرات ودافعية العاملين وتهيئة ظروف العمل الملائمة على سلوكيات الانحراف البناء: الدور الحيوي لكل من التمكين النفسي والقيادة التمكينية

د. غادة عادل عطية

ملخص البحث باللغة العربية

تهدف الدراسة الحالية إلى اختبار العوامل المؤثرة، والآليات، والمواقف التي تدفع العاملين بالمنظمات للقيام بسلوكيات الانحراف البناء. وباستخدام نظريات التبادل الاجتماعي والتقييم المعرفي، ومعيار التبادل، تقترح الدراسة أن مدركات العاملين بشأن ممارسات إدارة الموارد البشرية بالمنظمات، والتي يتم تصميمها لتحسين قدرات ومهارات العاملين، وزيادة دافعيتهم، وتوفير البيئة الملائمة لهم، يمكن أن تكون أحد العوامل المؤدية إلى زيادة سلوكيات الانحراف البناء لهؤلاء العاملين. وبالتالي، تركز على تحديد كيفية قيام ممارسات الموارد البشرية المختلفة بدور فعال في زيادة هذه السلوكيات البناءة بشكل مباشر، وبشكل غير مباشر من خلال الدور الوسيط للتمكين النفسي. وتهدف الدراسة أيضاً للتعرف على الدور الوسيط التفاعلي الذي يمكن أن تلعبه القيادة التمكينية في العلاقة بين التمكين النفسي وسلوكيات الانحراف البناء للعاملين. وباستخدام تحليل الانحدار المتعدد، على عينة ميسرة تبلغ 282 من العاملين في العديد من المؤسسات الحكومية والقطاع الخاص في مدينة الإسكندرية، تم قبول معظم فروض الدراسة؛ حيث أشارت النتائج إلى أن مدركات العاملين بشأن ممارسات الموارد البشرية المصممة لتحسين قدرات ومهارات العاملين، وزيادة دافعيتهم، وتوفير البيئة الملائمة لهم، تؤثر تأثيراً اجمالياً موجباً على سلوكيات الانحراف البناء للعاملين؛ كما تلعب المدركات بشأن ممارسات الموارد البشرية الموجبة لتحسين قدرات العاملين الدور الأكبر في التأثير على سلوكيات الانحراف البناء، يليها الموجبة نحو توفير البيئة الملائمة، من خلال الدور الوسيط للتمكين النفسي. ولم تدعم النتائج الدور الوسيط للتمكين النفسي في العلاقة بين ممارسات الموارد البشرية الموجبة نحو زيادة دافعية العاملين وبين سلوكيات الانحراف البناء الخاصة بهم. وتوصلت أيضاً إلى أن القيادة التمكينية تلعب دور الوسيط التفاعلي في تقوية العلاقة الموجبة بين التمكين النفسي وسلوكيات الانحراف البناء للعاملين.

الكلمات الدالة: ممارسات إدارة الموارد البشرية التي تؤدي إلى زيادة قدرات ومهارات ودافعية العاملين وتوفير البيئة الملائمة لهم، التمكين النفسي، سلوكيات الانحراف البناء، القيادة التمكينية، نظرية التبادل الاجتماعي، نظرية التقييم المعرفي.

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